



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 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.

- 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.

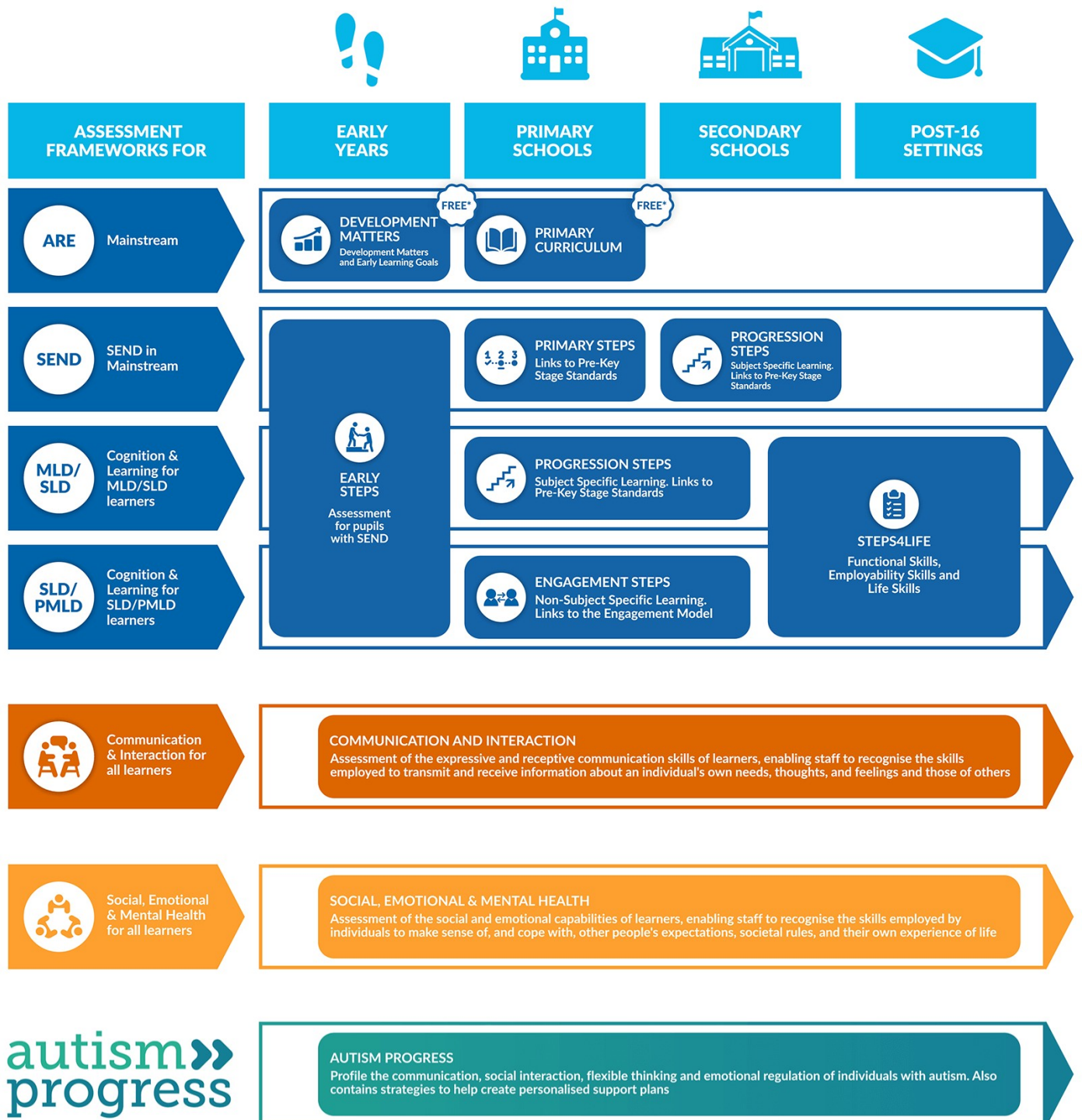
Simple Reporting

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.



*Requires Connecting Steps subscription



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 aspects 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)

