Assessing the Cross-Curricular Skills

CEA
Rewarding Learning

Supplementary Guidance

on the Assessment Arrangements

In relation to pupils in the final year of Key Stages 1 and 2 for Communication, Using Mathematics and Using ICT

From 2017/18

Contents

Introduction

This guidance booklet is for principals, co-ordinators and teachers who will be involved in the end of Key Stage statutory assessment and moderation arrangements from 2017/18.

It provides information on the statutory assessment of Communication, Using Mathematics and Using ICT and accompanies the booklet *Assessment Arrangements in Relation to Pupils in the Final Years of Key Stages 1 and 2 for Communication, Using Mathematics and Using ICT From 2017/18* (CCEA, 2017), which sets out the statutory requirements. This is available online at www.ccea.org.uk

Please note that we have used the following colours in this booklet to help you find what you need quickly:

Key Points

Information specific to Communication

Information specific to Using Mathematics

Information specific to Using ICT

Section 1
What's Required from 2017/18

This short section gives an overview of the main requirements for assessment at Key Stages 1 and 2. You'll find specific details relating to assessment in Section 2 and moderation in Section 3.

1.1 Teacher Assessment

Teachers assess pupils in **Years 3–7** with reference to the Levels of Progression for Communication, Using Mathematics and Using ICT each year. Assessments should be based on the criteria set out in the levels for each skill. (Pupils in the Foundation Stage – Years 1 and 2 – will be assessed in the Cross-Curricular Skills, but it is not a requirement to use the Levels of Progression for this.)

In addition, for pupils **at the end of Key Stages 1 and 2** (in Years 4 and 7), teachers must assess and **report the numerical level** that each pupil has attained in Communication, Using Mathematics and Using ICT:

• to the Department of Education, via CCEA, by the date specified in the Key Dates poster issued separately; and
• to parents, via the Annual Report, by 30 June each year.

In Irish-medium schools and units, levels for Year 7 pupils should be reported for Communication in both Irish and English.

1.2 External Moderation

External moderation is a means of quality assurance. We have already informed schools which Cross-Curricular Skill they will be moderated in this year (Communication, Using Mathematics or Using ICT). If you have any queries, please contact the CCEA Assessment Administration Team (see Section 5 for details).

Moderation: This step is for **all** schools, for their allocated skill:

• **For Communication and Using Mathematics**, schools will need to provide us with a school submission in February, based on the specific levels they intend to report for their pupils in May.
• **For Using ICT,** schools will need to provide us with a school submission in March, based on the specific levels they intend to report for their pupils in May.

Then, by the date specified in the Key Dates poster issued separately, schools are asked to provide us with details of the levels outcomes for their Year 4 and Year 7 pupils.

Moderation Follow Up: This will apply only to those schools whose understanding of the standards cannot be verified at moderation. The follow up visit will provide the opportunity to avail of CCEA moderator support, which may include further discussion of evidence.

See the 'Key Dates and Actions' Timetable issued separately for a full list of key dates for this year.

1.3 Recommendations for Principals and School Leaders

Considering the points in the checklist below can help you to ensure that your school is meeting the statutory requirements for assessment of the Cross-Curricular Skills.

For All Schools

✓ Arrangements and processes are in place to enable teachers to implement the statutory assessment requirements.

✓ Internal standardisation arrangements are in place to enable teachers to confirm and maintain a shared understanding of the standards within the Levels of Progression.

✓ Teachers attend standardisation meetings (for example CCEA agreement trials) for Communication, Using Mathematics and Using ICT, and relevant information from these is passed on to their colleagues.

✓ There is appropriate time allowed for teachers to take part in these meetings throughout the year.

✓ Before the end of Key Stage assessment takes place, all relevant staff implement the decisions agreed during internal standardisation meetings.

Reporting and External Moderation

✓ The school reports the levels for each Year 4 and Year 7 pupil to CCEA by the date specified.

✓ Schools provide CCEA with a school submission for external moderation, along with the relevant supporting documentation, in line with the key dates specified.

✓ All relevant staff are aware of the outcomes of moderation provided by CCEA and take any further action required.

