

18. THE DIFFERENT AGES OF THE CHILD



OVERVIEW

In this module, we will cover the following topics:

- Early Years Education
- Primary School
- Secondary School

INTRODUCTION

This module provides an overview of Early Years Education, Primary School Education and Secondary School Education.

You'll learn about the curriculum provided in each of these phases, including the provision of statutory subjects.

You'll consider how children are monitored and assessed through curriculum based goals or targets, and you'll also consider how special educational needs are provided for.

EARLY YEARS EDUCATION

Early years education providers include:

- Nurseries
- Daycare and childcare providers
- Playgroups
- Mainstream and special preschools

All early years settings that receive government funding (this includes the majority of settings) are required to follow the SEND Code of Practice 2014, and have a SEN policy and a SENCo or AENCo.

AREAS OF LEARNING AT THE FOUNDATION STAGE

Early years education providers follow the foundation stage curriculum for children aged 3-5. This curriculum involves taking a planned approach that integrates play and learning.

Six areas of learning are described in the foundation stage:

- personal, social and emotional development
- communication, language and literacy
- mathematical development
- knowledge and understanding of the world
- physical development
- creative development

The majority of children experience rapid development in all of these areas throughout the foundation stage, and for many children the foundation stage offers them their first experience of learning in a peer group.

MONITORING THROUGHOUT THE FOUNDATION STAGE

Early learning goals set out what most children will have achieved in each of these areas by the end of the foundation stage. Children obviously progress at different rates, so these goals are used as a ‘rough guide’.

By the end of the foundation stage, some pupils will have achieved beyond the expectations set out in the early learning goals, whilst others may still be working towards the goals.

The SEND code of practice 2014 describes the importance of monitoring throughout the foundation stage:

‘Early years providers and educational settings should have arrangements in place that include a clear approach to assessing SEN. This should be part of the setting’s overall approach to monitoring the progress and development of all children.’

RESPONDING TO SPECIAL EDUCATIONAL NEEDS

The code goes on to describe that a graduated response to special educational provision should be used. This involves increasing specialist expertise to address the difficulties a child may be experiencing:

‘All settings should adopt a graduated approach with four stages of action: assess, plan, do and review.’

Children with severe and complex needs are likely to already have been identified and referred to the LEA prior to their early education by child health services.

In most cases, very young children with special educational needs can be supported in mainstream settings with additional support or resources.

Special educational provision for very young children may include:

- access to a home-based learning programme, such as the ‘*Portage Home Teaching Programme*’

- the services of a peripatetic teacher for the hearing or visually impaired
- the advice of a clinical or educational psychologist

For a very small minority of children it may be more appropriate for them to transfer to specialist provision.

EXERCISE 18.1

Do some further research into the foundation stage curriculum.

What does the curriculum guidance say with regard to children with special educational needs or disabilities?

Curriculum guidance for the foundation stage (QCA, 2000) is available at: http://www.smartteachers.co.uk/upload/documents_32.pdf

PRIMARY SCHOOL

All primary schools are required to follow the SEND Code of Practice 2014 and have a SEN policy and a SENCo or AENCo.

Primary schools follow Key Stage 1 and 2 (KS1 and KS2) of the national curriculum for children aged 5-11.

- **KS1** is for children aged 5-7 in year groups 1 and 2.
- **KS2** is for children aged 7-11 in year groups 3 to 6.

In both KS1 and KS2 all pupils must study (these statutory subjects):

- English
- Maths
- Science
- Information and Communications Technology
- History

- Geography
- Art and Design
- Design and Technology
- Music
- Physical Education

From September 2010 Modern Foreign Languages are compulsory at KS2.

Schools must also provide PHSE (personal, social and health education), Citizenship, and Religious Education. Parents have the right to withdraw their children from Religious Education, and from any sex education within PHSE.

FOLLOWING THE CURRICULUM

For each statutory subject area, programmes of study set out what pupils should be taught in each subject at each key stage. It's up to schools how they deliver the curriculum.

Most schools use the programmes of study as the basis for their schemes of work.