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

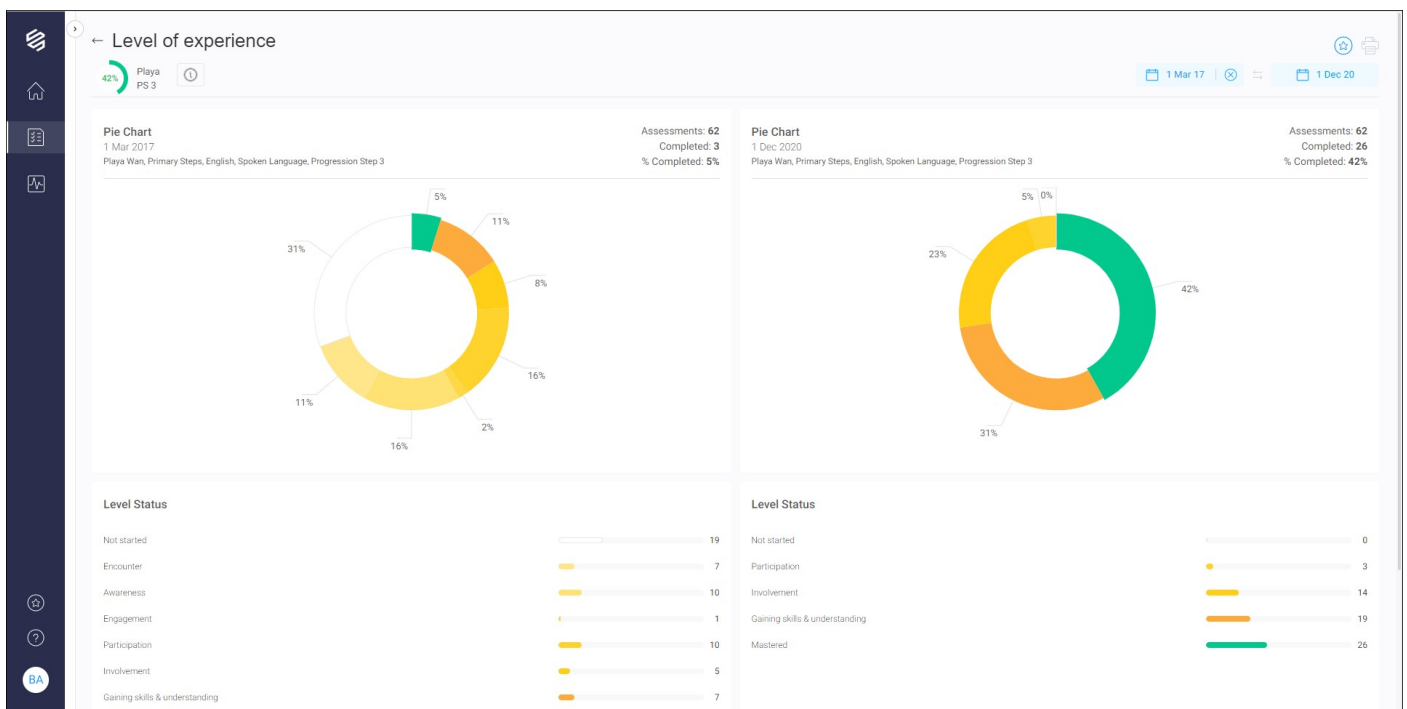
Social & Emotional Cognition

Social Decision Making, Moral Reasoning, Attention and Social Expectations and Social Awareness

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.



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

Word Reading

- | | | |
|--|--|---|
| <input type="radio"/> Says a single sound for 10+ graphemes (PKSS) | <input type="radio"/> Matches short words with distinct shape | <input type="radio"/> Identifies letters in their forename |
| <input type="radio"/> Reads words by blending sounds with known graphemes, with help from a member of staff (PKSS) | <input type="radio"/> Immediately turns a book the right way up | <input type="radio"/> Relates letters in own name to print in the environment |
| <input type="radio"/> Reads words or symbols in the environment, e.g. symbols for ladies, gents, disabled toilet | <input type="radio"/> Moves finger along text from left to right | <input type="radio"/> Echoes a member of staff slowly sounding out CVC words |
| <input type="radio"/> Identifies the letters of the alphabet by their sound | <input type="radio"/> Moves from top to bottom of a page | <input type="radio"/> Says the sound of some letters in own name |
| <input type="radio"/> Correctly relates a sound to a letter when given a choice of three | <input type="radio"/> Points to text when 'reading' | <input type="radio"/> Says the sound of some letters of the alphabet |
| | <input type="radio"/> Progresses through a book from front to back | <input type="radio"/> Identifies the initial letter of their name |
| | <input type="radio"/> Finds letters from their name that have been written in a book | |

Comprehension

- | | | |
|--|--|--|
| <input type="radio"/> Joins in with predictable phrases or refrains of a familiar story or rhyme (PKSS) | <input type="radio"/> Predicts what will happen in a repetitive story | <input type="radio"/> Derives meaning from text in the environment, e.g. brand names, cereal packets, road signs, etc. |
| <input type="radio"/> 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) | <input type="radio"/> Predicts the ending of a sentence | <input type="radio"/> Describes their own experience using collected pictures |
| <input type="radio"/> Re-enacts simple stories | <input type="radio"/> Questions the reader if part of the story alters | <input type="radio"/> Explains how a character might be feeling, e.g. Jack was running because he was "scared" |
| <input type="radio"/> Brings a favourite book to be read | <input type="radio"/> Relates an experience to an event or story | <input type="radio"/> Reacts excitedly when hearing familiar stories |
| <input type="radio"/> Holds the book while sharing it | <input type="radio"/> Talks about their favourite character in a story | <input type="radio"/> Repeats specific lines when 'reading' independently |
| <input type="radio"/> Looks at the left-hand page first | <input type="radio"/> 'Reads' their writing aloud | <input type="radio"/> Shows interest in a narrative/story by asking for it again or continuing a conversation about it |
| <input type="radio"/> Opens a book at the first page | <input type="radio"/> Communicates how a story or poem makes them feel | <input type="radio"/> Sits in group and listens to a story |

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

Composition

↳ 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

↳ 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

↳ 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

↳ 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

↳ 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)