✓ In exceptional cases, for instance where a teacher has been absent for a significant period of time, assessment outcomes are still agreed and reported as required.

Section 2
Assessment

2.1 Assessment Policy

All schools should have a clear and documented assessment policy, as outlined in *Guide to Assessment: Supporting Schools in Meeting Statutory Requirements for Assessment and Reporting – Foundation Stage to Key Stage 3* (CCEA, 2011). The agreed policy should:

- be understood by all staff;
- be reflected in school processes, procedures and practices and in school developmental planning;
- include clear guidance about the purposes of assessment methods, the range of evidence and the assessment information to be used;
- ensure that staff are actively engaged in applying the policy; and
- be reviewed and updated regularly.

2.2 Making Assessment Judgements in Years 4 and 7

Key Points

Teachers need to decide the **numerical levels** that each pupil has attained in Years 4 and 7. They should assign **one overall level** to each pupil for Communication (in English and Irish as appropriate), **one overall level** for Using Mathematics and one overall level for Using ICT.

Teachers must also **report** these outcomes to parents/guardians of pupils in Years 4 and 7 by 30 June each year.

You should make a **summative assessment judgement** for each pupil and assign a level based on:

- the **standards** set out in the Levels of Progression;
- **evidence** of pupil competence:
  - across the breadth of requirements for the Cross-Curricular Skill; and
  - in **most** of the criteria relating to the level at which the pupil is judged to be working;
- knowledge of how the pupil has performed over time in **a range of contexts**, including new and/or unfamiliar contexts, as appropriate;
- existing evidence from a variety of **school-based assessment activities**; and
- **CCEA Assessment Tasks** (as appropriate).

Carrying out internal standardisation will help to ensure that there is a clear understanding of the standards in your school. It will involve reviewing examples of pupil work that reflect the range of attainment within the school (see Section 2.7).

For each Year 4 and each Year 7 pupil, you will then need to use your professional judgement to decide in which level the pupil has demonstrated **solid achievement**. For example, a pupil judged to have achieved Level 4 in Year 7 has demonstrated:

- competence across the breadth of requirements for the Cross-Curricular Skill and in **most** of the criteria relating to the level across the range of work; and
- an ability to:
  - work consistently and independently in most aspects of the level; and
  - apply learning in new and/or unfamiliar situations, as appropriate.

See below for guidance specific to individual skills.

Communication

The guidance on Communication applies to English and Irish, as appropriate, in Irish-medium schools.

The **overall level** that you assign for Communication should be based on the pupil's performance in all three modes:
- Reading;
- Writing; and
- Talking and Listening.

Pupils might be performing at different levels in these modes. When this happens, they need to have been assessed **at or above** the level you award in **at least two** modes, as these examples show.

	Talking and Listening	Reading	Writing	Overall Level Awarded
Pupil A	Level 3	Level 4	Level 3	Level 3
Pupil B	Level 3	Level 4	Level 5	Level 4

Using Mathematics

The **overall level** that you assign for Using Mathematics should be based on a holistic assessment of the pupil's performance. This involves considering **all evidence available** for the 'Requirements' alongside 'Knowledge and Understanding' (Number; Measures; Shape and Space; and Handling Data).

A pupil judged to have achieved a particular level will have demonstrated the breadth and depth of the Requirements, and the Knowledge and Understanding, at that level.

Using ICT

Pupils might be performing at different levels in the various 'E's. When this happens they need to have been assessed **at or above** the level you award in **at least three 'E's**, which must include Explore* and Express. (This is because Explore and Express form the core of most activities that your pupils will be involved in.)

For example:

	Pupil A	Pupil B	Pupil C
Explore*	Level 5	Level 2	Level 5
Express	Level 4	Level 2	Level 4
Exchange	Level 4	Level 3	Level 3
Evaluate	Level 3	Level 3	Level 3
Exhibit	Level 3	Level 3	Level 3
Overall Level Awarded	**Level 4**	**Level 2**	**Level 3**

*This refers to both bullet points of *Explore*.

2.3 School-Based Assessment Activities

Key Points

When teachers are deciding which level a pupil is working at, they should take into account a range of evidence from **school-based assessment activities**.

