Primary Steps
Sample Pages

Primary Steps is our framework for pupils working below age related expectations in primary settings. It covers an ability range from the pre-key stage standards and goes up to year 6.

Connecting Steps

BSquared

Connecting Steps

Connecting Steps is our market-leading pupil-tracking software that makes showing progress for <u>all</u> pupils easy.

'B Squared has really made a difference in our school - it has been a great system for tracking the progress of our SEND pupils '

Carolyn Sykes, Assistant Head Teacher, Ferndale Primary School

Connecting Steps is widely recommended by advisors and local authorities and receives great feedback from inspectors.

'B Squared is an excellent resource for our school. It enables us to track the small steps of progress our learners make. '

Jamie Wright, Deputy Headteacher, Acorn School

Connecting Steps is the robust assessment package that is trusted in over 3000 schools worldwide. The assessment software has been designed to make assessment and tracking progress easier. The cloud-based software is designed to save teachers time by providing teachers with feedback that can then be used in their planning, report-writing and for other documents. Connecting Steps also supports meaningful communication with parents by giving clear information about progress and attainment.

To find out how Connecting Steps can make a difference in your school go to the website below to arrange a free online meeting. We can show you how Connecting Steps works, what frameworks are right for you and the benefits to your school.

www.connectingsteps.com/meetings

Our Assessment Software

Levels of Achievement

Within Connecting Steps are different levels of achievements. Teachers can record more than just achieved or not achieved. Each school can choose how many of these they wish to use and turn off the ones they don't want. This will depend on the type of school, type of pupils and the levels of attainment the pupils are working at.

- Not Started
- Encounter
- Awareness
- Attention & response
- Engagement
- Participation
- Involvement
- Gaining skills & understanding
- Mastered
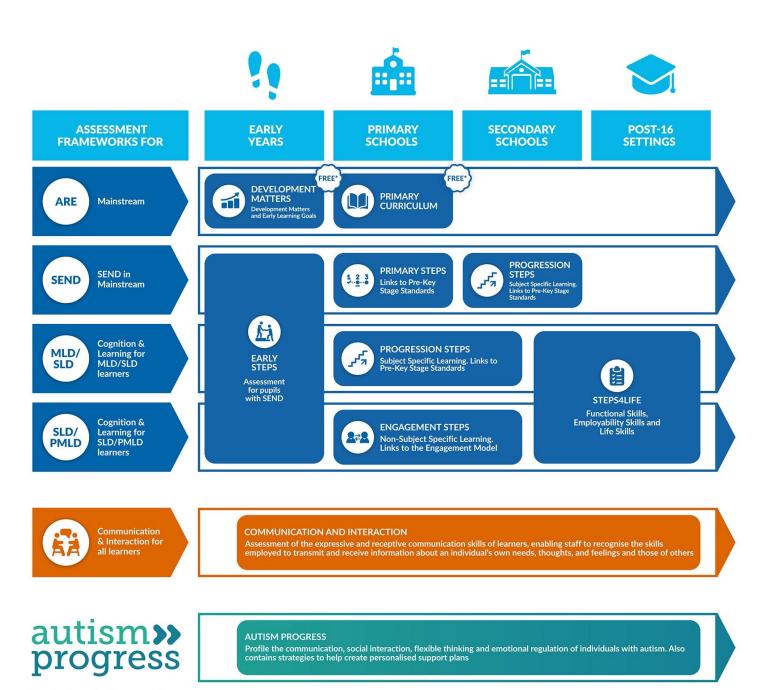- Confirmed

Non-linear Progress

Schools need to assess a wider range of development, they need to show progress in a non-linear way and they need more flexibility to suit the development and individual progress for pupils with SEND. Connecting Steps features a number of reports for showing non-linear progress so schools are not left being unable to report the progress pupils with SEND make.

Simple Reporting

Teachers can instantly produce a range of reports designed to be shared with parents or professionals. The information is displayed clearly and simply to help increase parental engagement. The Connecting Steps Analysis Module allows leaders to build graphs for different cohorts in a few clicks. Tailored for each curriculum, the graphs are designed to present information clearly and concisely.

Our Assessment Frameworks

Frameworks

We have developed a range of frameworks to suit a wide range of abilities and ages. The image below gives you an overview of all our different frameworks and help you to identify which frameworks will apply to your setting.

ASSESSMENT FRAMEWORKS FOR	EARLY YEARS	PRIMARY SCHOOLS	SECONDARY SCHOOLS	POST-16 SETTINGS
ARE Mainstream	**DEVELOPMENT MATTERS** Development Matters and Early Learning Goals *FREE**	**PRIMARY CURRICULUM** *FREE**		
SEND SEND in Mainstream		**PRIMARY STEPS** Links to Pre-Key Stage Standards	**PROGRESSION STEPS** Subject Specific Learning. Links to Pre-Key Stage Standards	
MLD/ SLD Cognition & Learning for MLD/SLD learners	**EARLY STEPS** Assessment for pupils with SEND	**PROGRESSION STEPS** Subject Specific Learning. Links to Pre-Key Stage Standards	**STEPS4LIFE** Functional Skills, Employability Skills and Life Skills	
SLD/ PMLD Cognition & Learning for SLD/PMLD learners		**ENGAGEMENT STEPS** Non-Subject Specific Learning. Links to the Engagement Model		
Communication & Interaction for all learners	**COMMUNICATION AND INTERACTION** Assessment of the expressive and receptive communication skills of learners, enabling staff to recognise the skills employed to transmit and receive information about an individual's own needs, thoughts, and feelings and those of others			

autism»progress

AUTISM PROGRESS Profile the communication, social interaction, flexible thinking and emotional regulation of individuals with autism. Also contains strategies to help create personalised support plans

*Requires Connecting Steps subscription

Our Assessment Frameworks

B SQUARED STANDARD SCORE	STATUTORY FRAMEWORKS			B SQUARED ASSESSMENT FRAMEWORKS						
	P Levels and NC Levels		Pre-Key Stage Standards	Early Steps (2022)	Engagement Steps	Progression Steps & Preparing for Adulthood	Primary Steps	Steps 4 Life	Autism Progress	Broad Areas of Need
15 - 15.5	NC 7									
14 - 15						Progression Step 10				Level 16 (13–15 yrs)
13 - 14	NC 6							Level 2	Level 17	
12 - 13	NC 5					Progression Step 9	Greater Depth & Breadth		Level 16	Level 15 (11–13 yrs)
11 - 12										
10 - 11	NC 4					Progression Step 8	Year 6	Level 1	Level 15	Level 14 (9–11 yrs)
9 - 10	NC 3						Year 5			
8 - 9						Progression Step 7	Year 4	Entry 3	Level 14	Level 13 (7–9 yrs)
7 - 8	NC 2	NC 2a					Year 3			
		NC 2b								
6 - 7	NC 1	NC 2c	Standard 6			Progression Step 6	Year 2	Entry 2	Level 13	Level 12 (6–7 yrs)
		NC 1a	Standard 5			Progression Step 5				
5 - 6		NC 1b					Year 1	Entry 1	Level 12	Level 11 (5–6 yrs)
		NC 1c	Standard 4			Progression Step 4				
				Early Learning Goals (ELG)						
4 - 5	P8		Standard 3	Children in Reception		Progression Step 3	Primary Step 3	Step 7	Level 11	Level 10 (4–5 yrs)
3 - 4	P7		Standard 2	3 & 4 year olds		Progression Step 2	Primary Step 2		Level 10	Level 9 (3–4 yrs)
2 - 3	P6			2½–3 years	Engagement Step 6			Step 6	Level 9	Level 8 (2½–3 yrs)
			Standard 1	2–2½ years		Progression Step 1	Primary Step 1			Level 7 (2–2½ yrs)
	P5								Level 8	
1 - 2	P4			18–24 months					Level 7	Level 6 (18–24m)
				12–18 months	Engagement Step 5			Step 5		Level 5 (12–18m)
	P3(ii)								Level 6	
0 - 1	P3(i)			9–12 months	Engagement Step 4			Step 4	Level 5	Level 4 (9–12m)
	P2(ii)			6–9 months					Level 4	Level 3 (6–9m)
	P2(i)			3–6 months	Engagement Step 3			Step 3	Level 3	Level 2 (3–6m)
	P1(ii)			0–3 months	Engagement Step 2			Step 2	Level 2	Level 1 (0–3 months)
	P1(i)				Engagement Step 1			Step 1	Level 1	

Our Assessment Frameworks

Early Steps

Our EYFS assessment covers the range from birth to the Exceeded Early Learning Goals (ELG) across all seven areas based on the Development Matters 2020 and Early Years Foundation Stage Framework 2021.

