



A GUIDE FOR SCHOOLS

Seeing every step of progress

The four types of progress you can show in Connecting Steps and Evisense, and why they matter for students with SEND

- 1 Linear progress
- 2 Non-linear progress
- 3 Engagement and achievement
- 4 Photo and video evidence

One measure is not enough

Most assessment systems show a single type of progress: the difference between a starting point and an end point, counting only the skills a student has achieved independently at their current level. Everything else is ignored.

It is the standard for good reasons. It is simple, it works across many subjects at once, others understand it easily and it rolls up into group data. But for students with SEND, it misses much of the progress they actually make. Connecting Steps and Evisense let you show four types of progress, so the whole picture is visible.

1

Linear progress

Starting point to end point on the student's current level. Simple, comparable and easy to group.

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2

Non-linear progress

Independent achievement on the current level and any levels above it, revealing spiky profiles within a single subject.

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3

Engagement and achievement

Movement towards achieving a skill: from encountering it, to engaging, to needing less support.

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4

Photo and video evidence

Generalising skills to new contexts, and comparing a student's work over time, captured in Evisense.

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Each type answers a different question about a student's learning. Used together, they show progress that a single starting-point-to-end-point measure would never record.

Linear progress

Linear progress is the standard way of showing progress, and the ONLY way most systems can report.



In one sentence

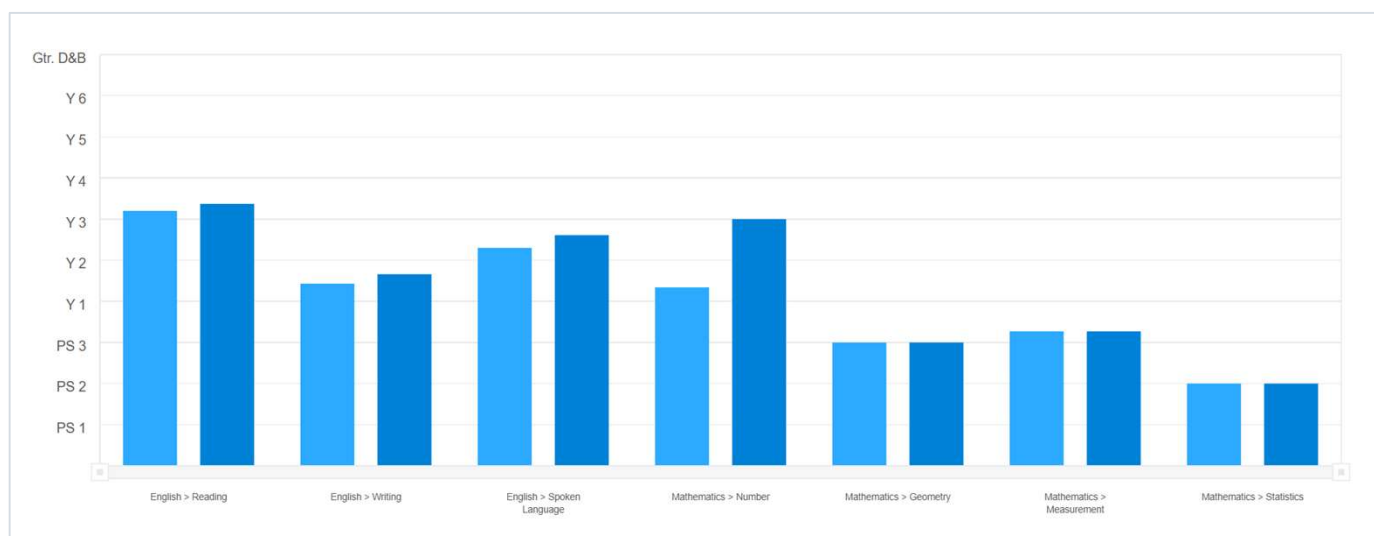
The difference between a student's starting point and end point, looking only at their current level and only at skills achieved independently.

Why it is useful

- Simple to read and explain
- Shows progress across many subjects at once
- Easy for others, such as governors and parents, to understand
- Can be turned into group data

What it misses

- Skills achieved on levels above the current one
- Skills that are emerging but not yet independent
- Much of the progress students with SEND make



■ Starting point ■ End point

Reading this chart Linear progress within the Primary Steps framework across the areas of English and Mathematics. It is quick to see where progress has happened. In Mathematics, the student has made progress in Number, but not in Geometry, Measurement or Statistics.



Connecting Steps reports

- Student Progress
- Group Progress



Analytics reports

Most Analytics reports use linear progress.

