



Primary Steps Sample Pages

Primary Steps is our assessment framework for pupils in primary settings. This framework can be used by pupils working at age related expectations or can be used for pupils working below age related expectations. The framework works with the pre-key stage standards.





Connecting Steps

Connecting Steps is B Squared's Assessment Software that uses our wide range of assessment frameworks. It has been designed to make assessment and tracking progress easier.

“Connecting Steps has enabled all teachers to clearly track, monitor and report on pupil progress at all levels of attainment”

Brandon Mills, Deputy Head Teacher, Brookfields School

Connecting Steps is our robust, proven assessment software package. Trusted in over 3000 schools around the world. Designed to work with pupils of different ages and abilities by using different assessment frameworks. Schools can assess mainstream pupils and their pupils with SEND in one system.

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.bsquared.co.uk/meetings

Our Assessment Software

Connecting Steps is our easy to use, cloud based assessment software. It is designed to save teachers time by giving teachers feedback which can then be used in planning, reports and other documents. Below are just a few reasons to use Connecting Steps

“B Squared has been an asset in our school development over the last 2 years”

Lisa Bird, Headteacher, Elmsleigh Infant & Nursery School

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.

Encounter
Awareness
Attention & response
Engagement
Participation
Involvement
Gaining skills & understanding
Mastered

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.

Paper Assessment Products

Our paper assessment files are still available for the following frameworks:

- Early Steps
- Progression Steps (Core, Core Plus and Foundation)
- Primary Steps (Core, Core Plus and Foundation)
- Autism Progress

Sample Pages

The samples over the next few pages are designed to give you an overview of the Primary Steps Core Pack.



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

Name:

Started:..... Completed:.....

Word Reading

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

Comprehension

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

Name:

Started:..... Completed:.....

Transcription: Spelling

<input type="checkbox"/> Writes initial sounds of words <input type="checkbox"/> Writes final sounds of words <input type="checkbox"/> Spells words containing phonemes taught <input type="checkbox"/> Spells the days of the week phonetically plausibly <input type="checkbox"/> Identifies or writes 40+ graphemes on hearing corresponding phonemes from the letter in Standard 4 of English language comprehension and reading (PKSS)	<input type="checkbox"/> Spells words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple diagraphs, e.g. frog, hand, see, chop, storm, splash (PKSS) <input type="checkbox"/> Matches upper- and lower-case letters <input type="checkbox"/> Joins in a rote chant of the alphabet <input type="checkbox"/> Says the letter name of a sound to help when writing a word with support <input type="checkbox"/> Spells a few common exception words, e.g. I, he, said, of (PKSS)	<input type="checkbox"/> Aware that each letter has a name and sound <input type="checkbox"/> Applies some simple spelling rules from the Spelling Appendix <input type="checkbox"/> Attempts to write simple sentence dictated by teacher, which includes common words
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Transcription: Handwriting & Presentation

<input type="checkbox"/> Uses a comfortable pencil grip <input type="checkbox"/> Sits correctly when writing <input type="checkbox"/> Begins letters in the correct place	<input type="checkbox"/> Writes numbers to 10 consistently <input type="checkbox"/> Identifies which letter belongs to which letter family, e.g. a/c are caterpillar letters <input type="checkbox"/> Moves round letters in correct direction	<input type="checkbox"/> Finishes letters correctly <input type="checkbox"/> Writes most upper case letters correctly <input type="checkbox"/> Forms most lower-case letters correctly (PKSS)
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Composition

<p><u>Planning and preparation -</u></p> <input type="checkbox"/> Talks to an adult about what they wish to write <input type="checkbox"/> Says sentence aloud before writing <input type="checkbox"/> Discusses where they think a punctuation mark should be placed after reading aloud their writing	<input type="checkbox"/> Conveys information using phrases or short sentences <input type="checkbox"/> Makes up their own sentences and says them aloud, after discussion with the teacher (PKSS) <input type="checkbox"/> Writes down one of the sentences that they have rehearsed (PKSS) <input type="checkbox"/> Writes sentences in order, to create a simple narrative	<input type="checkbox"/> Answers questions about the content of their writing <input type="checkbox"/> Discusses what they have written with other pupils or members of staff <input type="checkbox"/> Re-reads writing using the same words with some support <input type="checkbox"/> Reads their own work aloud, for the class to hear
<p><u>Drafting and writing -</u></p> <input type="checkbox"/> Conveys ideas using phrases or short sentences	<p><u>Evaluating and editing -</u></p> <input type="checkbox"/> Makes amendments on reading own writing	

Vocabulary, Grammar & Punctuation

<p><u>Demonstrates some understanding of the terms -</u></p> <input type="checkbox"/> Letter <input type="checkbox"/> Capital letter <input type="checkbox"/> Word <input type="checkbox"/> Singular <input type="checkbox"/> Plural <input type="checkbox"/> Sentence <input type="checkbox"/> Punctuation	<input type="checkbox"/> Full stop <input type="checkbox"/> Question mark <input type="checkbox"/> Exclamation mark <input type="checkbox"/> Includes 'and' to join words <input type="checkbox"/> Includes 'and' to join clauses <input type="checkbox"/> Puts regular spaces between words <p><u>Begins to punctuate with -</u></p> <input type="checkbox"/> Question mark	<input type="checkbox"/> Full stops and capital letters <input type="checkbox"/> Exclamation mark <input type="checkbox"/> Includes capitals for days of the week sometimes after discussion <input type="checkbox"/> Includes capitals for places sometimes after discussion <input type="checkbox"/> Includes capital I for personal pronoun sometimes after discussion <input type="checkbox"/> Includes capital letters to begin names of people sometimes <input type="checkbox"/> Begins own first name and surname with a capital letter
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A comprehensive list of what should be taught, in relation to spelling, at this level can be found in the Spelling Appendix. This includes sounds, vowel diagraphs and triagraphs, suffixes and prefixes.

Name:

Started:..... Completed:.....