20 Aug 2024 - Student Name - English, Spoken Language - Progression Step 1 / Progress: 0%

Spoken Language – Expressive

- | | | |
|---|--|---|
| <input type="radio"/> Uses a single word, sign, or symbol to name an object | <input type="radio"/> Uses names of members of staff or their own family | <input type="radio"/> Answers a simple 'Where is [+noun]?' question |
| <input type="radio"/> Communicates likes or dislikes using words, signs, or symbols | <input type="radio"/> Uses two- and three-word combinations when communicating with members of staff | <input type="radio"/> Asks a simple 'What ... ?' question |
| <input type="radio"/> Communicates with a vocabulary of 30 words, signs, or symbols | <input type="radio"/> Communicates two-word combinations to create a verb–noun (object) sentence structure, e.g. 'blowing bubbles', 'smell cake', etc. | <input type="radio"/> Asks a simple 'Where ... ?' question |
| <input type="radio"/> Communicates with a vocabulary of 50 words, signs, or symbols | <input type="radio"/> Communicates with known and unknown people in a range of settings | <input type="radio"/> Asks a simple 'Who ... ?' question |
| <input type="radio"/> Communicates 'Yes' and 'No' using words, signs, or symbols to indicate their needs or preferences | <input type="radio"/> Names common objects and uses common adjectives, e.g. hot, broken, red, etc. | <input type="radio"/> Asks a simple 'Why ... ?' question |
| <input type="radio"/> Says own name | <input type="radio"/> Uses their own words for unknown objects | <input type="radio"/> Joins in with some actions or repeats some words, rhymes and phrases when prompted (PKSS) |
| <input type="radio"/> Communicates possession through the use of the terms 'yours' and 'mine' | <input type="radio"/> Takes part in staff-led performance, e.g. says/signs a word when prompted in front of small group | <input type="radio"/> Indicates needs with words, signs, or symbols like 'more' and 'again' |
| <input type="radio"/> Communicates two-word combinations to create an adjective–noun (subject) sentence structure, e.g. 'big Daddy', 'red book', etc. | <input type="radio"/> Describes a character or object from a story using a single descriptive word, e.g. boy, red, etc. | <input type="radio"/> Indicates the need for help with words, gestures, or symbols |
| <input type="radio"/> Begins to use some plurals, e.g. "cars" | <input type="radio"/> Communicates about an issue that affects them | <input type="radio"/> Generalises words, e.g. "dog" means all dogs, or "daddy" means all men |
| <input type="radio"/> Takes part in a 'conversation' with a member of staff | <input type="radio"/> Makes their feelings known to a member of staff | <input type="radio"/> Begins to use the term 'me' when referring to themselves |
| <input type="radio"/> Combines two words, signs, or symbols | <input type="radio"/> Expresses anger at another person | <input type="radio"/> Communicates with peers enthusiastically |
| <input type="radio"/> Communicates 'Please' and 'Thanks' or 'Ta' when reminded using words, signs or symbols | <input type="radio"/> Expresses happiness with another person | <input type="radio"/> Communicates using positional language, e.g. the ball is in the box |
| <input type="radio"/> Communicates 'Sorry' when reminded using words, signs, or symbols | <input type="radio"/> Answers a simple 'What is [+noun]?' question | <input type="radio"/> Asks for some more of something with words, signs, or symbols |
| <input type="radio"/> Communicates a second word, sign, or symbol to define a concept, e.g. "MORE drink", "Coat ON", etc | <input type="radio"/> Answers a simple 'Who is [+noun]?' question | <input type="radio"/> Joins in repetitive verse (sound pattern) |
| | | <input type="radio"/> Gestures as a fundamental part of communication |

Spoken Language – Receptive

- | | | |
|--|---|---|
| <input type="radio"/> Understands 30 spoken words, signs, or symbols | <input type="radio"/> Nods, signs, or uses symbols in agreement to a suggestion or viewpoint of another | <input type="radio"/> Shows anticipation to communicate a repetitive word or sound during a familiar rhyme or story |
| <input type="radio"/> Understands 50 spoken words, signs, or symbols | <input type="radio"/> Orientates their body towards a member of staff's voice | <input type="radio"/> Responds with their own name in response to "Who wants ...?" |
| <input type="radio"/> 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) | <input type="radio"/> Gives eye contact when spoken to | <input type="radio"/> Starts to be able to find an object with one specific characteristic, e.g. an object that is: green, hard, little, etc. |
| <input type="radio"/> Attends to a member of staff when their own name is called | <input type="radio"/> Answers a simple question about the story giving a single word answer | <input type="radio"/> Gazes from one speaker to another |
| <input type="radio"/> Responds to different tones in speech, e.g. looks sad upon hearing peer upset | <input type="radio"/> Listens and responds to simple information or instructions, e.g. 'Ben, put on shoes', 'Mohammed, give to Sam' | <input type="radio"/> Remains silent when another person is talking |
| <input type="radio"/> Understands a wide range of single words and some two-word phrases in familiar contexts, e.g. 'give me', 'shoe on' | <input type="radio"/> Recognises if the storyteller changes the story | <input type="radio"/> Listens as part of a group for short periods |
| <input type="radio"/> Shakes their head, signs, or uses symbols in disagreement to a suggestion or viewpoint of another | <input type="radio"/> Follows two-step instructions, e.g. get your cup, and bring it here | <input type="radio"/> Sits quietly when listening to a story |
| | <input type="radio"/> Responds to questions about immediate experiences | <input type="radio"/> Looks at an object when it is named |
| | <input type="radio"/> Responds to questions about familiar events | <input type="radio"/> Finds an object by location, e.g. find me a member of staff from the office |

