



# Progression Steps Sample Pages

Progression Steps is our framework for pupils working below age related expectations in key stages 1 through to 4. It covers an ability range from the pre-key stage standards up to the higher ability range within the National Curriculum



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](http://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.

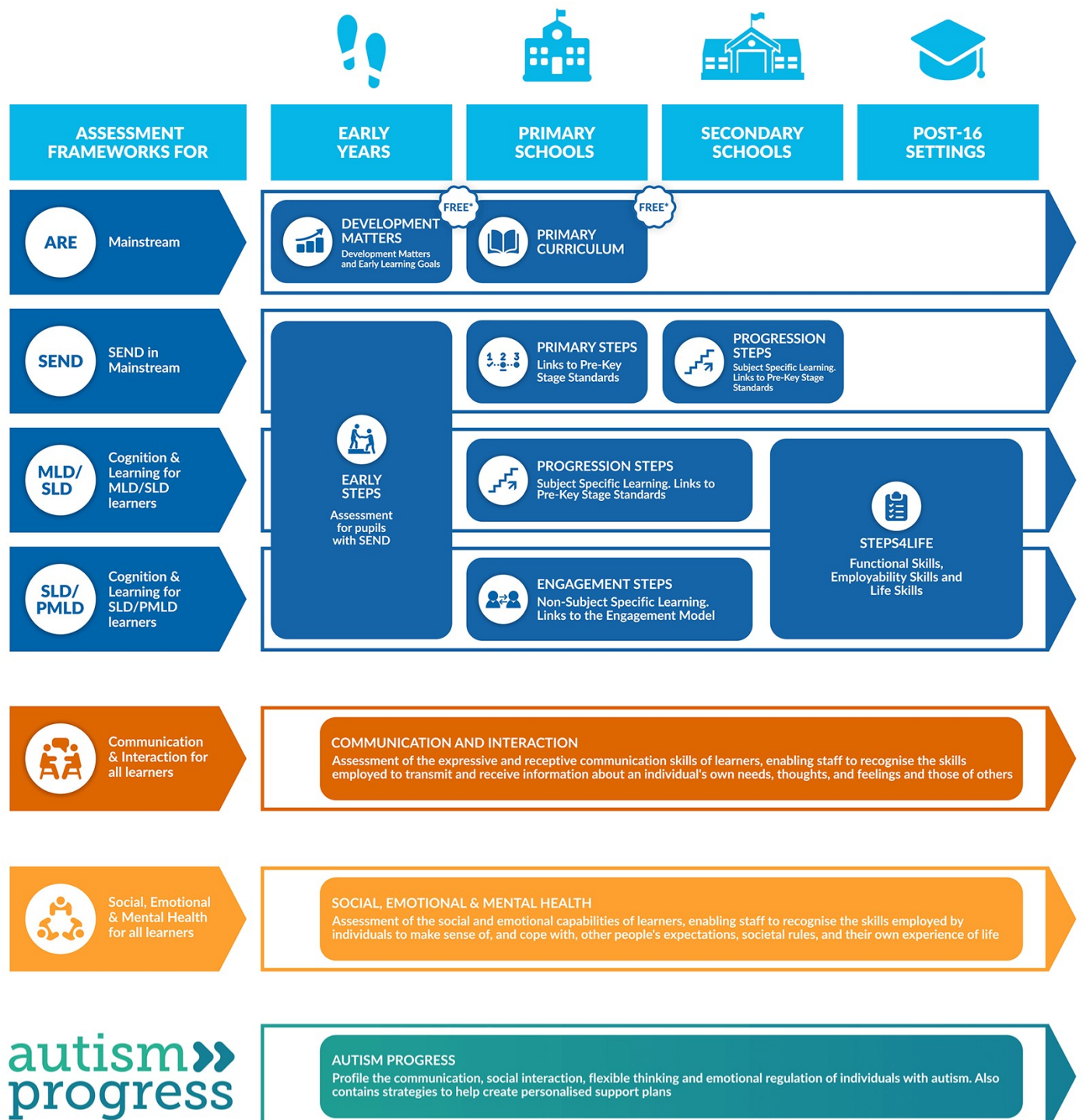
## Simple Reporting

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 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

## 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   | Communication & 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                    | NC 5                                |
| 11 - 12                  |                                 |                   |                            |                         |              |                 |              | EF Step 3            |                             |                                     |
| 10 - 11                  |                                 |                   | Progression Step 8         | Year 6                  | Level 1      | Level 15        | SEMH Step 9  |                      | Level 14                    | NC 4                                |
| 9 - 10                   |                                 |                   |                            | Year 5                  |              |                 |              |                      |                             |                                     |
| 8 - 9                    |                                 |                   | Progression Step 7         | Year 4                  | Entry 3      |                 |              |                      |                             | NC 3                                |
| 7 - 8                    |                                 |                   |                            | Year 3                  | Entry 2      |                 |              |                      |                             | NC 2a                               |
| 6 - 7                    |                                 |                   | Progression Step 6 (PKS 6) | Year 2                  |              | Level 13        | SEMH Step 7  |                      | Level 12                    | NC 2c                               |
| 5 - 6                    |                                 |                   | Progression Step 5 (PKS 5) |                         | Entry 1      |                 |              |                      |                             | NC 1a                               |
|                          |                                 |                   | Progression Step 4 (PKS 4) | Year 1                  |              | Level 12        | SEMH Step 6  | EF Step 1            | Level 11                    | NC 1b                               |
|                          |                                 |                   | Progression Step 3 (PKS 3) | Primary Step 3          |              |                 |              |                      |                             | NC 1c                               |
| 4 - 5                    | Early Learning Goals (ELG)      |                   |                            |                         | 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 8         |              |                      | Level 7                     | P5                                  |
| 1 - 2                    | 18-24 months                    |                   |                            |                         |              |                 |              |                      |                             |                                     |
|                          | 12-18 months                    | Engagement Step 5 |                            |                         | Step 5       | Level 7         | SEMH Step 2  |                      | Level 6                     | P4                                  |
|                          |                                 |                   |                            |                         |              | Level 6         |              |                      | Level 5                     | 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 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

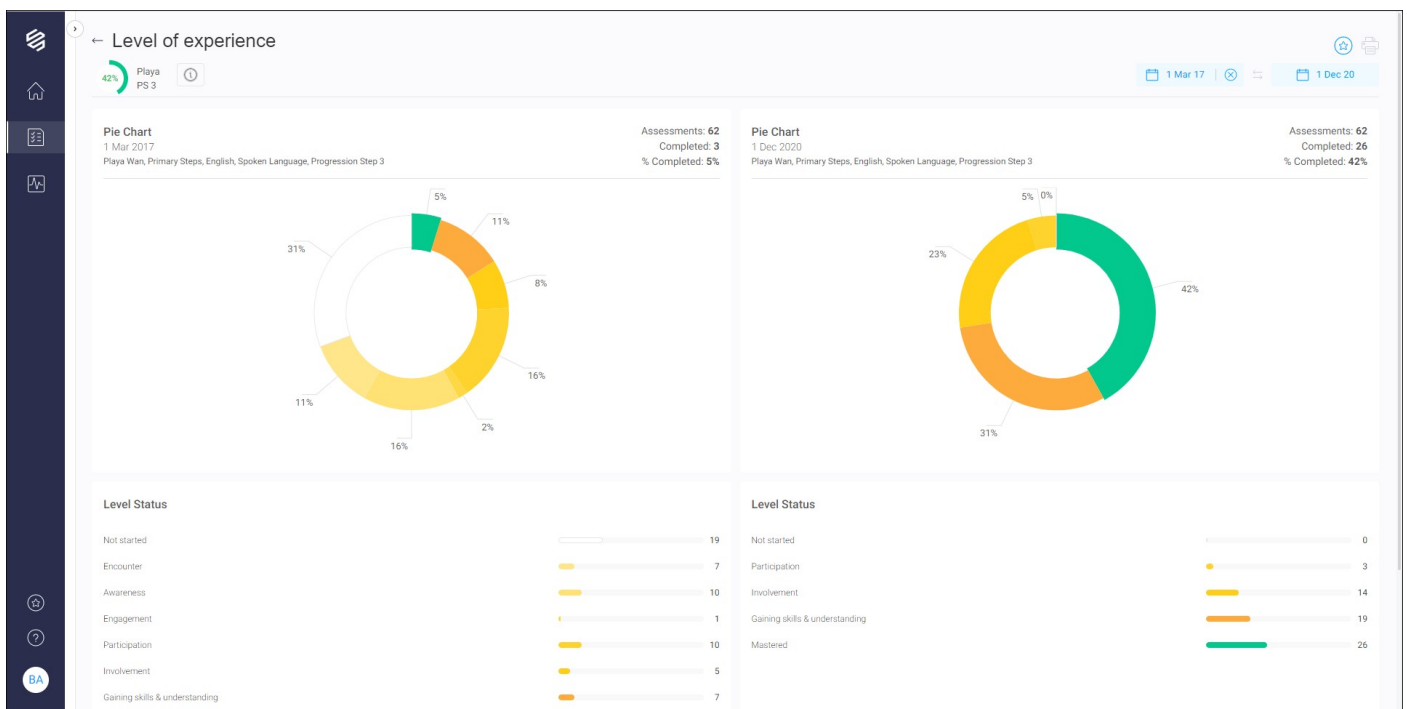
### Social & Emotional Cognition

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  
**Progression 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 / Start Date: 1 Aug 2024 / 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 - Progression Step 6 / Start Date: 1 Aug 2024 / Progress:

0%

## Composition

- |                                                                                                                                                |                                                                                                                   |                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| <input type="radio"/> Writes about real events, recording these simply and clearly (PKSS)                                                      | <input type="radio"/> Builds simple descriptions within their writing, e.g. of a character and setting in a story | <input type="radio"/> Identifies a misspelt word in the course of their writing                     |
| <input type="radio"/> Writes simple, coherent narratives about personal experiences and those of others (real or fictional) (PKSS)             | <input type="radio"/> Structures their writing with a clear beginning and ending                                  | <input type="radio"/> Checks verb choices are correct when showing time when evaluating and editing |
| <input type="radio"/> Writes sentences that are linked thematically, with meaning and purpose                                                  | <input type="radio"/> Orally tells a story, e.g. from a simple story map                                          | <input type="radio"/> Checks for sense in what they have written when evaluating and editing        |
| <input type="radio"/> Checks for appropriate punctuation and vocabulary choices when drafting and writing, e.g. by reading each sentence aloud | <input type="radio"/> Suggests simple improvements to their own and others' writing                               | <input type="radio"/> Plans basic sections                                                          |
| <input type="radio"/> Organises their information in an accessible manner when writing non-fiction, e.g. headings                              | <input type="radio"/> Checks essential information is included in their non-fiction writing                       | <input type="radio"/> Lists key words and phrases to include in their writing                       |
|                                                                                                                                                | <input type="radio"/> Checks their layout is correct in their non-fiction writing                                 | <input type="radio"/> Plans their writing to address the correct audience                           |

## Vocabulary, Grammar & Punctuation

- |                                                                                                                                                              |                                                                                                                                                             |                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| <input type="radio"/> Demarcates most sentences in their writing with capital letters and full stops, and uses question marks correctly when required (PKSS) | <input type="radio"/> Writes using the past progressive tense to indicate continuing action in the past consistently, e.g. Ben was reading his book all day | <input type="radio"/> Includes an apostrophe to mark common contracted forms most of the time  |
| <input type="radio"/> Uses the present and past tense mostly correctly and consistently (PKSS)                                                               | <input type="radio"/> Writes simple expanded noun phrases to aid description or specification                                                               | <input type="radio"/> Includes commas in a list within their extended writing some of the time |
| <input type="radio"/> Understands and uses the grammatical vocabulary taught at this level when discussing their writing                                     | <input type="radio"/> Writes simple sentences using different forms, e.g. questions, commands and statements                                                | <input type="radio"/> Gives familiar people's names capital letter                             |
| <input type="radio"/> Uses co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses (PKSS)               | <input type="radio"/> Includes possessive apostrophe in singular plurals correctly some of the time                                                         | <input type="radio"/> Includes some correct exclamation marks in the course of their writing   |

## Transcription: Spelling

- |                                                                                                                                                                                               |                                                                                                                                  |                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| <input type="radio"/> Spells many common exception words correctly (PKSS)                                                                                                                     | <input type="radio"/> Accesses a dictionary using their knowledge of the alphabet                                                | <input type="radio"/> Spells some common words with contracted forms correctly                             |
| <input type="radio"/> Segments spoken words into phonemes and represents these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others (PKSS) | <input type="radio"/> Matches words in word families                                                                             | <input type="radio"/> Adds suffixes when spelling longer words, e.g. -ful, -less, -ly, -ment               |
| <input type="radio"/> Writes dictated sentences spelling common exception words and using punctuation mostly correctly                                                                        | <input type="radio"/> Creates plurals using -s and -es spelling some correctly                                                   | <input type="radio"/> Adds possessive apostrophe for singular possession mostly correctly, e.g. Jack's toy |
|                                                                                                                                                                                               | <input type="radio"/> Distinguishes between and spells some common homophones and near homophones correctly, e.g. there or their |                                                                                                            |

## Transcription: Handwriting & Presentation

- |                                                                                                                                               |                                                                                        |                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="radio"/> Uses spacing between words that reflects the size of the letters (PKSS)                                                 | <input type="radio"/> Adjusts the size and style of their writing according to purpose | <input type="radio"/> Comments on the layout of text in different sources                                                                                |
| <input type="radio"/> Considers the way a piece of work is presented, e.g. suggests how the headings make finding specific information easier | <input type="radio"/> Joins two letters within a word with some success                | <input type="radio"/> Forms capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters (PKSS) |