Primary Steps

Our Primary assessment breakdown structure is based on the 2014 National Curriculum. If you are looking at using B Squared assessment with both mainstream and SEN pupils in a Primary setting then the Primary Steps works well for you. It includes the End of Year Outcomes and the first 3 levels of our Progression Steps for pupils working below Year 1.

Core Subjects

English, Maths and Science

Plus Subjects

Citizenship, Computing, E-Safety, PE and PSHE

Foundation Subjects

Art & Design, DT, Geography, History, Languages, Music and Religious Education

Progression Steps

Progression Steps is our new formative assessment framework for pupils who are engaging with subject-specific learning. It will over time comprise books which reflect the four broad areas of need. This framework covers the ability range identified by the new pre-key stage standards.

Core Subjects

English, Maths and Science

Plus Subjects

Citizenship, Computing, E-Safety, PE and PSHE

Foundation Subjects

Art & Design, DT, Geography, History, Languages, Music and Religious Education

Performing Arts

Acting, Singing, Dancing and Stagecraft

Our Assessment Frameworks

Engagement Steps

Engagement Steps is our new formative assessment framework for pupils not yet engaged in subject-specific learning. It comprises four sections which reflect the four broad areas of need and includes the 5 apects of engagement. This framework will help teachers to record the achievements of pupils who are working profoundly beneath age-related expectations and who are working on an informal curriculum.

Steps4Life

Steps4Life is our new framework for individuals with SEND who are working towards independent living. It is primarily designed to be used from Key Stage 4 onwards. Some individuals will be working towards independent living, with employment while others will be working towards semi-independent living and others will be in supported living. The Steps4Life covers a wide range of areas and a wide ability range, it includes 7 levels that are the equivalent of P1 to P8 which replace the old Milestones, Entry Levels 1, 2 and 3 and RFQ Level 1 and 2.

Academic Skills

English, Maths, PSHE and Digital Skills

Life Skills

Food, Self-Care, Independence, Travel

Employability Skills

Identifying and Getting a Job, Your Rights, Workplace Routines and Skills

Preparing for Adulthood

We have created a small Preparing for Adulthood framework that covers the 4 PFA areas. It uses the same level structure as the Progression Steps, so goes from a developmental stage of around 18 months to around the developmental stage of a typical 15-year-old. It is not a big framework, it is not designed to be used on its own to support older learners. It has been created to be used alongside a subject based curriculum to the end of key stage 3. It works well with our Primary Steps or Progression Steps frameworks.

Our Assessment Frameworks

Autism Progress

We recognised a need for an assessment tool which could be used by all to assess the impact of a person's autism. Using autism descriptors already created by B Squared, the developers at Autism Progress have created a set of progressive levels in the following areas of autism:

Communication

Social Interaction

Flexibility of Thought

Emotional Regulation

Communication & Interaction

Our Communication and Interaction framework aims to give more structure around assessment and progress of a pupil's communication and interaction skills. The framework is designed to be used by Speech and Language Therapists and school staff to lead to a more collaborative approach. The framework is split into the following areas:

Spontaneous Verbal Communication (Spoken Language, Sign Language and Symbols)

Recorded Verbal Communication (Writing)

Non-verbal Communication

Using Technology to Communicate (AAC)

Primary Curriculum & Development Matters

To reduce workload and costs for schools, we are developing Connecting Steps to work for all pupils. We have created 2 new frameworks (Development Matters and Primary Curriculum) to allow Connecting Steps to be used in mainstream primary schools for all pupils. Schools can use the Development Matters and Primary Curriculum for pupils working at or near Age Related Expectations (ARE) and Early Steps and Primary Steps for pupils with SEND working below ARE.

Sample Pages

The samples over the next few pages are designed to give you an overview of

Primary Steps (Core)

They show the different areas covered by this assessment framework and cover a range of ability levels.

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Individual Assessment

20 Aug 2024 - Student Name - English, Reading - Progression Step 2 / Progress: 0%

Word Reading

- ○ Says a single sound for 10+ graphemes (PKSS)
- ○ Reads words by blending sounds with known graphemes, with help from a member of staff (PKSS)
- ○ Reads words or symbols in the environment, e.g. symbols for ladies, gents, disabled toilet
- ○ Identifies the letters of the alphabet by their sound
- ○ Correctly relates a sound to a letter when given a choice of three

- ○ Matches short words with distinct shape
- ○ Immediately turns a book the right way up
- ○ Moves finger along text from left to right
- ○ Moves from top to bottom of a page
- ○ Points to text when 'reading'
- ○ Progresses through a book from front to back
- ○ Finds letters from their name that have been written in a book

- ○ Identifies letters in their forename
- ○ Relates letters in own name to print in the environment
- ○ Echoes a member of staff slowly sounding out CVC words
- ○ Says the sound of some letters in own name
- ○ Says the sound of some letters of the alphabet
- ○ Identifies the initial letter of their name

Comprehension

- ○ Joins in with predictable phrases or refrains of a familiar story or rhyme (PKSS)
- ○ Demonstrates understanding of a familiar story/rhyme read to them, e.g. by answering questions, such as 'Where is he/she/it?', 'Who is this?', 'What is he/she/it doing?' (PKSS)
- ○ Re-enacts simple stories
- ○ Brings a favourite book to be read
- ○ Holds the book while sharing it
- ○ Looks at the left-hand page first
- ○ Opens a book at the first page

- ○ Predicts what will happen in a repetitive story
- ○ Predicts the ending of a sentence
- ○ Questions the reader if part of the story alters
- ○ Relates an experience to an event or story
- ○ Talks about their favourite character in a story
- ○ 'Reads' their writing aloud
- ○ Communicates how a story or poem makes them feel

- ○ Derives meaning from text in the environment, e.g. brand names, cereal packets, road signs, etc.
- ○ Describes their own experience using collected pictures
- ○ Explains how a character might be feeling, e.g. Jack was running because he was "scared"
- ○ Reacts excitedly when hearing familiar stories
- ○ Repeats specific lines when 'reading' independently
- ○ Shows interest in a narrative/story by asking for it again or continuing a conversation about it
- ○ Sits in group and listens to a story

Individual Assessment

20 Aug 2024 - Student Name - English, Writing - Year 1 / Progress: 0%

Composition

└o Planning and preparation -

○ Talks to an adult about what they wish to write

○ Says sentence aloud before writing

○ Discusses where they think a punctuation mark should be placed after reading aloud their writing

└o Drafting and writing -

○ Conveys ideas using phrases or short sentences

○ Conveys information using phrases or short sentences

○ Makes up their own sentences and says them aloud, after discussion with the teacher (PKSS)

○ Writes down one of the sentences that they have rehearsed (PKSS)

○ Writes sentences in order, to create a simple narrative

└o Evaluating and editing -

○ Makes amendments on reading own writing

○ Answers questions about the content of their writing

○ Discusses what they have written with other pupils or members of staff

○ Re-reads writing using the same words with some support

○ Reads their own work aloud, for the class to hear

Vocabulary, Grammar & Punctuation

└o Demonstrates some understanding of the terms -

○ Letter

○ Capital letter

○ Word

○ Singular

○ Plural

○ Sentence

○ Punctuation

○ Full stop

○ Question mark

○ Exclamation mark

○ Includes 'and' to join words

○ Includes 'and' to join clauses

○ Puts regular spaces between words

└o Begins to punctuate with -

○ Question mark

○ Full stops and capital letters

○ Exclamation mark

○ Includes capitals for days of the week sometimes after discussion

○ Includes capitals for places sometimes after discussion

○ Includes capital I for personal pronoun sometimes after discussion

○ Includes capital letters to begin names of people sometimes

○ Begins own first name and surname with a capital letter

Transcription: Spelling

○ Writes initial sounds of words

○ Writes final sounds of words

○ Spells words containing phonemes taught

○ Spells the days of the week phonetically plausibly

○ Identifies or writes 40+ graphemes on hearing corresponding phonemes from the letter in Standard 4 of English language comprehension and reading (PKSS)