- All Profiles
- All Subjects
- Multiple Subjects
- Group
- Multiple Groups

Non-linear progress

Students with SEND rarely learn in a straight line. Their attainment is often spiky across subjects, and it can be just as spiky within a single subject area.



In one sentence

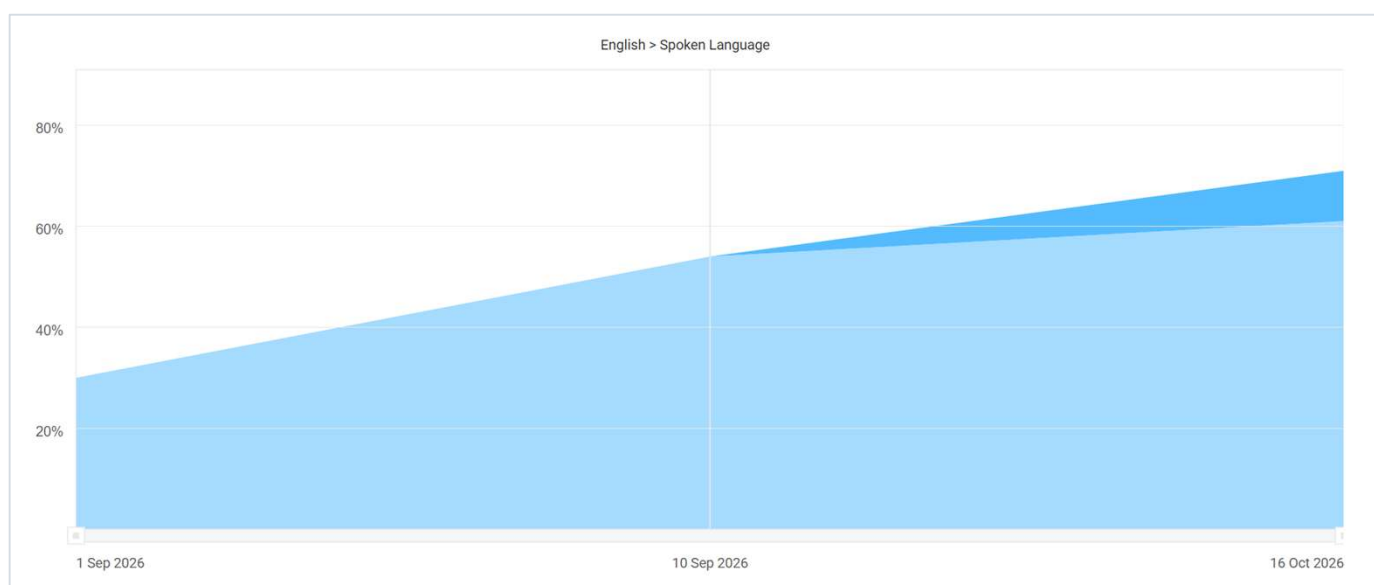
The skills a student achieves independently on their current level and on any levels above it.

Spiky profiles within one area

- Comprehension may lag behind decoding
- Handwriting may be a struggle while composition is a strength
- Expressive communication may be harder than receptive communication

Why it matters

- Students can be working across several levels at once
- Progress on a higher level is counted, not ignored
- A plateau on one level no longer hides real progress



■ Current level ■ Next level

Reading this chart Non-linear progress in English: Spoken Language. The lighter blue shows the student starting to plateau on their current level. The darker blue shows they are making progress on the next level. This is where non-linear is much more effective; linear progress only focusses where students struggle, it doesn't celebrate progress in other areas.



Connecting Steps reports

- Student Non-linear Progress
- Student Overall Progress
- Group Overall Progress