20 Aug 2024 - Student Name - English, Spoken Language - Progression Step 4 / Start Date: 1 Aug 2024 /

Progress: 0%

**Spoken Language – Expressive**

- |                                                                                                 |                                                                                               |                                                                                                                              |
|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <input type="radio"/> Recites a simple four-line rhyme or verse by heart                        | <input type="radio"/> Explores ideas through discussion when working with others              | <input type="radio"/> Expresses own ideas and opinions in clear statements                                                   |
| <input type="radio"/> Joins in with rendition of short poem or rhyme                            | <input type="radio"/> Speculates with others on what might happen, e.g. in an experiment      | <input type="radio"/> Makes and expresses their choice                                                                       |
| <input type="radio"/> Speaks using the correct register class most of the time                  | <input type="radio"/> Makes a contribution in small group discussions                         | <input type="radio"/> Copies and includes new words during discussion, e.g. topic based vocabulary used by a member of staff |
| <input type="radio"/> Faces the person with whom they are speaking                              | <input type="radio"/> Stays on topic when engaging in short communication that interests them | <input type="radio"/> Questions the speaker on what has just been said                                                       |
| <input type="radio"/> Picks up on cues that a peer is listening                                 | <input type="radio"/> Holds attention when communicating with others                          | <input type="radio"/> Asks questions about matters that interest them                                                        |
| <input type="radio"/> Improvises the role of a familiar character in a short scene              | <input type="radio"/> Communicates how they feel to others                                    | <input type="radio"/> Speaks clearly in front of others                                                                      |
| <input type="radio"/> Takes part in group or class play, e.g. assembly or Christmas performance | <input type="radio"/> Describes an object or picture they can see                             | <input type="radio"/> Puts forward a suggestion                                                                              |
| <input type="radio"/> Engages in role play situations                                           | <input type="radio"/> Justifies their opinion simply                                          |                                                                                                                              |

**Spoken Language – Receptive**

- |                                                                                      |                                                                              |                                                                                            |
|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| <input type="radio"/> Waits turn to speak in small group most of the time            | <input type="radio"/> Listens to what others are saying in a group situation | <input type="radio"/> Answers literal questions about a familiar book that is read to them |
| <input type="radio"/> Demonstrates they are listening through gestures, e.g. nodding | <input type="radio"/> Retells some of the story told by an adult (PKSS)      |                                                                                            |



23 Aug 2024 - Student Name - Mathematics, Number - Progression Step 2 / Start Date: 1 Aug 2024 /  
Progress: 0%

Number & Place Value

- |                                                                                                                                                         |                                                                                                    |                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| <input type="radio"/> Says the number names to 5 in the correct order (e.g. in a song or by joining in with the teacher) (PKSS)                         | <input type="radio"/> Counts up to five 1p coins correctly                                         | <input type="radio"/> Matches numerals to three                    |
| <input type="radio"/> Demonstrates an understanding of the concept of numbers up to 5 by putting together the right number of objects when asked (PKSS) | <input type="radio"/> Counts up to five objects correctly                                          | <input type="radio"/> Matches numerals to five                     |
| <input type="radio"/> Copies and continues simple patterns using real-life materials, e.g. apple, orange, apple, orange, etc. (PKSS)                    | <input type="radio"/> Counts up to five objects within a picture                                   | <input type="radio"/> Puts out quantities to five                  |
| <input type="radio"/> Points to objects as they count                                                                                                   | <input type="radio"/> Counts up to five without objects                                            | <input type="radio"/> Puts quantities on numerals                  |
| <input type="radio"/> Compares two sets of (up to 5) counters pointing to the group that contains fewer/greater                                         | <input type="radio"/> Identifies numerals up to 3                                                  | <input type="radio"/> Reads numerals to five on a computer screen  |
| <input type="radio"/> Compares two sets of (up to 5) counters pointing to the group that contains less/more                                             | <input type="radio"/> Identifies numerals up to five consistently                                  | <input type="radio"/> Records numbers counted using dashes or dots |
| <input type="radio"/> Compares two sets of (up to 5) counters pointing to the group that contains smaller/larger                                        | <input type="radio"/> Identifies whether there are one, two or three objects in a group of objects | <input type="radio"/> Repeats counting to five                     |
| <input type="radio"/> Counts to five, though this may involve joining in with the member of staff as they count                                         | <input type="radio"/> Inputs numerals to five on computer with support                             | <input type="radio"/> Sequences numerals to three                  |
|                                                                                                                                                         | <input type="radio"/> Joins in rote counting to five                                               | <input type="radio"/> Sequences numerals to five                   |
|                                                                                                                                                         | <input type="radio"/> Joins in rote counting to ten                                                | <input type="radio"/> Traces numbers one to five                   |
|                                                                                                                                                         | <input type="radio"/> Matches numerals to five on a computer                                       |                                                                    |

Addition, Subtraction, Multiplication & Division

- |                                                                               |                                            |
|-------------------------------------------------------------------------------|--------------------------------------------|
| <input type="radio"/> Starts to count a set of objects when asked "How many?" | <input type="radio"/> Makes groups of four |
| <input type="radio"/> Makes groups of three                                   | <input type="radio"/> Makes groups of five |

Fractions (Including Decimals & Percentages)

- ☐ Shares concrete objects so that everyone has five (in a group of people)
- ☐ Shares concrete objects so that everyone has four (in a group of people)



20 Aug 2024 - Student Name - Mathematics, Measurement & Geometry - Progression Step 3 / Start

Date: 1 Aug 2024 / 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"

## Measurement – 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.

## Measurement – 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

## Properties of Shape

- ☐ Describes handled shapes by number of sides and corners they have
- ☐ Draws round shape templates
- ☐ Finds shapes on the face of objects
- ☐ Finds similar shapes on a group of objects
- ☐ Sorts 3D objects, e.g. all the cylindrical containers
- ☐ Creates repeating patterns using 3D objects
- ☐ Creates patterns from shapes
- ☐ Continues and creates a pattern using real life materials, e.g. apples, oranges and bananas
- ☐ Describes shapes, listing some properties, e.g. sides, round
- ☐ Draws some simple shapes
- ☐ Refers to a box-like shape using the term 'square'
- ☐ Makes matching shapes using pliable material
- ☐ Refers to a round shape using the term 'circle'

## Position and Direction

- ☐ Continues and creates a pattern using real life materials
- ☐ Rotates puzzle shapes to fit into place
- ☐ Assembles a ten-piece puzzle
- ☐ Describes where objects are in relation to others using positional language
- ☐ Finds items from simple positional and directional clues
- ☐ Places objects where asked, e.g. 'on top of'
- ☐ Physically follows 'forward', 'backward' and 'turn' instructions
- ☐ Gives another person forward, backward and turn instructions to move from one point to another
- ☐ Builds using geometric construction material

20 Aug 2024 - Student Name - Mathematics, Statistics & Probability - Progression Step 5 / Start Date: 1

Aug 2024 / Progress: 0%

## Statistics

- |                                                                                                            |                                                                                                 |                                                                   |
|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| <input type="radio"/> Asks and answers simple questions about the data they have gathered                  | <input type="radio"/> Asks and answers questions about totalling and comparing categorical data | <input type="radio"/> Selects criterion and sorts objects         |
| <input type="radio"/> Asks and answers simple questions by counting the number of objects in each category | <input type="radio"/> Records data in a simple block diagram                                    | <input type="radio"/> Solves questions relating to totalling      |
| <input type="radio"/> Asks and answers simple questions by sorting the categories by quantity              | <input type="radio"/> Records data in simple pre-drawn tables                                   | <input type="radio"/> Sorts objects using more than one criterion |
|                                                                                                            | <input type="radio"/> Records data in tally charts                                              | <input type="radio"/> Sorts categories by quantities              |
|                                                                                                            | <input type="radio"/> Records data using simple measurements                                    | <input type="radio"/> Suggests ways of improving data collection  |



# Individual Assessment

B Squared Ltd

20 Aug 2024 - Student Name - Science, Biology - Progression Step 1 / Start Date: 1 Aug 2024 / Progress:

0%

## Biology – Animals, including Humans

- |                                                                                 |                                                                                |                                                                                                                                                                 |
|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="radio"/> Points to the main features on a person's face when asked | <input type="radio"/> Echoes a member of staff to produce animal sounds        | <input type="radio"/> Recognises main body parts, e.g. leg, arm                                                                                                 |
| <input type="radio"/> Names own sex                                             | <input type="radio"/> Points to parts of their body when asked                 | <input type="radio"/> Describes simply what they have seen an animal do or eat, e.g. by saying the word, picking a picture, imitating the action or noise, etc. |
| <input type="radio"/> Names a range of common animals                           | <input type="radio"/> Draws a person with a head                               | <input type="radio"/> Matches pictures of infant animals to adult animals                                                                                       |
| <input type="radio"/> Gives creatures an appropriate name, e.g. bird if flying  | <input type="radio"/> Finds the birds, fish or people from a range of pictures |                                                                                                                                                                 |

## Biology – Plants

- |                                                                                                          |                                                                                                                                     |                                                                                                            |
|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| <input type="radio"/> Differentiates between plant life, e.g. flowers and leaves, trees and other plants | <input type="radio"/> Collects different leaves with assistance                                                                     | <input type="radio"/> Identifies that leaves grow on plants                                                |
| <input type="radio"/> Identifies one characteristic of a plant or seed, e.g. small                       | <input type="radio"/> Identifies something they might need to plant seeds, e.g. by pointing to the soil when shown a range of items | <input type="radio"/> Observes the results of putting a plant in the dark                                  |
| <input type="radio"/> Notices and responds to plants in their local environment                          |                                                                                                                                     | <input type="radio"/> Identifies leaves in a variety of situations, e.g. flower, grass, pine needles, etc. |

## Biology – Living Things and their Habitats

- |                                                                               |                                                                                                                    |                                                                                                           |
|-------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| <input type="radio"/> Anticipates one thing they may see outside, e.g. a bird | <input type="radio"/> Comments on and asks questions about the natural world                                       | <input type="radio"/> Identifies that different pets or animals eat different things                      |
| <input type="radio"/> Communicates what they can see in the environment       | <input type="radio"/> Identifies an attribute of a habitat, e.g. the Arctic is "Cold"                              | <input type="radio"/> Suggests plants need water                                                          |
| <input type="radio"/> Communicates what they can hear in the environment      | <input type="radio"/> Points out something they find when exploring a habitat, e.g. points out a bug found in soil | <input type="radio"/> Compares pictures of infant and adult animals, e.g. identifying the infant or adult |

## Biology – Evolution & Inheritance

- |                                                                                         |                                                                                                                           |                                                                                      |
|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <input type="radio"/> Recognises differences between themselves and a peer              | <input type="radio"/> Notices that some animals have similar features, e.g. points to the eyes/mouth of different animals | <input type="radio"/> Recognises their family in a video clip                        |
| <input type="radio"/> Looks at examples of rock faces and points out colours/patterns   | <input type="radio"/> Names a characteristic of an animal or bird, e.g. beak, claws, teeth                                | <input type="radio"/> Recognises their family in a photograph                        |
| <input type="radio"/> Looks at and responds to pictures of themselves at different ages | <input type="radio"/> Shows an awareness of past activities with which they were involved                                 | <input type="radio"/> Looks at and responds to examples of fossilised animals/plants |

## Working Scientifically

- |                                                                                                                                 |                                                                                                                                               |                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="radio"/> Demonstrates curiosity in the outside world                                                               | <input type="radio"/> Notices obvious changes, e.g. leaves changing colour                                                                    | <input type="radio"/> Recognises a familiar object regardless of colour, e.g. pencil/cup                                                        |
| <input type="radio"/> Asks questions about a new or unfamiliar object                                                           | <input type="radio"/> Explores objects and materials they are given                                                                           | <input type="radio"/> Shows some basic awareness of cause-and-effect                                                                            |
| <input type="radio"/> Answers a simple 'What is [+noun]?' question                                                              | <input type="radio"/> Sorts objects by a given criteria when contrasts are obvious                                                            | <input type="radio"/> Uses a single word, sign, or symbol to name an object                                                                     |
| <input type="radio"/> Offers a word when hypothesising, e.g. if we went outside in the snow, without a coat, how might we feel? | <input type="radio"/> Puts objects they have tested in a group                                                                                | <input type="radio"/> Looks at collection of similar objects and may give a property to classify them, e.g. different coins are all money, etc. |
| <input type="radio"/> Names a single property of an object or animal, e.g. hot or cold                                          | <input type="radio"/> Shows some expectation of change after a period of time                                                                 | <input type="radio"/> Helps to carry out simple test                                                                                            |
| <input type="radio"/> Examines parts of familiar objects up close                                                               | <input type="radio"/> States what they noticed, e.g. 'not working', or 'bigger'                                                               | <input type="radio"/> Anticipates the end result of an activity, e.g. that some objects will float or sink                                      |
| <input type="radio"/> Selects objects by their function, property or part                                                       | <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"/> Matches pictures to objects                                                                                               |

20 Aug 2024 - Student Name - Science, Chemistry - Progression Step 9 / Start Date: 1 Aug 2024 /

Progress: 0%

## Chemistry

 The particulate nature of matter

- ☐ Demonstrates understanding of the properties of the different states of matter (solid, liquid and gas) in terms of the particle model, including gas pressure

 Atoms, elements and compounds

- ☐ Demonstrates understanding of a simple (Dalton) atomic model
- ☐ Demonstrates understanding of differences between atoms, elements and compounds

 Pure and impure substances

- ☐ Demonstrates understanding of the concept of a pure substance
- ☐ Demonstrates understanding of mixtures, including dissolving