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

Number & Place Value

- | | | |
|--|--|---|
| <input type="radio"/> Identifies one more than a given number (up to 100) with support | <input type="radio"/> Counts forwards and backwards from 0 in 5's | <input type="radio"/> Compares numbers to 100 using < and > signs |
| <input type="radio"/> Includes different representations, e.g. to identify or estimate numbers | <input type="radio"/> 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) | <input type="radio"/> Estimates numbers to 100 |
| <input type="radio"/> Counts forwards and backwards from 0 in 2's | <input type="radio"/> Partitions any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus (PKSS) | <input type="radio"/> Recognises patterns within the number system |
| <input type="radio"/> Recognises that multiplication can be done in any order | <input type="radio"/> Counts forwards and backwards from any number, including zero, in tens | <input type="radio"/> Identifies the value of each digit in a 2 digit number |
| <input type="radio"/> Orders numbers to 100 | <input type="radio"/> Writes numbers to 100 in numerals and words | <input type="radio"/> Demonstrates knowledge of zero as a place holder, e.g. 40 = 4 tens 0 ones |
| <input type="radio"/> Compares numbers to 100 | <input type="radio"/> Identifies one less than a given number (up to 100) with support | <input type="radio"/> Uses place value and number facts to solve problems |
| <input type="radio"/> Counts from 0 in multiples of 3 | | <input type="radio"/> Reads scales in divisions of ones, twos, fives, and tens (PKSS) |

Addition, Subtraction, Multiplication & Division

- | | | |
|---|---|--|
| <input type="radio"/> 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) | <input type="radio"/> Recognises that subtraction cannot be done in any order | <input type="radio"/> Recognises odd and even numbers |
| <input type="radio"/> 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) | <input type="radio"/> Recognises that subtraction is the inverse of addition | <input type="radio"/> Calculates division statements within the multiplication tables |
| <input type="radio"/> Checks calculations using a range of strategies | <input type="radio"/> Records addition and subtraction in columns | <input type="radio"/> Recalls multiplication and division facts for the five times table |
| Using concrete pictorial aids, subtract: | <input type="radio"/> Solves problems using mental methods | <input type="radio"/> Recalls multiplication and division facts for the ten times table |
| <input type="radio"/> - one digit from a two digit number | Using concrete and pictorial aids, add: | <input type="radio"/> Recalls multiplication and division facts for the two times table |
| <input type="radio"/> - two digit number take tens | <input type="radio"/> - two digit number to single digit | <input type="radio"/> Recognises division cannot be done in any order |
| <input type="radio"/> - two digits from two digit numbers | <input type="radio"/> - two digit number to tens | <input type="radio"/> Solves multiplication and division problems (within the two, five and ten times tables) mentally |
| <input type="radio"/> 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) | <input type="radio"/> - two, two digit numbers | <input type="radio"/> Understands multiplication as repeated addition |
| <input type="radio"/> Knows number bonds to 20 | <input type="radio"/> - three single digit numbers | <input type="radio"/> Solves problems using arrays |
| <input type="radio"/> Partitions numbers to simplify a problem | <input type="radio"/> Uses bonds with related facts to 100 | <input type="radio"/> Solves problems using multiplication and division facts |
| <input type="radio"/> Recognises that addition can be done in any order | <input type="radio"/> Calculates multiplication statements within the multiplication tables | <input type="radio"/> Writes number statements using the correct signs |
| | Reads and writes the signs: | <input type="radio"/> Counts in twos, fives, and tens from 0 and uses this to solve problems (PKSS) |
| | <input type="radio"/> - 'x' (multiply) | |
| | <input type="radio"/> - '÷' (divide) | |

Fractions (Including Decimals & Percentages)

- | | | |
|--|---|--|
| <input type="radio"/> Connects unit fractions to equal sharing and grouping | <input type="radio"/> Finds a half and a quarter of a set of objects | <input type="radio"/> Reads and writes a $\frac{1}{2}$ |
| <input type="radio"/> Counts in fractions to 10 starting at any number, and using the $\frac{1}{2}$ and $\frac{2}{4}$ equivalence on the number line | <input type="radio"/> Finds half and quarter of a length up to 100 cm | <input type="radio"/> Recognises fractions $\frac{2}{4}$, $\frac{3}{4}$, $\frac{1}{3}$, $\frac{2}{3}$ |
| <input type="radio"/> Demonstrates that $\frac{1}{2} = \frac{2}{4}$ | <input type="radio"/> Finds a half and a quarter of a shape | <input type="radio"/> Identifies $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ and demonstrates that all parts must be equal parts of the whole (PKSS) |
| | <input type="radio"/> Reads and writes a $\frac{1}{4}$ | |