Spoken Language		
<input type="checkbox"/> Uses a single word, sign or symbol to name an object <input type="checkbox"/> Communicates likes or dislikes using words, signs or symbols <input type="checkbox"/> Communicates with a vocabulary of 30 words, signs or symbols <input type="checkbox"/> Communicates with a vocabulary of 50 words, signs or symbols <input type="checkbox"/> Communicates 'Yes' and 'No' using words, signs or symbols to indicate their needs or preferences <input type="checkbox"/> Says own name <input type="checkbox"/> Communicates possession through the use of the terms 'yours' and 'mine' <input type="checkbox"/> Uses two-word combinations to create a adjective-noun (subject) sentence structure, e.g. 'big Daddy', 'red book', etc. <input type="checkbox"/> Begins to use some plurals, e.g. "cars" <input type="checkbox"/> Takes part in a 'conversation' with a member of staff <input type="checkbox"/> Combines two words, signs or symbols <input type="checkbox"/> Communicates 'Please' and 'Thanks' or 'Ta' when reminded using words, signs or symbols <input type="checkbox"/> Communicates 'Sorry' when reminded using words, signs or symbols <input type="checkbox"/> Uses a second word, sign or symbol to define a concept, e.g. "MORE drink", "Coat ON", etc <input type="checkbox"/> Uses names of members of staff or their own family <input type="checkbox"/> Uses two- and three-word combinations when communicating with members of staff <input type="checkbox"/> Uses two-word combinations to create a verb-noun (object) sentence structure, e.g. 'blowing bubbles', 'smell cake', etc. <input type="checkbox"/> Communicates with known and unknown people in a range of settings <input type="checkbox"/> Names common objects and uses common adjectives, e.g. hot, broken, red, etc. <input type="checkbox"/> Uses their own words for unknown objects <input type="checkbox"/> Takes part in staff-led performance, e.g. says/signs a word when prompted in front of small group	<input type="checkbox"/> Describes a character or object from a story using a single descriptive word, e.g. boy, red, etc. <input type="checkbox"/> Communicates about an issue that affects them <input type="checkbox"/> Makes their feelings known to a member of staff <input type="checkbox"/> Expresses anger at another person <input type="checkbox"/> Expresses happiness with another person <input type="checkbox"/> Answers a simple "What is [+noun]?" question <input type="checkbox"/> Answers a simple "Who is [+noun]?" question <input type="checkbox"/> Answers a simple "Where is (+noun)?" question <input type="checkbox"/> Asks a simple 'What ... ?' question <input type="checkbox"/> Asks a simple 'Where ... ?' question <input type="checkbox"/> Asks a simple 'Who ... ?' question <input type="checkbox"/> Asks a simple 'Why ... ?' question <input type="checkbox"/> Understands 30 spoken words, signs or symbols <input type="checkbox"/> Understands 50 spoken words, signs or symbols <input type="checkbox"/> Joins in with some actions or repeats some words, rhymes and phrases when prompted (PKSS) <input type="checkbox"/> Says an appropriate word to complete a sentence when the adult pauses, e.g. 'We're going to the...' [inserts: zoo, park, shop, beach, etc.] (PKSS) <input type="checkbox"/> Attends to a member of staff when their own name is called <input type="checkbox"/> Responds to different tones in speech, e.g. looks sad upon hearing peer upset <input type="checkbox"/> Understands a wide range of single words and some two-word phrases in familiar contexts, e.g. 'give me', 'shoe on' <input type="checkbox"/> Shakes their head, signs or uses symbols in disagreement to a suggestion or viewpoint of another <input type="checkbox"/> Nods, signs or uses symbols in agreement to a suggestion or viewpoint of another <input type="checkbox"/> Orientates their body towards a member of staff's voice	<input type="checkbox"/> Gives eye contact when spoken to <input type="checkbox"/> Listens and responds to simple information or instructions, e.g. 'Ben, put on shoes', 'Mohammed, give to Sam' <input type="checkbox"/> Recognises if the storyteller changes the story <input type="checkbox"/> Follows two-step requests, e.g. get your cup and bring it here <input type="checkbox"/> Answers a simple question about the story giving a single word answer <input type="checkbox"/> Responds to questions about immediate experiences <input type="checkbox"/> Responds to questions about familiar events <input type="checkbox"/> Shows anticipation to communicate a repetitive word or sound during a familiar rhyme or story <input type="checkbox"/> Responds with their own name in response to "Who wants ...?" <input type="checkbox"/> Starts to be able to find an object with one specific characteristic, e.g. an object that is: green, hard, little, etc. <input type="checkbox"/> Gazes from one speaker to another <input type="checkbox"/> Remains silent when another person is talking <input type="checkbox"/> Listens as part of a group for short periods <input type="checkbox"/> Indicates needs with words, signs or symbols like 'more' and 'again' <input type="checkbox"/> Indicates the need for help with words, gestures, or symbols <input type="checkbox"/> Generalises words, e.g. "dog" means all dogs or "daddy" means all men <input type="checkbox"/> Sits quietly when listening to a story <input type="checkbox"/> Begins to use the term 'me' when referring to themselves <input type="checkbox"/> Communicates with peers enthusiastically <input type="checkbox"/> Looks at an object when it is named <input type="checkbox"/> Communicates using positional language, e.g. the ball is in the box <input type="checkbox"/> Finds an object by location, e.g. find me a member of staff from the office <input type="checkbox"/> Asks for more of something with words, signs or symbols <input type="checkbox"/> Joins in repetitive verse (sound pattern) <input type="checkbox"/> Gestures as a fundamental part of communication

Name:

Started:..... Completed:.....

Number & Place Value

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

Addition, Subtraction, Multiplication & Division

- | | | |
|--|--|---|
| <input type="checkbox"/> Adds and subtracts two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. $23 + 5$; $46 + 20$; $16 - 5$; $88 - 30$) (PKSS) | <input type="checkbox"/> Recognises that addition can be done in any order | <input type="checkbox"/> Calculates division statements within the multiplication tables |
| <input type="checkbox"/> Adds and subtracts any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$) (PKSS) | <input type="checkbox"/> Recognises that subtraction cannot be done in any order | <input type="checkbox"/> Recalls multiplication and division facts for the five times table |
| <input type="checkbox"/> Checks calculations using a range of strategies | <input type="checkbox"/> Recognises that subtraction is the inverse of addition | <input type="checkbox"/> Recalls multiplication and division facts for the ten times table |
| Using concrete pictorial aids subtract - | <input type="checkbox"/> Records addition and subtraction in columns | <input type="checkbox"/> Recalls multiplication and division facts for the two times table |
| <input type="checkbox"/> - one digit from a two digit number | <input type="checkbox"/> Solves problems using mental methods | <input type="checkbox"/> Recognises division cannot be done in any order |
| <input type="checkbox"/> - two digit number take tens | Using concrete and pictorial aids add - | <input type="checkbox"/> Solves multiplication and division problems (within the two, five and ten times tables) mentally |
| <input type="checkbox"/> - two digits from two digit numbers | <input type="checkbox"/> - two digit number to single digit | <input type="checkbox"/> Understands multiplication as repeated addition |
| <input type="checkbox"/> Recalls all number bonds to and within 10 and uses these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (PKSS) | <input type="checkbox"/> - two digit number to tens | <input type="checkbox"/> Solves problems using arrays |
| <input type="checkbox"/> Knows number bonds to 20 | <input type="checkbox"/> - two, two digit numbers | <input type="checkbox"/> Solves problems using multiplication and division facts |
| <input type="checkbox"/> Partitions numbers to simplify a problem | <input type="checkbox"/> - three single digit numbers | <input type="checkbox"/> Writes number statements using the correct signs |
| | <input type="checkbox"/> Uses bonds with related facts to 100 | <input type="checkbox"/> Counts in twos, fives, and tens from 0 and uses this to solve problems (PKSS) |
| | <input type="checkbox"/> Calculates multiplication statements within the multiplication tables | |
| | Reads and writes the signs: | |
| | <input type="checkbox"/> - 'x' (multiply) | |
| | <input type="checkbox"/> - '+' (divide) | |
| | <input type="checkbox"/> Recognises odd and even numbers | |

Fractions (Including Decimals & Percentages)

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

Name:

Started:..... Completed:.....