- ☐ Demonstrates understanding of diffusion in terms of the particle model

 Chemical reactions

- ☐ Demonstrates understanding of chemical reactions as the rearrangement of atoms
- ☐ Demonstrates understanding of defining acids and alkalis in terms of neutralisation reactions
- ☐ Demonstrates understanding of the pH scale for measuring acidity/alkalinity; and indicators

 Energetics

- ☐ Demonstrates understanding of energy changes on changes of state (qualitative)

 The periodic table

- ☐ Demonstrates understanding of the varying physical and chemical properties of different elements

- ☐ Demonstrates understanding of the properties of metals and non-metals

 Materials

- ☐ Demonstrates understanding of the order of metals and carbon in the reactivity series

 Earth and atmosphere

- ☐ Demonstrates understanding of the composition of the Earth
- ☐ Demonstrates understanding of the structure of the Earth
- ☐ Demonstrates understanding of the Earth as a source of limited resources and the efficacy of recycling

## Working Scientifically

 Working Scientifically - Scientific Attitudes

- ☐ Evaluates risks

 Working Scientifically - Experimental Skills and Investigations

- ☐ Makes predictions using scientific knowledge and understanding

- ☐ Makes and records observations and measurements using a range of methods for different investigations; and evaluates the reliability of methods and suggest possible improvements

 Working Scientifically - Analysis and Evaluation

- ☐ Presents observations and data using appropriate methods, including tables and graphs
- ☐ Identifies further questions arising from their results

 Working Scientifically - Measurement

- ☐ Undertakes basic data analysis including simple statistical techniques

23 Aug 2024 - Student Name - Science, Physics - Progression Step 4 / Start Date: 1 Aug 2024 /

Progress: 0%

## Physics – Forces & Magnets

- ☐ Describes the poles of a magnet using the terms "North" and "South"
- ☐ Describes a reaction to the movement they have seen which was created by magnetism
- ☐ Demonstrates that a magnet can move a magnetic object
- ☐ Includes related vocabulary to appropriately describe forces, e.g. push, pull, stop
- ☐ Demonstrates how air can move objects, e.g. uses large pieces of cardboard to create a force
- ☐ Examines objects that move using different means, e.g. wind up and push along toy or bicycle

## Physics – Seasonal Changes

- ☐ Suggests the weather they would expect to experience in different seasons
- ☐ Suggests the types of temperatures they would expect to experience in different seasons
- ☐ Compares and describes similarities in the seasons
- ☐ Recognises seasonal changes
- ☐ Names and sequences the seasons of the year

## Physics – Earth & Space

- ☐ Classifies the Earth, Sun and Moon as spheres
- ☐ Names some of the planets in the solar system
- ☐ Suggests simple reasons why the Sun is important to life on Earth
- ☐ States that the Moon is made of rock
- ☐ Describes how the shape of the Moon changes over a month
- ☐ Identifies and records what can be seen from space when looking at Earth

## Physics – Light

- ☐ Investigates to find out if they can see a torch light through a variety of objects
- ☐ Investigates their reflection in a variety of curved surfaces
- ☐ Examines and comments on the reflection of their name in a mirror
- ☐ Discusses the changes in appearance of their surrounding when looking through different coloured sheets
- ☐ Describes how their shadow is different from them
- ☐ Names three light sources
- ☐ Names the Sun as a light source
- ☐ Explains why simply they should not look directly at the Sun, even with sunglasses on

## Physics – Sound

- ☐ Describes how they can make different sounds from different musical instruments, e.g. quiet or loud, high or low
- ☐ Describes a difference in volume when they pluck a string near their ear and further away
- ☐ Suggests materials they could use to muffle the sound of a noisy toy
- ☐ Observes and makes comments about how a variety of instruments vibrate when hit
- ☐ Gives examples of different sources of sound
- ☐ Suggests that sound is travelling to the ear

## Physics – Electricity

- ☐ Lists the materials that wires, bulbs and buzzers are made from
- ☐ Asks questions to find out why something has or has not happened, e.g. their circuit does not work
- ☐ Creates a simple electrical circuit using cells, bulbs, buzzers and wires with support
- ☐ Recognises how the misuse of electrical equipment can be dangerous
- ☐ Gives examples of objects they use every day which are powered by electricity

## Working Scientifically

- ☐ Includes a range of scientific words related to topic, e.g. when describing a phenomenon
- ☐ Answers questions using simple data
- ☐ Records ideas using drawing or information and communication technology
- ☐ Records their results using a simple pre-drawn chart
- ☐ Keeps notes on findings, e.g. using lists, charts or pictures
- ☐ Finds information using different sources, e.g. reference books to help name seeds, atlas to find which country is near the sea
- ☐ Sorts objects by given criterion
- ☐ Suggests a conceivable reason why something has occurred
- ☐ States what they found out through experiment
- ☐ Communicates about what they think may happen, e.g. in a science experiment
- ☐ Describes obvious similarities and differences
- ☐ Recognises that temperature is a measure of how hot or cold materials or objects are
- ☐ Suggests equipment they can use to measure
- ☐ Identifies some of the equipment they will need to complete task
- ☐ Observes and makes simple comments about obvious changes over time
- ☐ Makes observations using simple equipment
- ☐ Asks simple questions about what they have seen

# Sample Pages

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

## Progression Steps (Plus)

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

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# Individual Assessment

B Squared Ltd

20 Aug 2024 - Student Name - Computing, Computing - Progression Step 3 / Start Date: 1 Aug 2024 /

Progress: 0%

## Computer Science

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

## Information & Communication

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

## E-Safety

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



20 Aug 2024 - Student Name - PSHE (primary), Citizenship - Progression Step 4 / Start Date: 1 Aug 2024

/ Progress: 0%

## Developing Confidence & Responsibility & Making the Most of Their Abilities

- |                                                                                                     |                                                                                              |                                                                                     |
|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <input type="radio"/> Demonstrates a knowledge of themselves, their likes and dislikes and identity | <input type="radio"/> Identifies positive aspects of themselves                              | <input type="radio"/> Recognises that things change over time                       |
| <input type="radio"/> Demonstrates some ways to calm themselves down                                | <input type="radio"/> Identifies ways they can feel better mentally                          | <input type="radio"/> Recognises the activities or people that make them feel happy |
| <input type="radio"/> Describes feelings associated with change and loss in simple terms            | <input type="radio"/> Identifies what is special about belonging                             | <input type="radio"/> Sets simple goals and achieves them                           |
| <input type="radio"/> Describes some simple ways they take care of themselves                       | <input type="radio"/> Identifies what makes them special                                     | <input type="radio"/> Shares their feelings with others                             |
| <input type="radio"/> Identifies different emotions using the appropriate names                     | <input type="radio"/> Identifies who to go to when feeling sad or angry                      | <input type="radio"/> Shares their own point of view on things that matter to them  |
| <input type="radio"/> Identifies how they feel when someone is kind and unkind                      | <input type="radio"/> Manages their frustration and is able to ask for assistance            | <input type="radio"/> Suggests ways to respond if they are feeling sad or hurt      |
|                                                                                                     | <input type="radio"/> Recognises that it is normal and acceptable to feel different emotions |                                                                                     |

## Preparing to Play an Active Role as Citizens

- |                                                                                                                                     |                                                                                                     |                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| <input type="radio"/> Explains how a vote can be taken, e.g. show of hands, ballot                                                  | <input type="radio"/> Helps to construct a set of rules, explaining why they are important          | <input type="radio"/> Identifies what they do/can do to contribute to the classroom environment |
| <input type="radio"/> Explains in simple terms what unkind behaviour is and the feelings associated with it, e.g. teasing, bullying | <input type="radio"/> Identifies some forms of bullying and suggests simple ways to combat bullying | <input type="radio"/> Lists the people in the community that help                               |
| <input type="radio"/> Gives examples of right and wrong behaviour                                                                   | <input type="radio"/> Identifies some groups to which they belong                                   | <input type="radio"/> Recognises that the outcome of a vote may not follow their wishes         |
| <input type="radio"/> Gives examples of what is fair and unfair                                                                     | <input type="radio"/> Identifies their 'jobs' at home or in the setting                             | <input type="radio"/> Shows an awareness of the need to care for the environment                |
| <input type="radio"/> Gives examples of what might happen if they break rules, e.g. sorry, miss out, etc.                           | <input type="radio"/> Identifies their responsibilities in the classroom and within the school      | <input type="radio"/> States the leader of the Government is called the Prime Minister          |
|                                                                                                                                     | <input type="radio"/> Identifies ways to help at home                                               | <input type="radio"/> States where the Government is based                                      |

## Developing a Healthy, Safer Lifestyle

- |                                                                                                                       |                                                                                                        |                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <input type="radio"/> Actively takes part in outdoor challenges                                                       | <input type="radio"/> Explains simply how minds and bodies can be hurt                                 | <input type="radio"/> Initiates physical activities for pleasure                                                            |
| <input type="radio"/> Actively takes part in physical challenges                                                      | <input type="radio"/> Identifies exercise or choices they make to keep themselves healthy              | <input type="radio"/> Moves in water, e.g. walks, jumps or hops with and without using swimming aids                        |
| <input type="radio"/> Avoids obstacles whilst running                                                                 | <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"/> Checks food for freshness with guided prompting, e.g. What is the date? How does it smell/look? | <input type="radio"/> Identifies that some substances may be poisonous, e.g. liquid, plants, etc.      | <input type="radio"/> Pedals a bicycle                                                                                      |
| <input type="radio"/> Classifies food using a guide, e.g. as carbohydrates, protein, vegetables, fats                 | <input type="radio"/> Identifies that too much of one food may make them ill                           | <input type="radio"/> Runs in different directions and stops with control                                                   |
| <input type="radio"/> Demonstrates an understanding of when to say, 'No'                                              | <input type="radio"/> Identifies that, without permission, they shouldn't touch medicines or equipment | <input type="radio"/> Starts cycling from a stop position, pedals and stops with some control                               |
| <input type="radio"/> Describes rules they have to follow regarding medicines                                         | <input type="radio"/> Identifies ways they can feel better physically                                  | <input type="radio"/> Steers a bicycle avoiding most stationary obstacles                                                   |
| <input type="radio"/> Describes what happens to their heart when they exercise                                        | <input type="radio"/> Identifies ways to keep healthy, e.g. sleep, exercise, cleaning teeth            | <input type="radio"/> Suggests how they can help to keep themselves physically and emotionally safe in different situations |

## Developing Good Relationships & Respecting the Differences between People

- |                                                                                               |                                                                                           |                                                                                                |
|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| <input type="radio"/> Accepts an apology                                                      | <input type="radio"/> Describes some of the needs of others and of living things          | <input type="radio"/> Lists the special people in their lives, describing why they are special |
| <input type="radio"/> Communicates how they feel to others                                    | <input type="radio"/> Explains what a secret is and what it means to keep a secret        | <input type="radio"/> Maintains a topic initiated by another person                            |
| <input type="radio"/> Demonstrates sensitivity towards others                                 | <input type="radio"/> Gives examples of people who help them in the community             | <input type="radio"/> Makes a friend, talks and shares feelings with them                      |
| <input type="radio"/> Demonstrates understanding that not everyone wants to do what they want | <input type="radio"/> Gives examples of physical contact that makes them feel comfortable | <input type="radio"/> Plays with others co-operatively                                         |
| <input type="radio"/> Describes how important people in their life should care for each other | <input type="radio"/> Identifies ways in which they can tell if people are happy or sad   | <input type="radio"/> Recognises when others are unkind                                        |
| <input type="radio"/> Describes how to respond to physical contact                            | <input type="radio"/> Listens to what others are saying in a group situation              | <input type="radio"/> Suggests ways to respond to unwanted physical contact                    |



# Individual Assessment

B Squared Ltd

20 Aug 2024 - Student Name - PSHE (primary), Physical Health & Mental Wellbeing - Progression Step 5

/ Start Date: 1 Aug 2024 / Progress: 0%

## Mental Wellbeing

- |                                                                                                       |                                                                                                           |                                                                            |
|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| <input type="radio"/> Communicates how they feel using appropriate language                           | <input type="radio"/> Describes, simply, how they feel in safe and unsafe situations                      | <input type="radio"/> Recognises that they have choices in how they behave |
| <input type="radio"/> Describes how they support their friends and how they feel supported themselves | <input type="radio"/> Explains the difference between feelings and describes reasons they would feel them | <input type="radio"/> Recognises what makes them unique                    |
| <input type="radio"/> Describes why people in their lives are special, and what makes them special    | <input type="radio"/> Recognises that people react to emotions in different ways                          | <input type="radio"/> Suggests how a behaviour can affect someone          |

## Internet Safety & Harms

- |                                                                                            |                                                                                      |                                                                                                              |
|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| <input type="radio"/> Asks permission to use the work of others with reminders             | <input type="radio"/> Identifies real and simulated experiences on the internet      | <input type="radio"/> Recognises that there are a variety of sources for information                         |
| <input type="radio"/> Attempts to identify the purpose of a specific website, with support | <input type="radio"/> Informs a member of staff when they use the internet           | <input type="radio"/> Recognises what could be given as their personal information, e.g. their date of birth |
| <input type="radio"/> Gives examples of different ways to communicate online               | <input type="radio"/> Recognises that others have ownership of their own information | <input type="radio"/> Recognises why they should be careful when using internet accessible devices           |

## Physical Health & Fitness

- |                                                                                                   |                                                                               |                                                                        |
|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|------------------------------------------------------------------------|
| <input type="radio"/> Comments on the differences in the speed of their heartbeat after exercise  | <input type="radio"/> Gives one reason why they need to warm up and cool down | <input type="radio"/> Swims on back for 5 metres without swimming aid  |
| <input type="radio"/> Compares the strength needed to walk in water and the speed they can travel | <input type="radio"/> Identifies different types of exercise                  | <input type="radio"/> Swims on front for 5 metres without swimming aid |
|                                                                                                   | <input type="radio"/> Initiates physical activity for five minutes            | <input type="radio"/> Undertakes physical activity for five minutes    |

