

Executive Function Sample Pages

Our Executive Function framework helps schools to build a profile of a pupil's executive function skills. The framework covers a developmental range from around 3 years old to being ready for employment/university

Connecting Steps

BSquared



Connecting Steps

Connecting Steps is our market-leading pupil-tracking software that makes showing progress for all 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.

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.

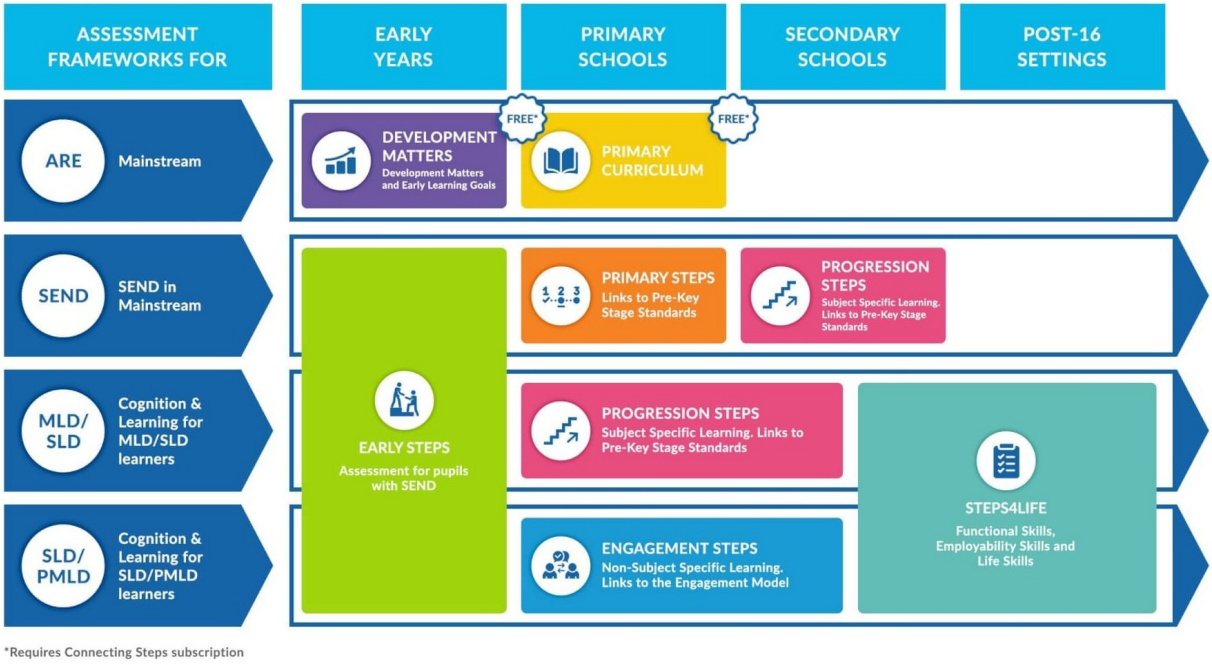
Simple Reporting

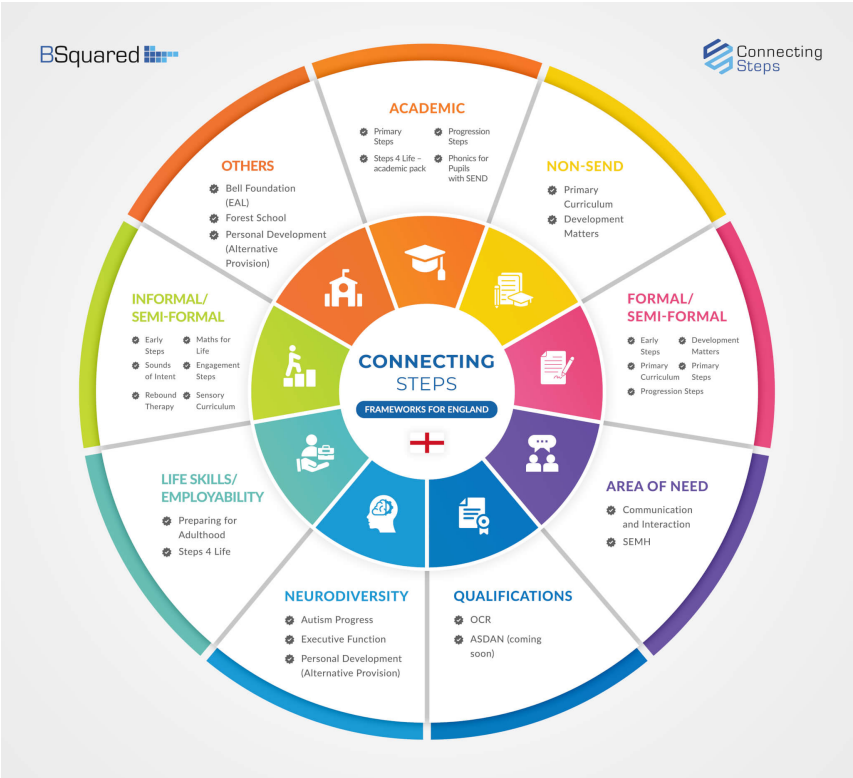
Teachers can instantly produce a range of reports designed to be shared with parents or professionals. The information is displayed clearly and simply to help increase parental engagement. The Connecting Steps Analysis Module allows leaders to build graphs for different cohorts in a few clicks. Tailored 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 images below give you an overview of all our different frameworks and help you to identify which frameworks will apply to your setting.





Click on either image to see it in more detail and read all about our frameworks on [our website]



Our Assessment Frameworks

B Squared Framework Comparison Chart

B SQUARED STANDARD SCORE	B SQUARED ASSESSMENT FRAMEWORKS									P LEVELS AND NC LEVELS (COMPARISON)
	Early Steps (2022)	Engagement Steps	Progression Steps & PfA	Primary Steps	Steps 4 Life	Autism Progress	SEMH	Executive Function	Communi-cation & Interaction	
15 - 15.5								EF Step 5 (up to 18)		NC 7