Measurement

<p>Weight</p> <p><input type="checkbox"/> Uses comparative language to describe an object as heavy or light, heavier or lighter</p> <p><input type="checkbox"/> Orders two items by weight</p> <p><input type="checkbox"/> Compares weights by handling</p> <p><input type="checkbox"/> Finds objects which are heavier than a specified item</p> <p><input type="checkbox"/> Finds objects which are lighter than a specified item</p> <p><input type="checkbox"/> Helps a member of staff to use weighing scales in order to compare the weight of something</p> <p>Length</p> <p><input type="checkbox"/> Orders a range of (clearly different-sized) objects depending on length/size</p> <p><input type="checkbox"/> Identifies the smallest object from a group of five</p> <p><input type="checkbox"/> Identifies the largest object from a group of five</p> <p><input type="checkbox"/> Finds objects which are shorter than a specified item</p> <p><input type="checkbox"/> Finds objects which are longer than a specified item</p> <p><input type="checkbox"/> Draws lines with a ruler</p> <p><input type="checkbox"/> Orders a range of different-sized objects by size</p> <p><input type="checkbox"/> Uses comparative language to describe an object as near or far</p>	<p><input type="checkbox"/> Uses comparative language to describe an object as high or low</p> <p><input type="checkbox"/> Uses comparative language to compare if an object is as long or longer</p> <p>Capacity</p> <p><input type="checkbox"/> Finds which box will hold a specific shaped or sized object</p> <p><input type="checkbox"/> Fills an empty container and uses appropriate language to describe what they have done</p> <p><input type="checkbox"/> Estimates the number of cubes in container</p> <p><input type="checkbox"/> Counts cubes into a container</p> <p><input type="checkbox"/> Compares which container holds more and less</p> <p><input type="checkbox"/> Orders two items by capacity</p> <p>Temperature</p> <p><input type="checkbox"/> Lists ways to heat something up</p> <p><input type="checkbox"/> Lists ways to cool something down</p> <p><input type="checkbox"/> Recognises that very hot objects can burn</p> <p><input type="checkbox"/> Identifies that the Sun creates warmth</p> <p><input type="checkbox"/> Expresses the terms 'hot' and 'cold' appropriately</p> <p><input type="checkbox"/> Names some objects that can be hot</p>	<p><input type="checkbox"/> Describes simply how the temperature feels, e.g. when they go outside</p> <p><input type="checkbox"/> Compares the temperature of water using their hand, e.g. explaining that "this bowl is warmer"</p> <p>Time</p> <p><input type="checkbox"/> Sequences four pictures of daily events</p> <p><input type="checkbox"/> Recounts what they did a short time ago, e.g. at playtime</p> <p><input type="checkbox"/> Indicates that night and day follow and are regular</p> <p><input type="checkbox"/> Uses a range of vocabulary to describe key parts of the day, e.g. afternoon, bedtime, meal time, day</p> <p><input type="checkbox"/> Identifies some of the days of the week</p> <p><input type="checkbox"/> Explains the uses of a clock</p> <p><input type="checkbox"/> Discusses key times of the day in simple terms</p> <p><input type="checkbox"/> Responds appropriately to time-based terminology, e.g. we will do that in the morning, where are we going after lunch? etc.</p> <p>Money</p> <p><input type="checkbox"/> Sorts coins into two groups, e.g. copper and silver</p> <p><input type="checkbox"/> 'Shops' with items valued up to 10p using 1p coins</p> <p><input type="checkbox"/> Makes 10 pence using ten 1p coins</p> <p><input type="checkbox"/> Explains the purpose of money</p>
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Name:

Started:..... Completed:.....

Properties of Shape

- | | | |
|--|---|---|
| <input type="checkbox"/> Compares the shapes of everyday objects | <input type="checkbox"/> Identifies the 2D shapes | <input type="checkbox"/> Spells the name of common shapes |
| <input type="checkbox"/> Demonstrates the vertical line of symmetry in a 2D shape | <input type="checkbox"/> Identifies the 3D shapes | <input type="checkbox"/> States the number of sides in each 2D shape |
| <input type="checkbox"/> Draws lines and shapes using a straight edge | <input type="checkbox"/> Knows the number of edges in a 3D shape | <input type="checkbox"/> Names some common 2D and 3D shapes from a group of shapes or from pictures of the shapes and describes some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids, and spheres) (PKSS) |
| <input type="checkbox"/> Identifies 2D shapes on the surface of 3D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] | <input type="checkbox"/> Knows the number of vertices in a 3D shape | <input type="checkbox"/> Names and describes properties of 2D and 3D shapes, including number of sides, vertices, edges, faces and lines of symmetry (PKSS) |
| | <input type="checkbox"/> Knows the number of faces in a 3D shape | |
| | <input type="checkbox"/> Sorts and compares common 2D and 3D shapes | |

Position and Direction

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

Name:

Started:..... Completed:.....

Plants

- | | | |
|---|--|--|
| <input type="checkbox"/> Describes plants in simple terms | <input type="checkbox"/> Compares/contrasts 2 flowers | <input type="checkbox"/> Identifies the difference between deciduous and evergreen trees |
| <input type="checkbox"/> Classifies plants as living things | <input type="checkbox"/> Groups different plants | <input type="checkbox"/> Uses a magnifying glass to aid observation of a plant |
| <input type="checkbox"/> Names and labels the main parts of a flower | <input type="checkbox"/> Classifies plants using different formats, e.g. simple identification keys | <input type="checkbox"/> Asks questions about what they have observed |
| <input type="checkbox"/> Draws a variety of flowers showing the main features | <input type="checkbox"/> Explains simply how they have grouped plants | <input type="checkbox"/> Describes what they can see under a magnifying glass |
| <input type="checkbox"/> Names and labels the main parts of a tree | <input type="checkbox"/> Demonstrates familiarity with a range of terms relating to plant life, e.g. leaves, roots, fruit, petal | <input type="checkbox"/> Uses reference/picture books to help name seeds/plants |
| <input type="checkbox"/> Draws a tree showing the main features | <input type="checkbox"/> Lists what a seed needs to grow well | <input type="checkbox"/> Discusses how the seeds are dispersed |
| <input type="checkbox"/> Talks about the features of a plant | <input type="checkbox"/> Records the growth of their seeds | <input type="checkbox"/> States that a shoot grows up |
| <input type="checkbox"/> Lists what plants need to survive, e.g. nutrition | <input type="checkbox"/> Measures the growth of seeds with support | <input type="checkbox"/> States that roots grows down |
| <input type="checkbox"/> Draws and names flowers they see outside | <input type="checkbox"/> Suggests why/why not a seed grew/grew well based on observations | <input type="checkbox"/> States that flowers make seeds |
| <input type="checkbox"/> Draws and names trees they see outside | <input type="checkbox"/> Records their results using a simple pre-drawn chart | |

Name:

Started:..... Completed:.....

Electricity

- | | | |
|---|---|--|
| <input type="checkbox"/> Sorts objects into groups showing how electricity is used, e.g. lights, heats, moves
<input type="checkbox"/> Identifies the metal part of a plug
<input type="checkbox"/> Identifies the plastic part of a plug
<input type="checkbox"/> Demonstrates how to use different electrical switches | <input type="checkbox"/> Demonstrates how hold a plug when plugging in or unplugging
<input type="checkbox"/> Lists items that use stored electricity and those which are plugged in
<input type="checkbox"/> Explains what they can do and what they must not do around electricity
<input type="checkbox"/> Finds the negative and positive ends of a cells using the '-' and '+' symbol | <input type="checkbox"/> Finds information from a secondary source, e.g. finds pictures of different fur markings on animals
<input type="checkbox"/> Considers their own safety, e.g. suggests how to keep safe when pond dipping, working with tools or undertaking an experiment
<input type="checkbox"/> Describes quality of an object using appropriate language, e.g. big/small
<input type="checkbox"/> Follows electricity from a power source to an object with prompts |
|---|---|--|

Name:

Started:..... Completed:.....