## Healthy Eating

- |                                                                                 |                                                                                         |                                                                                                      |
|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| <input type="radio"/> Describes the importance of a balanced diet and exercise  | <input type="radio"/> Lists food and water as necessary for humans to survive           | <input type="radio"/> Recognises that a balanced diet helps us remain healthy                        |
| <input type="radio"/> Draws a picture of a healthy meal                         | <input type="radio"/> Lists healthy desserts                                            | <input type="radio"/> Suggests which out of a choice, is a healthier option                          |
| <input type="radio"/> Identifies some of the properties of fruit and vegetables | <input type="radio"/> Pinpoints the healthy elements of a packed lunch or school dinner | <input type="radio"/> Suggests why the correct amount of a range of food helps humans remain healthy |

## Drugs, Alcohol & Tobacco

- ☐ Suggests how an unhealthy choice might affect our body
- ☐ Suggests how familiar medicines affect the body

## Health & Prevention

- |                                                                                                           |                                                                                    |                                                      |
|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------|
| <input type="radio"/> Identifies allergies or intolerances they have if applicable                        | <input type="radio"/> Notices minor common health issues, e.g. chapped lips, spots | <input type="radio"/> Washes their face effectively  |
| <input type="radio"/> Notices a change in their health that is not visible, e.g. sore throat, aching back | <input type="radio"/> Puts an appropriate amount of toothpaste on the toothbrush   | <input type="radio"/> Washes their hands effectively |

## Basic First Aid

- |                                                                                          |                                                                                                                                             |
|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="radio"/> Cuts a plaster to size and sticks it on a wound with some accuracy | <input type="radio"/> Recognises what a rash looks like, e.g. via photographs or simple description                                         |
| <input type="radio"/> Identifies that a serious injury requires attention at a hospital  | <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

- ☐ Describes the main changes of young animals and humans as they grow up
- ☐ Identifies what part of the life cycle they are in currently

20 Aug 2024 - Student Name - PSHE (primary), Relationships Education - Progression Step 2 / Start

Date: 1 Aug 2024 / Progress: 0%

## Families & People Who Care for Me

- |                                                                                           |                                                              |                                                                                       |
|-------------------------------------------------------------------------------------------|--------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <input type="radio"/> Communicates what or who is special to them                         | <input type="radio"/> Names people in pictures               | <input type="radio"/> Separates from caregivers more willingly                        |
| <input type="radio"/> Identifies a group to which they belong                             | <input type="radio"/> Names people in their immediate family | <input type="radio"/> States how they celebrate things in their lives, e.g. birthdays |
| <input type="radio"/> Identifies people who cares for others, e.g. families, nurses, etc. |                                                              |                                                                                       |

## Caring Friendships

- |                                                                                                           |                                                                                              |                                                                              |
|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| <input type="radio"/> Chooses to be in a group, partnered or near to a specific person during an activity | <input type="radio"/> Contributes to group discussion                                        | <input type="radio"/> Plays group games requiring interaction with peers     |
| <input type="radio"/> Chooses to sit with a specific person at mealtime                                   | <input type="radio"/> Contributes to one-to-one discussion                                   | <input type="radio"/> Seeks out, and begins to interact with, specific peers |
| <input type="radio"/> Chooses to start an interaction with peers in some situations                       | <input type="radio"/> Engages with two or three others spontaneously                         | <input type="radio"/> Shares a member of staff with other peers              |
| <input type="radio"/> Co-operates with a peer for a short period                                          | <input type="radio"/> Identifies one friend or known peer within a specific leisure activity | <input type="radio"/> Shares equipment                                       |
| <input type="radio"/> Communicates with peers co-operatively                                              | <input type="radio"/> Interacts while sharing equipment                                      | <input type="radio"/> Takes turns                                            |
|                                                                                                           | <input type="radio"/> Interacts with others in small group                                   |                                                                              |

## Respectful Relationships

- |                                                                                                                  |                                                                                            |                                                                                                         |
|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <input type="radio"/> Accepts they do not always get what they ask for                                           | <input type="radio"/> Explains or demonstrates how they can show concern for someone       | <input type="radio"/> Makes it clear they agree with a suggestion                                       |
| <input type="radio"/> Accepts that others may join their activity                                                | <input type="radio"/> Expresses 'please' and 'thank you' appropriately with less reminding | <input type="radio"/> Makes it clear they do not agree with a suggestion                                |
| <input type="radio"/> Accepts they may not be able to join an activity                                           | <input type="radio"/> Expresses an opinion with appropriate language                       | <input type="radio"/> Makes it clear they need more information or clarification                        |
| <input type="radio"/> Approaches a group they would like to join                                                 | <input type="radio"/> Expresses emotions towards others using words, not just actions      | <input type="radio"/> Listens to information from others                                                |
| <input type="radio"/> Asks if they can join an activity                                                          | <input type="radio"/> Expresses likes and dislikes, giving simple reasons                  | <input type="radio"/> Maintains interest in and participates in a short staff-led group discussion      |
| <input type="radio"/> Carries on a simple two-way conversation                                                   | <input type="radio"/> Expresses their feelings with appropriate language                   | <input type="radio"/> Manages conflicts by asking for help from a member of staff                       |
| <input type="radio"/> Communicates basic expectations to their friends, e.g. 'You should share your toy with me' | <input type="radio"/> Indicates an awareness of others' feelings through speech            | <input type="radio"/> Pauses, showing consideration when offered an idea from member of staff or peer   |
| <input type="radio"/> Claps hands to show appreciation                                                           | <input type="radio"/> Initiates a simple conversation                                      | <input type="radio"/> Shares an activity with another person for five minutes, e.g. share a book        |
| <input type="radio"/> Declares that something is not fair                                                        | <input type="radio"/> Leaves time for a member of staff to respond                         | <input type="radio"/> Takes part in a simple staff-led discussion in which they can express their views |
| <input type="radio"/> Demonstrates appropriate audience behaviour, e.g. listening quietly                        | <input type="radio"/> Leaves time for a peer to respond                                    | <input type="radio"/> Takes turns, with some supervision from a member of staff                         |
| <input type="radio"/> Demonstrates remorse when they have done something wrong                                   | <input type="radio"/> Listens for the answers to questions                                 | <input type="radio"/> Verbalises feelings of happiness, sadness, anger, fear and love                   |
| <input type="radio"/> Demonstrates some empathy in certain situations                                            |                                                                                            |                                                                                                         |

## Online Relationships

- |                                                                                                              |                                                                                         |                                                                                                |
|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| <input type="radio"/> Describes the information they can see onscreen, e.g. green house, little dog, numbers | <input type="radio"/> Looks for an object on the screen                                 | <input type="radio"/> Recognises that images on a monitor can represent reality, e.g. an apple |
| <input type="radio"/> Describes the result of their action                                                   | <input type="radio"/> Matches picture on clip or computer to objects in the environment |                                                                                                |

## Being Safe

- |                                                                                        |                                                                            |                                                       |
|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-------------------------------------------------------|
| <input type="radio"/> Identifies things they are not allowed to do                     | <input type="radio"/> Identifies things they can do                        | <input type="radio"/> Shows care and concern for self |
| <input type="radio"/> Identifies behaviour that could be considered as right and wrong | <input type="radio"/> Listens to why what they have done is wrong or right |                                                       |

23 Aug 2024 - Student Name - PSHE (secondary), Citizenship - Progression Step 5 / Start Date: 1 Aug  
2024 / Progress: 0%

## Critical Thinking & Debate

- |                                                                                              |                                                                                                 |                                                                                                              |
|----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| <input type="radio"/> Accepts somebody's idea may be better than their own                   | <input type="radio"/> Considers the views of everyone in a group discussion                     | <input type="radio"/> Shows they have considered what someone else has said by giving their opinion about it |
| <input type="radio"/> Adapts their own preferences when they have heard other people's ideas | <input type="radio"/> Gives their opinion on a familiar topic confidently                       | <input type="radio"/> States their preferences, including relevant reasons                                   |
| <input type="radio"/> Asks simple questions to gain information and clarify meaning          | <input type="radio"/> Listens and responds to others' ideas during a conversation or discussion | <input type="radio"/> States their point of view about matters that they have experience of                  |
| <input type="radio"/> Builds on what another has said in their answers                       | <input type="radio"/> Makes decisions about what happens next                                   | <input type="radio"/> Simply explains a difference between fact and fiction                                  |
|                                                                                              | <input type="radio"/> Recognises that there are a variety of sources for information            |                                                                                                              |

## Democratic Citizens & the UK Political System

- |                                                                                                                                                               |                                                                                         |                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <input type="radio"/> Gives reasons why people should be allowed to vote on a range of issues, e.g. small group issues, setting wide issues, community issues | <input type="radio"/> Lists skills they think would make a person a good leader         | <input type="radio"/> Recognises the importance of different people in a community  |
| <input type="radio"/> Listens to and considers information on a subject before voting, e.g. why lunchtime should be shortened                                 | <input type="radio"/> Names an important Government building, e.g. Houses of Parliament | <input type="radio"/> Recognises their role within different groups and communities |

## Role of Law & Justice System

- |                                                                                                              |                                                                                   |                                                                                    |
|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| <input type="radio"/> Classifies a range of behaviours associated to different situations as right and wrong | <input type="radio"/> Identifies simple safety rules, e.g. when handling scissors | <input type="radio"/> Suggests where they might see a police officer               |
| <input type="radio"/> Discusses different rules they come across, e.g. at home, club, on a journey           | <input type="radio"/> Names some rules that they see people observe               | <input type="radio"/> Uses the terms 'honest' and 'dishonest' correctly in context |
| <input type="radio"/> Gives examples of the person who enforces the rules in different places                | <input type="radio"/> Suggests rules for the setting                              |                                                                                    |

## Managing Money & Planning for the Future

- |                                                                                         |                                                                                                         |                                                                                                               |
|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <input type="radio"/> Explains the difference between the terms 'cheap' and 'expensive' | <input type="radio"/> Identifies how people meet their basic needs, e.g. work for money to pay for food | <input type="radio"/> Lists ways to earn money                                                                |
| <input type="radio"/> Explains the terms 'borrow' and 'owe'                             | <input type="radio"/> Lists different places to keep money                                              | <input type="radio"/> Recognises and knows the value of all of the different denominations of coins and notes |
| <input type="radio"/> Gives examples of what is meant by the term 'cash'                | <input type="radio"/> Lists items they would like to have for which they need to save                   | <input type="radio"/> Understands and uses '£' and 'p' notation                                               |

## Volunteering & Responsible Activity

- |                                                                                                                     |                                                                                     |                                                                                        |
|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| <input type="radio"/> Demonstrates some responsibility and respect towards the care of others and their environment | <input type="radio"/> Identifies the effects of a good action                       | <input type="radio"/> Recognises what they and others do to enhance their environment  |
| <input type="radio"/> Discusses who should do various jobs, noting how unfair it would be to leave it to one person | <input type="radio"/> Identifies things people belonging to a community do together | <input type="radio"/> States how/why they can help someone                             |
| <input type="radio"/> Identifies good and bad points within an environment                                          | <input type="radio"/> Identifies ways to care for the environment of the setting    | <input type="radio"/> Suggests ways in which to improve areas of environmental concern |
|                                                                                                                     | <input type="radio"/> Identifies ways to improve the setting's environment          |                                                                                        |

23 Aug 2024 - Student Name - PSHE (secondary), Physical Health & Mental Wellbeing - Progression

Step 9 / Start Date: 1 Aug 2024 / Progress: 0%

## Mental Wellbeing

- |                                                                                                                                         |                                                                                     |                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="radio"/> Describes how to manage their feelings in different situations                                                    | <input type="radio"/> Identifies ways of improving their mood                       | <input type="radio"/> Recognises that medical help should be organised if someone or themselves are experiencing unmanageable emotions on a daily basis |
| <input type="radio"/> Describes how to resolve a difficult situation after experiencing negative emotions which may impact on behaviour | <input type="radio"/> Outlines things that may trigger unhappiness                  | <input type="radio"/> Recognises their personal strengths and how this affects their self-esteem and confidence                                         |
| <input type="radio"/> Identifies ways of avoiding situations they find difficult                                                        | <input type="radio"/> Outlines what factors affect their self-esteem and confidence |                                                                                                                                                         |

## Internet Safety & Harms

- |                                                                                                                                                                             |                                                                                                  |                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| <input type="radio"/> Demonstrates a responsible use of technologies and online services, and can explain a range of ways to report concerns                                | <input type="radio"/> Explains how to deactivate and delete accounts (and posts) on social media | <input type="radio"/> Recognises that people may not be who they say they are on social networks |
| <input type="radio"/> Describes the major dangers and implications in the use of internet accessible devices                                                                | <input type="radio"/> Explains how to report cyberbullying to a website or service provider      | <input type="radio"/> Recognises there is a custodial sentence for cyber-bullying                |
| <input type="radio"/> Describes their responsibilities when online, e.g. accepting friend request from strangers, posting remarks about people or photographs of themselves | <input type="radio"/> Explains how to set privacy settings                                       | <input type="radio"/> Regularly check privacy settings to ensure they are as required            |
| <input type="radio"/> Evaluates how trustworthy digital content is                                                                                                          | <input type="radio"/> Explains how to use blocking and deleting tools                            | <input type="radio"/> Suggests ways our idea of what is attractive or right can be manipulated   |
|                                                                                                                                                                             | <input type="radio"/> Identifies where their data is stored                                      | <input type="radio"/> Suggests what a strong password should be                                  |
|                                                                                                                                                                             | <input type="radio"/> Manages their digital footprint using services provided                    | <input type="radio"/> Suggests what their profile pictures says about them                       |