○ Spells words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple diagraphs, e.g. frog, hand, see, chop, storm, splash (PKSS)

○ Matches upper- and lower-case letters

○ Joins in a rote chant of the alphabet

○ Says the letter name of a sound to help when writing a word with support

○ Spells a few common exception words, e.g. I, he, said, of (PKSS)

○ Aware that each letter has a name and sound

○ Applies some simple spelling rules from the Spelling Appendix

○ Attempts to write simple sentence dictated by teacher, which includes common words

Transcription: Handwriting & Presentation

○ Uses a comfortable pencil grip

○ Sits correctly when writing

○ Begins letters in the correct place

○ Writes numbers to 10 consistently

○ Identifies which letter belongs to which letter family, e.g. a/c are caterpillar letters

○ Moves round letters in correct direction

○ Finishes letters correctly

○ Writes most upper case letters correctly

○ Forms most lower-case letters correctly (PKSS)

Spoken Language – Expressive

- ◯ Uses a single word, sign, or symbol to name an object
- ◯ Communicates likes or dislikes using words, signs, or symbols
- ◯ Communicates with a vocabulary of 30 words, signs, or symbols
- ◯ Communicates with a vocabulary of 50 words, signs, or symbols
- ◯ Communicates 'Yes' and 'No' using words, signs, or symbols to indicate their needs or preferences
- ◯ Says own name
- ◯ Communicates possession through the use of the terms 'yours' and 'mine'
- ◯ Communicates two-word combinations to create an adjective–noun (subject) sentence structure, e.g. 'big Daddy', 'red book', etc.
- ◯ Begins to use some plurals, e.g. "cars"
- ◯ Takes part in a 'conversation' with a member of staff
- ◯ Combines two words, signs, or symbols
- ◯ Communicates 'Please' and 'Thanks' or 'Ta' when reminded using words, signs or symbols
- ◯ Communicates 'Sorry' when reminded using words, signs, or symbols
- ◯ Communicates a second word, sign, or symbol to define a concept, e.g. "MORE drink", "Coat ON", etc

- ◯ Uses names of members of staff or their own family
- ◯ Uses two- and three-word combinations when communicating with members of staff
- ◯ Communicates two-word combinations to create a verb–noun (object) sentence structure, e.g. 'blowing bubbles', 'smell cake', etc.
- ◯ Communicates with known and unknown people in a range of settings
- ◯ Names common objects and uses common adjectives, e.g. hot, broken, red, etc.
- ◯ Uses their own words for unknown objects
- ◯ Takes part in staff-led performance, e.g. says/signs a word when prompted in front of small group
- ◯ Describes a character or object from a story using a single descriptive word, e.g. boy, red, etc.
- ◯ Communicates about an issue that affects them
- ◯ Makes their feelings known to a member of staff
- ◯ Expresses anger at another person
- ◯ Expresses happiness with another person
- ◯ Answers a simple 'What is [+noun]?' question
- ◯ Answers a simple 'Who is [+noun]?' question

- ◯ Answers a simple 'Where is [+noun]?' question
- ◯ Asks a simple 'What … ?' question
- ◯ Asks a simple 'Where … ?' question
- ◯ Asks a simple 'Who … ?' question
- ◯ Asks a simple 'Why … ?' question
- ◯ Joins in with some actions or repeats some words, rhymes and phrases when prompted (PKSS)
- ◯ Indicates needs with words, signs, or symbols like 'more' and 'again'
- ◯ Indicates the need for help with words, gestures, or symbols
- ◯ Generalises words, e.g. "dog" means all dogs, or "daddy" means all men
- ◯ Begins to use the term 'me' when referring to themselves
- ◯ Communicates with peers enthusiastically
- ◯ Communicates using positional language, e.g. the ball is in the box
- ◯ Asks for some more of something with words, signs, or symbols
- ◯ Joins in repetitive verse (sound pattern)
- ◯ Gestures as a fundamental part of communication

Spoken Language – Receptive

- ◯ Understands 30 spoken words, signs, or symbols
- ◯ Understands 50 spoken words, signs, or symbols
- ◯ Says an appropriate word to complete a sentence when the adult pauses, e.g. 'We're going to the…' [inserts: zoo, park, shop, beach, etc.] (PKSS)
- ◯ Attends to a member of staff when their own name is called
- ◯ Responds to different tones in speech, e.g. looks sad upon hearing peer upset
- ◯ Understands a wide range of single words and some two-word phrases in familiar contexts, e.g. 'give me', 'shoe on'
- ◯ Shakes their head, signs, or uses symbols in disagreement to a suggestion or viewpoint of another

- ◯ Nods, signs, or uses symbols in agreement to a suggestion or viewpoint of another
- ◯ Orientates their body towards a member of staff's voice
- ◯ Gives eye contact when spoken to
- ◯ Answers a simple question about the story giving a single word answer
- ◯ Listens and responds to simple information or instructions, e.g. 'Ben, put on shoes', 'Mohammed, give to Sam'
- ◯ Recognises if the storyteller changes the story
- ◯ Follows two-step instructions, e.g. get your cup, and bring it here
- ◯ Responds to questions about immediate experiences
- ◯ Responds to questions about familiar events

- ◯ Shows anticipation to communicate a repetitive word or sound during a familiar rhyme or story
- ◯ Responds with their own name in response to "Who wants …?"
- ◯ Starts to be able to find an object with one specific characteristic, e.g. an object that is: green, hard, little, etc.
- ◯ Gazes from one speaker to another
- ◯ Remains silent when another person is talking
- ◯ Listens as part of a group for short periods
- ◯ Sits quietly when listening to a story
- ◯ Looks at an object when it is named
- ◯ Finds an object by location, e.g. find me a member of staff from the office

Individual Assessment

20 Aug 2024 - Student Name - Mathematics, Number - Year 2 / Progress: 0%

Number & Place Value

- Identifies one more than a given number (up to 100) with support
- Includes different representations, e.g. to identify or estimate numbers
- Counts forwards and backwards from 0 in 2's
- Recognises that multiplication can be done in any order
- Orders numbers to 100
- Compares numbers to 100
- Counts from 0 in multiples of 3

- Counts forwards and backwards from 0 in 5's
- Partitions a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources to support them (PKSS)
- Partitions any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus (PKSS)
- Counts forwards and backwards from any number, including zero, in tens
- Writes numbers to 100 in numerals and words
- Identifies one less than a given number (up to 100) with support

- Compares numbers to 100 using < and > signs
- Estimates numbers to 100
- Recognises patterns within the number system
- Identifies the value of each digit in a 2 digit number
- Demonstrates knowledge of zero as a place holder, e.g. 40 = 4 tens 0 ones
- Uses place value and number facts to solve problems
- Reads scales in divisions of ones, twos, fives, and tens (PKSS)

Addition, Subtraction, Multiplication & Division

- Adds and subtracts two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. 23 + 5; 46 + 20; 16 − 5; 88 − 30) (PKSS)
- Adds and subtracts any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35; 72 − 17) (PKSS)
- Checks calculations using a range of strategies

Using concrete pictorial aids, subtract:

- - one digit from a two digit number
- - two digit number take tens
- - two digits from two digit numbers
- Recalls all number bonds to and within 10 and uses these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (PKSS)
- Knows number bonds to 20
- Partitions numbers to simplify a problem
- Recognises that addition can be done in any order

- Recognises that subtraction cannot be done in any order
- Recognises that subtraction is the inverse of addition
- Records addition and subtraction in columns
- Solves problems using mental methods

Using concrete and pictorial aids, add:

- - two digit number to single digit
- - two digit number to tens
- - two, two digit numbers
- - three single digit numbers
- Uses bonds with related facts to 100
- Calculates multiplication statements within the multiplication tables

Reads and writes the signs:

- - ' x ' (multiply)
- - ' ÷ ' (divide)

- Recognises odd and even numbers
- Calculates division statements within the multiplication tables
- Recalls multiplication and division facts for the five times table
- Recalls multiplication and division facts for the ten times table
- Recalls multiplication and division facts for the two times table
- Recognises division cannot be done in any order
- Solves multiplication and division problems (within the two, five and ten times tables) mentally
- Understands multiplication as repeated addition
- Solves problems using arrays
- Solves problems using multiplication and division facts
- Writes number statements using the correct signs
- Counts in twos, fives, and tens from 0 and uses this to solve problems (PKSS)

