



High Wych CE
Primary School



"B Squared's Connecting Steps has been so useful for our children working below Age Related Expectations. We now know exactly what year group they are working at and the gaps that need to be filled to make progress. This means teachers can plan adapted lessons to meet these children's needs, which benefits everybody."

Jody Ling, SENCO

The schools are using **B Squared's Connecting Steps assessment software** to assess the progress of pupils working below Age Related Expectations (ARE).

Our **Early Steps** assessment framework is used for pupils on the Early Years Foundation Stage (2021) from birth to the Early Learning Goals and beyond.

Our **Primary Steps** framework is used to assess progress in English and Maths. It's designed for pupils with SEND in primary settings who are working outside of their year group or below Year 1. It also incorporates the Pre-Key Stage Standards to judge progress towards end of key stage assessments.

Find out how B Squared can help:
Call: 01252 870 133
Email: hello@bsquared.co.uk
Visit: www.bsquared.co.uk

Showing the progress made by pupils working below ARE

Jodi Ling is the SENCO for Reedings Junior School and High Wych CE Primary School in Hertfordshire. Both schools are ambitious for each child and staff work hard to know every individual, identifying their strengths and supporting them to reach their goals.

Before working with B Squared, the schools struggled to show progress for pupils working below Age Related Expectations. Termly data drops would show that a child was GDS (working higher than the expected standard), EXS (working at the expected standard), WTS (working towards the expected standard) or PRE (working below the expected standard). **According to SENCO, Jody Ling**, "This meant our pupils working below ARE were simply classified as working below the expected standard - and no progress was shown for them!"

Identify exactly where a child is working

"Using B Squared's assessment software, Connecting Steps has allowed us to identify exactly where a child is working. This means that we can show where a particular child has made progress on their own journey, rather than just recording them as 'PRE' - which would look as though they had not made any progress from one term or one year to the next!"

Learning pitched at the correct level for learners

"Our teachers can now plan for these children at the level that they are working at and adapt their work accordingly. We know exactly what each child needs to do in order to make progress and can plan directly for this."

Pupils working below ARE make accelerated progress

"The pupils that we are assessing with Connecting Steps are able to make accelerated progress because their learning is targeted at the specific areas they need to work on."

"We can now report on exactly where a child is working at and show exactly how much progress they have made in a term, rather than just saying that a child is PRE (working below the expected standard) during every data drop, which looked like the child has made no progress. We are now able to show there is actually a lot of individual progress being made within this cohort of pupils."

"Using Connecting Steps has really helped our teachers understand exactly what a child needs to do in order to make progress and plan for this accordingly. It shows the small steps of progress and means that every child feels like they have achieved and made progress on their journey." Jody Ling, SENCO.