## Physical Health & Fitness

- |                                                                                                          |                                                                                             |                                                                                             |
|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| <input type="radio"/> Challenges themselves over distances and time                                      | <input type="radio"/> Identifies some of the long-term health benefits of physical activity | <input type="radio"/> Recognises how different actions relate to different types of fitness |
| <input type="radio"/> Demonstrates the stamina necessary to play in a variety of positions within a game | <input type="radio"/> Paces themselves over longer distances                                | <input type="radio"/> Swims 50 metres                                                       |
|                                                                                                          |                                                                                             | <input type="radio"/> Undertakes a range of track and field activities                      |

## Healthy Eating

- |                                                                                                                                               |                                                                                                                                                                                               |                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <input type="radio"/> Assesses a food diary, noting where eating is good and where improvements should be made                                | <input type="radio"/> Demonstrates understanding of the content of a healthy human diet: carbohydrates, lipids, proteins, vitamins, minerals, dietary fibre and water, and why each is needed | <input type="radio"/> Identifies foods which contain energy and which types are the best sources                        |
| <input type="radio"/> Demonstrates understanding of calculations of energy requirements in a healthy daily diet                               | <input type="radio"/> Demonstrates understanding of the importance of bacteria in the human digestive system                                                                                  | <input type="radio"/> Assesses the health benefit of food using dietary information on packet                           |
| <input type="radio"/> Demonstrates understanding of the consequences of imbalances in the diet, e.g. obesity, starvation, deficiency diseases | <input type="radio"/> Explains which foods should be eaten in which quantities and why, in some detail                                                                                        | <input type="radio"/> Outlines essential nutrients for a healthy body                                                   |
|                                                                                                                                               |                                                                                                                                                                                               | <input type="radio"/> Understands they need to eat a variety of foods to survive and relates this to the Eat Well guide |

## Drugs, Alcohol & Tobacco

- |                                                                                             |                                                                                                                           |                                                                                                                |
|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <input type="radio"/> Discusses why we have laws concerning drugs                           | <input type="radio"/> Outlines factual information concerning legal and illegal substances, including alcohol and tobacco | <input type="radio"/> Understands how first- and second-hand smoke can affect their health                     |
| <input type="radio"/> Identifies how to safely use over the counter or prescribed medicines | <input type="radio"/> Predicts the impact of smoking on human gas exchange                                                | <input type="radio"/> Understands that the misuse of drugs can effect human behaviour, health and life process |
| <input type="radio"/> Identifies some risks involved with substance use and misuse          |                                                                                                                           |                                                                                                                |

## Health & Prevention

- |                                                                                                       |                                                                                                       |                                                                                                        |
|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| <input type="radio"/> Creates a plan for healthy living involving diet, exercise and rest             | <input type="radio"/> Explains the different aspects to being fit                                     | <input type="radio"/> Recognises what influences their choices about exercise, sleep and what they eat |
| <input type="radio"/> Discusses how different lifestyle choices can affect long- or short-term health | <input type="radio"/> Plans for a healthy week which includes a range of physical and mental elements |                                                                                                        |

## Basic First Aid

- |                                                                                                        |                                                                                                            |                                                                                                             |
|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| <input type="radio"/> Explains where to look for further information on first aid techniques           | <input type="radio"/> Identifies the types of first aid to which they would not feel comfortable attending | <input type="radio"/> Identifies the types of first aid to which they would have to seek additional support |
| <input type="radio"/> Identifies the types of first aid to which they would feel comfortable attending | <input type="radio"/> Identifies when it might be necessary to give CPR                                    |                                                                                                             |

## Changing Adolescent Body

- ☐ Demonstrates awareness that the female and male human skeletons have some differences
- ☐ Understands the heredity process by which genetic information is transmitted from a generation
- ☐ Identifies the services provided by a sexual health clinic
- ☐ Identifies their responsibilities to their own personal hygiene
- ☐ Recognises different terminology for masturbation

20 Aug 2024 - Student Name - PSHE (secondary), Relationships & Sex Education - Progression Step 2 /

Start Date: 1 Aug 2024 / Progress: 0%

## Families

- |                                                                                           |                                                              |                                                                                       |
|-------------------------------------------------------------------------------------------|--------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <input type="radio"/> Communicates what or who is special to them                         | <input type="radio"/> Names people in pictures               | <input type="radio"/> Separates from caregivers more willingly                        |
| <input type="radio"/> Identifies a group to which they belong                             | <input type="radio"/> Names people in their immediate family | <input type="radio"/> States how they celebrate things in their lives, e.g. birthdays |
| <input type="radio"/> Identifies people who cares for others, e.g. families, nurses, etc. |                                                              |                                                                                       |

## Respectful Relationships, Including Friendships

- |                                                                                                                  |                                                                                                              |                                                                                                       |
|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <input type="radio"/> Accepts that others may join their activity                                                | <input type="radio"/> Demonstrates remorse when they have done something wrong                               | <input type="radio"/> Interacts with others in small group                                            |
| <input type="radio"/> Accepts they do not always get what they ask for                                           | <input type="radio"/> Engages with two or three others spontaneously                                         | <input type="radio"/> Leaves time for a member of staff to respond                                    |
| <input type="radio"/> Accepts they may not be able to join an activity                                           | <input type="radio"/> Explains or demonstrates how they can show concern for someone                         | <input type="radio"/> Leaves time for a peer to respond                                               |
| <input type="radio"/> Approaches a group they would like to join                                                 | <input type="radio"/> Expresses 'please' and 'thank you' appropriately with less reminding                   | <input type="radio"/> Manages conflicts by asking for help from a member of staff                     |
| <input type="radio"/> Asks if they can join an activity                                                          | <input type="radio"/> Expresses emotions towards others using words, not just actions                        | <input type="radio"/> Pauses, showing consideration when offered an idea from member of staff or peer |
| <input type="radio"/> Chooses to be in a group, partnered or near to a specific person during an activity        | <input type="radio"/> Expresses their feelings with appropriate language                                     | <input type="radio"/> Plays group games requiring interaction with peers                              |
| <input type="radio"/> Chooses to sit with a specific person at mealtime                                          | <input type="radio"/> Follows simple instructions when playing games                                         | <input type="radio"/> Seeks out, and begins to interact with, specific peers                          |
| <input type="radio"/> Chooses to start an interaction with peers in some situations                              | <input type="radio"/> Gives their forename on request when asked at reception with a prompt or encouragement | <input type="radio"/> Shares a member of staff with other peers                                       |
| <input type="radio"/> Communicates basic expectations to their friends, e.g. 'You should share your toy with me' | <input type="radio"/> Identifies one friend or known peer within a specific leisure activity                 | <input type="radio"/> Shares an activity with another person for five minutes, e.g. share a book      |
| <input type="radio"/> Communicates with peers co-operatively                                                     | <input type="radio"/> Indicates an awareness of others' feelings through speech                              | <input type="radio"/> Takes turns                                                                     |
| <input type="radio"/> Co-operates with a peer for a short period                                                 | <input type="radio"/> Initiates a simple conversation                                                        | <input type="radio"/> Verbalises feelings of happiness, sadness, anger, fear and love                 |
| <input type="radio"/> Declares that something is not fair                                                        | <input type="radio"/> Interacts while sharing equipment                                                      |                                                                                                       |
| <input type="radio"/> Demonstrates empathy for others                                                            |                                                                                                              |                                                                                                       |

## Online & Media

- |                                                                                                              |                                                                                                |                                                                                    |
|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| <input type="radio"/> Describes the information they can see onscreen, e.g. green house, little dog, numbers | <input type="radio"/> Matches picture on clip or computer to objects in the environment        | <input type="radio"/> Recognises the thumbnail of a familiar film, e.g. on Netflix |
| <input type="radio"/> Describes the result of their action                                                   | <input type="radio"/> Recognises that images on a monitor can represent reality, e.g. an apple | <input type="radio"/> Relates a computer image to a print of the same image        |
| <input type="radio"/> Looks for an object on the screen                                                      |                                                                                                |                                                                                    |

## Being Safe

- |                                                                                        |                                                                            |                                                                                  |
|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| <input type="radio"/> Communicates the terms 'I', 'you' and 'me' correctly             | <input type="radio"/> Listens to why what they have done is wrong or right | <input type="radio"/> Makes it clear they need more information or clarification |
| <input type="radio"/> Identifies behaviour that could be considered as right and wrong | <input type="radio"/> Makes it clear they agree with a suggestion          | <input type="radio"/> Shows care and concern for self                            |
|                                                                                        | <input type="radio"/> Makes it clear they do not agree with a suggestion   |                                                                                  |

## Intimate & Sexual Relationships, Including Sexual Health

- |                                                                                                                                          |                                                                                                          |                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| <input type="radio"/> Comments on obvious changes in their own lives                                                                     | <input type="radio"/> Draws face with up to three features                                               | <input type="radio"/> Names the main parts of a human body                                |
| <input type="radio"/> Demonstrates how different parts of their body move, e.g. arms can go: up, down, around, backwards, forwards, etc. | <input type="radio"/> Expresses simple opinions, e.g. too hot, or too loud, etc.                         | <input type="radio"/> Sequences a series of three pictures showing human life cycle       |
| <input type="radio"/> Demonstrates understanding that people have different names for their private parts                                | <input type="radio"/> Identifies a difference in a photo of a person taken when they are young and older | <input type="radio"/> Sequences personal events over a longer period, e.g. through photos |
| <input type="radio"/> Draws a person                                                                                                     | <input type="radio"/> Identifies that different people are different ages                                | <input type="radio"/> States a physical difference between boys and girls                 |
|                                                                                                                                          | <input type="radio"/> Matches some images of animals to their babies                                     | <input type="radio"/> States a physical similarity between boys and girls                 |

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

1 Aug 2024 / Progress: 0%

## Physical Competence

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

## Physical Activity

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

## Competition

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

## Healthy, Active Lives

- |                                                                                                                                             |                                                                                          |                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| <input type="radio"/> Describes how they feel after running                                                                                 | <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"/> Identifies that food provides energy                                                                                  | <input type="radio"/> Notices breathing after exercise, e.g. describes how speed changes | <input type="radio"/> Shows awareness of heartbeat after exercise |
| <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"/> Recognises changes to the body when active                         |                                                                   |

## Swimming & Water Safety

- |                                                                                 |                                                                         |                                                                                                                 |
|---------------------------------------------------------------------------------|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <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"/> 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 front with one float | <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                                            |
| <input type="radio"/> Allows water to splash over their face and head           | <input type="radio"/> Holds a float position with support               | <input type="radio"/> Understands the need to be careful around the pool                                        |

# Sample Pages

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

## Progression 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 &amp; Design, Art &amp; Design - Progression Step 3 / Start Date: 1 Aug 2024 /

Progress: 0%

## Producing, Exploring & Recording

- |                                                                                                                    |                                                                               |                                                                                |
|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| <input type="radio"/> Collects pictures that interest them in a scrapbook or on the computer                       | <input type="radio"/> Uses cameras to take still and moving pictures          | <input type="radio"/> Describes textures using simple vocabulary               |
| <input type="radio"/> Discusses what they are going to do, including how and why in simple terms                   | <input type="radio"/> Makes models using a range of tools (under supervision) | <input type="radio"/> Recognises and finds geometric shapes in the environment |
| <input type="radio"/> Uses a variety of materials in their work, e.g. to enhance illustrations, when weaving, etc. | <input type="radio"/> Mixes colours and makes adjustments to the colour       | <input type="radio"/> Identifies and describes patterns                        |
|                                                                                                                    | <input type="radio"/> Discusses a range of tools and their purpose            | <input type="radio"/> Creates different textures, e.g. bubbles, sponges, blots |

## Technical Proficiency

- |                                                                                        |                                                                                                   |                                                                                 |
|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| <input type="radio"/> Colours in a picture and keeps within the lines most of the time | <input type="radio"/> Describes where objects are in relation to others using positional language | <input type="radio"/> Names colours consistently                                |
| <input type="radio"/> Holds a pencil correctly                                         | <input type="radio"/> Draws lines with a ruler                                                    | <input type="radio"/> Talks about different lines, e.g. corner, curve, straight |
| <input type="radio"/> Cuts thicker materials with scissors, e.g. tape, string, etc.    | <input type="radio"/> Draws round shape templates                                                 | <input type="radio"/> Draws different types of lines, e.g. curve, straight      |
|                                                                                        | <input type="radio"/> Folds, tears and cuts paper and card                                        |                                                                                 |

## Evaluation & Analysis

- |                                                                                      |                                                                               |
|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <input type="radio"/> Answers questions about what they are doing                    | <input type="radio"/> Describes the difference in texture between two objects |
| <input type="radio"/> Indicates that drawings, paintings and sculptures have meaning | <input type="radio"/> Discusses their work using appropriate vocabulary       |

## Artists, Craft Makers & Designers

- |                                                                            |                                                                                            |
|----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| <input type="radio"/> Identifies similarities and differences in a picture | <input type="radio"/> Observes and comments simply about the artwork of different cultures |
| <input type="radio"/> Identifies visual content of artist's work           | <input type="radio"/> Shows awareness of styles from different cultures                    |