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

Properties of Shape

- | | | |
|---|--|--|
| <input type="radio"/> Compares the shapes of everyday objects | <input type="radio"/> Identifies the 3D shapes | <input type="radio"/> Spells the name of common shapes |
| <input type="radio"/> Demonstrates the vertical line of symmetry in a 2D shape | <input type="radio"/> Knows the number of edges in a 3D shape | <input type="radio"/> States the number of sides in each 2D shape |
| <input type="radio"/> Draws lines and shapes using a straight edge | <input type="radio"/> Knows the number of vertices in a 3D shape | <input type="radio"/> 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) |
| <input type="radio"/> Identifies 2D shapes on the surface of 3D shapes, e.g. a circle on a cylinder and a triangle on a pyramid | <input type="radio"/> Knows the number of faces in a 3D shape | <input type="radio"/> Names and describes properties of 2D and 3D shapes, including number of sides, vertices, edges, faces and lines of symmetry (PKSS) |
| <input type="radio"/> Identifies the 2D shapes | <input type="radio"/> Sorts and compares common 2D and 3D shapes | |

Position and Direction

- | | | |
|--|---|--|
| <input type="radio"/> Arranges mathematical objects in patterns | <input type="radio"/> Expresses a turn in relation to a right angle | <input type="radio"/> States how many right angles in a quarter, half and three-quarter turn |
| <input type="radio"/> Describes movement using the language of direction, e.g. backwards, left | <input type="radio"/> Orders mathematical objects in sequence | <input type="radio"/> Uses mathematical vocabulary to describe position |
| | <input type="radio"/> Recognises that a quarter turn is a right angle | |

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

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

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

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

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.

The screenshot displays a software interface for tracking assessment results. On the left is a navigation sidebar with options like Selection, Group Type, Group, Framework, Subject, Profile, and Strand. The main area shows a table of results for 11 students across five levels (Year 3 to Year 6). Each cell contains a colored circle representing a score: Green (M) for Mastered, Yellow (G) for Good, Orange (N) for Needs, and Red (E) for Error. The table also includes checkboxes for specific assessment criteria.

| Assessment | Fofoe Flaggins 100% (Year 3) | Meridoc Branmyback 50% (Year 4) | Aaron Elissar 100% (Year 4) | Samwise Clamgee 50% (Year 4) | Gini Glinson 100% (Year 4) | Smeagol Colium 100% (Year 2) | Boromir Cundor 100% (Year 4) | Legolas Greenleaf 100% (Year 4) | Gandalf Greyhame 100% (Year 3) | Peregrin Took 50% (Year 3) |
|--|---------------------------------|------------------------------------|--------------------------------|---------------------------------|-------------------------------|---------------------------------|---------------------------------|------------------------------------|-----------------------------------|-------------------------------|
| <input type="checkbox"/> Re-reads books to build up fluency and confidence in word reading | M | M | M | M | M | M | M | M | M | M |
| Level: Year 3 | | | | | | | | | | |
| <input type="checkbox"/> Continues to use their phonic knowledge to decode unfamiliar words; uses their knowledge of root words, prefixes and suffixes a... | M | M | M | M | M | G | M | M | M | M |
| <input type="checkbox"/> Reads further common exception words by sight (including revision of work from Years 1 and 2) noting unusual correspondence... | M | M | M | M | M | N | M | M | M | G |
| Level: Year 4 | | | | | | | | | | |
| <input type="checkbox"/> Uses phonic skills consistently and automatically to read unfamiliar or more complex words; applies their growing knowledge of r... | G | M | M | M | M | N | M | M | M | E |
| <input type="checkbox"/> Reads further exception words by sight, noting unusual correspondences between spelling and sound | E | E | M | G | M | N | M | M | M | N |
| Level: Year 5 | | | | | | | | | | |
| <input type="checkbox"/> Applies their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as taken from English Append... | | | | | | | | | M | |
| Level: Year 6 | | | | | | | | | | |
| <input type="checkbox"/> Applies their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as taken from English Append... | | | | | | | | | | |

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'

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

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

Mental Wellbeing

- | | | |
|---|---|---|
| <input type="radio"/> Communicates how they feel to others | <input type="radio"/> Explains the difference between feelings and describes reasons they would feel them | <input type="radio"/> Manages their frustration and is able to ask for assistance |
| <input type="radio"/> Demonstrates a knowledge of themselves, their likes and dislikes and identity | <input type="radio"/> Identifies different emotions using the appropriate names | <input type="radio"/> Recognises that everybody has similar feelings |
| <input type="radio"/> Demonstrates some ways to calm themselves down | <input type="radio"/> Identifies how they feel when someone is kind and unkind | <input type="radio"/> Recognises that it is normal and acceptable to feel different emotions |
| <input type="radio"/> Demonstrates understanding that not everyone wants to do what they want | <input type="radio"/> Identifies positive aspects of themselves | <input type="radio"/> Recognises when others are unkind |
| <input type="radio"/> Describes feelings associated with change and loss in simple terms | <input type="radio"/> Identifies what makes them special | <input type="radio"/> Sets simple goals and achieves them |
| <input type="radio"/> Describes some simple ways they take care of themselves | <input type="radio"/> Labels and expresses anger or other strong feelings appropriately | <input type="radio"/> Suggests how they can help to keep themselves physically and emotionally safe in different situations |
| | <input type="radio"/> Lists the special people in their lives, describing why they are special | |