School-based assessment activities will be part of ongoing classwork and can include assessment tasks (CCEA-produced tasks or other).

Whatever the nature of each assessment activity, you need to **plan** it well to ensure that it is **valid**:

- allowing you to assess the criteria it is intended to assess; and
- allowing pupils to demonstrate the criteria being assessed.

You should use assessment activities to gather evidence of pupils' progress **after** learning and teaching have taken place; they provide a summative outcome to measure the progress made by each pupil at a point in time and can also provide you with formative information to feed into future learning and teaching.

2.4 CCEA Assessment Tasks

Key Points

CCEA Assessment Tasks are a voluntary component of the assessment and moderation arrangements.

Schools may include CCEA Assessment tasks as part of the evidence that they submit for moderation (see Section 3).

CCEA Assessment Tasks should support teachers' judgements about the level that each pupil is working at and can be used with any year group in Key Stages 1 and 2. You can access the available tasks through our website at www.ccea.org.uk

Even in years when your school is not involved in external moderation for a particular skill, we recommend that you use CCEA Assessment Tasks to support teachers' assessment judgements for Communication, Using Mathematics and Using ICT.

2.5 Managing Assessment Activities for Communication, Using Mathematics and Using ICT

This section relates to school-based assessment activities (including CCEA Assessment Tasks).

Key Point

Assessment activities should take place under normal classroom conditions. However, where appropriate, pupils might carry out planning, preparation and/or research elsewhere. **Responses should be attributable to each individual pupil**. When making assessment judgements, teachers should be confident that the work produced has been carried out by each individual pupil.

Pupils carrying out an assessment activity should have:

- the opportunity to demonstrate their own, individual competence in the Cross-Curricular Skill being assessed, even when they are working in groups;
- enough time to complete the activity; and
- a level of support and/or structure appropriate to the Level of Progression they are working at.

2.6 FAQs: Communication, Using Mathematics and Using ICT

The questions and answers that follow are specific to each Cross-Curricular Skill.

Communication

Can pupils redraft their response to an assessment activity or task?

In a Writing activity, pupils can redraft work when:

- it suits the nature of the activity; **and**
- you have chosen to assess the Requirement to 'talk about, plan and edit work' as one of your assessment criteria.

Your feedback on the first draft should be formative and appropriate to the pupil's level; work should be redrafted with increasing independence at Level 5. If you are submitting an activity or task that includes redrafting as part of a submission for moderation, please make sure to include both drafts.

Pupils should not redraft any Reading activities or tasks.

How much structure and guidance can I give to my pupils?

This depends on the Level of Progression that each pupil is working at (see, for example, the above comment on redrafting). Level-appropriate support might include word banks, writing frames and sentence starters at Levels 1 and 2.

How important are spelling, punctuation and grammar when assessing a pupil?

When you assess a pupil's skills in Writing, you must take into account the Requirement to 'write with increasing accuracy and proficiency'. In an assessment activity or task focused on Reading, you do not need to take accuracy in spelling, punctuation and grammar into account.

Can pupils use a word processor such as Microsoft Word to present a response?

Yes; responses can be word processed or handwritten. You can include either or both types of work in your submission for moderation (see Section 3). As with any assessment activity, you should ensure that pupils will have an opportunity to demonstrate the criteria being assessed.

Can pupils use dictionaries and thesauri when completing assessment activities or tasks?

Yes. If they are using ICT, you do not need to disable any electronic spelling or grammar checks.

Can a reader be used to assist a pupil during a Reading Assessment Task?

In Reading tasks, a reader is not permitted.

Using Mathematics

How much structure and guidance can I give to my pupils?

This depends on the Level of Progression that each pupil is working at (as stated in the context statements for each level):

- At Levels 1, 2 and 3, pupils can be given appropriate prompts and templates, and they can be engaged in appropriate teacher-guided discussion.
- At Levels 4 and 5, pupils are expected to show more capacity to identify and recognise the mathematics required.

Do pupils need to show their working out?