14 - 15			Progression Step 10				SEMH Step 11	EF Step 4	Level 16	
13 - 14					Level 2	Level 17				NC 6
12 - 13			Progression Step 9	Greater Depth & Breadth			SEMH Step 10		Level 15	
11 - 12						Level 16		EF Step 3		NC 5
10 - 11			Progression Step 8	Year 6	Level 1	Level 15	SEMH Step 9		Level 14	NC 4
9 - 10				Year 5						
					Entry 3					NC 3
8 - 9			Progression Step 7	Year 4		Level 14	SEMH Step 8	EF Step 2	Level 13	
7 - 8				Year 3	Entry 2					NC 2a
										NC 2b
6 - 7			Progression Step 6 (PKS 6)	Year 2		Level 13	SEMH Step 7		Level 12	NC 2c
			Progression Step 5 (PKS 5)		Entry 1					NC 1a
5 - 6				Year 1		Level 12	SEMH Step 6	EF Step 1	Level 11	NC 1b
	Early Learning Goals (ELG)		Progression Step 4 (PKS 4)							NC 1c
4 - 5	Children in Reception		Progression Step 3 (PKS 3)	Primary Step 3	Step 7	Level 11	SEMH Step 5		Level 10	P8
3 - 4	3 & 4 year olds		Progression Step 2 (PKS 2)	Primary Step 2		Level 10	SEMH Step 4		Level 9	P7
2 - 3	2½–3 years	Engagement Step 6			Step 6	Level 9	SEMH Step 3		Level 8	P6
	2–2½ years		Progression Step 1 (PKS 1)	Primary Step 1					Level 7	
						Level 8				P5
1 - 2	18–24 months						SEMH Step 2		Level 6	
		Engagement Step 5			Step 5	Level 7				P4
	12–18 months								Level 5	
						Level 6				P3(ii)
0 - 1	9–12 months	Engagement Step 4			Step 4	Level 5	SEMH Step 1		Level 4	P3(i)
	6–9 months					Level 4			Level 3	P2(ii)
	3–6 months	Engagement Step 3			Step 3	Level 3			Level 2	P2(i)
	0–3 months	Engagement Step 2			Step 2	Level 2			Level 1	P1(ii)
		Engagement Step 1			Step 1	Level 1				P1(i)