Internet Safety & Harms

- | | | |
|--|--|--|
| <input type="radio"/> Describes a real and simulated experience on the internet, e.g. playing a game | <input type="radio"/> Explains when and why they would use a password | <input type="radio"/> Recognises what could be given as their personal information, e.g. their date of birth |
| <input type="radio"/> Engages with a familiar person using a messaging app with support, e.g. via Messenger on the computer, WhatsApp on a mobile device | <input type="radio"/> Explains why their password is only for them | <input type="radio"/> Recognises why they should be careful when using internet accessible devices |
| <input type="radio"/> Explains how it is possible to send personal information to others | <input type="radio"/> Explores the results of their web search | <input type="radio"/> Suggests different sources of information |
| | <input type="radio"/> Gives examples to show how the internet is used for playing and learning | |

Physical Health & Fitness

- | | | |
|---|--|---|
| <input type="radio"/> Describes what happens to their heart when they exercise | <input type="radio"/> Initiates physical activities for pleasure | <input type="radio"/> Runs at different speeds |
| <input type="radio"/> Explains how different parts of their body are moving, e.g. bending | <input type="radio"/> Moves in water, e.g. walks, jumps or hops with and without using swimming aids | <input type="radio"/> Squeezes a brake on a tricycle to stop in time |
| | <input type="radio"/> Pedals a bicycle | <input type="radio"/> Starts cycling from a stop position, pedals and stops with some control |

Healthy Eating

- | | | |
|---|---|--|
| <input type="radio"/> Classifies food using a guide, e.g. as carbohydrates, protein, vegetables, fats | <input type="radio"/> Identifies some healthy elements of their packed lunch or school dinner | <input type="radio"/> Outlines what the 'five a day' message means |
| <input type="radio"/> Finds 'eat by' date on labels and relates to today's date with support | <input type="radio"/> Identifies that too much of one food may make them ill | |

Drugs, Alcohol & Tobacco

- | | | |
|---|--|---|
| <input type="radio"/> Describes rules they have to follow regarding medicines | <input type="radio"/> Identifies that, without permission, they shouldn't touch medicines or equipment | <input type="radio"/> Recognises that each medicine has a specific use |
| <input type="radio"/> Identifies that some substances may be poisonous, e.g. liquid, plants, etc. | <input type="radio"/> Pours from a liquid medicine bottle onto a spoon with physical prompts | <input type="radio"/> Recognises the name of a medicine they take regularly, e.g. insulin, reliever inhaler |

Health & Prevention

- | | | |
|---|---|---|
| <input type="radio"/> Demonstrates understanding that a person cannot eat a specific food item if they have an allergy or intolerance to it | <input type="radio"/> Identifies allergies or intolerances they have when prompted | <input type="radio"/> Identifies why they brush their teeth |
| <input type="radio"/> Describes ways they can catch germs | <input type="radio"/> Identifies that a dentist should be visited if teeth or gums hurt | <input type="radio"/> Recognises that sleep is important for the body |
| | <input type="radio"/> Identifies that they should visit a dentist to have their teeth checked | <input type="radio"/> Recognises the symptoms of a common illness, e.g. a headache or toothache |

Basic First Aid

- | | | |
|--|--|---|
| <input type="radio"/> Classifies a range of injuries as serious or minor with some prompting, e.g. broken leg, paper cut | <input type="radio"/> Identifies that a serious injury requires attention at a hospital | <input type="radio"/> Recognises that they do not always need a plaster on a wound |
| <input type="radio"/> Cuts a plaster to size and sticks it on a wound with some accuracy | <input type="radio"/> Identifies that disposable sterile gloves are worn to attend to another's wounds | <input type="radio"/> Recognises what a rash looks like, e.g. via photographs or simple description |
| <input type="radio"/> Describes how to call emergency services | <input type="radio"/> Recognises that a bruise can be many colours and can change colour over time | <input type="radio"/> 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

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

Families & People Who Care for Me

- | | | |
|---|--|--|
| <input type="radio"/> Acts confidently near familiar members of staff | <input type="radio"/> Recognises familiar people on a video clip | <input type="radio"/> Takes part in simple celebrations |
| <input type="radio"/> Gives familiar people a name | <input type="radio"/> Recognises their family in a video clip | <input type="radio"/> Uses names of members of staff or their own family |
| <input type="radio"/> Names a person in their immediate family, e.g. Dad, Jon, Gran, etc. | <input type="radio"/> Recognises their family in a photograph | <input type="radio"/> Uses the name of a favourite person |

