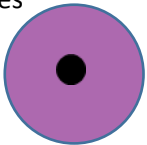





Peterhouse School Assessment

Students should concentrate on securing the fundamental foundations into long-term memory.

This will give them the procedural and semantic knowledge they need in order to move on to the Advancing and Deep stages.



Level	Summary	Cognitive challenge / semantic knowledge	Teaching style	Support / procedural	Type of thinking pupils will typically display
Encounter	Experiencing; Learning to learn, building interest and attention in learning concepts and routines	Low level Joint/shared attention Learning to learn Introduced to concepts and routines 	Engaging interest Intensive interaction Modelling Repetition	High level of support Child led Reduced demands Attention Autism (stages 1/2)	Little or no attention to learning when agenda not their own, limited spontaneous communication, limited receptive communication, use of AAC, limited or no joint attention, learning to anticipate, full body sensory exploration of objects and experiences, anxiety around transitions
Basic	knowledge building; standard, routine thinking to learning the fundamental foundations	Low level Involves following instructions Introduced to knowledge but is unconnected 	Modelling explaining	High level of support Follows procedures with structure and will need reminding	name, describe, follow instructions or methods, complete, recall, observe, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise, calculate, recite, draw, recall.
Advancing	decision making to apply fundamental foundations	Higher level Mental processing beyond recall Some degree of decision making Schema developing and understanding demonstrated in same situations 	Reminding guiding	Medium level of support Follows procedures without reminders when asked	apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret summarise, estimate, compare, use, experiment, demonstrate, practise, show, arrange, point out, graph, separate
Deep	non-routine thinking that requires inventive application of fundamental foundations	Complex and abstract Multi step problems Strong schema where links are made in a wide range of situations 	Coaching mentoring	Low level of support Follows procedures automatically without reminding	solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove, making a case/debating/convincing others