When developing schemes of work schools also have to consider four general teaching requirements:

- **Use of language** (development of language and literacy skills)
- **Use of ICT** (development of ICT skills)
- **Health and safety** (development of the skills needed to keep themselves and others safe)
- **Inclusion** (responding to individual needs, and including all learners)

For each statutory subject, attainment targets set out the expected standards of pupils' performance. These targets identify the knowledge, skills and understanding that pupils of different abilities should have by the end of each key stage.

Attainment targets are made up of eight levels of increasing difficulty.

- The majority of pupils are expected to work at levels 1-3 in KS1, and attain level 2 by the end of the Key Stage.
- The majority of pupils are expected to work at levels 2-5 in KS2, and attain level 4 by the end of the Key Stage.

HOW DO TEACHERS ASSESS A PRIMARY SCHOOL PUPIL'S ATTAINMENT?

Teachers can assess a pupil's level of attainment by comparing the child's development against the level descriptor that best matches the pupil's performance.

Schools tend to assess each child's level when they enter primary school, in addition to using any information passed to them from the child's early education provider. By doing this they can:

- plan an education to meet the child's needs
- build on the child's current level
- continue with any special education provisions in a consistent way

Throughout primary school all children should be continually monitored and assessed. The SEND code of practice 2014 describes the nature of this assessment process:

'Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- *is significantly slower than that of their peers starting from the same baseline*
- *fails to match or better the child's previous rate of progress*
- *fails to close the attainment gap between the child and their peers*
- *widens the attainment gap'*

When special educational needs are identified, the code describes that a graduated response to special educational provision should be used. This involves increasing specialist expertise to address the difficulties a child may be experiencing:

RESPONDING TO A PRIMARY SCHOOL CHILD'S NEEDS

More children are generally recognised as having special educational needs in primary schools than in early years settings. This is often because learning difficulties in literacy, numeracy, and other subject areas start to become apparent.

In most cases children with special educational needs will be able to be supported in mainstream settings with additional support or resources. This may include:

- the provision of different learning materials or special equipment
- group or individual support
- extra adult time devoted to devising and monitoring interventions
- access to LEA support services

For a small minority of children it may be more appropriate for them to transfer to specialist provision.

A child's records from primary school must be passed on to the secondary school. This includes:

- monitoring and assessment data
- details of interventions and special educational provisions
- copies of IEPs and statements

EXERCISE 18.2

Do some further research into the national curriculum.

What are the end of key stage statements for key stage 1 personal, health and social education?

The national curriculum is available at: <http://curriculum.qcda.gov.uk>

SECONDARY SCHOOL

All secondary schools are required to follow the SEND Code of Practice 2014 and have a SEN policy and a SENCo or AENCo.

Secondary schools follow Key Stage 3 and 4 of the national curriculum for children aged 11-16.

- **KS3** is for children aged 11-14 in year groups 7 to 9.
- **KS4** is for children aged 14-16 in year groups 10 and 11.

In **KS3** all pupils must study (these statutory subjects):

- English
- Maths
- Science
- Information and Communications Technology
- History
- Geography
- Art and Design
- Design and Technology
- Music
- Physical Education

- Citizenship
- Modern Foreign Languages

Schools must also provide Careers Education, Religious Education and Sex Education.

In **KS4** all pupils must study (these statutory subjects):

- English
- Maths
- Science
- Information and Communications Technology
- Physical Education
- Citizenship

Schools must also provide Careers Education, Work Related Learning, Religious Education and Sex Education.

HOW DO TEACHERS ASSESS A SECONDARY SCHOOL PUPIL'S ATTAINMENT?

For each statutory subject area, programmes of study set out what pupils should be taught in each subject at each key stage. It's up to schools how they deliver the curriculum. Most schools use the programmes of study as the basis for their schemes of work.

For each statutory subject, attainment targets set out the expected standards of pupils' performance. Attainment targets consist of eight level descriptors that describe the expected standard of pupils' performance.

- The majority of pupils are expected to work at levels 3-7 in KS3, and attain level 5 or 6 by the end of the Key Stage.
- In Key Stage 4, National Qualifications are used to measure attainment (e.g. GCSEs).