Pupils need to show evidence that they have met the Requirements for Using Mathematics, and the Levels of Progression refer to using mathematical techniques, notation and problem-solving strategies, as well as organising and reviewing work. Pupils' working out should provide evidence that they have done this and can be useful for external moderation.

Can pupils use software such as Microsoft Excel to produce a chart or graph?

Yes, provided they meet the assessment criteria you have set for the task. The Requirements within the Levels of Progression refer to the accurate presentation of information including the use of mathematical diagrams. Depending on the level and chart/graph, pupils are also expected to choose their own methods of presentation, including axes and labels. Any graphs must be clearly and accurately produced in line with the levels.

Can pupils use a calculator to find solutions to problems?

Calculators can be used for different purposes:

- If pupils use a calculator to **carry out** calculations, they should also be able to show methods and techniques they have used to demonstrate how they have met particular Requirements.
- If they use a calculator to **review and check** their calculations, it would be useful to add a brief comment stating this (as evidence for external moderation – see Section 3).

Can pupils use their exercise books, or other reading materials, as a reference?

Yes. Assessment activities and tasks are not formal tests. Pupils can refer to other resources. Note that at higher levels pupils should be able to identify what mathematics they need before referring to other resources.

Can a scribe and/or reader be used to assist a pupil during an Assessment Task?

Yes. You should ensure that each pupil can access the task; difficulties with reading or writing, for example, should not prevent pupils from demonstrating their competence in Using Mathematics.

Can I use a question from a textbook to assess Using Mathematics?

Yes, this would be fine if the question:

- allows you to assess elements of the Requirements for Using Mathematics; and
- has an appropriate context that allows pupils to demonstrate how they use their knowledge and understanding.

However, an exercise that **only** assesses pupils' knowledge and understanding would not be suitable.

Using ICT

How much structure and guidance can I give to my pupils?

This depends on the level that each pupil is working at (as stated in the Levels of Progression).
For example:

- At Levels 1, 2 and 3, the teacher gives the pupils sources of information, images and sounds and helps them by prompting as they talk about, modify and save their work.
- From Level 4 upwards, pupils should demonstrate these skills independently and with increasing discernment.

How important are spelling, punctuation and grammar when assessing a pupil in Using ICT?

Spelling, punctuation and grammar will have some impact on assessing Using ICT, as accurate use of language is central to communication in any format, digital or non-digital. In ICT, the end product is assessed on how well it meets the communication needs of the audience. Therefore, spelling, punctuation and grammar are significant in achieving clarity and accuracy.

Can pupils redraft their response to an assessment activity or task?

Yes. We expect that pupils will redraft their work (level appropriate) as part of the ongoing improvements they make. However, at the higher levels they should receive only minimal direction on this from their teacher.

Can I use more than one CCEA Using ICT Assessment Task with my pupils?

Yes. The entire submission can be made up of CCEA Assessment Tasks, if desired.

Can pupils work in groups when carrying out Using ICT assessment activities or tasks?

This will depend on the context of the individual activity or task and/or the level the pupils are working at. For example, working in a group is more appropriate in Film and Animation activities where pupils would not be expected to work individually to script, film and edit work. At other times, such as when a pupil is creating a leaflet, it would be more appropriate for pupils to work on their own. Teachers should decide what is most appropriate in all cases. This can depend on the hardware and resources available at their school.

Where teachers are using an activity to assess pupil competency, and that pupil is working in a group, teachers should base their judgement on the competency demonstrated by that individual.

Can pupils use tablet technology to undertake Using ICT assessment activities?

Yes. Please contact us if you wish to check whether certain apps are appropriate, or whether they have scope for assessment purposes. If you are submitting pupil work produced on tablets for moderation, you should send us, for example:

- the project file or a screenshot of the open project file in its native file format; or
- a version of the file saved in a format that can be opened by standard software such as media player (you can check this by adding file extensions manually, such as .jpeg suffixes, if you need to).

Please note: If pupils produce work using apps, teachers may need to export it from the tablet device by email (or equivalent) and convert it to a shareable format before sending it for moderation. In cases where a project file isn't available (such as before sharing an edited movie or saving a sound or music project as an MP3 file), the teacher can create a screenshot of work in progress to show how the work was produced. For example, the teacher can use a screenshot to show layers or edits in an app, or the various tracks in a music app.

