



Steps 4 Life Sample Pages

Steps 4 Life is our framework to support pupils prepare for adulthood from Key Stage 4 onwards. The ability range starts around birth and goes up to Entry Levels 1-3 and Levels 1 and 2.

 **Connecting
Steps**

BSquared 



Connecting Steps

Connecting Steps is our market-leading pupil-tracking software that makes showing progress for all pupils easy.

‘B Squared has really made a difference in our school - it has been a great system for tracking the progress of our SEND pupils ’

Carolyn Sykes, Assistant Head Teacher, Ferndale Primary School

Connecting Steps is widely recommended by advisors and local authorities and receives great feedback from inspectors.

‘B Squared is an excellent resource for our school. It enables us to track the small steps of progress our learners make. ’

Jamie Wright, Deputy Headteacher, Acorn School

Connecting Steps is the robust assessment package that is trusted in over 3000 schools worldwide. The assessment software has been designed to make assessment and tracking progress easier. The cloud-based software is designed to save teachers time by providing teachers with feedback that can then be used in their planning, report-writing and for other documents. Connecting Steps also supports meaningful communication with parents by giving clear information about progress and attainment.

To find out how Connecting Steps can make a difference in your school go to the website below to arrange a free online meeting. We can show you how Connecting Steps works, what frameworks are right for you and the benefits to your school.

www.connectingsteps.com/meetings

Our Assessment Software

Levels of Achievement

Within Connecting Steps are different levels of achievements. Teachers can record more than just achieved or not achieved. Each school can choose how many of these they wish to use and turn off the ones they don't want. This will depend on the type of school, type of pupils and the levels of attainment the pupils are working at.

- Not Started
- Encounter
- Awareness
- Attention & response
- Engagement
- Participation
- Involvement
- Gaining skills & understanding
- Mastered
- Confirmed

Non-linear Progress

Schools need to assess a wider range of development, they need to show progress in a non-linear way and they need more flexibility to suit the development and individual progress for pupils with SEND. Connecting Steps features a number of reports for showing non-linear progress so schools are not left being unable to report the progress pupils with SEND make.