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 and 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)

Social, Emotional and Mental Health (SEMH)

Our SEMH framework helps schools to build a profile of a pupil's social, emotional and mental health needs and how these affect their learning and wellbeing. The framework is split into the following areas:

Emotion – Recognition, Expression, Regulation and Recognition in Others

Social – Developing and Maintaining Relationships/Friendships and Communicating with Others

Social & Emotional Cognition – Social Decision Making, Moral Reasoning, Attention and Social Expectations and Social Awareness

Executive Function

Executive functions are the mental processes that help us manage time, regulate emotions, prioritise, focus and adapt to new challenges – and they continue developing well into our late twenties. Our Executive Function framework, developed in collaboration with Victoria Bagnall from Connections in Mind, helps staff notice, celebrate and support the development of key executive function skills over time. It covers from age 4 to preparing for university/employment, across 11 areas and 5 levels of development:

Attention & Cognitive Control – Sustained Attention, Response Inhibition and Working Memory

Flexibility & Adaptation – Cognitive Flexibility and Task Initiation

Planning & Organisation – Planning and Prioritisation, Organisation and Time Management

Goal-Directed Behaviour – Metacognition and Goal-Directed Persistence

Emotional Regulation – Managing the Internal World

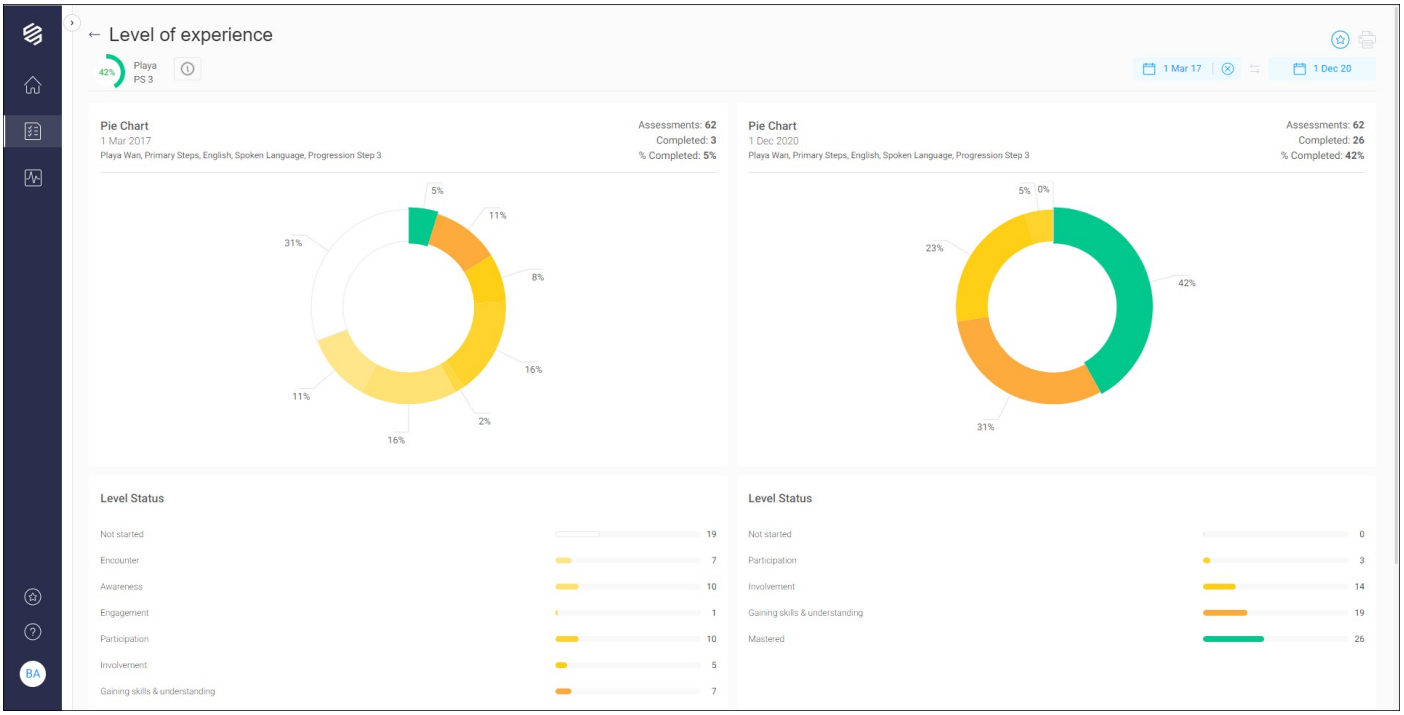


Sample Pages

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

Executive Function

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



BSquared

Student Assessment

B Squared Ltd

14 Aug 2026 - Student Name - Attention and Cognitive Control - Response Inhibition - EF Step 1

Understanding Feelings, Urges, and Actions

I can learn words for feelings and actions.

- Names simple feelings and behaviours with support
- Talks about what someone did and how they felt
- Begins to recognise that feelings and actions both have names

Pausing Before Acting

I can stop for a moment when someone helps me notice what I am doing.

- Responds to prompts like “stop”, “wait”, or “freeze”
- Pauses briefly when reminded by an adult
- Practises stopping in movement games or structured activities

Managing Temptation and Impulses

I know that some urges or actions can hurt or affect other people.

- Recognises that some actions (hitting, grabbing, shouting, taking) can hurt or upset others