Analytics reports

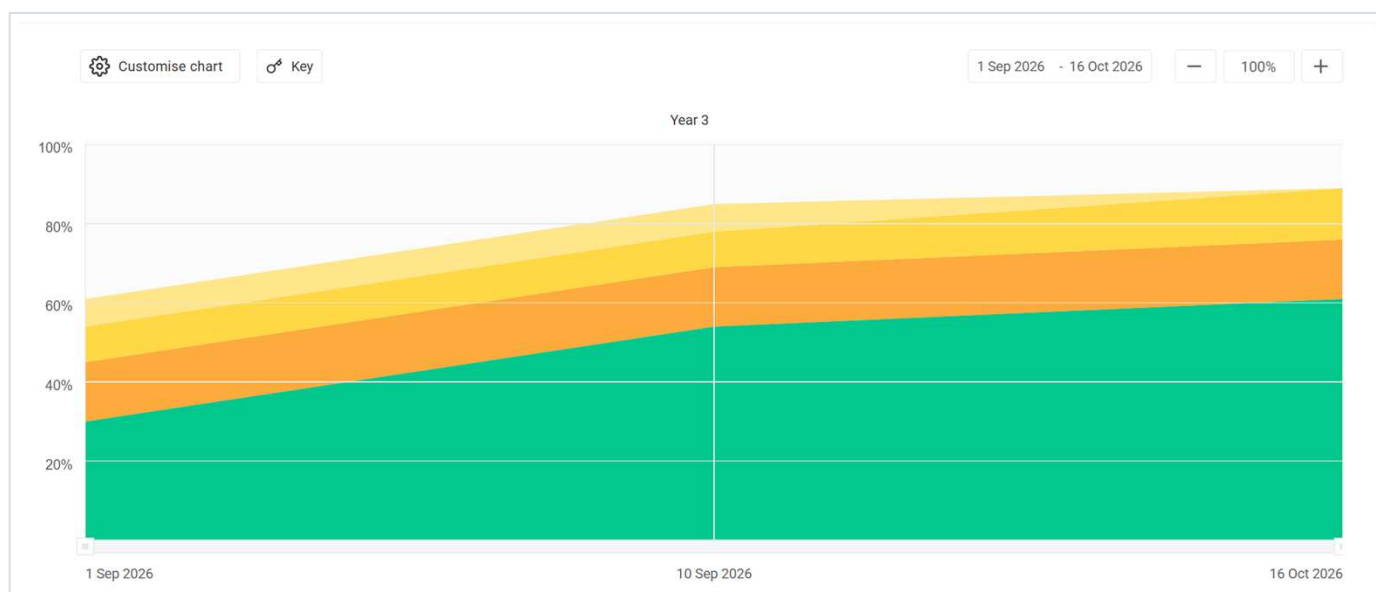
- Non-linear Individual Progress for a Group
- Non-linear Individual Progress for All Profiles
- Individual Radar Report (non-linear)

Engagement and achievement

For some students, the progress is in working towards a skill: first engaging with the activity, then needing less and less support to achieve it. This can take months or even years, and it is still progress.



Connecting Steps tracks up to seven engagement and achievement levels. Many schools use two or three and remove the other options.



Reading this chart The share of skills at each level over time. The report shows more than just the skills being achieved, it shows that there is progress between the different levels of achievement, before the skill is achieved.

Connecting Steps reports

- Donut Charts*
- Student Achievement Progress
- Student Achievements on Multiple Levels
- Student Multiple Subject Donuts

Analytics reports

Analytics does not show engagement and achievement progress. It is too granular to summarise without losing its meaning.

*Donut charts are accessed by clicking on the percentage complete on the Student Assessment screen

Photo and video evidence

Some progress is not best shown on a graph. Photos and videos in Evisense capture progress that a skill being ticked off cannot.



In one sentence

Evidence of a student using a skill in new contexts, or of how their work has changed over time.

Generalising a skill



In the setting

Manages money during a classroom activity



In the community

Uses the same skill to pay in the local shop

The skill may already be recorded as achieved in the setting. A photo or video taken in the shop captures the additional progress of achieving it in a different context.

Comparing work over time



Two years ago



Now

For a student who feels they have not made progress, putting a photo of what they were achieving two years ago next to what they are doing now can show that progress more powerfully than any chart.

The four types side by side

Each type answers a different question. Use linear progress for the headline picture, and the others to show what it leaves out.

Type	What it captures	Most useful when	How it is shown
Linear progress	Skills achieved independently on the current level, from starting point to end point	Comparing subjects, reporting to others or building <u>group</u> data	Charts and numbers/percentages comparing starting and end points across areas
Non-linear progress	Skills achieved independently on the current level and any levels above	A student has a spiky profile within a subject area	Charts showing progress on the current and higher levels over time. When shown numerically, it always includes the number of levels covered.
Engagement and achievement	Movement towards a skill: engaging, then needing less support	A skill may take months or years to achieve independently	Charts showing the share of skills at each level over time. It is hard to present numerically.
Photo and video evidence	Skills used in new contexts, and change in a student's work over time.	Progress is about generalising, or a student needs to see their own progress	Photos and videos in Evisense



Every step counts

B Squared shows progress from each student's own starting point. Showing all four types of progress makes sure the steps a student takes are seen and celebrated, however small they are.



Talk to us

To find out more about showing progress in Connecting Steps and Evisense, or to arrange a demonstration, get in touch with the B Squared team.



WEBSITE

www.bsquared.co.uk



EMAIL

sales@bsquared.co.uk



PHONE

01252 870133