Caring Friendships

- | | | |
|--|--|---|
| <input type="radio"/> Communicates who their friends are | <input type="radio"/> Looks at the person talking to them | <input type="radio"/> Shares an activity with a peer when prompted |
| <input type="radio"/> Communicates with peers enthusiastically | <input type="radio"/> Plays alongside a peer | <input type="radio"/> Takes part in a 'conversation' with a member of staff |
| <input type="radio"/> Co-operates with a member of staff | <input type="radio"/> Recognises differences between themselves and a peer | <input type="radio"/> Takes part in co-operative play with a member of staff |
| <input type="radio"/> Gives eye contact when spoken to | <input type="radio"/> Responds to a peer | <input type="radio"/> Takes turns in game with help from a member of staff |
| <input type="radio"/> Demonstrates affection for peers | <input type="radio"/> Joins in adult-led group activity | <input type="radio"/> Works alongside a peer without support from a member of staff |
| <input type="radio"/> Demonstrates concern for a peer | <input type="radio"/> Shares an activity with a peer on their own initiative | |
| <input type="radio"/> Joins in play with others briefly | | |

Respectful Relationships

- | | | |
|--|---|---|
| <input type="radio"/> Communicates an awareness of other people's feelings | <input type="radio"/> Nods, signs, or uses symbols in agreement to a suggestion or viewpoint of another | <input type="radio"/> Responds to different tones in speech, e.g. looks sad upon hearing peer upset |
| <input type="radio"/> Communicates 'Please' and 'Thanks' or 'Ta' when reminded using words, signs or symbols | <input type="radio"/> Orientates their body towards a member of staff's voice | <input type="radio"/> Seeks recognition by means of eye contact when their name is mentioned |
| <input type="radio"/> Communicates 'Sorry' when reminded using words, signs, or symbols | <input type="radio"/> Plays give-and-take games with little support | <input type="radio"/> Shakes their head, signs, or uses symbols in disagreement to a suggestion or viewpoint of another |
| <input type="radio"/> Demonstrates an awareness of other people's feelings | <input type="radio"/> Recognises approval and disapproval | <input type="radio"/> Shows affection for others |
| <input type="radio"/> Demonstrates social emotions, e.g. sympathy for someone who is hurt | <input type="radio"/> Remains silent when another person is talking | <input type="radio"/> Suggests how they can make someone feel good, e.g. offers a hug |
| <input type="radio"/> Expresses simple feelings | <input type="radio"/> Responds to affection | <input type="radio"/> Takes turns in a group |

Online Relationships

- | | | |
|---|---|--|
| <input type="radio"/> Communicates with known and unknown people in a range of settings | <input type="radio"/> Explores pictures on a screen | <input type="radio"/> Responds to changes on a computer screen |
| <input type="radio"/> Demonstrates interest in movements onscreen and wants to join in computing activity | <input type="radio"/> Presses buttons | <input type="radio"/> Touches a specific image on a screen |

Being Safe

- | | | |
|---|---|---|
| <input type="radio"/> Communicates a strong 'no' to activities they do not wish to do, e.g. when shown a picture of a specific activity | <input type="radio"/> Exercises some care when warned something is dangerous | <input type="radio"/> Stops an action when told |
| <input type="radio"/> Communicates possession through the use of the terms 'yours' and 'mine' | <input type="radio"/> Looks for reassurance of own actions | <input type="radio"/> Understands the difference between the terms 'me' and 'you' |
| <input type="radio"/> Communicates 'Yes' and 'No' using words, signs, or symbols to indicate their needs or preferences | <input type="radio"/> Removes themselves from unpleasant situations | <input type="radio"/> Waits until asked to start an action |
| <input type="radio"/> Demonstrates an understanding of their own individuality | <input type="radio"/> Shows an awareness of where own possessions are located | <input type="radio"/> Withdraws from unpleasant situation |
| | <input type="radio"/> Shows awareness that some things can hurt | |

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

0%

Physical Competence

- | | | |
|--|---|--|
| <input type="radio"/> Combines different parts of the body when dancing | <input type="radio"/> Jumps and lands with balance | <input type="radio"/> Undertakes a forward roll |
| <input type="radio"/> Creates a short dance sequence using a variety of actions | <input type="radio"/> Jumps over obstacles which are 10 cm high | <input type="radio"/> Takes part in a sending and receiving rally with a partner |
| <input type="radio"/> Balances on different parts of the body | <input type="radio"/> Looks at the ball and dribbles at walking speed with some success | <input type="radio"/> Throws a ball using two hands |
| <input type="radio"/> Combines a series of actions in gymnastics | <input type="radio"/> Stops a ball that is passed to them with some success | <input type="radio"/> Throws a ball with one hand |
| <input type="radio"/> Attempts to catch a big ball with two hands | <input type="radio"/> Passes a ball to a partner with some success | <input type="radio"/> Throws a bean bag into the air and catches it |
| <input type="radio"/> Catches large bounced ball | <input type="radio"/> Shows awareness of parts of the body in relation to whole | <input type="radio"/> Throws object in an intended direction |
| <input type="radio"/> Attempts to hit a small ball that is coming towards them with a hand, racquet or bat | <input type="radio"/> Repeats actions to refine movements in dance | <input type="radio"/> Throws and catches a small ball with a partner |
| <input type="radio"/> Hits a ball that has been thrown using a large bat or racquet with some success | <input type="radio"/> Repeats actions to refine movement in gymnastics | |