- Begins to understand that wanting to do something and doing it are different
- Begins to understand that some urges should not be acted on

Using Tools and Strategies to Manage Impulses

I can use strategies that adults show me to help me stop or wait.

- Uses adult-modelled strategies like counting, breathing, or stopping games
- Uses visual reminders or verbal prompts to help stop or wait
- Begins to copy calming or stopping strategies with support

Thinking About Consequences and Others

I can understand simple cause and effect when adults explain it.

- Responds to simple explanations about how actions affect others
- Begins to understand simple cause and effect with adult support
- Talks about what happened after an action with support

Waiting and Turn-Taking

I can wait for a short time and take turns when I have help or reminders.

- Waits briefly during games or activities with support
- Takes turns with reminders from adults or peers
- Uses timers, songs, or cues to help with waiting

Respecting Rules, Expectations, and Boundaries

I can follow simple rules and boundaries when adults remind me.

- Stops when someone says “stop”, “wait”, or “not now”
- Follows simple rules in games or activities with reminders
- Responds to reminders about personal space or other people’s belongings

Setting and Upholding Personal Boundaries

I can say what I need or don’t want in simple situations.

- Uses words like “no”, “stop”, or “I don’t like that”
- Expresses simple needs like wanting space, help, or a break
- Begins to communicate when something feels uncomfortable

Student Assessment

B Squared Ltd

14 Aug 2026 - Student Name - Attention and Cognitive Control - Sustained Attention - EF Step 5

Engaging and Maintaining Focus

I can choose what to focus on and stay with it until it is finished.

- Prioritises important tasks over more interesting ones
- Uses intentional focus strategies to maintain attention
- Maintains attention even when tasks are difficult or less interesting

Using Tools to Support Focus

I can choose tools based on the task and how I work best.

- Selects tools depending on the task, environment, or energy level
- Plans breaks, timers, or routines before starting work
- Knows which tools work best for different situations

Managing Distractions

I can make choices that reduce distractions and help me stay focused.

- Chooses where to sit or work to reduce distractions
- Uses routines, movement, or noise reduction to support attention
- Advocates for what helps them focus (e.g. quieter space, fewer interruptions)

Monitoring and Reflecting on Attention

I can notice patterns in my attention and plan around them.