2.7 Internal Standardisation

Key Point

Teachers should achieve a clear understanding of the standards demonstrated in all assessment activities through internal standardisation.

Internal standardisation is essential in ensuring that teacher assessment within schools is consistent. It is also an important part of the overall moderation process.

As far as possible:
- **internal standardisation** ensures there is agreement that work which an individual **teacher** judges to be Level 4 (for example) would be deemed to be Level 4 by all teachers in that school; and
- **external moderation** ensures that work which an individual **school** judges to be Level 4 (for example) would be awarded a Level 4 by all schools in Northern Ireland.

Together, internal standardisation and moderation exist so that the assessment system is more effective and reliable. This increases the value of the Levels of Progression for assessing individual pupils' progress and the confidence teachers can place in them as pupils move between classes and schools.

The standards agreed at internal standardisation meetings should reflect those established at agreement trials. Teachers should apply the same standards consistently to all their assessment judgements, and the evidence they submit for external moderation should reflect this.

As part of the requirements within moderation, for quality assurance, a **Declaration of Internal Standardisation** (form **EMA1**) should be completed and signed by the principal. We also encourage schools to carry out internal standardisation during school years when they do not need to take part in external moderation for a particular Cross-Curricular Skill. There is great value in professional discussion and developing a shared understanding of standards and progress within the levels framework.

Schools can decide how many internal standardisation meetings to hold each year. This may depend on, for example:
- the time available;
- how many teachers will be involved;
- the range of pupil attainment within a year group or Key Stage; and
- the number of pieces of pupil work that need to be reviewed before there is agreement about standards.

Further guidance on internal standardisation is available in the A*ssessing the Cross-Curricular Skills (Primary) – Teachers' Support* ring-binder.
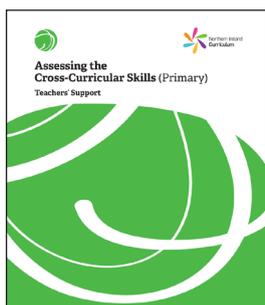
Section 3
Moderation

3.1 The Moderation Process

Key Point

Teacher assessment of Communication, Using Mathematics and Using ICT at Key Stages 1 and 2 will be externally moderated. Schools have already been informed of the skill in which they will be moderated.

The purpose of moderation is to support schools' own standardisation and understanding of the Levels of Progression (within and between schools). It does this by verifying to schools and other education partners that the standards which schools are applying in teacher assessment are appropriate. Moderation of the Cross-Curricular Skills will involve reviewing pieces of pupils' work within agreed school submissions. This assumes internal standardisation will have already taken place (see Section 2).

3.2 Moderation: School Submissions

Following internal standardisation, your school provides a school submission of evidence representing:
- the range of levels you intend to, or are likely to, report for the Cross-Curricular Skill, relevant to your school; and
- the standards agreed within your individual school.

3.3 What to Include in School Submissions

Communication

You need to submit one **School Submission Cover Sheet (EMA6C)** with each level included in your submission. We will make this form available electronically at www.ccea.org.uk

Each school submission for Communication should, **at each level** you intend to report, include:
- a total of **six pieces** of work (which may include CCEA Assessment Tasks);
- three pieces of Reading and three pieces of Writing; and
- pupil work from a variety of contexts in Reading and Writing.

For example, the submission for a school intending to report Levels 2, 3 and 4 should include a total of 18 pieces of work: six pieces at each of the three levels to be reported.

Note on Talking and Listening
Schools do not need to submit **evidence** for Talking and Listening (or Listening, Understanding and Talking in Irish-medium schools and units) as part of moderation. However, you **do** need to **assess** pupil progress in Talking and Listening in order to arrive at an overall Communication level for each pupil (see Section 2.2), and it should be part of your school's internal standardisation process. School support is available for teachers in assessing Talking and Listening at www.ccea.org.uk/training If you have any queries, please contact us using the details in Section 5.