Fractions (Including Decimals & Percentages)

- Connects unit fractions to equal sharing and grouping
- Counts in fractions to 10 starting at any number, and using the ½ and 2/4 equivalence on the number line
- Demonstrates that 1/2 = 2/4

- Finds a half and a quarter of a set of objects
- Finds half and quarter of a length up to 100 cm
- Finds a half and a quarter of a shape
- Reads and writes a ¼

- Reads and writes a ½
- Recognises fractions 2/4, 3/4, 1/3, 2/3
- Identifies 1/3, 1/4, 1/2, 2/4, 3/4 and demonstrates that all parts must be equal parts of the whole (PKSS)

Individual Assessment

B Squared Ltd

20 Aug 2024 - Student Name - Mathematics, Geometry - Year 2 / Progress: 0%

Properties of Shape

- ○ Compares the shapes of everyday objects
- ○ Demonstrates the vertical line of symmetry in a 2D shape
- ○ Draws lines and shapes using a straight edge
- ○ Identifies 2D shapes on the surface of 3D shapes, e.g. a circle on a cylinder and a triangle on a pyramid
- ○ Identifies the 2D shapes

- ○ Identifies the 3D shapes
- ○ Knows the number of edges in a 3D shape
- ○ Knows the number of vertices in a 3D shape
- ○ Knows the number of faces in a 3D shape
- ○ Sorts and compares common 2D and 3D shapes

- ○ Spells the name of common shapes
- ○ States the number of sides in each 2D shape
- ○ Names some common 2D and 3D shapes from a group of shapes or from pictures of the shapes and describes some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids, and spheres) (PKSS)
- ○ Names and describes properties of 2D and 3D shapes, including number of sides, vertices, edges, faces and lines of symmetry (PKSS)

Position and Direction

- ○ Arranges mathematical objects in patterns
- ○ Describes movement using the language of direction, e.g. backwards, left

- ○ Expresses a turn in relation to a right angle
- ○ Orders mathematical objects in sequence
- ○ Recognises that a quarter turn is a right angle

- ○ States how many right angles in a quarter, half and three-quarter turn
- ○ Uses mathematical vocabulary to describe position

Individual Assessment

B Squared Ltd

Measurement

Weight

- ◯ Uses comparative language to describe an object as heavy or light, heavier or lighter
- ◯ Orders two items by weight
- ◯ Compares weights by handling
- ◯ Finds objects which are heavier than a specified item
- ◯ Finds objects which are lighter than a specified item
- ◯ Helps a member of staff to use weighing scales in order to compare the weight of something

Length

- ◯ Orders a range of (clearly different- sized) objects depending on length/size
- ◯ Identifies the smallest object from a group of five
- ◯ Identifies the largest object from a group of five
- ◯ Finds objects which are shorter than a specified item
- ◯ Finds objects which are longer than a specified item
- ◯ Draws lines with a ruler
- ◯ Orders a range of different-sized objects by size
- ◯ Uses comparative language to describe an object as near or far

- ◯ Uses comparative language to describe an object as high or low
- ◯ Uses comparative language to compare if an object is as long or longer

Capacity

- ◯ Finds which box will hold a specific shaped or sized object
- ◯ Fills an empty container and uses appropriate language to describe what they have done
- ◯ Estimates the number of cubes in container
- ◯ Counts cubes into a container
- ◯ Compares which container holds more and less
- ◯ Orders two items by capacity

Temperature

- ◯ Lists ways to heat something up
- ◯ Lists ways to cool something down
- ◯ Recognises that very hot objects can burn
- ◯ Identifies that the Sun creates warmth
- ◯ Expresses the terms 'hot' and 'cold' appropriately
- ◯ Names some objects that can be hot
- ◯ Describes simply how the temperature feels, e.g. when they go outside

- ◯ Compares the temperature of water using their hand, e.g. explaining that "this bowl is warmer"

Time

- ◯ Sequences four pictures of daily events
- ◯ Recounts what they did a short time ago, e.g. at playtime
- ◯ Indicates that night and day follow and are regular
- ◯ Uses a range of vocabulary to describe key parts of the day, e.g. afternoon, bedtime, meal time, day
- ◯ Identifies some of the days of the week
- ◯ Explains the uses of a clock
- ◯ Discusses key times of the day in simple terms
- ◯ Responds appropriately to time-based terminology, e.g. we will do that in the morning, where are we going after lunch? etc.

Money

- ◯ Sorts coins into two groups, e.g. copper and silver
- ◯ 'Shops' with items valued up to 10p using 1p coins
- ◯ Makes 10 pence using ten 1p coins
- ◯ Explains the purpose of money

Individual Assessment

20 Aug 2024 - Student Name - Science, Earth & Space - Year 4 / Progress: 0%

Earth and Space

- Creates a rhyme to remember the order of the planets
- Gives simple properties of different planets
- Asks questions about planets
- Fills in simple tables to show properties of different planets, e.g. how long each planet takes to orbit the Sun
- Researches information about the Sun
- Explains why the Sun is important
- Discusses how day and night occur
- Explains why a day is 24 hours long
- Sorts the planets into inner and outer using simple information given

- Creates a simple glossary to define vocabulary related to Earth and Space
- Researches what objects they might find in outer space
- Gives a simple description of a comet
- Researches comets that travel near Earth
- Talks about the effects of smaller asteroids on planets by studying examples, e.g. the Moon
- Recognises the term "satellite"
- Recognises the term "natural satellite"
- Recognises that an artificial satellite sends and receives information to and from Earth
- Recognises that the Moon is a natural satellite
- Finds out and presents simple facts about missions to the Moon

- Keeps a record of the phases of the Moon over a month
- Describes the phases of the Moon using given terms, e.g. full, new, waning
- Looks at the different ways the Moon has been used as inspiration for art and literature, e.g. songs/poetry
- Presents information they have researched about Earth and Space orally/in written form
- Hypothesises what life would be like on a different planet, using information they have gathered
- Recognises that the Asteroid Belt is found between the orbits of Mars and Jupiter
- Describes representations of the Asteroid Belt
- Describes the origins of the word 'galaxy'
- Identifies that our galaxy is called the Milky Way

Individual Assessment

20 Aug 2024 - Student Name - Science, Electricity - Progression Step 3 / Progress: 0%

Electricity

○ Sorts objects into groups showing how electricity is used, e.g. lights, heats, moves

○ Identifies the metal part of a plug

○ Identifies the plastic part of a plug

○ Demonstrates how to use different electrical switches

○ Demonstrates how hold a plug when plugging in or unplugging

○ Lists items that use stored electricity and those which are plugged in

○ Explains what they can do and what they must not do around electricity

○ Finds the negative and positive ends of a cells using the '-' and '+' symbol

○ Finds information from a secondary source, e.g. finds pictures of different fur markings on animals

○ Considers their own safety, e.g. suggests how to keep safe when pond dipping, working with tools or undertaking an experiment

○ Describes the quality of an object using appropriate language, e.g. big/small

○ Follows electricity from a power source to an object with prompts

Individual Assessment

B Squared Ltd

20 Aug 2024 - Student Name - Science, Plants - Year 1 / Progress: 0%

Plants

- ○ Describes plants in simple terms
- ○ Classifies plants as living things
- ○ Names and labels the main parts of a flower
- ○ Draws a variety of flowers showing the main features
- ○ Names and labels the main parts of a tree
- ○ Draws a tree showing the main features
- ○ Talks about the features of a plant
- ○ Lists what plants need to survive, e.g. nutrition
- ○ Draws and names flowers they see outside
- ○ Draws and names trees they see outside

- ○ Compares/contrasts 2 flowers
- ○ Groups different plants
- ○ Classifies plants using different formats, e.g. simple identification keys
- ○ Explains simply how they have grouped plants
- ○ Demonstrates familiarity with a range of terms relating to plant life, e.g. leaves, roots, fruit, petal
- ○ Lists what a seed needs to grow well
- ○ Records the growth of their seeds
- ○ Measures the growth of seeds with support
- ○ Suggests why/why not a seed grew/grew well based on observations
- ○ Records their results using a simple pre-drawn chart

- ○ Identifies the difference between deciduous and evergreen trees
- ○ Uses a magnifying glass to aid observation of a plant
- ○ Asks questions about what they have observed
- ○ Describes what they can see under a magnifying glass
- ○ Uses reference/picture books to help name seeds/plants
- ○ Discusses how the seeds are dispersed
- ○ States that a shoot grows up
- ○ States that roots grows down
- ○ States that flowers make seeds

Sample Pages

The samples over the next few pages are designed to give you an overview of

Primary Steps (Plus)

They show the different areas covered by this assessment framework and cover a range of ability levels.