- Notices patterns, e.g. focuses better in the morning, after movement, when interested
- Plans work around energy levels, environment, or task difficulty
- Uses strategies early when they know focus will be difficult

Participating in Shared Attention and Listening

I can sustain shared attention during longer discussions, lessons, or meetings and respond to group dynamics.

- Maintains attention during longer discussions or group work
- Notices when discussions go off track or change direction
- Contributes appropriately depending on the situation

Student Assessment

B Squared Ltd

14 Aug 2026 - Student Name - Emotional Regulation - Emotional Regulation - EF Step 2

Identifying and Naming Emotions

I can notice that feelings and body signals often happen together.

- Names situations that make them feel certain emotions
- Identifies basic emotions and begins recognising more complex ones such as frustration or disappointment
- Begins linking body sensations to feelings, e.g. “my tummy feels funny when I’m nervous”

Expressing Emotions Safely

I can begin to communicate how I feel with adult support.

- Uses words more often instead of physical reactions, though may still struggle when overwhelmed
- Shares feelings of upset with a trusted adult
- Begins to recognise that feelings can be communicated through words and actions

Processing Emotions and Calming Strategies

I can begin to use calming strategies when an adult reminds me.

- Tries simple calming strategies such as breathing, squeezing a toy, or taking space when prompted
- Uses a calm box or familiar tool with adult guidance
- Participates in short calming routines led by an adult

Understanding the Impact of Emotions

I can begin to notice how strong emotions affect behaviour.

- Talks about how characters or classmates might feel in different situations
- Begins to recognise that strong emotions can lead to hurtful actions
- Reflects with adult support on what happened after an emotional moment

Developing Coping Skills and Emotional Resilience

I can start to feel better after small disappointments with support.

- Uses simple strategies such as talking, drawing, or taking a short break
- Seeks out a trusted adult when emotions feel overwhelming
- Returns to activities after emotional setbacks with reassurance

Understanding Factors That Affect Emotions

I can notice that my body and basic needs affect how I feel.

- Notices that being tired, hungry, ill, or overwhelmed affects emotions
- Talks about what helps them feel better (food, rest, quiet, comfort)
- Begins to recognise when their body needs rest, food, or a break

Seeking and Using Support

I can show when I need help.

- Signals distress through behaviour, words, or gestures
- Responds when an adult names their feelings and offers support
- Begins to approach a trusted adult when upset

Student Assessment

B Squared Ltd

14 Aug 2026 - Student Name - Flexibility and Adaptation - Cognitive Flexibility - EF Step 3

Managing Transitions

I can move between different ways of thinking or feeling, even when it's tricky.

- Uses tools or adult support to shift from emotional to focused tasks or vice versa
- Recognises when they're stuck and asks for a pause or strategy reset

Trying New Approaches

I can try a different way of doing something when the first way doesn't work.

- Talks about or demonstrates more than one method to solve a problem
- Uses examples or models from others to try a new strategy

Adapting Plans and Goals

I can change my plan when something comes up — or ask for help deciding what to do next.

- Pauses, reflects, or checks in when plans shift
- Uses adult or peer support to make a change safely

Shifting Perspectives

I can notice similarities and differences in what people think, feel, or choose.

- Sorts and compares feelings, emotions, or ideas
- Talks about similarities and differences in opinions or preferences

Navigating Multiple Roles or Contexts

I can change how I behave depending on the situation when I am reminded.

- Adjusts behaviour when prompted (e.g. "Remember this is the library")
- Uses routines or expectations to guide behaviour in different environments

Managing Uncertainty

I can keep going when I am unsure by using support or simple strategies.

- Asks for help, clarification, or reassurance when unsure
- Uses simple strategies such as breaking tasks down or making a small plan
- Continues even when the outcome is not certain

Working with Others

I can work with others on a shared task when there is structure or guidance.

- Participates in group work with clear roles or adult guidance
- Listens to others' ideas and contributes their own

Student Assessment

B Squared Ltd

14 Aug 2026 - Student Name - Goal-Directed Behaviour - Metacognition - EF Step 3

Interoception - Bodily Awareness

I can link body signals to feelings and how easy it is to think or learn.