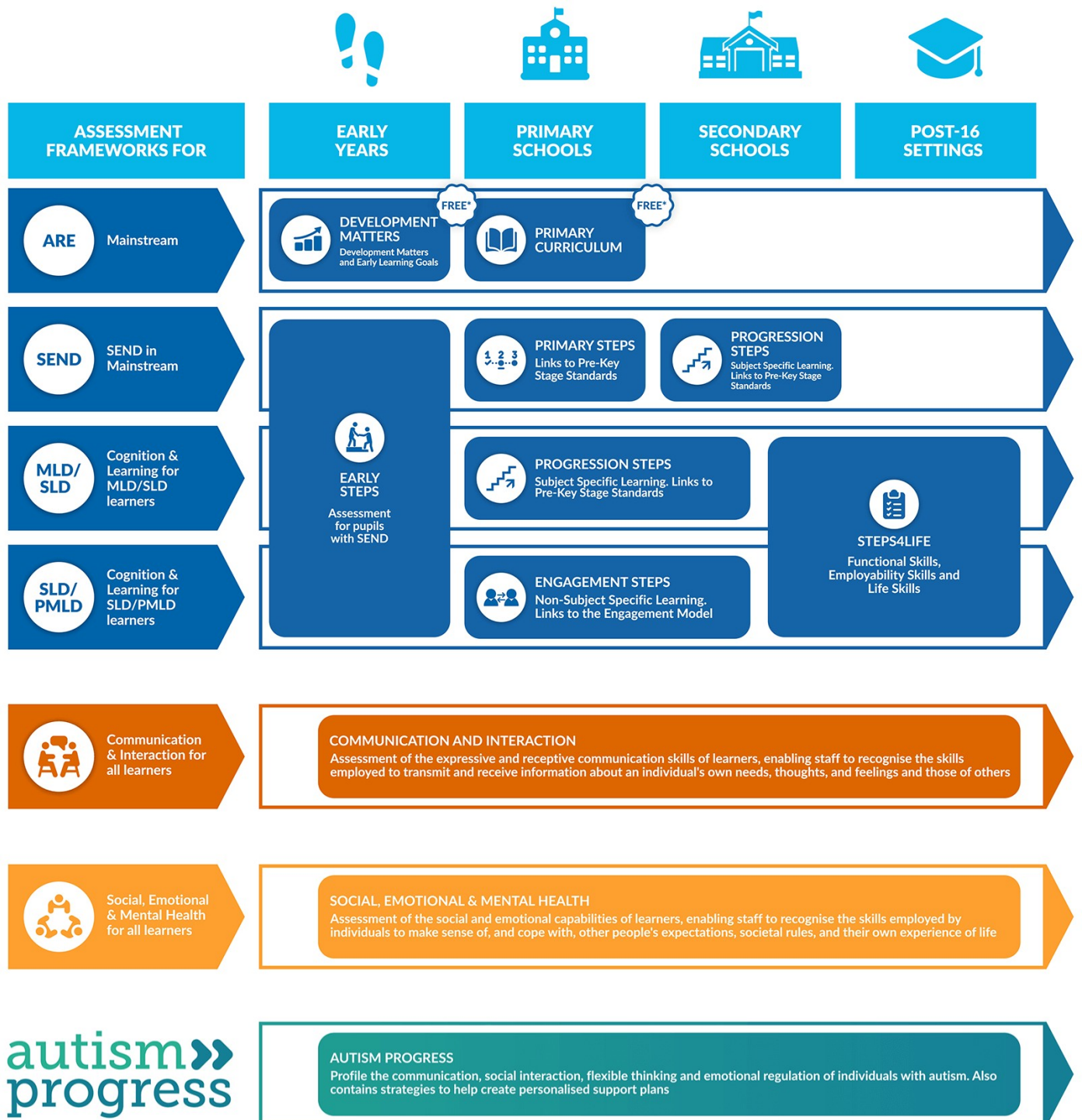
Simple Reporting

Teachers can instantly produce a range of reports designed to be shared with parents or professionals. The information is displayed clearly and simply to help increase parental engagement. The Connecting Steps Analysis Module allows leaders to build graphs for different cohorts in a few clicks. Tailored for each curriculum, the graphs are designed to present information clearly and concisely.

Our Assessment Frameworks

Frameworks

We have developed a range of frameworks to suit a wide range of abilities and ages. The image below gives you an overview of all our different frameworks and help you to identify which frameworks will apply to your setting.



*Requires Connecting Steps subscription



Our Assessment Frameworks

Early Steps

Our EYFS assessment covers the range from birth to the Exceeded Early Learning Goals (ELG) across all seven areas based on the Development Matters 2020 and Early Years Foundation Stage Framework 2021.

Primary Steps

Our Primary assessment breakdown structure is based on the 2014 National Curriculum. If you are looking at using B Squared assessment with both mainstream and SEN pupils in a Primary setting then the Primary Steps works well for you. It includes the End of Year Outcomes and the first 3 levels of our Progression Steps for pupils working below Year 1.

Core Subjects

English, Maths and Science

Plus Subjects

Citizenship, Computing, E-Safety, PE and PSHE

Foundation Subjects

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

Progression Steps

Progression Steps is our new formative assessment framework for pupils who are engaging with subject-specific learning. It will over time comprise books which reflect the four broad areas of need. This framework covers the ability range identified by the new pre-key stage standards.

Core Subjects

English, Maths and Science

Plus Subjects

Citizenship, Computing, E-Safety, PE and PSHE

Foundation Subjects

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

Performing Arts

Acting, Singing, Dancing and Stagecraft



Our Assessment Frameworks

Engagement Steps

Engagement Steps is our new formative assessment framework for pupils not yet engaged in subject-specific learning. It comprises four sections which reflect the four broad areas of need and includes the 5 aspects of engagement. This framework will help teachers to record the achievements of pupils who are working profoundly beneath age-related expectations and who are working on an informal curriculum.

Steps4Life

Steps4Life is our new framework for individuals with SEND who are working towards independent living. It is primarily designed to be used from Key Stage 4 onwards. Some individuals will be working towards independent living, with employment while others will be working towards semi-independent living and others will be in supported living. The Steps4Life covers a wide range of areas and a wide ability range, it includes 7 levels that are the equivalent of P1 to P8 which replace the old Milestones, Entry Levels 1, 2 and 3 and RFQ Level 1 and 2.