BSquared

Individual Assessment

B Squared Ltd

20 Aug 2024 - Student Name - Computing, Computing - Progression Step 3 / Progress: 0%

Computer Science

- ◯ Completes an image or sound using a switch
- ◯ Describes the effect of turning an object on or off
- ◯ Explores the results of pressing a button on a robot
- ◯ Gives another person forward, backward and turn instructions to move from one point to another
- ◯ Interacts with a computer sequencing program
- ◯ Moves through simple maze on computer
- ◯ Operates simple appropriate structured software
- ◯ Physically follows 'forward', 'backward' and 'turn' instructions
- ◯ Presses a switch at the appropriate moment, e.g. to hit target
- ◯ Presses a switch to complete an image on a screen
- ◯ Repeats switch pressing at appropriate time
- ◯ Stops activating a switch when the action is complete
- ◯ Uses a single click of the mouse to select an object

Information & Communication

- ◯ Adds text to a document
- ◯ Asks for saved text or pictures to be retrieved
- ◯ Changes sounds on an electronic musical device
- ◯ Chooses the best application (from a limited choice) for their task
- ◯ Chooses to replay a video or audio recording
- ◯ Creates work that includes pictures and text
- ◯ Enters their name on the computer
- ◯ Explores computer software to create new sound patterns
- ◯ Finds named letters on a QWERTY keyboard
- ◯ Identifies the correct purpose of each switch
- ◯ Indicates program they wish to use
- ◯ Inputs numbers to five on computer correctly
- ◯ Moves the cursor around the screen using a mouse
- ◯ Names objects with switches
- ◯ Operates a remote control toy
- ◯ Presses keys and the space bar on a keyboard to produce text
- ◯ Presses the play button on media player
- ◯ Presses the stop button on media player
- ◯ Selects apps using logos
- ◯ Selects from a four-box grid on a touch sensitive keyboard
- ◯ Selects from a six-box grid on a touch sensitive keyboard
- ◯ Selects from an eight-box grid on a touch sensitive keyboard
- ◯ Uses a graphics program, e.g. to create a picture
- ◯ Uses cameras to take still and moving pictures
- ◯ Verbalises what they want to search for
- ◯ Works with a member of staff online

E-Safety

- ◯ Accepts rules of the setting
- ◯ Adds their opinion to a discussion
- ◯ Challenges another person's idea
- ◯ Describes what they like or do not like
- ◯ Explains the difference between right and wrong giving simple examples
- ◯ Identifies how they feel if someone copies them
- ◯ Identifies ownership, e.g. of familiar items
- ◯ Realises what they do affects others
- ◯ States simply which applications they like using and why
- ◯ Identifies who they can speak to when either they or someone else are upset
- ◯ Understands the term 'stranger danger'
- ◯ Suggests a way they can share information with someone
- ◯ Suggests who a stranger might be
- ◯ Takes part in a discussion with partner
- ◯ Recognises what makes a person a 'stranger'

Individual Assessment

23 Aug 2024 - Student Name - PSHE, Citizenship - Year 3 / Progress: 0%

Developing Confidence & Responsibility & Making the Most of Their Abilities

- ○ Describes simple ways to resist pressure when they feel uncomfortable
- ○ Identifies people in their community who care for them
- ○ Identifies people in their community who may need help
- ○ Identifies positive actions their setting takes to help the community, e.g. raising money for a local charity
- ○ Identifies the communities or groups to which they belong
- ○ Identifies the purpose of the groups to which they belong
- ○ Identifies what they can do to achieve a target they have set themselves
- ○ Recognises emotions they are feeling and communicates them clearly
- ○ Recognises what they are good at and what they want to develop
- ○ Suggests how people should care for each other, e.g. in families, class, as a member of a community
- ○ Works individually to solve problems

Preparing to Play an Active Role as Citizens

- ○ Accepts that others are not always wrong when they disagree with them
- ○ Accepts that when they are in the minority, they may have to accept the views of others
- ○ Classifies a range of behaviours associated to different situations as right and wrong
- ○ Demonstrates an understanding of the need for rules
- ○ Describes what qualities someone needs to be a leader
- ○ Explains why they think an action or behaviour is right or wrong
- ○ Explains why they think something is fair or unfair
- ○ Gives sensible ideas on what should happen when certain rules are broken
- ○ Gives simple ideas about what they think the Government does
- ○ Gives the name or titles of those who support their setting, e.g. Governors
- ○ Recognises that Governments can be voted for
- ○ Recognises the difference between an upstander and a bystander
- ○ Recognises that you must be over 18 years old in order to vote
- ○ Suggests ways a group can agree on a final decision
- ○ Suggests who makes decisions in the setting, and what types of decisions they make

Developing a Healthy, Safer Lifestyle

- ○ Actively takes part in outdoor challenges
- ○ Actively takes part in physical challenges
- ○ Agrees rules on touching
- ○ Contributes to the creation of rules for different groups within the setting, explaining why each rule is important
- ○ Demonstrates that muscles work in pairs
- ○ Describes examples of good and bad role models
- ○ Discusses the storage of dangerous substances
- ○ Explains and demonstrates how a muscle contracts and relaxes
- ○ Explains in simple terms why exercise is a healthy activity
- ○ Explains why cigarettes are harmful
- ○ Explores what benefit each food groups have to the human body
- ○ Identifies a range of dangerous substances found in the home
- ○ Identifies emotional and physical bullying
- ○ Identifies positive and negative emotions
- ○ Initiates physical activity for ten minutes
- ○ Plans a balanced day's food for a person
- ○ Recognises how taking risks can impact on others
- ○ Recognises that their body belongs to them
- ○ Recognises that they can be influenced when making choices
- ○ Specifies touches that they do and do not like
- ○ Suggests simple ways to avoid unsafe situations
- ○ Understands the need for warming up and cooling down
- ○ Undertakes a range of physically active pursuits, e.g. organised sport, active play, outdoor exploration, etc.
- ○ Undertakes directed physical activity for ten minutes
- ○ Runs smoothly with co-ordination
- ○ Treads water for 10 seconds

Developing Good Relationships & Respecting the Differences between People

- ○ Accepts that others may have different preferences
- ○ Explains why it is wrong to treat people differently because of their differences, e.g. gender, colour, religion
- ○ Identifies different types of relationships
- ○ Identifies people they can trust
- ○ Recognises and responds to emotions in others, e.g. get help, speak calmly
- ○ Recognises the ways they are similar and different to others
- ○ Suggests why they trust someone or feel they could ask them for help
- ○ Works within a team to solve problems

Individual Assessment

20 Aug 2024 - Student Name - PSHE, Physical Health & Mental Wellbeing - Year 1 / Progress: 0%

Mental Wellbeing

○ Communicates how they feel to others

○ Demonstrates a knowledge of themselves, their likes and dislikes and identity

○ Demonstrates some ways to calm themselves down

○ Demonstrates understanding that not everyone wants to do what they want

○ Describes feelings associated with change and loss in simple terms

○ Describes some simple ways they take care of themselves

○ Explains the difference between feelings and describes reasons they would feel them

○ Identifies different emotions using the appropriate names

○ Identifies how they feel when someone is kind and unkind

○ Identifies positive aspects of themselves

○ Identifies what makes them special

○ Labels and expresses anger or other strong feelings appropriately

○ Lists the special people in their lives, describing why they are special

○ Manages their frustration and is able to ask for assistance

○ Recognises that everybody has similar feelings

○ Recognises that it is normal and acceptable to feel different emotions

○ Recognises when others are unkind

○ Sets simple goals and achieves them

○ Suggests how they can help to keep themselves physically and emotionally safe in different situations

Internet Safety & Harms

○ Describes a real and simulated experience on the internet, e.g. playing a game

○ Engages with a familiar person using a messaging app with support, e.g. via Messenger on the computer, WhatsApp on a mobile device

○ Explains how it is possible to send personal information to others

○ Explains when and why they would use a password

○ Explains why their password is only for them

○ Explores the results of their web search

○ Gives examples to show how the internet is used for playing and learning

○ Recognises what could be given as their personal information, e.g. their date of birth

○ Recognises why they should be careful when using internet accessible devices

○ Suggests different sources of information

Physical Health & Fitness

○ Describes what happens to their heart when they exercise

○ Explains how different parts of their body are moving, e.g. bending

○ Initiates physical activities for pleasure

○ Moves in water, e.g. walks, jumps or hops with and without using swimming aids

○ Pedals a bicycle

○ Runs at different speeds

○ Squeezes a brake on a tricycle to stop in time

○ Starts cycling from a stop position, pedals and stops with some control

Healthy Eating

○ Classifies food using a guide, e.g. as carbohydrates, protein, vegetables, fats

○ Finds 'eat by' date on labels and relates to today's date with support

○ Identifies some healthy elements of their packed lunch or school dinner

○ Identifies that too much of one food may make them ill

○ Outlines what the 'five a day' message means

Drugs, Alcohol & Tobacco

○ Describes rules they have to follow regarding medicines

○ Identifies that some substances may be poisonous, e.g. liquid, plants, etc.