Earth and Space

- | | | |
|---|--|--|
| <input type="checkbox"/> Creates a rhyme to remember the order of the planets | <input type="checkbox"/> Researches what objects they might find in outer space | <input type="checkbox"/> Describes the phases of the Moon using given terms, e.g. full, new, waning |
| <input type="checkbox"/> Gives simple properties of different planets | <input type="checkbox"/> Gives a simple description of a comet | <input type="checkbox"/> Looks at the different ways the Moon has been used as inspiration for art and literature, e.g. songs/poetry |
| <input type="checkbox"/> Asks questions about planets | <input type="checkbox"/> Researches comets that travel near Earth | <input type="checkbox"/> Presents information they have researched about Earth and Space orally/in written form |
| <input type="checkbox"/> Fills in simple tables to show properties of different planets, e.g. how long each planet takes to orbit the Sun | <input type="checkbox"/> Talks about the effects of smaller asteroids on planets by studying examples, e.g. the Moon | <input type="checkbox"/> Hypothesises what life would be like on a different planet, using information they have gathered |
| <input type="checkbox"/> Researches information about the Sun | <input type="checkbox"/> Recognises the term "satellite" | <input type="checkbox"/> Recognises that the Asteroid Belt is found between the orbits of Mars and Jupiter |
| <input type="checkbox"/> Explains why the Sun is important | <input type="checkbox"/> Recognises the term "natural satellite" | <input type="checkbox"/> Describes representations of the Asteroid Belt |
| <input type="checkbox"/> Discusses how day and night occur | <input type="checkbox"/> Recognises that an artificial satellite sends and receives information to and from Earth | <input type="checkbox"/> Describes the origins of the word 'galaxy' |
| <input type="checkbox"/> Explains why a day is 24 hours long | <input type="checkbox"/> Recognises that the Moon is a natural satellite | <input type="checkbox"/> Identifies that our galaxy is called the Milky Way |
| <input type="checkbox"/> Sorts the planets into inner and outer using simple information given | <input type="checkbox"/> Finds out and presents simple facts about missions to the Moon | |
| <input type="checkbox"/> Creates a simple glossary to define vocabulary related to Earth and Space | <input type="checkbox"/> Keeps a record of the phases of the Moon over a month | |

Sample Pages

The samples over the next few pages are designed to give you an overview of Primary Steps Plus Pack.



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

Name:

Started:..... Completed:.....

Computer Science

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

Information & Communication

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

E-Safety

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

Name:

Started:..... Completed:.....

Families & People Who Care for Me

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

Caring Friendships

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

Respectful Relationships

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

Online Relationships

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

Being Safe

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

Name:

Started:..... Completed:.....

Mental Wellbeing		
<input type="checkbox"/> Communicates how they feel to others <input type="checkbox"/> Demonstrates a knowledge of themselves, their likes and dislikes and identity <input type="checkbox"/> Demonstrates some ways to calm themselves down <input type="checkbox"/> Demonstrates understanding that not everyone wants to do what they want <input type="checkbox"/> Describes feelings associated with change and loss in simple terms <input type="checkbox"/> Describes some simple ways they take care of themselves	<input type="checkbox"/> Explains the difference between feelings and describes reasons they would feel them <input type="checkbox"/> Identifies different emotions using the appropriate names <input type="checkbox"/> Identifies how they feel when someone is kind and unkind <input type="checkbox"/> Identifies positive aspects of themselves <input type="checkbox"/> Identifies what makes them special <input type="checkbox"/> Labels and expresses anger or other strong feelings appropriately <input type="checkbox"/> Lists the special people in their lives, describing why they are special	<input type="checkbox"/> Manages their frustration and is able to ask for assistance <input type="checkbox"/> Recognises that everybody has similar feelings <input type="checkbox"/> Recognises that it is normal and acceptable to feel different emotions <input type="checkbox"/> Recognises when others are being unkind <input type="checkbox"/> Sets simple goals and achieves them <input type="checkbox"/> Suggests how they can help to keep themselves physically and emotionally safe in different situations
Internet Safety & Harms		
<input type="checkbox"/> Describes a real and simulated experience on the internet, e.g. playing a game <input type="checkbox"/> Engages with a familiar person using a messaging app with support, e.g. via Messenger on the computer, WhatsApp on a mobile device <input type="checkbox"/> Explains how it is possible to send personal information to others	<input type="checkbox"/> Explains when and why they would use a password <input type="checkbox"/> Explains why their password is only for them <input type="checkbox"/> Explores the results of their web search <input type="checkbox"/> Gives examples to show how the internet is used for playing and learning	<input type="checkbox"/> Recognises what could be given as their personal information, e.g. their date of birth <input type="checkbox"/> Recognises why they should be careful when using internet accessible devices, e.g. keeping personal information private <input type="checkbox"/> Suggests different sources of information
Physical Health & Fitness		
<input type="checkbox"/> Describes what happens to their heart when they exercise <input type="checkbox"/> Explains how different parts of their body are moving, e.g. bending <input type="checkbox"/> Initiates physical activities for pleasure	<input type="checkbox"/> Moves in water, e.g. walks, jumps or hops with and without using swimming aids <input type="checkbox"/> Pedals a bicycle <input type="checkbox"/> Runs at different speeds	<input type="checkbox"/> Squeezes a brake on a tricycle to stop in time <input type="checkbox"/> Starts cycling from a stop position, pedals and stops with some control
Healthy Eating		
<input type="checkbox"/> Classifies food using a guide, e.g. as carbohydrates, protein, vegetables, fats <input type="checkbox"/> Finds 'eat by' date on labels and relates to today's date with support	<input type="checkbox"/> Identifies some healthy elements of their packed lunch or school dinner <input type="checkbox"/> Identifies that too much of one food may make them ill	<input type="checkbox"/> Outlines what the 'five a day' message means
Drugs, Alcohol & Tobacco		
<input type="checkbox"/> Describes rules they have to follow regarding medicines <input type="checkbox"/> Identifies that some substances may be poisonous, e.g. liquid, plants, etc.	<input type="checkbox"/> Identifies that, without permission, they shouldn't touch medicines or equipment <input type="checkbox"/> Pours from a liquid medicine bottle onto a spoon with physical prompts	<input type="checkbox"/> Recognises that each medicine has a specific use <input type="checkbox"/> Recognises the name of a medicine they take regularly, e.g. insulin, reliever inhaler
Health & Prevention		
<input type="checkbox"/> Demonstrates understanding that a person cannot eat a specific food item if they have an allergy or intolerance to it <input type="checkbox"/> Describes ways they can catch germs	<input type="checkbox"/> Identifies allergies or intolerances they have when prompted <input type="checkbox"/> Identifies that a dentist should be visited if teeth or gums hurt <input type="checkbox"/> Identifies that they should visit a dentist to have their teeth checked	<input type="checkbox"/> Identifies why they brush their teeth <input type="checkbox"/> Recognises that sleep is important for the body <input type="checkbox"/> Recognises the symptoms of a common illness, e.g. a headache or toothache
Basic First Aid		
<input type="checkbox"/> Classifies a range of injuries as serious or minor with some prompting, e.g. broken leg, paper cut <input type="checkbox"/> Cuts a plaster to size and sticks it on a wound with some accuracy <input type="checkbox"/> Describes how to call emergency services	<input type="checkbox"/> Identifies that a serious injury requires attention at a hospital <input type="checkbox"/> Identifies that disposable sterile gloves are worn to attend to another's wounds <input type="checkbox"/> Recognises that a bruise can be many colours and can change colour over time	<input type="checkbox"/> Recognises that they do not always need a plaster on a wound <input type="checkbox"/> Recognises what a rash looks like, e.g. via photographs or simple description <input type="checkbox"/> 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		
<input type="checkbox"/> Identifies the external physical differences between members of the male and female sex	<input type="checkbox"/> Names and locates parts of the human body, including those related to the senses <input type="checkbox"/> Names the parts of the human body they can see, e.g. knee, elbow	<input type="checkbox"/> Puts bra on and removes independently <input type="checkbox"/> Uses sanitary products with verbal prompts

Name:

Started:..... Completed:.....