Academic Skills

English, Maths, PSHE and Digital Skills

Life Skills

Food, Self-Care, Independence, Travel

Employability Skills

Identifying and Getting a Job, Your Rights, Workplace Routines and Skills

Preparing for Adulthood

We have created a small Preparing for Adulthood framework that covers the 4 PFA areas. It uses the same level structure as the Progression Steps, so goes from a developmental stage of around 18 months to around the developmental stage of a typical 15-year-old. It is not a big framework, it is not designed to be used on its own to support older learners. It has been created to be used alongside a subject based curriculum to the end of key stage 3. It works well with our Primary Steps or Progression Steps frameworks.



Our Assessment Frameworks

Autism Progress

We recognised a need for an assessment tool which could be used by all to assess the impact of a person's autism. Using autism descriptors already created by B Squared, the developers at Autism Progress have created a set of progressive levels in the following areas of autism:

Communication
Social Interaction
Flexibility of Thought
Emotional Regulation

Communication & Interaction

Our Communication and Interaction framework aims to give more structure around assessment and progress of a pupil's communication and interaction skills. The framework is designed to be used by Speech and Language Therapists and school staff to lead to a more collaborative approach. The framework is split into the following areas:

Spontaneous Verbal Communication (Spoken Language, Sign Language and Symbols)
Recorded Verbal Communication (Writing)
Non-verbal Communication
Using Technology to Communicate (AAC)

Social, Emotional and Mental Health (SEMH)

Our SEMH framework helps schools to build a profile of a pupil's social, emotional and mental health needs and how these affect their learning and wellbeing. The framework is split into the following areas:

Emotion

Recognition, Expression, Regulation and Recognition in Others

Social

Developing and Maintaining Relationships/Friendships and Communicating with Others