Using Mathematics

You need to submit one **School Submission Cover Sheet (EMA6M)** with each level included in your submission. We will make this form available electronically at www.ccea.org.uk

Each school submission for Using Mathematics must, **at each level** you intend to report, include a total of **three pieces** of work which demonstrate breadth across the Requirements and the four aspects of Knowledge and Understanding (Number; Measures; Shape and Space; and Handling Data).

For example, the submission for a school intending to report Levels 2, 3 and 4 should include a total of nine pieces of work: three pieces at each of the three levels to be reported.

The three pieces you choose at each level may include up to **one** response to a CCEA Assessment Task.

Using ICT

Schools need to provide an **electronic school submission** of pupil work.

This school submission must include:
- normal pupil work in electronic format;
- five pieces of work* (including any number of CCEA Assessment Tasks) for each level the school intends to award;
- evidence of Explore (both bullet points) and Express at each level; and
- a variety of contexts and at least two different types of ICT for each level.

For example, the submission of a school intending to report Levels 2, 3 and 4 should include a total of 15 pieces of work: five pieces at each of the three levels to be reported.

It is also helpful to include evidence of pupil planning and evaluation of ICT activities in your submission, where this has been an integral part of an activity. This should also be in electronic format, for example photographs of pupils' work.

The School Submission Cover Sheet (EMA6i) submitted with each school submission should provide a brief description of the assessment activity and an explanation of why each level was awarded. This form will be available electronically.

* This does not mean five pieces of work from five **different** tasks or activities. It means five pieces of work which your school deems to be at that level.

Note on Exchange, Evaluate and Exhibit
Schools do not have to provide evidence for Exchange, Evaluate and Exhibit as part of moderation. However, you do need to assess progress in Exchange, Evaluate and Exhibit in order to arrive at an overall
Using ICT level (see Section 2.2) and this should be part of your school's internal standardisation process.

Please Note:
*Although schools report levels only for end of Key Stage pupils (Year 4 and Year 7), the evidence for the school submission can come from **any year group** in the school.*

*Pieces of work at **Level 1** will **not** be required within school submissions for Communication, Using Mathematics or Using ICT.*

3.4 Annotating Pupils' Work

You are reminded that completing the School Submission Cover Sheets gives you the opportunity to describe the activities that pupils carried out; this may include context, help given and other relevant information. Using these forms should reduce the need for detailed annotation on the pupil work.

In exceptional circumstances, you may feel that you need to annotate a sample of work to clarify why you have awarded a particular level. (Please note that you do not need to justify, describe or explain every step taken.)

Where you do add comments to pupils' work, these might include details of prompts given to the pupil or any significant teacher–pupil discussion that impacted on the outcome. If your school has devised a system or code for annotation with reference to the Levels of Progression, please include details.

You can also include work in any submission that you have already marked for another purpose, such as ongoing assessment.

3.5 Checking Your Submission

Please ensure that the submission which your school sends for external moderation meets all the requirements stated in this section. We also encourage teachers, where appropriate, to include the relevant pupil stimulus with each sample of work submitted. This allows moderators to see what pupils were asked to do, as well as the level of structure given. If a submission is incomplete (for example a sample of pupil work is missing), it is less likely that we will be able to verify the submission and the levels that your school intends to report.

In general, if moderators are unable to verify a school's assessment judgements based on the evidence submitted, the moderation feedback process will indicate this.

3.6 Feedback on Moderation

Key Point

Each school will receive written feedback following moderation.

The feedback provided after moderation will indicate either:
- the standards within your school submission have been verified; or
- the standards within your school submission have not been verified.

3.7 Moderation Follow Up

If your feedback indicates that **the standards within your school submission have not been verified**, your school will be offered additional support by the moderation team.

Where necessary, we will arrange a visit from a moderator to discuss feedback and provide further support.

Section 4
Assessing Pupils with Special Educational Needs

The access statement below provides useful guidance on planning and managing tasks for pupils with special educational needs.

Providing Equality of Opportunity and Access for All

Schools have a responsibility to provide a broad and balanced curriculum for all children and should aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible.

In planning curriculum and assessment activities, teachers should be aware of the requirements of the equal opportunities legislation and the Special Educational Needs and Disability Order (*SENDO*) and should have high expectations for all pupils, including pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups including travellers and those from diverse linguistic backgrounds.