Developing Confidence & Responsibility & Making the Most of Their Abilities

- | | | |
|--|--|---|
| <input type="checkbox"/> Accepts that others may join their activity
<input type="checkbox"/> Accepts they may have to wait to use specific equipment
<input type="checkbox"/> Approaches a group they would like to join
<input type="checkbox"/> Asks if they can join an activity
<input type="checkbox"/> Chooses to start an interaction with peers in some situations
<input type="checkbox"/> Communicates what or who is special to them
<input type="checkbox"/> Expresses an opinion with appropriate language | <input type="checkbox"/> Expresses likes and dislikes, giving simple reasons
<input type="checkbox"/> Expresses simple opinions, e.g. too hot, or too loud, etc.
<input type="checkbox"/> Expresses their feelings with appropriate language
<input type="checkbox"/> Indicates preferences consistently
<input type="checkbox"/> Initiates a simple conversation
<input type="checkbox"/> Interacts while sharing equipment
<input type="checkbox"/> Interacts with others in small group | <input type="checkbox"/> Make a 'list' of what they want to do tomorrow
<input type="checkbox"/> Seeks out, and begins to interact with, specific peers
<input type="checkbox"/> Shows pleasure when hearing about something they like
<input type="checkbox"/> Smiles or laughs in response to something funny
<input type="checkbox"/> Starts talking about themselves
<input type="checkbox"/> Verbalises feelings of: happiness, sadness, anger, fear and love |
|--|--|---|

Preparing to Play an Active Role as Citizens

- | | | |
|---|---|--|
| <input type="checkbox"/> Accepts boundaries over more prolonged periods of time
<input type="checkbox"/> Accepts that they cannot just take what they want
<input type="checkbox"/> Asks simple questions which are sometimes relevant to the current topic | <input type="checkbox"/> Declares that something is not fair
<input type="checkbox"/> Demonstrates awareness that some things can be hurt or damaged
<input type="checkbox"/> Demonstrates awareness when something they have done is wrong
<input type="checkbox"/> Identifies a group to which they belong | <input type="checkbox"/> Identifies behaviour that could be considered as right and wrong
<input type="checkbox"/> Identifies the rules they have to follow
<input type="checkbox"/> Stops action when asked |
|---|---|--|

Developing a Healthy, Safer Lifestyle

- | | | |
|--|--|--|
| <input type="checkbox"/> Balances on each foot for three seconds
<input type="checkbox"/> Begins to pedal a tricycle and propel ride-on toys
<input type="checkbox"/> Brakes on a balance bike with feet when trying to stop
<input type="checkbox"/> Changes their speed of movement
<input type="checkbox"/> Chooses between two items when deciding what to eat
<input type="checkbox"/> Climbs a small climbing frame
<input type="checkbox"/> Communicates about how they feel if they eat too much
<input type="checkbox"/> Communicates about how they feel when they are hungry
<input type="checkbox"/> Communicates what they would like to eat
<input type="checkbox"/> Demonstrates the correct action when asked to squeeze a brake on a tricycle
<input type="checkbox"/> Drinks from a cup
<input type="checkbox"/> Feels and responds to the air coming out of their mouth when they breathe
<input type="checkbox"/> Floats on their back in water using a swimming aid
<input type="checkbox"/> Identifies how often they eat different types of food | <input type="checkbox"/> Identifies the last time they were active
<input type="checkbox"/> Jumps backwards with feet together
<input type="checkbox"/> Jumps forwards with feet together
<input type="checkbox"/> Jumps up and down on the spot with feet together
<input type="checkbox"/> Makes it clear they agree with a suggestion
<input type="checkbox"/> Makes it clear they do not agree with a suggestion
<input type="checkbox"/> Makes it clear they need more information or clarification
<input type="checkbox"/> Moves downstairs on their bottom
<input type="checkbox"/> Moves quickly on command
<input type="checkbox"/> Moves safely within the space available
<input type="checkbox"/> Propels themselves across the width of the pool with their legs and a swimming aid
<input type="checkbox"/> Propels themselves around the pool
<input type="checkbox"/> Removes feet from the bottom of the pool with help of a float
<input type="checkbox"/> Runs with good co-ordination
<input type="checkbox"/> Says how they can stop something that moves from hurting them, e.g. keep hands away from the doorframe, etc. | <input type="checkbox"/> Shows care and concern for self
<input type="checkbox"/> Skips with one foot
<input type="checkbox"/> Stands on one foot for three seconds
<input type="checkbox"/> Stands on their tiptoes
<input type="checkbox"/> States that they are out of breath
<input type="checkbox"/> Steers a balance bike around some obstacles
<input type="checkbox"/> Suggests something healthy to have as a snack out of two items
<input type="checkbox"/> Turns through 360° on the spot
<input type="checkbox"/> Walks backwards
<input type="checkbox"/> Walks downstairs using a handrail - two feet per step
<input type="checkbox"/> Walks forwards - heel to toe
<input type="checkbox"/> Walks up a set of stairs using a handrail, using alternate feet
<input type="checkbox"/> Walks up a set of stairs without using a handrail, two feet to a step
<input type="checkbox"/> Walks up and downstairs, alternating feet on each step |
|--|--|--|

Developing Good Relationships & Respecting the Differences between People

- | | | |
|---|---|--|
| <input type="checkbox"/> Carries on a simple two-way conversation
<input type="checkbox"/> Claps hands to show appreciation
<input type="checkbox"/> Co-operates with a peer for a short period
<input type="checkbox"/> Demonstrates appropriate audience behaviour, e.g. listening quietly
<input type="checkbox"/> Demonstrates empathy for others | <input type="checkbox"/> Demonstrates remorse when they have done something wrong
<input type="checkbox"/> Explains or demonstrates how they can show concern for someone
<input type="checkbox"/> Indicates an awareness of others' feelings through speech
<input type="checkbox"/> Leaves time for a member of staff to respond
<input type="checkbox"/> Leaves time for a peer to respond | <input type="checkbox"/> Listens to information from others
<input type="checkbox"/> Manages conflicts by asking for help from a member of staff
<input type="checkbox"/> Pauses, showing consideration when offered an idea from member of staff or peer
<input type="checkbox"/> Shares an activity with another person for five minutes, e.g. share a book
<input type="checkbox"/> Takes turns, with some supervision from a member of staff |
|---|---|--|

Name:

Started:..... Completed:.....