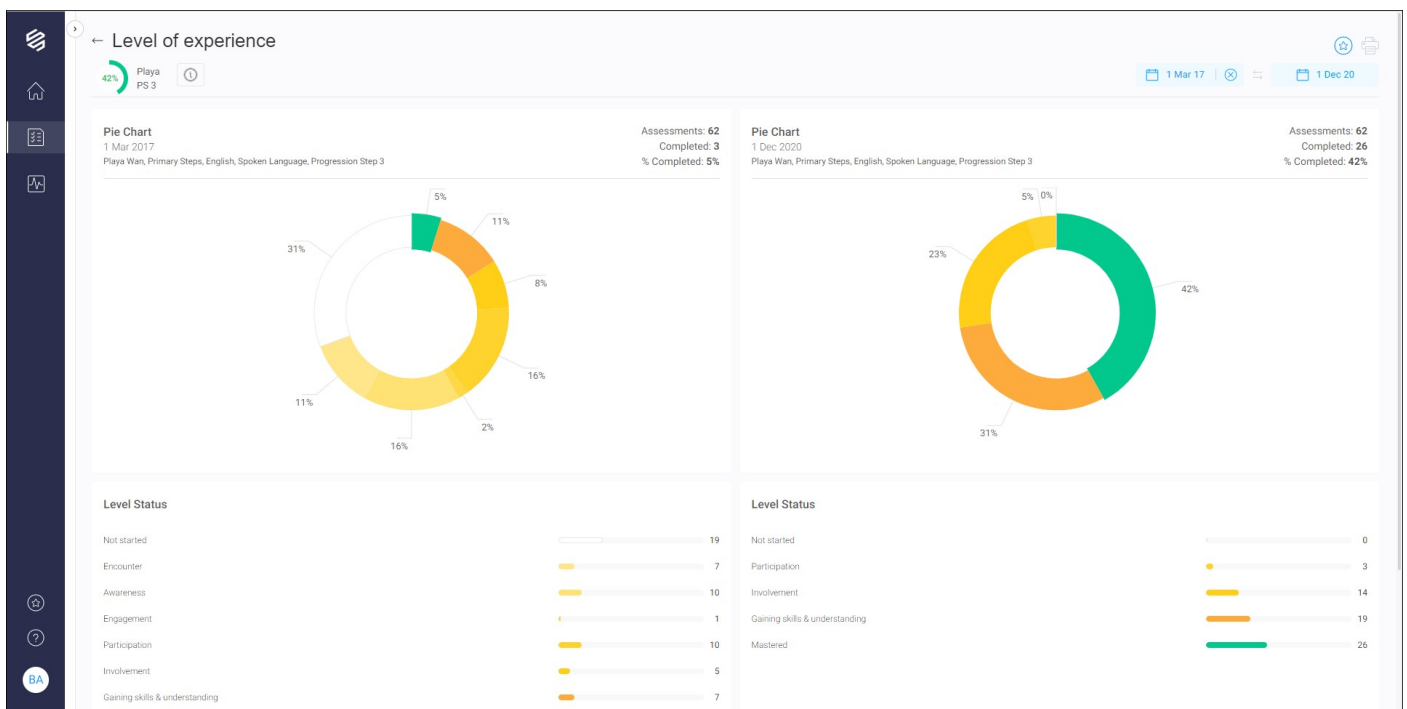
Social & Emotional Cognition

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

Sample Pages

The samples over the next few pages are designed to give you an overview of **Steps 4 Life (Academic)**

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



Engaging with Reading

- Engages with a range of short, simple texts that inform, describe and narrate
- Identifies pictorial social signs, e.g. no smoking, no entry, information, male/female toilets
- Understands and uses correctly the following terms:
 - Page
 - Print
 - Line
 - Title
 - Sentence
 - Word
- Understands and uses simple terms related to newsprint, e.g. image, caption, headline
- Reads some words on bank forms, e.g. date/number on a deposit slip
- Reads their address from a memory card (or similar) e.g. when giving their location to a taxi driver
- Identifies a range of texts:
 - A text message
 - A web page
 - A list
 - An email
 - A road sign
 - A greetings card
 - An advert
- Recognises the purpose of the text, e.g. to inform or advertise
- Looks at a range of sources for information, e.g. leaflets to find community places or events of interest
- Uses a shopping list to find and buy five familiar items in a grocery shop with minimal verbal prompts
- Identifies two ways they can find information about a range of leisure activities/community events
- Suggests different sources of information
- Uses a search engine with assistance
- Looks through brochures, asking appropriate questions about the content
- Identifies and explains a range of common safety or information signs on/in public and commercial transport
- Reads numerical information from lists
- Engages with a familiar person using a messaging app with support, e.g. via Messenger on the computer, WhatsApp on a mobile device

Word Reading

- Identifies the beginnings of sentences within a text
- Identifies the ends of sentences within a text
- Recognises that not all text are constructed of sentences
- Tracks text as they read it
- Recognises simple sentence structures
- Turns page at correct place in reading
- Pauses at the full stop when reading aloud
- Understands that capital letters are used for some words other than those at the beginning of the sentence
- Reads alphabet in lower case letters
- Reads alphabet in upper case letters
- Orders letters of the alphabet
- Reads simple sentences containing one clause
- Reads days of the week
- Reads names of numbers to ten
- Reads simple text messages
- Uses phonetic cues in attempting to read unknown words
- Uses a range of strategies to get meaning
- Demonstrates accurate, consistent use of letter sounds
- Reads correctly words designated for Entry Level 1 (see Appendix)
- Reads words ending -ed when the root remains unchanged, e.g. wanted, opened, jumped
- Reads one or two syllable words with ay and oy, e.g. toy, play
- Reads common two syllable words ending with 'y' and sounding /i:/, e.g. twenty
- Recognises that the letters ay and oy usually correspond to /eɪ/ and /ɔɪ/ at the end of words, e.g. day, runway, boy
- Reads the contractions:
 - Mr, Mrs
 - n't, e.g. didn't
 - 'll, e.g. I'll
 - 're, e.g. we're
 - 's, e.g. it's
 - Reads all common words with one or two syllables where the most probable correspondences between sounds and letters are the correct ones, e.g. it, nut, and, stop, thing, himself