20 Aug 2024 - Student Name - Design &amp; Technology, Cooking &amp; Nutrition - Progression Step 6 / Start

Date: 1 Aug 2024 / Progress: 0%

## Creative, Technical & Practical Expertise

- |                                                                                           |                                                                                                                                                |                                                                                                 |
|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| <input type="radio"/> Recognises the abbreviations for metric units of mass: kg, g        | <input type="radio"/> Recognises where to keep different foodstuffs                                                                            | <input type="radio"/> Follows simple non-cook recipes with minimal support, e.g. to make a dip  |
| <input type="radio"/> Recognises the abbreviations for metric units of capacity: l, ml    | <input type="radio"/> Identifies simple ways they can avoid spreading or catching germs                                                        | <input type="radio"/> Picks out the ingredients from a range of foods needed in a recipe        |
| <input type="radio"/> Recognises how some ingredients are packaged, e.g. flour in bags    | <input type="radio"/> Watches vegetables being cut and/or peeled and describes how this is done safely                                         | <input type="radio"/> Shapes dough effectively using cutters                                    |
| <input type="radio"/> Investigates the weight of goods recorded on containers             | <input type="radio"/> Outlines the safe procedures to handle hot foods/containers, e.g. oven gloves to remove a tray that has been in the oven | <input type="radio"/> Kneads and shapes dough using a rolling pin                               |
| <input type="radio"/> Demonstrates some simple techniques, e.g. podding, picking, hulling | <input type="radio"/> Discusses safety precautions they must take when preparing food                                                          | <input type="radio"/> Measures using a range of numerical measuring equipment with some support |

## Designing & Making for Users

- |                                                                                                                                                               |                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| <input type="radio"/> Makes a healthy non-cooked item which adheres to a specific element, e.g. must include a specific ingredient, have a specific texture   | <input type="radio"/> Plans and makes a healthy packed lunch                                         |
| <input type="radio"/> Designs a healthy non-cooked item which adheres to a specific element, e.g. must include a specific ingredient, have a specific texture | <input type="radio"/> Lists equipment and ingredients they will need to make their own food or drink |
|                                                                                                                                                               | <input type="radio"/> Considers the effect of varying food ingredients                               |

## Evaluating & Testing Ideas & Products

- |                                                                                                  |                                                             |
|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| <input type="radio"/> Evaluates their cooking against a given criteria                           | <input type="radio"/> Arranges food attractively on a plate |
| <input type="radio"/> Begins to understand that the appearance of food on the plate is important |                                                             |

## Principles of Nutrition & Cooking

- |                                                                                              |                                                                                                                      |                                                                                              |
|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| <input type="radio"/> Names a month that falls in each season                                | <input type="radio"/> Describes different ways food is sourced from the sea, e.g. lobster pots, nets, rods           | <input type="radio"/> Relates the necessity of food to an active lifestyle                   |
| <input type="radio"/> Recognises ways to recycle some food and drink packaging               | <input type="radio"/> Describes different types of farming                                                           | <input type="radio"/> Measures a portion of food, e.g. cereal                                |
| <input type="radio"/> Finds out where food was sourced using packaging information           | <input type="radio"/> Recognises that animals including humans need a certain amount of different types of nutrition | <input type="radio"/> Gives examples of different diets that people follow, e.g. vegetarians |
| <input type="radio"/> Suggests where various foods are sourced, e.g. field, farm, sea        | <input type="radio"/> Assess if their own meal is balanced with support                                              | <input type="radio"/> Explores what benefit each food groups have to the human body          |
| <input type="radio"/> Names the animal that specific foods comes from, e.g. bacon from a pig | <input type="radio"/> Finds out about the sugar content of different drinks using food labels                        | <input type="radio"/> Lists food as a requirement for growth                                 |

20 Aug 2024 - Student Name - Design & Technology, Design & Technology - Progression Step 1 / Start

Date: 1 Aug 2024 / Progress: 0%

## Creative, Technical & Practical Expertise

- |                                                                                                                                               |                                                                                                                           |                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <input type="radio"/> Selects an electrical object that will give light                                                                       | <input type="radio"/> Presses a switch at a specific point to achieve a desired result                                    | <input type="radio"/> Moves tools generally independently                                                                   |
| <input type="radio"/> Selects an electrical object that will move                                                                             | <input type="radio"/> Moves an object in a variety of different ways, e.g. forwards and backwards, in circles, etc.       | <input type="radio"/> Chooses the correct familiar material for a task from a group of three, e.g. cardboard, paper, string |
| <input type="radio"/> Selects an electrical object that will make a sound                                                                     | <input type="radio"/> Snips with scissors                                                                                 | <input type="radio"/> Communicates about textures they feel on different materials                                          |
| <input type="radio"/> Notices the difference without a battery/cell                                                                           | <input type="radio"/> Rolls, flattens, tears, joins and moulds pliable material                                           | <input type="radio"/> Puts an object together with assistance                                                               |
| <input type="radio"/> Makes objects move faster or slower                                                                                     | <input type="radio"/> Chooses the correct familiar tool for a task from a group of three, e.g. paintbrush, scissors, glue | <input type="radio"/> Turns a screw toy anticlockwise                                                                       |
| <input type="radio"/> Finds an item in their immediate environment that can be pulled                                                         | <input type="radio"/> Links or joins construction toys generally independently                                            | <input type="radio"/> Turns a screw toy clockwise                                                                           |
| <input type="radio"/> Finds an item in their immediate environment that can be pushed                                                         | <input type="radio"/> Uses an access/control device to make an object appear                                              | <input type="radio"/> Recognises that when the equipment is turned off, it won't work, e.g. no light from a torch           |
| <input type="radio"/> Uses electricity to move an object, e.g. blows an object with an electric fan, manoeuvres a remote-controlled car, etc. | <input type="radio"/> Grasps tools generally independently                                                                | <input type="radio"/> Demonstrates awareness they need a tool to help, e.g. asks for scissors to help cut a material        |

## Designing & Making for Users

- |                                                                                                |                                                                                                |                                                                                  |
|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| <input type="radio"/> Requests a tool or object for a purpose                                  | <input type="radio"/> Builds a tower of seven bricks                                           | <input type="radio"/> Chooses an item from a selection to decorate their product |
| <input type="radio"/> States simply how they will make a product, e.g. "Stick box"             | <input type="radio"/> Builds a tower of five bricks                                            | <input type="radio"/> Places bricks on top of others successfully                |
| <input type="radio"/> Suggests ways to decorate or colour their model                          | <input type="radio"/> Stacks, organises and re-organises blocks and boxes                      | <input type="radio"/> Builds a tower of blocks with a member of staff            |
| <input type="radio"/> Makes a product for a familiar purpose, e.g. a container to hold pencils | <input type="radio"/> Selects an object for a purpose                                          | <input type="radio"/> Changes a shape made with pliable material                 |
|                                                                                                | <input type="radio"/> Handles a range of containers of different sizes, materials and openings | <input type="radio"/> Explores the use of building bricks                        |

## Evaluating & Testing Ideas & Products

- |                                                                                                         |                                                                                                                                |                                                                                                                         |
|---------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <input type="radio"/> Demonstrates an awareness that specific actions cause an expected result          | <input type="radio"/> Identifies textures they feel on materials after verbal prompt, e.g. hard/soft, rough/smooth, shiny/dull | <input type="radio"/> Demonstrates an understanding of how mechanical objects work, e.g. winds up a car to make it move |
| <input type="radio"/> States what they noticed, e.g. 'not working', or 'bigger'                         | <input type="radio"/> Tests new/unfamiliar objects, e.g. through manipulation/squeezing                                        | <input type="radio"/> Identifies if they can pull, bend, or squash a material after manipulating it                     |
| <input type="radio"/> Investigating and Analysing Products                                              | <input type="radio"/> Examines parts of familiar objects up close                                                              | <input type="radio"/> Identifies simple differences between materials, e.g. states if a material is dry or wet          |
| <input type="radio"/> Identifies one property of a material being handled, e.g. cold, hard, shiny, etc. | <input type="radio"/> Demonstrates an understanding of how electronic objects work                                             |                                                                                                                         |



20 Aug 2024 - Student Name - Geography, Geography - Progression Step 2 / Start Date: 1 Aug 2024 /

Progress: 0%

## Geographical Skills & Fieldwork

- |                                                                                                          |                                                                                                                                                        |                                                                                                                  |
|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| <input type="radio"/> Asks for more information to aid their understanding                               | <input type="radio"/> Derives meaning from text in the environment, e.g. brand names, cereal packets, road signs, etc.                                 | <input type="radio"/> Describes the directional movement of an object                                            |
| <input type="radio"/> Handles a magnifying glass                                                         | <input type="radio"/> Identifies common items by using familiar group names, e.g. plants, animals, etc.                                                | <input type="radio"/> Answers 'Who?', 'What?' or 'Where?' questions                                              |
| <input type="radio"/> Records their activity and results, e.g. selects the correct picture in a sequence | <input type="radio"/> Describes what they see in the grounds of the setting                                                                            | <input type="radio"/> Shows an awareness that some things always happen, e.g. water always makes paper wet, etc. |
| <input type="radio"/> Answers a question based on their observations                                     | <input type="radio"/> Takes photographs of objects or places in the outside environment, communicating why they are of interest                        | <input type="radio"/> Observes short term changes in the setting                                                 |
| <input type="radio"/> Collects pictures from a range of sources that relate to a specific subject        | <input type="radio"/> Responds appropriately to position-based terminology, e.g. the cup is in front of the plate, put your coat behind the door, etc. | <input type="radio"/> Observes short term changes outside                                                        |
| <input type="radio"/> Points out and simply describes the information contained in a photo or picture    |                                                                                                                                                        | <input type="radio"/> Observes changes over a long period of time                                                |

## Human & Physical Geography

- |                                                                                                                            |                                                                                                                                                                  |                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| <input type="radio"/> Observes and responds to things that are good and bad in their community, e.g. shops vs litter, etc. | <input type="radio"/> Suggests what they might find in the sea                                                                                                   | <input type="radio"/> Identifies obvious differences between summer and winter                      |
| <input type="radio"/> Shows an awareness of place/habitat, e.g. conkers and acorns found near trees                        | <input type="radio"/> Suggests what they might see in a forest                                                                                                   | <input type="radio"/> Names familiar places or buildings correctly, e.g. church, park, garage, flat |
| <input type="radio"/> Gives simple attributes of different habitats                                                        | <input type="radio"/> Chooses a weather symbol for each day                                                                                                      | <input type="radio"/> Describes simply photographs of unfamiliar places, e.g. deserts, rain forests |
| <input type="radio"/> Links plants to simple habitats, e.g. seaweed to sea, oak tree to forest, cactus to desert, etc.     | <input type="radio"/> 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 | <input type="radio"/> Matches pictures of known animals to their normal habitats                    |
| <input type="radio"/> Discusses the shops they have visited and what things they have bought there                         |                                                                                                                                                                  |                                                                                                     |

## Locational Knowledge

- |                                                                            |                                                                                                        |
|----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| <input type="radio"/> Looks at globe and describes its shape               | <input type="radio"/> Looks at pictures of the Earth taken from space, describing simply what they see |
| <input type="radio"/> Indicates the direction of familiar places from home | <input type="radio"/> Uses the term 'a long way'                                                       |

## Place Knowledge

- |                                                          |                                                                                                                        |                                                                                                                   |
|----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <input type="radio"/> Describes a familiar indoor place  | <input type="radio"/> Identifies a difference when looking at a photograph of a place taken long ago and more recently | <input type="radio"/> Identifies a difference between two familiar outdoor places, e.g. the park and their garden |
| <input type="radio"/> Describes a familiar outdoor place | <input type="radio"/> Identifies a difference between two familiar indoor places, e.g. their bedroom and the bathroom  |                                                                                                                   |

20 Aug 2024 - Student Name - History, History - Progression Step 7 / Start Date: 1 Aug 2024 / Progress: 0%

## Historical Terminology

- ☐ Uses dates appropriately when discussing times, events and people in history
- ☐ Indicates the period of history using the correct terms
- ☐ Includes some abstract vocabulary associated to different times in relation to aspects covered, e.g. empire or civilization
- ☐ Recognises that the past can be divided into different periods

## Cause & Consequence

- ☐ Explains the cause behind an event in history simply and describes the consequences of the event for the people of that time
- ☐ Pinpoints big changes or turning points within a period in history
- ☐ Describes continuity and change throughout a period in history, e.g. how a settlement had to develop geographically or belief system staying constant
- ☐ Makes simple links between changes within and between periods of time, e.g. how religion changed with different rulers

## Historical Enquiry & Interpretation

- ☐ Draws simple conclusions based on their findings
- ☐ Finds evidence to support their prediction or answer
- ☐ Extracts and combines information from more than one given source
- ☐ Interprets simple information, e.g. found in pictures or on buildings
- ☐ Plans questions to research from sources
- ☐ Realises that the past can be divided into different periods
- ☐ Explains what historical evidence can tell us about people, events or places in history, e.g. archaeological remains
- ☐ Contrasts simple interpretations of an event, theme or person's actions with some support

## Understanding Connections

- ☐ Places the region of historical significance, e.g. event or civilization on a world map
- ☐ Suggests how a person or society made mistakes, e.g. when describing the demise of a civilization
- ☐ Recognises some similarities and differences within a period of history
- ☐ Recognises some similarities and differences between periods in history
- ☐ Gives reasons why an event, person or place is important in history
- ☐ Describes the achievements of significant people
- ☐ Describes elements that are similar or different within and between periods of history using evidence to back up their view
- ☐ Demonstrates an understanding of the geographical importance of places studied, e.g. where the Saxons or Scots came from and why they settled where they did

## British & World History

- ☐ Describes key achievements of a period in history, explaining why it is of historical interest
- ☐ Displays knowledge of the sequence and duration of different societies studied in history
- ☐ Demonstrates an understanding of key features of a historical concept, person or event with some use of evidence to back up their ideas
- ☐ Places significant people, events or places within a given chronological framework