○ Identifies that, without permission, they shouldn't touch medicines or equipment

○ Pours from a liquid medicine bottle onto a spoon with physical prompts

○ Recognises that each medicine has a specific use

○ Recognises the name of a medicine they take regularly, e.g. insulin, reliever inhaler

Health & Prevention

○ Demonstrates understanding that a person cannot eat a specific food item if they have an allergy or intolerance to it

○ Describes ways they can catch germs

○ Identifies allergies or intolerances they have when prompted

○ Identifies that a dentist should be visited if teeth or gums hurt

○ Identifies that they should visit a dentist to have their teeth checked

○ Identifies why they brush their teeth

○ Recognises that sleep is important for the body

○ Recognises the symptoms of a common illness, e.g. a headache or toothache

Basic First Aid

○ Classifies a range of injuries as serious or minor with some prompting, e.g. broken leg, paper cut

○ Cuts a plaster to size and sticks it on a wound with some accuracy

○ Describes how to call emergency services

○ Identifies that a serious injury requires attention at a hospital

○ Identifies that disposable sterile gloves are worn to attend to another's wounds

○ Recognises that a bruise can be many colours and can change colour over time

○ Recognises that they do not always need a plaster on a wound

○ Recognises what a rash looks like, e.g. via photographs or simple description

○ Suggests what to do next when treating a minor injury, e.g. the wound is now clean so next we cover it with a plaster

Changing Adolescent Body

○ Identifies the external physical differences between members of the male and female sex

○ Names the parts of the human body they can see, e.g. knee, elbow

○ Names and locates parts of the human body, including those related to the senses

Individual Assessment

B Squared Ltd

20 Aug 2024 - Student Name - PSHE, Relationships Education - Progression Step 1 / Progress: 0%

Families & People Who Care for Me

- ◯ Acts confidently near familiar members of staff
- ◯ Gives familiar people a name
- ◯ Names a person in their immediate family, e.g. Dad, Jon, Gran, etc.

- ◯ Recognises familiar people on a video clip
- ◯ Recognises their family in a video clip
- ◯ Recognises their family in a photograph

- ◯ Takes part in simple celebrations
- ◯ Uses names of members of staff or their own family
- ◯ Uses the name of a favourite person

Caring Friendships

- ◯ Communicates who their friends are
- ◯ Communicates with peers enthusiastically
- ◯ Co-operates with a member of staff
- ◯ Gives eye contact when spoken to
- ◯ Demonstrates affection for peers
- ◯ Demonstrates concern for a peer
- ◯ Joins in play with others briefly

- ◯ Looks at the person talking to them
- ◯ Plays alongside a peer
- ◯ Recognises differences between themselves and a peer
- ◯ Responds to a peer
- ◯ Joins in adult-led group activity
- ◯ Shares an activity with a peer on their own initiative

- ◯ Shares an activity with a peer when prompted
- ◯ Takes part in a 'conversation' with a member of staff
- ◯ Takes part in co-operative play with a member of staff
- ◯ Takes turns in game with help from a member of staff
- ◯ Works alongside a peer without support from a member of staff

Respectful Relationships

- ◯ Communicates an awareness of other people's feelings
- ◯ Communicates 'Please' and 'Thanks' or 'Ta' when reminded using words, signs or symbols
- ◯ Communicates 'Sorry' when reminded using words, signs, or symbols
- ◯ Demonstrates an awareness of other people's feelings
- ◯ Demonstrates social emotions, e.g. sympathy for someone who is hurt
- ◯ Expresses simple feelings

- ◯ Nods, signs, or uses symbols in agreement to a suggestion or viewpoint of another
- ◯ Orientates their body towards a member of staff's voice
- ◯ Plays give-and-take games with little support
- ◯ Recognises approval and disapproval
- ◯ Remains silent when another person is talking
- ◯ Responds to affection

- ◯ Responds to different tones in speech, e.g. looks sad upon hearing peer upset
- ◯ Seeks recognition by means of eye contact when their name is mentioned
- ◯ Shakes their head, signs, or uses symbols in disagreement to a suggestion or viewpoint of another
- ◯ Shows affection for others
- ◯ Suggests how they can make someone feel good, e.g. offers a hug
- ◯ Takes turns in a group

Online Relationships

- ◯ Communicates with known and unknown people in a range of settings
- ◯ Demonstrates interest in movements onscreen and wants to join in computing activity

- ◯ Explores pictures on a screen
- ◯ Presses buttons

- ◯ Responds to changes on a computer screen
- ◯ Touches a specific image on a screen

Being Safe

- ◯ Communicates a strong 'no' to activities they do not wish to do, e.g. when shown a picture of a specific activity
- ◯ Communicates possession through the use of the terms 'yours' and 'mine'
- ◯ Communicates 'Yes' and 'No' using words, signs, or symbols to indicate their needs or preferences
- ◯ Demonstrates an understanding of their own individuality

- ◯ Exercises some care when warned something is dangerous
- ◯ Looks for reassurance of own actions
- ◯ Removes themselves from unpleasant situations
- ◯ Shows an awareness of where own possessions are located
- ◯ Shows awareness that some things can hurt

- ◯ Stops an action when told
- ◯ Understands the difference between the terms 'me' and 'you'
- ◯ Waits until asked to start an action
- ◯ Withdraws from unpleasant situation

Individual Assessment

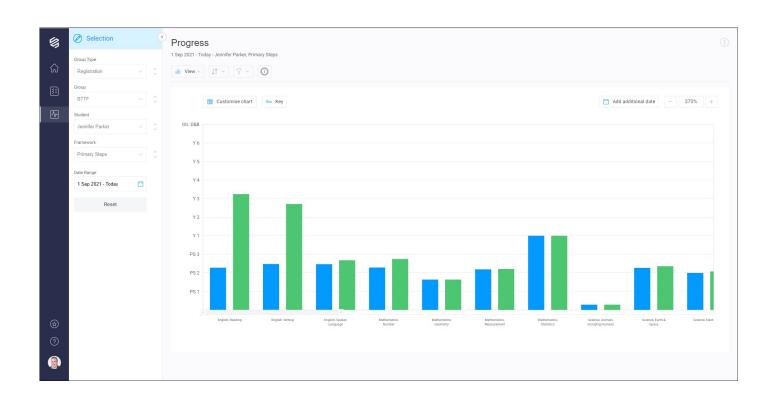20 Aug 2024 - Student Name - Physical Education, Physical Education - Progression Step 3 / Progress: 0%

Physical Competence

- ○ Combines different parts of the body when dancing
- ○ Creates a short dance sequence using a variety of actions
- ○ Balances on different parts of the body
- ○ Combines a series of actions in gymnastics
- ○ Attempts to catch a big ball with two hands
- ○ Catches large bounced ball
- ○ Attempts to hit a small ball that is coming towards them with a hand, racquet or bat
- ○ Hits a ball that has been thrown using a large bat or racquet with some success

