**Reflective tool: promoting inclusion through dynamic assessment**

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| Where | What | Why |
| 1. EPS Service Level Factors | 1.1 Do you have an assessment policy that is reviewed? | * To establish a shared understanding and consistency around the purpose and principles of good assessment (Hussain & Woods, 2019). * To emphasise the importance of improving the quality of teaching and learning rather than just monitoring student progress (Brown, 2004). * To review the effectiveness of EPs’ work by monitoring its impact on change (Parson, 1995). |
| 1.2 Do you have a video policy? | * To allow EPS to video their assessment practice for their own professional development, reflection and to support the understanding of other key stakeholders in the assessment (Callicott et al., 2020; Murray & Leadbetter, 2018). * To ensure EPs are practicing ethically and in line with GDPR (2016). |
| 1.3 Is there protected time for supervision for dynamic assessment? | * Supervision is considered essential for mastery in dynamic assessment practice (Green & Birch, 2019; Haywood & Lidz, 2005; Lidz, 1991). * The EP plays an active role in the assessment, requiring careful consideration of their experiences and how to maximise their impact. * This is a time they might challenge biases and assumptions and supports their professional development to offer quality assessments (Callicott et al., 2020). |
| 2. Negotiating the Work | 2.1 Is there agreed time for a consultation after direct testing? | * By allowing key stakeholders to share their concerns and perspectives, collaborative next steps can be developed, increasing the likelihood of action and ownership by the adults responsible for the students' education (Deutsch, 2017; Yeomans, 2008). * Allows EPs to challenge negative narratives (Stringer, 2008). * Allows EP to highlight strengths in learner skills, mediation and tasks, and discuss how this could be improved following the dynamic assessment to support effective learning (Deutsch, 2017; Green & Birch, 2019). |
| 2.2 Have you scheduled time to review? | * Greater accountability of actions and engenders a sense of collaborative engagement (Wisniewski et al., 2020). * Aligns with plan, do, review (SEN CfP, 2014). * Allows an understanding of the situation as it develops and acts as a reminder of good practice and support ongoing implementation (Lauchlan, 2012). |
| 2.3 Is a staff member scheduled to be present during the direct testing? | * Opportunity for professional development for staff, through observing the EP modelling mediation, then reflecting after. This could develop their practice which could have a positive impact on all learners they interact with (Levi, 2023; Stacey, 2017). * Staff can notice things EP may miss and may make the learner feel comfortable (Stacey, 2017). |
| 2.4 Have you inquired about the school’s requirements for videoing the assessment? | * Videoing the assessment allows the opportunity for adults (parents/guardians/ staff) to be involved, even if they cannot be present (Hussain & Woods, 2019; Landor et al., 2007; Lauchlan et al., 2007). * Provides concrete example of the learner’s strengths and effective mediation which can stimulate discussion about what is possible for this learner and support their mediation skills. * Allows EP to be fully present in the moment, as they can go back and notice the impact later (Lauchlan et al., 2007). * See 1.2. |
| 2.5 Could you offer dynamic assessment consultatively, without direct assessment, if appropriate? | * If time is limited, the school will not have to pay for the ‘direct time’. * Greater focus on providing feedback to the learning situation between staff and learner through noticing strengths and areas of development for staff to support reflection, which could support their professional development (Nolan & Moreland, 2014). |
| 3.Planning the Work | 3.1 Have you set aside time to self-reflect and with others? | * This allows you to process your observations and thoughts about the assessment. * Reflecting with others allows you to gain different perspectives and insights, and to identify any areas you may have missed (Callicott et al., 2020). * Using reflective tools like the CAP (Deutsch & Mohammed, 2010), MAML (Green, 2020) or Cognitive and Affective Checklists (Lauchlan & Daly, 2023) allows you to keep the theory at the heart of the approach. * See 1.3. |
| 3.2 Have you discovered the learner’s preferences for the assessment? | * This helps choose assessment tasks and materials that are engaging and motivating, so the learner is actively engaged. |
| 3.3 Consider what skills the task demands of the learner and what mediation might be needed to support? | * Provides a holistic assessment, that moves away from simply identifying ‘learner needs’, but sees the learning situation in context, with the aim of driving meaningful change in practice (DECP, 2002; Frederickson & Cline, 2015). |
| 4. During Direct Testing with the Learner | 4.1 Have you clearly explained the 'what, where, and why' of the assessment? | * This helps the child to understand the purpose of the assessment and what is expected of them. This supports their active engagement (Landor et al., 2007; Lawrence & Cahill, 2014). |
| 4.2 Have you initially built a positive relationship and been responsive to any cues of discomfort? | * For a learner to think rationally, they must first feel safe, as emotions and thinking are interlinked (Urqhuart, 2008). Focusing initially on building positive relationships and a sense of safety will support their engagement, so their strengths can be identified. |
| 4.3 Have you asked the learner about their learning and what strategies they find useful? Have you encouraged them to consider how these strategies might be applied in other contexts? | * Learners are often insightful about their own learning, if they are simply asked (Stringer, 2008). This can facilitate changes in their approach to learning. * This helps to set goals for the child's future learning and development (Lauchlan & Daly, 2023). It also helps the child to feel ownership over their learning. |
| 5. During the Consultation | 5.1 Have you been tentative in your findings and collaboratively come to next steps? | * This provides the opportunity for others to disagree and offer other explanations (Noland & Moreland, 2014). This allows for true collaboration which will support the adults to feel a sense of ownership over the ways forward, rather than being ‘told what to do’, which would be less effective in impacting a change in behaviour. |
| 5.2 Have you communicated your thinking about the learning situation (learner, appropriate tasks, and the mediator)? When discussing the task, be mindful of wording around ‘differentiation’ and ‘adaptive teaching’. | * This allows for a holistic assessment, where the learner’s difficulties are understood to be impacted by a range of contextual factors, and offers a sense that change is possible (Green & Birch, 2019). The focus is on what can others do to make a difference (Oliver, 2013). * Current discourse suggests that teachers prefer 'adaptive teaching' over 'differentiation' (Westwood, 2024). Assist staff in applying adaptive teaching methods without significantly increasing their workload. * See 3.3. |
| 5.3 Have you offered concrete examples of the assessment through evidence of the task or a video? | * Staff and family are more likely to be influenced by concrete evidence (Landor et al., 2007; Stacey, 2017). This can make the learner’s strengths and appropriate mediation clearer which could lead to a change in action (Athwal, 2012). |
| 5.4 Have you agreed a date to review the progress in terms of outcomes and strategies? | * Agreeing a date in the meeting can support the likelihood of the review occurring (Beaver, 2011). * See 2.2. |
| 5.5 Have you invited the child to be in parts of the consultation, if they wish? | * This can encourage active participation of the child within the assessment process and offers an opportunity for them to hear their strengths to build on their self-esteem and self-competence (Hobbs et al., 2000). |
| 5.6 Have you reframed potential negative narratives about the child’s potential? | * To change the way the adults, interact with that learner, which in turn will impact how the learner feels about themselves (Grusec & Danyliuk, 2007). * This could be relevant for how staff interact with other children too. |
| 6. After the Assessment | 6.1 Have you had time to reflect, using the frameworks, both by yourself and with experienced others? | * See 3.1. |
|  | 6.2 Have you reviewed the progress made over time? | * See 2.2 and 5.4. |