# Individual Assessment

B Squared Ltd

20 Aug 2024 - Student Name - Languages, Languages - Progression Step 4 / Start Date: 1 Aug 2024 /

Progress: 0%

## Speaking

- |                                                                            |                                                         |                                                                   |
|----------------------------------------------------------------------------|---------------------------------------------------------|-------------------------------------------------------------------|
| <input type="radio"/> Repeats and choruses to learn accurate pronunciation | <input type="radio"/> Names some nouns in the classroom | <input type="radio"/> Gives their name in a short phrase          |
| <input type="radio"/> Repeats words and phrases individually               | <input type="radio"/> Describes objects using colours   | <input type="radio"/> Says "Please" and "Thank you"               |
| <input type="radio"/> Repeats words and phrases in a chorus                | <input type="radio"/> Counts out objects to five        | <input type="radio"/> Greets the teacher, other pupils or visitor |

## Listening

- |                                                                                               |                                                                                             |                                                                 |
|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| <input type="radio"/> Responds to simple celebratory greetings, e.g. happy Christmas          | <input type="radio"/> Identifies some rhyming words                                         | <input type="radio"/> Gives simple, formulaic responses         |
| <input type="radio"/> Responds to a farewell                                                  | <input type="radio"/> Listens to, and understands a range of simple songs, poems and rhymes | <input type="radio"/> Listens to information to match a word    |
| <input type="radio"/> Responds to a greeting                                                  | <input type="radio"/> Points to a word when it is spoken                                    | <input type="radio"/> Listens to information to match an object |
| <input type="radio"/> Recognises words of praise                                              | <input type="radio"/> Claps syllables they hear in a word                                   | <input type="radio"/> Responds to phrases and short sentences   |
| <input type="radio"/> Identifies some numbers heard (to five) individually/in short sentences | <input type="radio"/> Follows simple, common classroom commands                             | <input type="radio"/> Identifies some verbs                     |
|                                                                                               |                                                                                             | <input type="radio"/> Identifies some nouns and their plurals   |

## Reading

- |                                                                         |                                                                                 |                                                                   |
|-------------------------------------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------|
| <input type="radio"/> Notices the spelling of familiar words            | <input type="radio"/> Uses visual clues to aid comprehension                    | <input type="radio"/> Reads some classroom nouns from flash cards |
| <input type="radio"/> Identifies single words and translates to English | <input type="radio"/> Identifies some nouns and their plurals                   | <input type="radio"/> Identifies some numbers                     |
| <input type="radio"/> Identifies a verb/noun in a sentence              | <input type="radio"/> Picks out words they recognise from a short text/dialogue | <input type="radio"/> Identifies some colours                     |
| <input type="radio"/> Points to some objects after reading noun         |                                                                                 |                                                                   |

## Writing

- |                                                                                                           |                                                                                        |                                                                            |
|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| <input type="radio"/> Copies words to label objects, e.g. parts of body on a picture/colours in a rainbow | <input type="radio"/> Fills in missing word in a sentence                              | <input type="radio"/> Writes and draws the names of some classroom objects |
| <input type="radio"/> Chooses appropriate words from a list given, to complete short sentence             | <input type="radio"/> Copies single words from board/dictionary/glossary without error |                                                                            |



20 Aug 2024 - Student Name - Music, Music - Progression Step 8 / Start Date: 1 Aug 2024 / Progress:

0%

## Musical Experience

- |                                                                                                                                         |                                                                                                                                   |                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="radio"/> Explains preferences using musical terminology                                                                    | <input type="radio"/> Identifies groupings of instruments, e.g. strings or brass                                                  | <input type="radio"/> Recalls patterns of sounds and rhythms, demonstrating attention to dynamics and tempo                                   |
| <input type="radio"/> Listens to and comments on music where sounds have been altered using technology, e.g. how the timbre has changed | <input type="radio"/> Discusses the music in relation to instrumentation, textures, use of lyrics and basic structure             | <input type="radio"/> Demonstrates an understanding of the history of music from a selection of one of the five main periods of Western Music |
| <input type="radio"/> Identifies unison and harmony                                                                                     | <input type="radio"/> Watches recordings of iconic artists or groups of the 20th century, commenting on specific musical elements |                                                                                                                                               |
| <input type="radio"/> Identifies simple metre                                                                                           |                                                                                                                                   |                                                                                                                                               |

## Singing & Musical Instruments

- |                                                                                                          |                                                                                      |                                                                                             |
|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| <input type="radio"/> Explains how they can enhance their performance, using musical elements as a basis | <input type="radio"/> Plays classroom instruments with increasing control            | <input type="radio"/> Attempts to control the performance if something goes wrong           |
| <input type="radio"/> Sings with control of pitch and rhythm                                             | <input type="radio"/> Plays a solo part using instruments                            | <input type="radio"/> Performs simple music demonstrating increasing accuracy and fluency   |
| <input type="radio"/> Sings with confidence                                                              | <input type="radio"/> Performs rhythmically                                          | <input type="radio"/> Performs simple music demonstrating increasing control and expression |
| <input type="radio"/> Reads simple notational instruction whilst performing                              | <input type="radio"/> Holds their part when singing with a group in a two-part round | <input type="radio"/> Performs their own part accurately when in a production with others   |

## Music Creation

- |                                                                                        |                                                                                                                                            |                                                                                        |
|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| <input type="radio"/> Includes a range of dynamics in group composition                | <input type="radio"/> Recognises the symbols for sharp and flat notes and can find the sharp and flat notes on tuned classroom instruments | <input type="radio"/> Chooses and combines sounds for a range of purposes              |
| <input type="radio"/> Writes and reads a range of musical rhythms                      | <input type="radio"/> Plays simple melodies and rhythms from notation                                                                      | <input type="radio"/> Composes with regard to the dimensions of music                  |
| <input type="radio"/> Records, explores and manipulates sounds using technology        | <input type="radio"/> Composes a short piece for a given purpose                                                                           | <input type="radio"/> Adds bar lines to separate music into the correct time signature |
| <input type="radio"/> Recognises the term "time signature" and knows where to find one |                                                                                                                                            |                                                                                        |

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

Date: 1 Aug 2024 / 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**

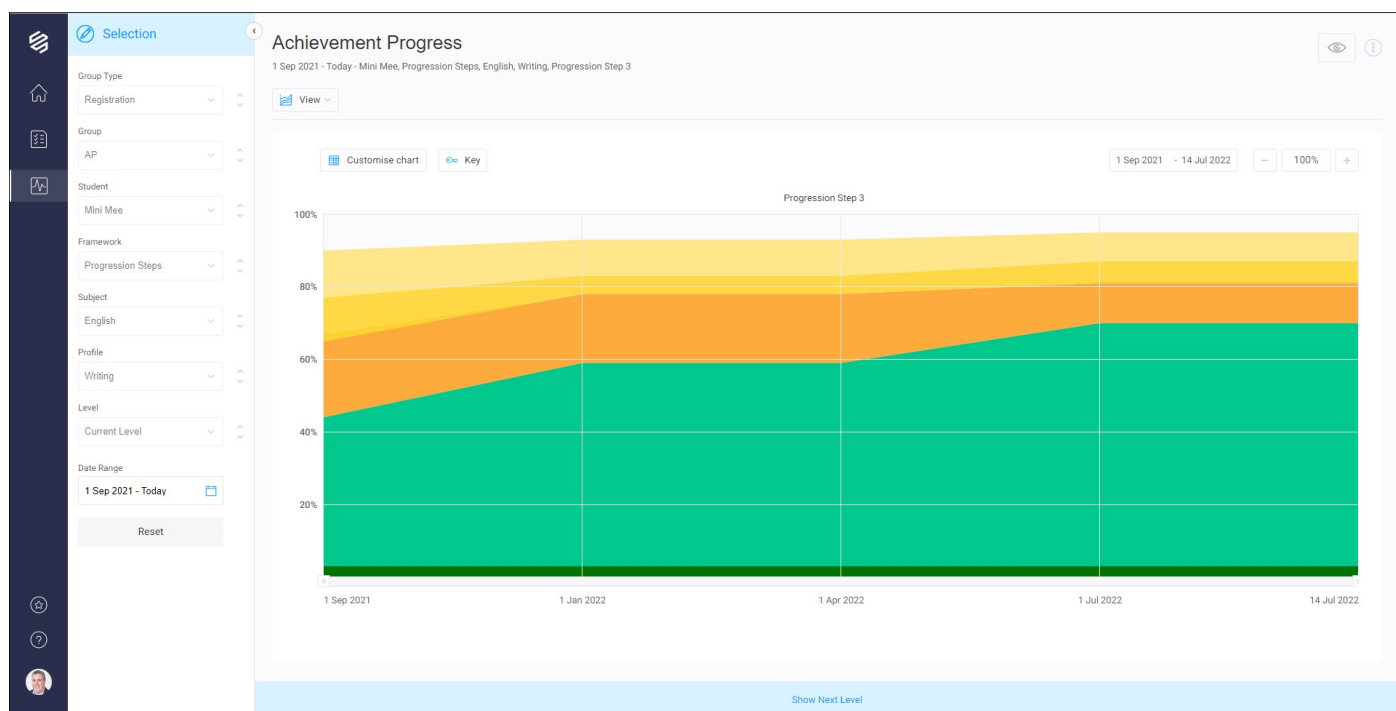
- |                                                                                                |                                                                                                        |                                                                                                                      |
|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| <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                                                         |

# Sample Pages

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

## Progression Steps (Performing Arts)

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



23 Aug 2024 - Student Name - Performing Arts, Acting - Progression Step 3 / Start Date: 1 Aug 2024 /

Progress: 0%

## Speech & Delivery

- |                                                                                              |                                                                          |                                                                                                                   |
|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <input type="radio"/> Changes volume of voice when asked                                     | <input type="radio"/> Memorises a simple phrase or response              | <input type="radio"/> Takes part in a group performance and delivers simple phrases with words, signs, or symbols |
| <input type="radio"/> Demonstrates excitement in voice when reporting something they enjoyed | <input type="radio"/> Modifies communication to correct misunderstanding | <input type="radio"/> Waits for their turn to speak                                                               |
| <input type="radio"/> Describes an event in a story                                          | <input type="radio"/> Speaks at an appropriate volume                    |                                                                                                                   |

## Physical Movement & Use of Space

- |                                                                                 |                                                                        |                                                                                                       |
|---------------------------------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <input type="radio"/> Balances on different parts of the body                   | <input type="radio"/> Shows awareness of space when moving near others | <input type="radio"/> Uses gesture in place of specific words, e.g. heads, shoulders, knees, and toes |
| <input type="radio"/> Explores basic body actions                               | <input type="radio"/> Travels under and over equipment                 | <input type="radio"/> Demonstrates an awareness of the audience                                       |
| <input type="radio"/> Shows awareness of parts of the body in relation to whole | <input type="radio"/> Tries to imitate actions of others               |                                                                                                       |

## Characterisation & Interpretation

- |                                                                                      |                                                                   |                                                        |
|--------------------------------------------------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------|
| <input type="radio"/> Communicates about their fears                                 | <input type="radio"/> Identifies what makes them pleased or cross | <input type="radio"/> Represents feelings of happiness |
| <input type="radio"/> Demonstrates an awareness that not everyone feels like they do | <input type="radio"/> Responds to others in role play situations  | <input type="radio"/> Represents feelings of love      |
| <input type="radio"/> Identifies what makes them happy or sad                        | <input type="radio"/> Represents feelings of anger                | <input type="radio"/> Represents feelings of sadness   |
|                                                                                      | <input type="radio"/> Represents feelings of fear                 |                                                        |

## Theatrical Direction

- |                                                                            |                                                                                      |                                                                         |
|----------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| <input type="radio"/> Answers questions about what they are doing          | <input type="radio"/> Demonstrates appreciation of the effort of others              | <input type="radio"/> Presents their ideas/work in front of small group |
| <input type="radio"/> Communicates about what they think of their own work | <input type="radio"/> Describes what they like or do not like                        | <input type="radio"/> Realises what they do affects others              |
| <input type="radio"/> Communicates ideas with short phrases or sentences   | <input type="radio"/> Expresses anger without being aggressive or over-demonstrative | <input type="radio"/> Tries to give a reason for their own opinion      |
| <input type="radio"/> Demonstrates a sense of humour                       | <input type="radio"/> Identifies role-play themes from their own experiences         | <input type="radio"/> Uses commentary to order and plan activity        |
|                                                                            |                                                                                      | <input type="radio"/> Uses role-play to represent personal experiences  |

## Teamwork

- |                                                                                                   |                                                                               |                                                                                                |
|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| <input type="radio"/> Accepts they cannot always do what they want                                | <input type="radio"/> Co-operates with others most of the time                | <input type="radio"/> Offers comfort or support to others                                      |
| <input type="radio"/> Accepts when they are not chosen                                            | <input type="radio"/> Demonstrates self-control following rules               | <input type="radio"/> Offers to help                                                           |
| <input type="radio"/> Appreciates other people have feelings                                      | <input type="radio"/> Demonstrates understanding of agreed codes of behaviour | <input type="radio"/> Gets on well with peers without a member of staff present                |
| <input type="radio"/> Asks a peer if they want to play a game                                     | <input type="radio"/> Describes how they might help someone                   | <input type="radio"/> Responds to other people's ideas                                         |
| <input type="radio"/> Asks permission to have an object which is being used by another individual | <input type="radio"/> Greets familiar people                                  | <input type="radio"/> Shows some awareness that others' ideas, though different, are not wrong |
| <input type="radio"/> Challenges another person's idea                                            | <input type="radio"/> Identifies how they could mend a relationship           | <input type="radio"/> Takes part in a discussion with partner                                  |
| <input type="radio"/> Contributes to practical group activity                                     | <input type="radio"/> Identifies ways of helping people                       |                                                                                                |