- ○ Jumps and lands with balance
- ○ Jumps over obstacles which are 10 cm high
- ○ Looks at the ball and dribbles at walking speed with some success
- ○ Stops a ball that is passed to them with some success
- ○ Passes a ball to a partner with some success
- ○ Shows awareness of parts of the body in relation to whole
- ○ Repeats actions to refine movements in dance
- ○ Repeats actions to refine movement in gymnastics

- ○ Undertakes a forward roll
- ○ Takes part in a sending and receiving rally with a partner
- ○ Throws a ball using two hands
- ○ Throws a ball with one hand
- ○ Throws a bean bag into the air and catches it
- ○ Throws object in an intended direction
- ○ Throws and catches a small ball with a partner

Physical Activity

- ○ Drops to the ground from climbing frame
- ○ Finds ways around a simple course in the playground
- ○ Moves in different directions
- ○ Climbs up and down equipment without falling
- ○ Hops on one foot

- ○ Moves self through a simple maze
- ○ Runs with control of direction
- ○ Runs with control of speed
- ○ Pedals a tricycle
- ○ Runs with pace and effort

- ○ Travels under and over equipment
- ○ Stops running on command and in a controlled manner
- ○ Shows awareness of space when moving near others
- ○ Steers a tricycle

Competition

- ○ Co-ordinates themselves in simple obstacle race
- ○ Communicates with teammates during a game

- ○ Follows rules when playing a staff-led game
- ○ Identifies that games have rules

- ○ Takes part in running races
- ○ Takes part in simple team games

Healthy, Active Lives

- ○ Identifies that food provides energy
- ○ Identifies things which people do that are bad for your health, e.g. smoking, eating too much, lack of exercise, etc.

- ○ Describes how they feel after running
- ○ Names and labels the main external parts of the body
- ○ Recognises changes to the body when active

- ○ Notices breathing after exercise, e.g. describes how speed changes
- ○ Recognises that they have been energetic
- ○ Shows awareness of heartbeat after exercise

Swimming & Water Safety

- ○ Accepts support to push and glide on front with one float
- ○ Accepts support to push and glide on back with one float
- ○ Allows water to splash over their face and head

- ○ Holds a float position with support
- ○ Blows bubbles with mouth submerged
- ○ Enters the water safely from the side of the pool

- ○ Propels themselves through the water using one arm and legs whilst holding a swimming aid
- ○ Understands the need to be careful around the pool
- ○ Suggests simple ways they can be safe in water

Sample Pages

The samples over the next few pages are designed to give you an overview of

Primary Steps (Foundation)

They show the different areas covered by this assessment framework and cover a range of ability levels.

Individual Assessment

20 Aug 2024 - Student Name - Art & Design, Art & Design - Progression Step 3 / Progress: 0%

Producing, Exploring & Recording

○ Collects pictures that interest them in a scrapbook or on the computer

○ Discusses what they are going to do, including how and why in simple terms

○ Uses a variety of materials in their work, e.g. to enhance illustrations, when weaving, etc.

○ Uses cameras to take still and moving pictures

○ Makes models using a range of tools (under supervision)

○ Mixes colours and makes adjustments to the colour

○ Discusses a range of tools and their purpose

○ Describes textures using simple vocabulary

○ Recognises and finds geometric shapes in the environment

○ Identifies and describes patterns

○ Creates different textures, e.g. bubbles, sponges, blots

Technical Proficiency

○ Colours in a picture and keeps within the lines most of the time

○ Holds a pencil correctly

○ Cuts thicker materials with scissors, e.g. tape, string, etc.

○ Describes where objects are in relation to others using positional language

○ Draws lines with a ruler

○ Draws round shape templates

○ Folds, tears and cuts paper and card

○ Names colours consistently

○ Talks about different lines, e.g. corner, curve, straight

○ Draws different types of lines, e.g. curve, straight

Evaluation & Analysis

○ Answers questions about what they are doing

○ Indicates that drawings, paintings and sculptures have meaning

○ Describes the difference in texture between two objects

○ Discusses their work using appropriate vocabulary

Artists, Craft Makers & Designers

○ Identifies similarities and differences in a picture

○ Identifies visual content of artist's work

○ Observes and comments simply about the artwork of different cultures

○ Shows awareness of styles from different cultures

Individual Assessment

20 Aug 2024 - Student Name - Design & Technology, Cooking & Nutrition - Year 1 / Progress: 0%

Creative, Technical & Practical Expertise

- ◯ Cracks an egg with some success
- ◯ Spreads a filling, using a knife carefully
- ◯ Identifies the cutting edge of a knife
- ◯ Peels and cuts (soft) food safely
- ◯ Demonstrates different grips, e.g. for stirring, cutting
- ◯ Begins to use scales

Designing & Making for Users

- ◯ Prepares simple dishes hygienically without using a heat source with support

Evaluating & Testing Ideas & Products

- ◯ Describes the taste and texture of some foods
- ◯ Describes what they like and what they might change after tasting the food they prepare

Principles of Nutrition & Cooking

- ◯ Identifies some main food groups
- ◯ Suggests where plants we eat are grown, e.g. farms, gardens
- ◯ Recognises seasonal changes
- ◯ Identifies some healthy elements of their packed lunch or school dinner
- ◯ Recognises that some plants we eat grow below and above ground
- ◯ Names and sequences the seasons of the year

Individual Assessment

20 Aug 2024 - Student Name - Design & Technology, Design & Technology - Progression Step 1 /
Progress: 0%

Creative, Technical & Practical Expertise
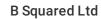
○ Selects an electrical object that will give light

○ Selects an electrical object that will move

○ Selects an electrical object that will make a sound

○ Notices the difference without a battery/cell

○ Makes objects move faster or slower

○ Finds an item in their immediate environment that can be pulled

○ Finds an item in their immediate environment that can be pushed

○ Uses electricity to move an object, e.g. blows an object with an electric fan, manoeuvres a remote-controlled car, etc.

○ Presses a switch at a specific point to achieve a desired result

○ Moves an object in a variety of different ways, e.g. forwards and backwards, in circles, etc.

○ Snips with scissors

○ Rolls, flattens, tears, joins and moulds pliable material

○ Chooses the correct familiar tool for a task from a group of three, e.g. paintbrush, scissors, glue

○ Links or joins construction toys generally independently

○ Uses an access/control device to make an object appear

○ Grasps tools generally independently

○ Moves tools generally independently

○ Chooses the correct familiar material for a task from a group of three, e.g. cardboard, paper, string

○ Communicates about textures they feel on different materials

○ Puts an object together with assistance

○ Turns a screw toy anticlockwise

○ Turns a screw toy clockwise

○ Recognises that when the equipment is turned off, it won't work, e.g. no light from a torch

○ Demonstrates awareness they need a tool to help, e.g. asks for scissors to help cut a material

Designing & Making for Users

○ Requests a tool or object for a purpose

○ States simply how they will make a product, e.g. "Stick box"

○ Suggests ways to decorate or colour their model

○ Makes a product for a familiar purpose, e.g. a container to hold pencils

○ Builds a tower of seven bricks

○ Builds a tower of five bricks

○ Stacks, organises and re-organises blocks and boxes

○ Selects an object for a purpose

○ Handles a range of containers of different sizes, materials and openings

○ Chooses an item from a selection to decorate their product

○ Places bricks on top of others successfully

○ Builds a tower of blocks with a member of staff

○ Changes a shape made with pliable material

○ Explores the use of building bricks

Evaluating & Testing Ideas & Products

○ Demonstrates an awareness that specific actions cause an expected result

○ States what they noticed, e.g. 'not working', or 'bigger'

↳ Investigating and Analysing Products

○ Identifies one property of a material being handled, e.g. cold, hard, shiny, etc.

○ Identifies textures they feel on materials after verbal prompt, e.g. hard/soft, rough/smooth, shiny/dull

○ Tests new/unfamiliar objects, e.g. through manipulation/squeezing

○ Examines parts of familiar objects up close

○ Demonstrates an understanding of how electronic objects work

○ Demonstrates an understanding of how mechanical objects work, e.g. winds up a car to make it move

○ Identifies if they can pull, bend, or squash a material after manipulating it

○ Identifies simple differences between materials, e.g. states if a material is dry or wet

20 Aug 2024 - Student Name - Geography, Geography - Progression Step 2 / Progress: 0%

Geographical Skills & Fieldwork

○ Asks for more information to aid their understanding

○ Handles a magnifying glass

○ Records their activity and results, e.g. selects the correct picture in a sequence

○ Answers a question based on their observations

○ Collects pictures from a range of sources that relate to a specific subject

○ Points out and simply describes the information contained in a photo or picture

○ Derives meaning from text in the environment, e.g. brand names, cereal packets, road signs, etc.