- Links body feelings to emotions such as nervous, excited, tired, frustrated
- Notices when body state makes concentrating, thinking, or learning easier or harder
- Talks about how their body feels during different activities (e.g. calm during reading, restless during long sitting)

Awareness of Thinking

I can explain why I think in a certain way.

- Explains reasons for opinions or ideas
- Links thoughts to past experiences, knowledge or feelings
- Begins to recognise that thoughts are influenced by experiences and emotions

Awareness of Learning

I can tell when I understand something and when I don't.

- Recognises when something makes sense or does not make sense
- Is honest about whether they understand or not
- Says when they need more help, explanation or practice

Compassionate Self-Reflection

I can explain why something went well or was difficult.

- Explains what helped them succeed
- Explains what made something difficult
- Begins to connect effort, support or strategies to outcomes

Growing and Improving

I can think about what I might do differently next time.

- Suggests something they might try differently next time
- Begins to make changes based on previous experience
- Talks about what they might change next time

Student Assessment

B Squared Ltd

14 Aug 2026 - Student Name - Planning and Organisation - Organisation - EF Step 2

Understanding the Impact of Organisation

I can start to understand that organisation helps things go more smoothly.

- Understands that when things have a place they are easier to find
- Recognises that messy spaces make things harder to use
- Recognises that losing things or not being prepared can cause problems

Managing Belongings

I can put things back where they belong with reminders or routines.

- Returns items to the correct place when reminded
- Uses labelled spaces or containers
- Notices when something is not where it should be

Organising Physical Spaces

I can start to organise spaces with adult support.

- Uses containers, labels, or trays to organise items
- Groups similar items together
- Follows simple routines for organising shared or personal spaces

Preparing Materials and Equipment

I can start to remember what I need for an activity with reminders.

- Gathers materials when reminded
- Uses a checklist or visual prompt to prepare materials
- Begins to check they have what they need

Using Tools and Systems

I can use tools or systems to help me keep my things organised.

- Uses labels, colour codes, or containers to organise items
- Puts items in consistent places using a system
- Uses checklists to help organise materials or belongings

Maintaining and Adjusting Organisation Systems

I can maintain organisation when I am reminded or supported.

- Uses routines to keep spaces or materials organised
- Puts items back in the correct place regularly with reminders
- Maintains simple organisation systems with support

Student Assessment

B Squared Ltd

14 Aug 2026 - Student Name - Planning and Organisation - Time Management - EF Step 1

Understanding & Sensing Time

I am beginning to notice that time passes and that activities happen in a sequence.

- Uses simple time words such as now, next, or later
- Recognises familiar parts of the day such as morning, lunchtime, or bedtime
- Notices when one activity ends and another begins

Understanding Future Time

I am beginning to understand that some things happen later, not now.

- Understands simple time words such as later or after
- Recognises that some activities happen later in the day

Understanding the Impact of Time

I am beginning to notice that time affects what happens next.

- Recognises when time for an activity has finished
- Notices that some activities end sooner than others
- Understands that when time is up, something needs to change

Estimating & Scheduling

I am beginning to understand that activities take different amounts of time.

- Recognises that some activities take longer than others
- Begins to guess how long simple activities might take
- Notices when an activity takes more or less time than expected

Pacing

I am beginning to notice that activities can be done quickly or slowly.

- Notices when someone is doing something quickly or slowly
- Begins to recognise when work is being rushed
- Recognises when an activity is taking a long time

Reflection & Adaptation

I am beginning to notice how activities went once they finish.

- Talks about what happened during an activity or part of the day
- Notices when something finished sooner or later than expected
- Accepts reassurance when things do not go as planned

Seeking and Using Support

I am beginning to use help when it is offered.

- Uses visual cues, timers, or reminders provided by adults
- Engages with support provided during an activity
- Uses reassurance or co-regulation to continue an activity when time feels difficult



Want to find out more?

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Or get in touch with us...

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