Physical Competence		
<input type="checkbox"/> Combines different parts of the body when dancing	<input type="checkbox"/> Jumps and lands with balance	<input type="checkbox"/> Undertakes a forward roll
<input type="checkbox"/> Creates a short dance sequence using a variety of actions	<input type="checkbox"/> Jumps over obstacles which are 10 cm high	<input type="checkbox"/> Takes part in a sending and receiving rally with a partner
<input type="checkbox"/> Balances on different parts of the body	<input type="checkbox"/> Looks at the ball and dribbles at walking speed with some success	<input type="checkbox"/> Throws a ball using two hands
<input type="checkbox"/> Combines a series of actions in gymnastics	<input type="checkbox"/> Stops a ball that is passed to them with some success	<input type="checkbox"/> Throws a ball with one hand
<input type="checkbox"/> Attempts to catch a big ball with two hands	<input type="checkbox"/> Passes a ball to a partner with some success	<input type="checkbox"/> Throws a bean bag into the air and catches it
<input type="checkbox"/> Catches large bounced ball	<input type="checkbox"/> Shows awareness of parts of the body in relation to whole	<input type="checkbox"/> Throws object in an intended direction
<input type="checkbox"/> Attempts to hit a small ball that is coming towards them with a hand, racquet or bat	<input type="checkbox"/> Repeats actions to refine movement in dance	<input type="checkbox"/> Throws and catches a small ball with a partner
<input type="checkbox"/> Hits a ball that has been thrown using a large bat or racquet with some success	<input type="checkbox"/> Repeats actions to refine movement in gymnastics	
Physical Activity		
<input type="checkbox"/> Drops to the ground from climbing frame	<input type="checkbox"/> Moves self through a simple maze	<input type="checkbox"/> Travels under and over equipment
<input type="checkbox"/> Finds ways around a simple course in the playground	<input type="checkbox"/> Runs with control of direction	<input type="checkbox"/> Stops running on command and in a controlled manner
<input type="checkbox"/> Moves in different directions	<input type="checkbox"/> Runs with control of speed	<input type="checkbox"/> Shows awareness of space when moving near others
<input type="checkbox"/> Climbs up and down equipment without falling	<input type="checkbox"/> Pedals a tricycle	<input type="checkbox"/> Steers a tricycle
<input type="checkbox"/> Hops on one foot	<input type="checkbox"/> Runs with pace and effort	
Healthy, Active Lives		
<input type="checkbox"/> Identifies that food provides energy	<input type="checkbox"/> Names and labels the main external parts of the body	<input type="checkbox"/> Recognises that they have been energetic
<input type="checkbox"/> Identifies things which people do that are bad for your health, e.g. smoking, eating too much, lack of exercise, etc.	<input type="checkbox"/> Recognises changes to the body when active	<input type="checkbox"/> Shows awareness of heartbeat after exercise
<input type="checkbox"/> Describes how they feel after running	<input type="checkbox"/> Notices breathing after exercise, e.g. describes how speed changes	
Competition		
<input type="checkbox"/> Co-ordinates themselves in simple obstacle race	<input type="checkbox"/> Follows rules when playing a staff-led game	<input type="checkbox"/> Takes part in running races
<input type="checkbox"/> Communicates with teammates during a game	<input type="checkbox"/> Identifies that games have rules	<input type="checkbox"/> Takes part in simple team games
Swimming & Water Safety		
<input type="checkbox"/> Accepts support to push and glide on front with one float	<input type="checkbox"/> Holds a float position with support	<input type="checkbox"/> Propels themselves through the water using one arm and legs whilst holding a swimming aid
<input type="checkbox"/> Accepts support to push and glide on back with one float	<input type="checkbox"/> Blows bubbles with mouth submerged	<input type="checkbox"/> Understands the need to be careful around the pool
<input type="checkbox"/> Allows water to splash over their face and head	<input type="checkbox"/> Enters the water safely from the side of the pool	<input type="checkbox"/> Suggests simple ways they can be safe in water

Sample Pages

The samples over the next few pages are designed to give you an overview of Primary Steps Foundation Pack.



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

Name:

Started:..... Completed:.....

Producing, Exploring & Recording		
<input type="checkbox"/> Collects pictures that interest them in a scrapbook or on the computer	<input type="checkbox"/> Makes models using a range of tools (under supervision)	<input type="checkbox"/> Recognises and finds geometric shapes in the environment
<input type="checkbox"/> Discusses what they are going to do, including how and why in simple terms	<input type="checkbox"/> Mixes colours and makes adjustments to the colour	<input type="checkbox"/> Identifies and describes patterns
<input type="checkbox"/> Uses a variety of materials in their work, e.g. to enhance illustrations, when weaving, etc.	<input type="checkbox"/> Discusses a range of tools and their purpose	<input type="checkbox"/> Creates different textures, e.g. bubbles, sponges, blots
<input type="checkbox"/> Uses cameras to take still and moving pictures	<input type="checkbox"/> Describes textures using simple vocabulary	
Technical Proficiency		
<input type="checkbox"/> Colours in a picture and keeps within the lines most of the time	<input type="checkbox"/> Describes where objects are in relation to others using positional language	<input type="checkbox"/> Names colours consistently
<input type="checkbox"/> Holds a pencil correctly	<input type="checkbox"/> Draws lines with a ruler	<input type="checkbox"/> Talks about different lines, e.g. corner, curve, straight
<input type="checkbox"/> Cuts thicker materials with scissors, e.g. tape, string, etc.	<input type="checkbox"/> Draws round shape templates	<input type="checkbox"/> Draws different types of lines, e.g. curve, straight
	<input type="checkbox"/> Folds, tears and cuts paper and card	
Evaluation & Analysis		
<input type="checkbox"/> Answers questions about what they are doing	<input type="checkbox"/> Describes the difference in texture between two objects	
<input type="checkbox"/> Indicates that drawings, paintings and sculptures have meaning	<input type="checkbox"/> Discusses their work using appropriate vocabulary	
Artists, Craft Makers & Designers		
<input type="checkbox"/> Identifies similarities and differences in a picture	<input type="checkbox"/> Observes and comments simply about the artwork of different cultures	
<input type="checkbox"/> Identifies visual content of artist's work	<input type="checkbox"/> Shows awareness of styles from different cultures	

Name:

Started:..... Completed:.....

Creative, Technical & Practical Expertise

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

Designing & Making for Users

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

Evaluating & Testing Ideas & Products

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

Name:

Started:..... Completed:.....

Creative, Technical & Practical Expertise

- | | | |
|--|---|---|
| <input type="checkbox"/> Cracks an egg with some success | <input type="checkbox"/> Spreads a filling, using a knife carefully | <input type="checkbox"/> Identifies the cutting edge of a knife |
| <input type="checkbox"/> Peels and cuts (soft) food safely | <input type="checkbox"/> Demonstrates different grips, e.g. for stirring, cutting | <input type="checkbox"/> Begins to use scales |

Designing & Making for Users

- Prepares simple dishes hygienically without using a heat source with support

Evaluating & Testing Ideas & Products

- | | |
|--|--|
| <input type="checkbox"/> Describes the taste and texture of some foods | <input type="checkbox"/> Describes what they like and what they might change after tasting the food they prepare |
|--|--|

Principles of Nutrition & Cooking

- | | | |
|--|---|--|
| <input type="checkbox"/> Identifies some main food groups | <input type="checkbox"/> Suggests where plants we eat are grown, e.g. farms, gardens | <input type="checkbox"/> Recognises seasonal changes |
| <input type="checkbox"/> Identifies some healthy elements of their packed lunch or school dinner | <input type="checkbox"/> Recognises that some plants we eat grow below and above ground | <input type="checkbox"/> Names and sequences the seasons of the year |

Name:

Started:..... Completed:.....

Geographical Skills & Fieldwork

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

Human & Physical Geography

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

Locational Knowledge

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

Place Knowledge

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

Name:

Started:..... Completed:.....