○ Identifies common items by using familiar group names, e.g. plants, animals, etc.

○ Describes what they see in the grounds of the setting

○ Takes photographs of objects or places in the outside environment, communicating why they are of interest

○ Responds appropriately to position-based terminology, e.g. the cup is in front of the plate, put your coat behind the door, etc.

○ Describes the directional movement of an object

○ Answers 'Who?', 'What?' or 'Where?' questions

○ Shows an awareness that some things always happen, e.g. water always makes paper wet, etc.

○ Observes short term changes in the setting

○ Observes short term changes outside

○ Observes changes over a long period of time

Human & Physical Geography

○ Observes and responds to things that are good and bad in their community, e.g. shops vs litter, etc.

○ Shows an awareness of place/habitat, e.g. conkers and acorns found near trees

○ Gives simple attributes of different habitats

○ Links plants to simple habitats, e.g. seaweed to sea, oak tree to forest, cactus to desert, etc.

○ Discusses the shops they have visited and what things they have bought there

○ Suggests what they might find in the sea

○ Suggests what they might see in a forest

○ Chooses a weather symbol for each day

○ Matches a picture showing a type of weather, e.g. shows a picture of the sun when asked to find something that shows sunny or warm weather

○ Identifies obvious differences between summer and winter

○ Names familiar places or buildings correctly, e.g. church, park, garage, flat

○ Describes simply photographs of unfamiliar places, e.g. deserts, rain forests

○ Matches pictures of known animals to their normal habitats

Locational Knowledge

○ Looks at globe and describes its shape

○ Indicates the direction of familiar places from home

○ Looks at pictures of the Earth taken from space, describing simply what they see

○ Uses the term 'a long way'

Place Knowledge

○ Describes a familiar indoor place

○ Describes a familiar outdoor place

○ Identifies a difference when looking at a photograph of a place taken long ago and more recently

○ Identifies a difference between two familiar indoor places, e.g. their bedroom and the bathroom

○ Identifies a difference between two familiar outdoor places, e.g. the park and their garden

Individual Assessment

B Squared Ltd

20 Aug 2024 - Student Name - History, History - Progression Step 3 / Progress: 0%

Historical Terminology

○ Responds appropriately to time-based terminology, e.g. we will do that in the morning, where are we going after lunch? etc.

○ Discusses key times of the day in simple terms

○ Explains what happened at a different time of the day, e.g. I played football at break

○ Identifies some of the days of the week

○ Expresses ideas in longer phrases using the past tense correctly

Cause & Consequence

○ Gives a simple explanation why something happened

○ Suggests a reason why someone in a historical story acted that way, e.g. they wanted to be king

○ Suggests what might change or be affected after an event in history, e.g. people lose their homes after the Great Fire of London

Historical Enquiry & Interpretation

○ Describes some aspects of an artefact in simple terms

○ Identifies objects as being from the past or present

○ Discusses information that can be found in photographs or drawings

○ Finds information from a secondary source, e.g. finds pictures of different fur markings on animals

○ Answers recall questions related to simple stories about events or people in the past

Understanding Connections

○ Suggests a causal connection using an appropriate conjunction when discussing a familiar topic, e.g. completes a phrase verbally using a conjunction, 'We ate an apple … we were hungry'

○ Identifies a similarity between their life and that of another in history

○ Identifies some differences in clothing, e.g. costumes in different eras

○ Describes simply how an object has changed over time, e.g. a television or clothing

British & World History

○ Identifies a difference in their life and that of another person in history

○ Retells some details of a historical story

○ Retells some details about a person in history

○ Names a place they enjoy visiting, giving a simple reason

Individual Assessment

20 Aug 2024 - Student Name - Languages, French - Year 1 / Progress: 0%

Speaking

- ◯ Introduces themselves with support
- ◯ Communicates using some near recognisable words
- ◯ Repeats single words (needing repetition)
- ◯ Communicates the name of the item in French when asked what they want (with support)

Listening

- ◯ Demonstrates understanding through a range of responses, e.g. non-verbal, action
- ◯ Shows different ways of greeting someone, e.g. bowing, shaking hands
- ◯ Attempts to join in with songs/rhymes in French
- ◯ Listens to and repeats simple phrase
- ◯ Understands positive affirmations

Reading

- ◯ Calls out letters/symbols in a word
- ◯ Reads the word they have written in French
- ◯ Matches a picture to a word in French with support
- ◯ Sounds out short words with support

Writing

- ◯ Understands the directionality of the text
- ◯ Writes name of an object with support
- ◯ Copies few words with support
- ◯ Labels pictures with familiar nouns copied from reference materials

Individual Assessment

20 Aug 2024 - Student Name - Music, Music - Progression Step 1 / Progress: 0%

Musical Experience

- ○ Plays 'statues', stopping as the music stops
- ○ Describes music they have heard in simple terms, e.g. fast, loud, happy, etc.
- ○ Responds appropriately to the music of others

- ○ Listens to and engages with a range of music
- ○ Listens to, and can engage with, music they have not heard before
- ○ Stops and starts when the music begins and finishes

- ○ Makes vocal or physical sounds in response to music
- ○ Responds to changes in sound or music with body movements

Singing & Musical Instruments

- ○ States what they are going to do, e.g. hit/scrape
- ○ Shows some control with an instrument
- ○ Plays a range of classroom instruments in the manner that has been demonstrated, e.g. hit, shaken, plucked

- ○ Takes part in a musical performance with others
- ○ Imitates an action with their instrument to play loudly or quietly
- ○ Understands simple practiced action words relating to playing an instrument, e.g. blow, hit, shake, etc.

- ○ Differentiates between singing and speaking voice
- ○ Starts and stops performing in response to a signal from the conductor
- ○ Plays simple musical instruments

Music Creation

- ○ Explores sound using a simple computer program
- ○ Explores sounds they can make with instruments
- ○ Imitates others to create a sound either on an instrument or vocally

- ○ Makes a range of sounds on an instrument
- ○ Plays (random) notes on a tuned instrument over a rhythm played by someone else
- ○ Plays (random) rhythms on an untuned instrument over a tune played by someone else

- ○ Creates sounds on an instrument in response to a word, e.g. plays fast notes to "Run", slow notes to "Walk", etc.
- ○ Claps their own short rhythm for another to copy

Individual Assessment

20 Aug 2024 - Student Name - Religious Education, Religious Education - Progression Step 3 / Progress: 0%

Spiritual, Moral, Social & Cultural Development

- ○ Shows an awareness of different beliefs
- ○ Acts out situations from stories
- ○ Names some important religious people, e.g. after reading a story or listening to a visitor
- ○ Joins in discussion about the moral of the story
- ○ Understands that festivals are celebrations

- ○ Recognises photos or clips of specific celebrations
- ○ Communicates about how different you might feel on a special/holy day
- ○ Identifies that some festivals are celebrated with special foods
- ○ Identifies some special foods that are eaten in celebration
- ○ Explains simply what a promise is

- ○ Recognises that religions have holy or special days
- ○ Recounts a short sequence of events, e.g. by sequencing images or manipulating objects (PKSS)
- ○ Describes an action of the character
- ○ Describes an event in a story
- ○ Recognises situations in a story, e.g. danger, surprise, etc.

Personal Development & Wellbeing

- ○ Demonstrates understanding that many people can be our friends
- ○ Explains why something or someone is special to them

- ○ Explains what a friend is to them
- ○ Explains what it means to keep a promise
- ○ Explains simply which types of behaviours are right and wrong

- ○ Shows consideration towards others
- ○ Explains the difference between right and wrong giving simple examples

Community Cohesion

- ○ Shows some awareness that others' ideas, though different, are not wrong
- ○ Indicates that some people around the world dress differently to them

- ○ Indicates that some people around the world eat different foods to them
- ○ Indicates that some people around the world live in different types of buildings

- ○ Recognises that some people around the world speak different languages to them
- ○ Indicates that people of different faiths can live in the same location, anywhere in the world
- ○ Appreciates other people have feelings

Want to find out more?

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www.connectingsteps.com/meetings

Or get in touch with us...

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