Schools are likely to assess each child's level when they enter secondary school, in addition to using any information passed to them from the child's primary school.

This will ensure they can:

- plan an education to meet the child's needs
- build on the child's current level
- continue with any special education provisions in a consistent way

RESPONDING TO A SECONDARY SCHOOL CHILD'S NEEDS

Throughout secondary school all children should be continually monitored and assessed. When special educational needs are identified, a graduated response involving should be used.

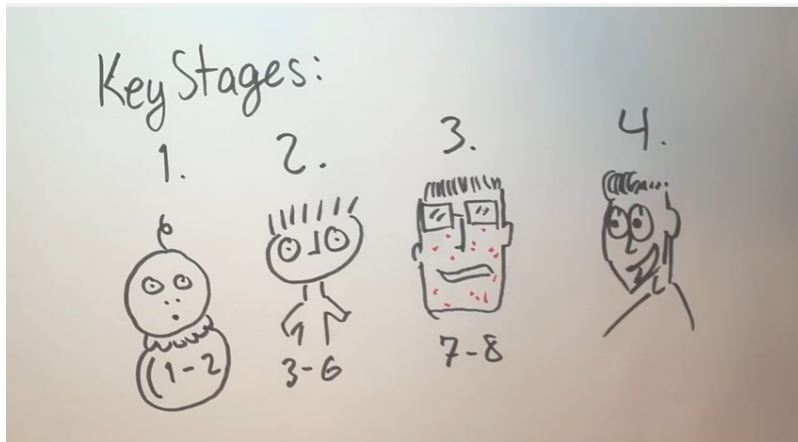
In most cases children with special educational needs will be able to be supported in mainstream settings with additional support or resources. This may include:

- the provision of different learning materials or special equipment
- group or individual support
- extra adult time devoted to devising and monitoring interventions
- staff development and training and/or access to LEA support services

For a small minority of children it may be more appropriate for them to transfer to specialist provision.

NOW WATCH THIS VIDEO

Great Education of Great Britain



<https://www.youtube.com/watch?v=kVy3xWbHqU>

FURTHER READING

If you want to read more about the subjects covered in this module, you might find the following books useful.

Anderson, Gerrish, Layton, Morgan, Tilstone & Williams: Child Development and Teaching the Pupil with Special Educational Needs (Routledge, 2004)

Dukes, C & Smith, M: Recognising and Planning for Special Needs in the Early Years (Sage, 2009)

Hutchin, V: Supporting Every Child's Learning Across the Early Years Foundation Stage (Hodder, 2007)

Lovey, J: Supporting Special Educational Needs in Secondary School Classrooms (David Fulton, 2002)

Rose, R & Howley, M: The Practical Guide to Special Educational Needs in Inclusive Primary Classrooms (Sage, 2006)

Curriculum guidance for the foundation stage (QCA, 2000) is available at:

http://www.smartteachers.co.uk/upload/documents_32.pdf

The Early Years Foundation Stage: Setting the Standards for Learning, Development and Care for children from birth to five (DCSF, 2008) is available at:

<http://bit.ly/12IuF7M>

USEFUL WEBSITES

If you want to read more about the subjects covered in this module, you might find the following websites useful.

- <http://www.education.gov.uk/schools/teachingandlearning/assessment>
- <http://www.education.gov.uk/schools/teachingandlearning/curriculum>

REMINDER

Have you completed the following exercises?

- ☐ Exercise 18.1
- ☐ Exercise 18.2

Tick each box when you have completed the exercises.

SUMMARY

1. You can give examples of early years education providers.
2. You know the six learning areas in the foundation stage curriculum.
3. You understand how children are assessed throughout the foundation stage curriculum using learning goals.
4. You know the statutory subjects in the different key stages of the national curriculum.
5. You understand how children are assessed throughout the national curriculum using level descriptors.

6. You understand the importance of records being transferred when a child moves to a new phase of education.

THERE IS NO ASSIGNMENT FOR THIS MODULE. PLEASE MOVE ON TO MODULE 19.