Historical Terminology

- | | | |
|---|---|---|
| <input type="checkbox"/> Responds appropriately to time-based terminology, e.g. we will do that in the morning, where are we going after lunch? etc.
<input type="checkbox"/> Discusses key times of the day in simple terms | <input type="checkbox"/> Explains what happened at a different time of the day, e.g. I played football at break
<input type="checkbox"/> Identifies some of the days of the week | <input type="checkbox"/> Expresses ideas in longer phrases using the past tense correctly |
|---|---|---|

Cause & Consequence

- | | | |
|---|--|---|
| <input type="checkbox"/> Gives a simple reason why something happened | <input type="checkbox"/> Suggests a reason why someone in a historical story acted that way, e.g. they wanted to be king | <input type="checkbox"/> Suggests what might change or be effected after an event in history, e.g. people lose their homes after the Great Fire of London |
|---|--|---|

Historical Enquiry & Interpretation

- | | | |
|---|---|--|
| <input type="checkbox"/> Describes some aspects of an artefact in simple terms
<input type="checkbox"/> Identifies objects as being from the past or present | <input type="checkbox"/> Discusses information that can be found in photographs or drawings
<input type="checkbox"/> Finds information from a secondary source, e.g. finds pictures of different fur markings on animals | <input type="checkbox"/> Answers recall questions related to a simple stories about events or people in the past |
|---|---|--|

Understanding Connections

- | | | |
|---|---|--|
| <input type="checkbox"/> Suggests a causal connection using an appropriate conjunction when discussing a familiar topic, e.g. completes a phrase verbally using a conjunction, 'We ate an apple ... we were hungry' | <input type="checkbox"/> Identifies a similarity between their life and that of another in history
<input type="checkbox"/> Identifies some differences in clothing, e.g. costumes in different eras | <input type="checkbox"/> Describes simply how an object has changed over time, e.g. a television or clothing |
|---|---|--|

British & World History

- | | | |
|--|---|---|
| <input type="checkbox"/> Identifies a difference in their life and that of another person in history | <input type="checkbox"/> Retells some details of a historical story | <input type="checkbox"/> Retells some details about a person in history
<input type="checkbox"/> Names a place they enjoy visiting, giving a simple reason |
|--|---|---|

Name:

Started:..... Completed:.....

Speaking

- | | |
|--|---|
| <input type="checkbox"/> Introduces themselves with support | <input type="checkbox"/> Repeats single words (needing repetition) |
| <input type="checkbox"/> Communicates using some near recognisable words | <input type="checkbox"/> Communicates the name of the item in French when asked what they want (with support) |

Listening

- | | | |
|---|--|--|
| <input type="checkbox"/> Demonstrates understanding through a range of responses, e.g. non-verbal, action | <input type="checkbox"/> Attempts to join in with songs/rhymes in French | <input type="checkbox"/> Understands positive affirmations |
| <input type="checkbox"/> Shows different ways of greeting someone, e.g. bowing, shaking hands | <input type="checkbox"/> Listens to and repeats simple phrase | |

Reading

- | | |
|---|---|
| <input type="checkbox"/> Calls out letters/symbols in a word | <input type="checkbox"/> Matches a picture to a word in French with support |
| <input type="checkbox"/> Reads the word they have written in French | <input type="checkbox"/> Sounds out short words with support |

Writing

- | | |
|---|--|
| <input type="checkbox"/> Understands the directionality of the text | <input type="checkbox"/> Copies few words with support |
| <input type="checkbox"/> Writes name of an object with support | <input type="checkbox"/> Labels pictures with familiar nouns copied from reference materials |

Name:

Started:..... Completed:.....

Musical Experience

- | | | |
|---|---|--|
| <input type="checkbox"/> Plays 'statues', stopping as the music stops
<input type="checkbox"/> Describes music they have heard in simple terms, e.g. fast, loud, happy, etc. | <input type="checkbox"/> Responds appropriately to the music of others
<input type="checkbox"/> Listens to and engages with a range of music
<input type="checkbox"/> Listens to, and can engage with, music they have not heard before | <input type="checkbox"/> Stops and starts when the music begins and finishes
<input type="checkbox"/> Makes vocal or physical sounds in response to music
<input type="checkbox"/> Responds to changes in sound or music with body movements |
|---|---|--|

Singing & Musical Instruments

- | | | |
|--|---|--|
| <input type="checkbox"/> States what they are going to do, e.g. hit/scrape
<input type="checkbox"/> Shows some control with an instrument | <input type="checkbox"/> Plays a range of classroom instruments in the manner that has been demonstrated, e.g. hit, shaken, plucked
<input type="checkbox"/> Takes part in a musical performance with others
<input type="checkbox"/> Imitates an action with their instrument to play loudly or quietly
<input type="checkbox"/> Understands simple practiced action words relating to playing an instrument, e.g. blow, hit, shake, etc. | <input type="checkbox"/> Differentiates between singing and speaking voice
<input type="checkbox"/> Starts and stops performing in response to a signal from the conductor
<input type="checkbox"/> Plays simple musical instruments |
|--|---|--|

Music Creation

- | | | |
|---|--|---|
| <input type="checkbox"/> Explores sound using a simple computer program
<input type="checkbox"/> Explores sounds they can make with instruments
<input type="checkbox"/> Imitates others to create a sound either on an instrument or vocally | <input type="checkbox"/> Makes a range of sounds on an instrument
<input type="checkbox"/> Plays (random) notes on a tuned instrument over a rhythm played by someone else
<input type="checkbox"/> Plays (random) rhythms on an untuned instrument over a tune played by someone else | <input type="checkbox"/> Creates sounds on an instrument in response to a word, e.g. plays fast notes to "Run", slow notes to "Walk", etc.
<input type="checkbox"/> Claps their own short rhythm for another to copy |
|---|--|---|

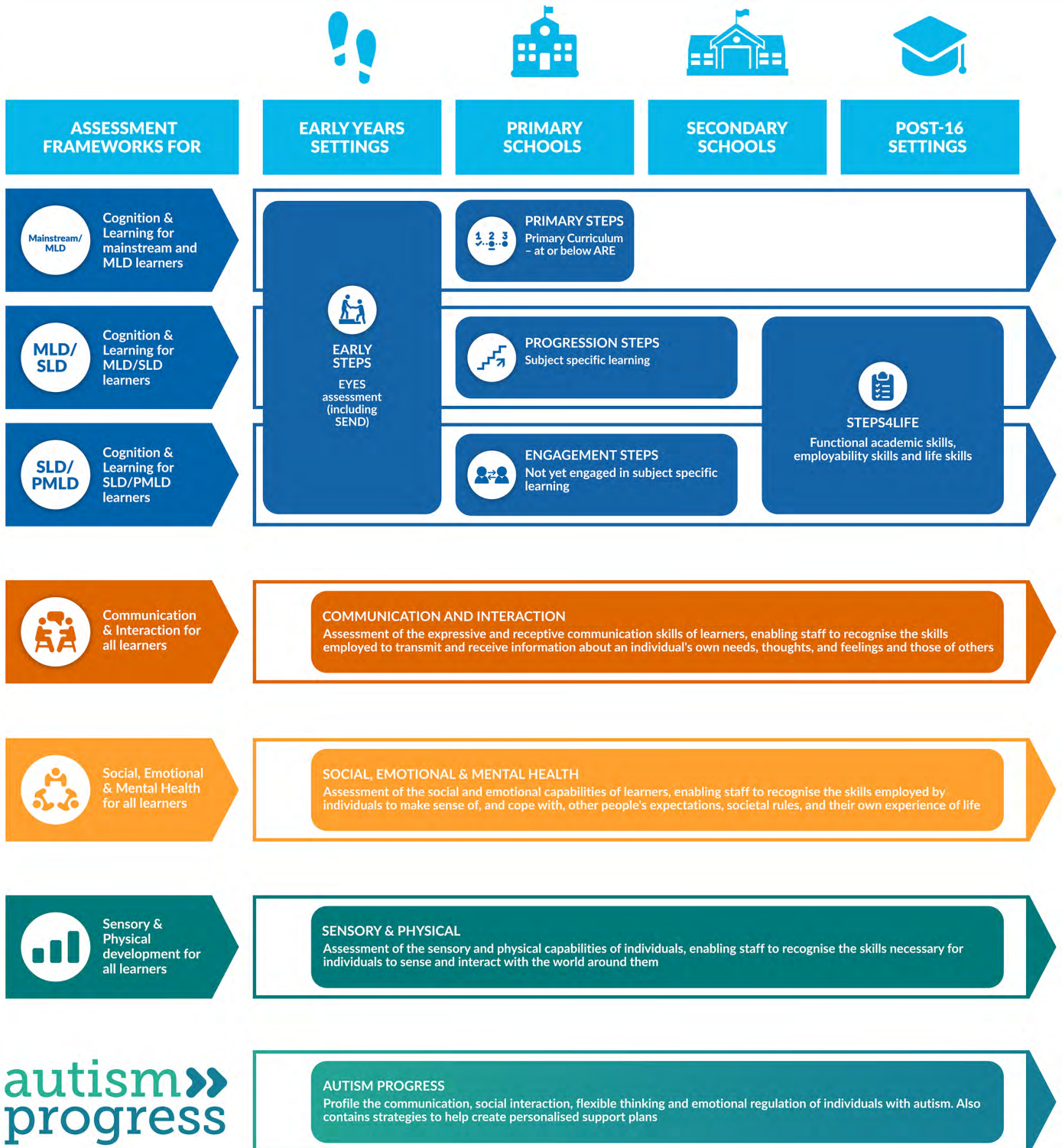
Name:

Started:..... Completed:.....

Spiritual, Moral, Social & Cultural Development		
<input type="checkbox"/> Shows an awareness of different beliefs	<input type="checkbox"/> Recognises photos or clips of specific celebrations	<input type="checkbox"/> Recognises that religions have holy or special days
<input type="checkbox"/> Acts out situations from stories	<input type="checkbox"/> Communicates about how different you might feel on a special/holy day	<input type="checkbox"/> Recounts a short sequence of events, e.g. by sequencing images or manipulating objects (PKSS)
<input type="checkbox"/> Names some important religious people, e.g. after reading a story or listening to a visitor	<input type="checkbox"/> Identifies that some festivals are celebrated with special foods	<input type="checkbox"/> Describes an action of the character
<input type="checkbox"/> Joins in discussion about the moral of the story	<input type="checkbox"/> Identifies some special foods that are eaten in celebration	<input type="checkbox"/> Describes an event in a story
<input type="checkbox"/> Understands that festivals are celebrations	<input type="checkbox"/> Explains simply what a promise is	<input type="checkbox"/> Recognises situations in a story, e.g. danger, surprise, etc.
Personal Development & Wellbeing		
<input type="checkbox"/> Demonstrates understanding that many people can be our friends	<input type="checkbox"/> Explains what it means to keep a promise	<input type="checkbox"/> Explains the difference between right and wrong giving simple examples
<input type="checkbox"/> Explains why something or someone is special to them	<input type="checkbox"/> Explains simply which types of behaviours are right and wrong	
<input type="checkbox"/> Explains what a friend is to them	<input type="checkbox"/> Shows consideration towards others	
Community Cohesion		
<input type="checkbox"/> Shows some awareness that others' ideas, though different, are not wrong	<input type="checkbox"/> Indicates that some people around the world dress differently to them	<input type="checkbox"/> Indicates that some people around the world speak different languages to them
	<input type="checkbox"/> Indicates that some people around the world eat different foods to them	<input type="checkbox"/> Indicates that people of different faiths can live in the same location, anywhere in the world
	<input type="checkbox"/> Indicates that some people around the world have different type of homes to them	<input type="checkbox"/> Appreciates other people have feelings

Our Assessment Frameworks

The image below gives an overview of the different frameworks available within Connecting Steps.



Our Assessment Frameworks

Each assessment framework has to align to the curriculum it is based on. This means our frameworks use a range of level structures. The image below shows a comparison between our different frameworks.

STATUTORY FRAMEWORKS			B SQUARED ASSESSMENT FRAMEWORKS						
P Levels and NC Levels	Pre-Key Stage Standards		Early Steps	Engagement Steps	Progression Steps	Primary Steps	Steps4Life	Autism Progress	Broad Areas of Need
NC 7					Progression Step 10				Level 16 (13–15 yrs)
NC 6					Progression Step 9	Greater Depth & Breadth	Level 2	Level 17	Level 15 (11–13 yrs)
NC 5							Level 16		
NC 4					Progression Step 8	Year 6	Level 1	Level 15	Level 14 (9–11 yrs)
						Year 5			
NC 3					Progression Step 7	Year 4	Entry 3	Level 14	Level 13 (7–9 yrs)
NC 2	NC 2a	Standard 6				Year 3			
	NC 2b								
	NC 2c								
		Standard 5	Exc. ELG		Progression Step 6	Year 2	Entry 2	Level 13	Level 12 (6–7 yrs)
NC 1	NC 1a	Standard 4	ELG		Progression Step 5				
	NC 1b	Standard 3			Progression Step 4	Year 1	Entry 1	Level 12	Level 11 (5–6 yrs)
	NC 1c				Progression Step 3	Progression Step 3			
P8			40–60 months				Step 7	Level 11	Level 10 (4–5 yrs)
P7	Standard 2		30–50 months		Progression Step 2	Progression Step 2		Level 10	Level 9 (3–4 yrs)
P6	Standard 1		22–36 months	Engagement Step 6			Step 6	Level 9	Level 8 (2½–3 yrs)
P5			16–26 months		Progression Step 1	Progression Step 1		Level 8	Level 7 (2–2½ yrs)
P4			8–20 months	Engagement Step 5			Step 5	Level 7	Level 6 (18–24 mths)
P3(ii)			0–11 months					Level 6	Level 5 (12–18 mths)
P3(i)				Engagement Step 4			Step 4	Level 5	Level 4 (9–12 mths)
P2(ii)				Engagement Step 3			Step 3	Level 4	Level 3 (6–9 mths)
P2(i)				Engagement Step 2			Step 2	Level 3	Level 2 (3–6 mths)
P1(ii)							Step 2	Level 2	Level 1 (0–3 mths)

Cognition and Learning

Early Steps

Our EYFS assessment covers the range from birth to the Exceeded Early Learning Goals (ELG) across all seven areas –Mathematics, Literacy, Physical Development, Communication and Language, PSED, Understanding the World, Expressive Arts and Design.

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 7 areas 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.

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

Computing, PSHE (including Relationships) and PE

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

Computing, PSHE (including Sex & Relationships and Citizenship) and PE

Foundation Subjects

Art & Design, DT, Geography, History, Languages, Music and Religious Education

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 RQF Level 1 and 2.

Academic Skills

English, Maths, PSD (including Sex & Relationships) and Digital Skills

Life Skills

Food, Self-Care, Independence, Travel

Employability Skills

Choosing a Job, Getting a Job, Rights, Workplace Skills and Workplace Routines

Communication & Interaction

Communication & Interaction is our new framework for individuals with SEND who need support with their communication and interaction. The framework is designed to support all pupils with SEND and will help schools breakdown larger targets into smaller steps so they can demonstrate progress. The framework also promotes closer relationships between schools and Speech and Language Therapists (SALT) The framework covers from birth to a typical development range of a 15 year old.

Social, Emotional and Mental Health (SEMH)

We are currently developing this framework, this is planned for release in early 2021

Sensory and Physical

Once we have completed development of the SEMH framework, we will start development on the Sensory and Physical framework

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, Flexibility of Thought, Social Interaction, Emotional Regulation

***“Connecting Steps was crucial in securing our
Outstanding OFSTED Inspection”***

Lisa Bird, Headteacher, Elmsleigh Infant & Nursery School

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.bsquared.co.uk/meetings



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www.bsquared.co.uk/meetings

Or get in touch with us...

01252 870133

hello@bsquared.co.uk

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