Physical Activity

- | | | |
|---|--|---|
| <input type="radio"/> Drops to the ground from climbing frame | <input type="radio"/> Moves self through a simple maze | <input type="radio"/> Travels under and over equipment |
| <input type="radio"/> Finds ways around a simple course in the playground | <input type="radio"/> Runs with control of direction | <input type="radio"/> Stops running on command and in a controlled manner |
| <input type="radio"/> Moves in different directions | <input type="radio"/> Runs with control of speed | <input type="radio"/> Shows awareness of space when moving near others |
| <input type="radio"/> Climbs up and down equipment without falling | <input type="radio"/> Pedals a tricycle | <input type="radio"/> Steers a tricycle |
| <input type="radio"/> Hops on one foot | <input type="radio"/> Runs with pace and effort | |

Competition

- | | | |
|---|---|---|
| <input type="radio"/> Co-ordinates themselves in simple obstacle race | <input type="radio"/> Follows rules when playing a staff-led game | <input type="radio"/> Takes part in running races |
| <input type="radio"/> Communicates with teammates during a game | <input type="radio"/> Identifies that games have rules | <input type="radio"/> Takes part in simple team games |

Healthy, Active Lives

- | | | |
|---|--|--|
| <input type="radio"/> Identifies that food provides energy | <input type="radio"/> Describes how they feel after running | <input type="radio"/> Notices breathing after exercise, e.g. describes how speed changes |
| <input type="radio"/> Identifies things which people do that are bad for your health, e.g. smoking, eating too much, lack of exercise, etc. | <input type="radio"/> Names and labels the main external parts of the body | <input type="radio"/> Recognises that they have been energetic |
| | <input type="radio"/> Recognises changes to the body when active | <input type="radio"/> Shows awareness of heartbeat after exercise |

Swimming & Water Safety

- | | | |
|---|---|---|
| <input type="radio"/> Accepts support to push and glide on front with one float | <input type="radio"/> Holds a float position with support | <input type="radio"/> Propels themselves through the water using one arm and legs whilst holding a swimming aid |
| <input type="radio"/> Accepts support to push and glide on back with one float | <input type="radio"/> Blows bubbles with mouth submerged | <input type="radio"/> Understands the need to be careful around the pool |
| <input type="radio"/> Allows water to splash over their face and head | <input type="radio"/> Enters the water safely from the side of the pool | <input type="radio"/> 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.



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

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

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'
- 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

Investigating and Analysing Products

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

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

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

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

Speaking

- Introduces themselves with support
- Repeats single words (needing repetition)
- Communicates using some near recognisable words
- 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
- Attempts to join in with songs/rhymes in French
- Understands positive affirmations
- Shows different ways of greeting someone, e.g. bowing, shaking hands
- Listens to and repeats simple phrase

Reading

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

Writing

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

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

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

0%

Spiritual, Moral, Social & Cultural Development

- | | | |
|---|---|---|
| <input type="radio"/> Shows an awareness of different beliefs | <input type="radio"/> Recognises photos or clips of specific celebrations | <input type="radio"/> Recognises that religions have holy or special days |
| <input type="radio"/> Acts out situations from stories | <input type="radio"/> Communicates about how different you might feel on a special/holy day | <input type="radio"/> Recounts a short sequence of events, e.g. by sequencing images or manipulating objects (PKSS) |
| <input type="radio"/> Names some important religious people, e.g. after reading a story or listening to a visitor | <input type="radio"/> Identifies that some festivals are celebrated with special foods | <input type="radio"/> Describes an action of the character |
| <input type="radio"/> Joins in discussion about the moral of the story | <input type="radio"/> Identifies some special foods that are eaten in celebration | <input type="radio"/> Describes an event in a story |
| <input type="radio"/> Understands that festivals are celebrations | <input type="radio"/> Explains simply what a promise is | <input type="radio"/> Recognises situations in a story, e.g. danger, surprise, etc. |

Personal Development & Wellbeing

- | | | |
|--|---|--|
| <input type="radio"/> Demonstrates understanding that many people can be our friends | <input type="radio"/> Explains what a friend is to them | <input type="radio"/> Shows consideration towards others |
| <input type="radio"/> Explains why something or someone is special to them | <input type="radio"/> Explains what it means to keep a promise | <input type="radio"/> Explains the difference between right and wrong giving simple examples |
| | <input type="radio"/> Explains simply which types of behaviours are right and wrong | |

Community Cohesion

- | | | |
|--|--|--|
| <input type="radio"/> Shows some awareness that others' ideas, though different, are not wrong | <input type="radio"/> Indicates that some people around the world eat different foods to them | <input type="radio"/> Recognises that some people around the world speak different languages to them |
| <input type="radio"/> Indicates that some people around the world dress differently to them | <input type="radio"/> Indicates that some people around the world live in different types of buildings | <input type="radio"/> Indicates that people of different faiths can live in the same location, anywhere in the world |
| | | <input type="radio"/> Appreciates other people have feelings |



Want to find out more?

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

Or get in touch with us...

01252 870133

hello@connectingsteps.com

BSquared 