23 Aug 2024 - Student Name - Performing Arts, Dancing - Progression Step 1 / Start Date: 1 Aug 2024 /

Progress: 0%

## Technical Skills

- |                                                                                     |                                                                                        |                                                                          |
|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| <input type="radio"/> Attempts to walk along a line                                 | <input type="radio"/> Leaps in the air                                                 | <input type="radio"/> Shows some awareness of others when moving         |
| <input type="radio"/> Climbs on and off objects                                     | <input type="radio"/> Links simple actions in a dance                                  | <input type="radio"/> Shows some awareness of the gradient of the ground |
| <input type="radio"/> Climbs over objects                                           | <input type="radio"/> Links two actions e.g. crawling/walking                          | <input type="radio"/> Squats to pick up an object securely               |
| <input type="radio"/> Explores different movements                                  | <input type="radio"/> Moves left or right                                              | <input type="radio"/> Stands briefly on one foot                         |
| <input type="radio"/> Follows a simple dance movement with support, e.g. waves arms | <input type="radio"/> Responds to commands 'up' and 'down' with body movement          | <input type="radio"/> Stands on one foot for a few seconds               |
| <input type="radio"/> Gestures as a fundamental part of communication               | <input type="radio"/> Runs freely                                                      | <input type="radio"/> Stands still at points                             |
| <input type="radio"/> Jumps from low equipment                                      | <input type="radio"/> Runs freely, avoiding large obstacles                            | <input type="radio"/> Walks in the desired direction                     |
| <input type="radio"/> Jumps over an obstacle whilst running                         | <input type="radio"/> Runs independently                                               | <input type="radio"/> Walks on tiptoes                                   |
| <input type="radio"/> Jumps sideways with feet together                             | <input type="radio"/> Runs unsteadily with their head midline and their eyes on ground | <input type="radio"/> Walks, stops and turns without losing balance      |
| <input type="radio"/> Jumps using two feet together                                 |                                                                                        |                                                                          |

## Response to Music

- |                                                                                                    |                                                       |                                                                                 |
|----------------------------------------------------------------------------------------------------|-------------------------------------------------------|---------------------------------------------------------------------------------|
| <input type="radio"/> Claps their own short rhythm for another to copy                             | <input type="radio"/> Knows that music has started    | <input type="radio"/> Relates an event to their own experience                  |
| <input type="radio"/> Controls both hands simultaneously                                           | <input type="radio"/> Makes a sharp turn when running | <input type="radio"/> Responds to changes in sound or music with body movements |
| <input type="radio"/> Dances to music                                                              | <input type="radio"/> Moves body to music             | <input type="radio"/> Stops and starts moving when the music begins/finishes    |
| <input type="radio"/> Follows simple instructions on how to move, e.g. "walk", "run", "jump", etc. | <input type="radio"/> Moves freely and confidently    | <input type="radio"/> Stops and starts running in control                       |
|                                                                                                    | <input type="radio"/> Moves rhythmically to music     |                                                                                 |

## Awareness of Audience

- |                                                                    |                                                                       |
|--------------------------------------------------------------------|-----------------------------------------------------------------------|
| <input type="radio"/> Plays 'statues', stopping as the music stops | <input type="radio"/> Shows an awareness of the feelings of others    |
| <input type="radio"/> Pulls faces with peers                       | <input type="radio"/> Takes part in a musical performance with others |

## Choreography

- |                                                                                     |                                                                     |                                                                         |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------------------|
| <input type="radio"/> Communicates likes or dislikes using words, signs, or symbols | <input type="radio"/> Recognises how they can show concern          | <input type="radio"/> Responds to questions about immediate experiences |
| <input type="radio"/> Recognises approval and disapproval                           | <input type="radio"/> Remains silent when another person is talking |                                                                         |

## Teamwork

- |                                                                            |                                                                                                                                     |                                                                                                                         |
|----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <input type="radio"/> Accepts assistance to overcome frustration           | <input type="radio"/> Listens and responds to simple information or instructions, e.g. 'Ben, put on shoes', 'Mohammed, give to Sam' | <input type="radio"/> Shares an activity with another person                                                            |
| <input type="radio"/> Accepts some boundaries for a short period           | <input type="radio"/> Nods, signs, or uses symbols in agreement to a suggestion or viewpoint of another                             | <input type="radio"/> Shows some self-control when expressing feelings                                                  |
| <input type="radio"/> Asks for help with words, signs or symbols           | <input type="radio"/> Plays alongside a peer                                                                                        | <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"/> Communicates an awareness of other people's feelings | <input type="radio"/> Remains on task during directed activities with some prompting                                                | <input type="radio"/> Takes turns in game with help from a member of staff                                              |
| <input type="radio"/> Co-operates with a peer during a staff-led activity  | <input type="radio"/> Shakes their head, signs, or uses symbols in disagreement to a suggestion or viewpoint of another             | <input type="radio"/> Works with two other peers, with assistance                                                       |
| <input type="radio"/> Demonstrates concern for a peer                      |                                                                                                                                     |                                                                                                                         |
| <input type="radio"/> Focuses on activity of choice                        |                                                                                                                                     |                                                                                                                         |

23 Aug 2024 - Student Name - Performing Arts, Singing - Progression Step 5 / Start Date: 1 Aug 2024 /

Progress: 0%

## Sight Reading & Memorisation

- ☐ Recalls songs or sound patterns from memory

## Musical Dimensions

- ☐ Creates rhythmic patterns which includes rests
- ☐ Includes tempo changes in their composition
- ☐ Includes dynamic changes in their composition

## Communication & Style

- ☐ Breathes at the end of a phrase when singing
- ☐ Shows control in breathing when singing
- ☐ Listens to others whilst singing

## Musical Direction

- ☐ Adapts their idea to cater for the needs of others
- ☐ Explores their ideas on a topic with others
- ☐ Says a chant mostly in time with others
- ☐ Adapts their own preferences when they have heard other people's ideas
- ☐ Identifies strategies to be assertive
- ☐ Sings songs confidently with others
- ☐ Explains why they liked a performance
- ☐ Listens to others expressing their preferences
- ☐ Suggests how their performance could be improved

## Teamwork

- ☐ Accepts somebody's idea may be better than their own
- ☐ Gives eye contact as a listener
- ☐ Responds appropriately if others are upset
- ☐ Accepts that others may have different preferences
- ☐ Gives reasons for their idea
- ☐ Seeks challenge
- ☐ Builds on what another has said in their answers
- ☐ Identifies the communities or groups to which they belong
- ☐ Shares and takes turns appropriately
- ☐ Considers the views of everyone in a group discussion
- ☐ Listens and responds to others' ideas during a conversation or discussion
- ☐ Shares ideas
- ☐ Continues working in the absence of an adult
- ☐ Listens to others' ideas on how they can solve their problems
- ☐ Shows some confidence in own skills
- ☐ Demonstrates some respect when discussing different views with others
- ☐ Makes suggestions to others which are supportive
- ☐ Shows they have considered what someone else has said by giving their opinion about it
- ☐ Discusses who should do various jobs, noting how unfair it would be to leave it to one person
- ☐ Plays and works with others co-operatively
- ☐ Takes some responsibility for their mistakes
- ☐ Reaches an agreement with others
- ☐ Tries to find a compromise when there is a disagreement



23 Aug 2024 - Student Name - Performing Arts, Stagecraft - Progression Step 9 / Start Date: 1 Aug 2024

/ Progress: 0%

## Lighting, Sound & Technical

- |                                                                                                                                                                             |                                                                                                                                                                                            |                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="radio"/> Chooses when they would like to use a range of audio effects within the performance, e.g. fade, volume, music, sound effects, etc.                    | <input type="radio"/> Demonstrates understanding of the idea of electric field, forces acting across the space between objects not in contact                                              | <input type="radio"/> Demonstrates understanding that sound is produced by vibrations of objects, in loudspeakers, detected by their effects on microphone diaphragm and the ear drum; sound waves are longitudinal |
| <input type="radio"/> Chooses when they would like to use a range of lighting effects within the performance, e.g. colour, brightness, width of spot, special effects, etc. | <input type="radio"/> Demonstrates understanding of the separation of positive or negative charges when objects are rubbed together: transfer of electrons, forces between charged objects | <input type="radio"/> Demonstrates understanding that sound needs a medium to travel, the speed of sound in air, in water, in solids                                                                                |
| <input type="radio"/> Demonstrates understanding of frequencies of sound waves, measured in hertz (Hz); echoes, reflection and absorption of sound                          |                                                                                                                                                                                            |                                                                                                                                                                                                                     |

## Hair, Make-Up & Costume

- |                                                                                                       |                                                                                                         |                                                                                          |
|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| <input type="radio"/> Chooses textile techniques appropriate to the task                              | <input type="radio"/> Cuts fabrics with accuracy and care                                               | <input type="radio"/> Expresses own opinions on a range of textiles and techniques       |
| <input type="radio"/> Chooses textile tools appropriate to the task                                   | <input type="radio"/> Differentiates/shows similarities between characters using make-up or face-paints | <input type="radio"/> Gives reasons why characters may have specific make-up/face-paints |
| <input type="radio"/> Considers the quality, texture and suitability of different threads and fabrics | <input type="radio"/> Differentiates/shows similarities between characters using wigs or hair styles    | <input type="radio"/> Makes accurate measurements when drawing out a pattern/template    |
| <input type="radio"/> Creates textile joins using a variety of appropriate stitches                   | <input type="radio"/> Ensures fabric decoration is aesthetically pleasing to the audience               |                                                                                          |

## Staging, Setting & Props

- |                                                                                                              |                                                                                                                                                                            |                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="radio"/> Creates large items of theatrical scenery                                              | <input type="radio"/> Justifies any modifications or improvements that were needed and modifies the product based on the evaluation which led to an improved final product | <input type="radio"/> Shows a detailed understanding of the equipment, materials, tools, components and processes worked with to produce a very good quality product |
| <input type="radio"/> Designs large items of theatrical scenery                                              |                                                                                                                                                                            |                                                                                                                                                                      |
| <input type="radio"/> Evaluates their work regularly throughout the design and making process                | <input type="radio"/> Manipulates balance, shape and form in their constructions                                                                                           | <input type="radio"/> Uses a range of tools, equipment, materials and components with precision, to consistently produce a well finished product                     |
| <input type="radio"/> Explores more complex finishing processes, e.g. wood staining, enamelling, dip coating | <input type="radio"/> Plans the theatrical scenery for an extended performance                                                                                             | <input type="radio"/> Uses props effectively                                                                                                                         |
| <input type="radio"/> Identifies different types of stage, e.g. Proscenium, Thrust, Arena, Traverse, etc.    |                                                                                                                                                                            |                                                                                                                                                                      |

## Stage Management

- |                                                                                                                                            |                                                                                                                     |                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <input type="radio"/> Discusses how they manage their time, to ensure they fulfil obligations, e.g. chores, homework, music practise, etc. | <input type="radio"/> Explores problems by looking at the viewpoint of both parties                                 | <input type="radio"/> Rehearses then performs their work confidently to an audience  |
| <input type="radio"/> Discusses who inspires them and why                                                                                  | <input type="radio"/> Plans smooth transitions from scene to scene, which are interesting for the audience to watch | <input type="radio"/> Reviews and revises their plans during the planning stage      |
| <input type="radio"/> Displays adaptation when making                                                                                      | <input type="radio"/> Reconsiders their own point of view after examining the arguments of others                   | <input type="radio"/> Works mostly to plan, correcting any mistakes with little help |

## Teamwork

- |                                                                                                                                     |                                                                                                                                 |                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <input type="radio"/> Actively participates in conversations and discussions, staying on topic                                      | <input type="radio"/> Demonstrates effective team skills e.g. leadership, motivation                                            | <input type="radio"/> Identifies their responsibilities and how they have changed                                              |
| <input type="radio"/> Adjusts the way they communicate to different audiences/purposes                                              | <input type="radio"/> Demonstrates enthusiasm when participating in conversations/discussions                                   | <input type="radio"/> Identifies ways of avoiding situations they find difficult                                               |
| <input type="radio"/> Asks insightful questions                                                                                     | <input type="radio"/> Describes solutions to a variety of interrelationship problems                                            | <input type="radio"/> Makes a positive contribution in group discussion                                                        |
| <input type="radio"/> Asks pertinent questions designed to extend or develop ideas, understanding or knowledge                      | <input type="radio"/> Develops understanding through speech, exploring more complex ideas or hypothesis in extended discussions | <input type="radio"/> Outlines strategies to aid communication within different relationships, e.g. negotiation                |
| <input type="radio"/> Clarifies their ideas and decisions by discussion                                                             | <input type="radio"/> Evaluates the information given, e.g. as relevant, factual or necessary                                   | <input type="radio"/> Outlines the behaviours they expect from others and from themselves in a variety of good relationships   |
| <input type="radio"/> Communicates confidently in a range of different contexts/settings to familiar and unfamiliar people          | <input type="radio"/> Evaluates what they have heard, e.g. the quality of information given                                     | <input type="radio"/> Outlines the difference between persuasion and coercion                                                  |
| <input type="radio"/> Demonstrates attentive listening by responding to or initiating discussion, which draws on what has been said | <input type="radio"/> Explores the language of conflict and resolution                                                          | <input type="radio"/> Rewords that which they have listened to in order to check their understanding, e.g. 'do you mean ... ?' |
|                                                                                                                                     | <input type="radio"/> Explores what would happen if they or other people did not accept their responsibilities                  |                                                                                                                                |



# 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.

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Or get in touch with us...

**01252 870133**

[hello@connectingsteps.com](mailto:hello@connectingsteps.com)

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