For pupils with special educational needs, teaching should take account of the type and extent of the difficulty experienced by the pupil:

- For pupils whose attainments fall significantly below the levels expected at a particular Key Stage, degrees of differentiation of tasks and materials appropriate to the age and requirements of the pupil will be necessary.
- For pupils whose attainments significantly exceed the expected levels of attainment during a particular Key Stage, you will need to plan suitably challenging work by extending the breadth and depth of study across Areas of Learning.

In planning to meet the needs of all pupils, you may need to:

- use teaching approaches appropriate to different learning styles;
- use a range of organisational approaches, such as setting, grouping or individual work, to ensure that individual needs are properly addressed;
- vary content and presentation so that it matches the learning needs of particular pupils;
- use a range of activities and contexts for work and allow a variety of interpretations and outcomes;
- allocate sufficient time for children to complete tasks;
- use accessible texts and materials that suit children's age and level of learning;
- plan work which builds on interests and cultural diversity;
- plan the pace of work so that all children will have the opportunity to achieve success;
- plan challenging work for those whose ability and understanding are in advance of their peer group;
- provide support by using ICT, video or audio materials, dictionaries and other suitable aids; and
- enable the fullest possible participation of pupils with disabilities, including those with medical needs.

The questions and answers below give additional guidance for teachers of pupils with special educational needs. You will also find relevant information in Sections 2 and 3, for example details about using computer software to present a response to an assessment task.

How much support can I provide for a pupil with special educational needs?

This depends on the Level of Progression that the pupil is working at; see Section 2 for more details. You should clearly indicate on any pieces of work that you submit for moderation where the pupil received support.

What is the relationship between the Prerequisite Skills (Q Skills) and the Levels of Progression for the Cross- Curricular Skills?

The Q Skills are a non-statutory assessment resource for pupils working below Level 1 of the Levels of Progression. They refer to the same requirements for Communication, Using Mathematics and Using ICT as the mainstream levels. For more details please see *Prerequisite Skills (Q Skills): Building towards Level 1 of the Cross-Curricular Skills, Non-Statutory Guidance* (CCEA, 2012) available at www.ccea.org.uk

Is there a statutory requirement to assess a pupil who has a statement of 'moderate/severe learning difficulties'?

Pupils with statements which include any reference to a 'severe learning difficulty' are exempt from statutory assessment. Please note that you should record the end of Key Stage outcome for all pupils who are exempt as, for example, 'E2' or 'E4'.
See the Department of Education Circular (1990/45) (available at www.deni.gov.uk) for more information. Also refer to *Information for Principals on Exemptions from Statutory Curriculum and Assessment* in the Key Stages 1 and 2 Assessment section at www.ccea.org.uk

What is the role of a centre for alternative education provision in statutory assessment?

If a pupil is attending a centre for alternative education provision, this centre should assess the pupil in the Cross-Curricular Skills. There must be a procedure in place to ensure that there is effective communication about the pupil's assessment between the school where the pupil is registered and the centre for alternative provision. The registered school should then report the necessary information to the Department of Education, via CCEA, by the required date.

Section 5
Useful Contacts

For queries about:	Please contact:	
Assessment Administration	Moderation and Assessment	Gary Black (028) 9026 1224 gblack@ccea.org.uk
Assessment and Moderation	Key Stages 1 and 2 Curriculum and Assessment Team	**Using Mathematics** Diane Owens (028) 9026 1200 ext. 2913 dowens@ccea.org.uk **Communication** Janice MacArthur (028) 9026 1200 ext. 2631 jmacarthur@ccea.org.uk **Using ICT** Ciara Mahon (028) 9026 1200 ext. 2606 cmahon@ccea.org.uk
Assessment for pupils with special educational needs	Key Stages 1 and 2 Curriculum and Assessment Team (SEN)	**Treasa Hawksford** (028) 9026 1200 ext. 2619 thawksford@ccea.org.uk

For queries about *Assessment Manager* and SIMS.net, please contact C2k at 0870 6011 666.

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