Comprehension

- Talks about likely content using the title as the cue
- Matches appropriate captions to images
- Recognises that a picture relates to the text
- Understands a short news narrative on a simple subject
- Describes an event/action of a person in a news story
- Recalls key facts from a narrative, e.g. when, where, who
- Talks about what they have read
- Follows a short narrative on a familiar topic or experience
- Follows a short, simple, descriptive text
- Follows a short, simple, informative text, e.g. instructions on using the photocopier
- Follows signs to get to the correct familiar train platform with prompts
- Responds to 8 social signs
- Expects the text to make sense
- Understands a short piece of text on a simple subject
- Distinguishes between fiction and non-fiction texts
- Makes simple factual statements about basic information they have read or had read to them
- Makes simple deductions with help and prompts
- Locates specific information about community events within a text, e.g. reads a Facebook post about an event to find out the date, time, cost, etc.
- Explores the results of their web search
- Uses a check list to remember items needed, e.g. uses a pictorial list to remember items to take to a leisure activity/work

20 Aug 2024 - Student Name - English, Speaking, Listening & Communicating - Level 1 / Progress: 0%

Speaking & Communicating

- Makes requests and asks relevant questions to obtain specific information in different contexts
- Asks questions in order to clarify and extend understanding in a range of contexts and within different group sizes of familiar and unfamiliar people
- Asks for advice clearly in a range of contexts from a relevant person
- Communicates successfully in a range of styles and contexts, e.g. conciliatory, negotiating, persuasive
- Sequences their ideas logically when explaining, describing, speculating and exploring ideas
- Communicates information, ideas and opinions clearly and accurately on a range of topics
- Justifies and defends their point of view clearly
- Gives their viewpoint in an appropriate manner
- Expresses opinions and arguments and supports them with evidence
- Speaks confidently and fluently in a range of situations, using an increasing command of formal and Standard English as appropriate
- Makes appropriate and relevant comments and suggestions, e.g. relevant to topic, not offensive
- Chooses vocabulary according to context and purpose and which is appropriate for their audience
- Uses appropriate gestures and facial expressions, generally maintaining eye contact when talking to familiar and unfamiliar people
- Uses appropriate phrases, registers and adapts contributions to take account of audience, purpose and medium
- Engages their listeners, monitoring interest using a range of skills, e.g. maintaining eye contact
- Picks up simple clues to know when someone does not understand them
- Leaves a voicemail to a familiar person which includes the relevant information
- Explains clearly and logically, e.g. directions somewhere, how to use a piece of equipment

Listening & Responding

- Makes notes when listening
- Identifies main points raised
- Gives a brief outline of one of the main points raised
- Identifies relevant information and lines of argument in explanations or presentations
- Responds effectively to detailed questions
- Answers more detailed questions with relevant facts/information
- Asks for clarification on a point they do not understand

Engaging in Communication

- Initiates a discussion with their own questions/views
- Participates fully in discussions and conversations
- Maintains attention and interaction within longer discussions, conversations or debates, responding appropriately to the ideas and views of others
- Engages with others on an appropriate level, e.g. informal with friends, more formal with an instructor
- Deals politely with those who have an opposing point of view
- Evaluates what has been said, building on the answers or viewpoints of others and developing ideas further
- Respects the turn-taking rights of others during discussions, using appropriate language for interjection
- Follows and understands discussions and makes contributions relevant to the situation and the subject
- Listens and responds to requests, feedback or suggestions from others
- Listens carefully to a sustained discussion
- Makes an appointment using the phone, with verbal support
- Makes an appointment face to face

20 Aug 2024 - Student Name - English, Writing - Step 6 / Progress: 0%

Engaging with Writing

- Concentrates without support for up to ten minutes
- Creates a symbol/word/picture list of shopping items needed with support
- Scribbles spontaneously when given pen and paper
- Dictates text for a purpose, e.g. a postcard
- Puts a mark on a calendar to show where they should be with prompts, e.g. a cross means at home
- Make a 'list' of what they want to do tomorrow
- Copies their name for a purpose, e.g. on a greeting card
- Identifies which signs/symbols/images represent different activities on their timetable
- Matches their name/symbol
- Matches the photo of people they know to symbols/signs of their name
- Matches a symbol to its photo/picture representation
- Picks a symbol which represents a task they wish to do
- Makes marks in response to a range of contexts, e.g. on a computer/paper in response to a visit, narrative
- Reads own writing
- Creates a book based on a theme with support, e.g. a regular journey, shopping experiences
- Demonstrates a brief interest in their own writing, e.g. looks at their writing with staff
- Points to text on the screen

Spelling, Punctuation & Grammar

- Identifies or writes 5+ graphemes on hearing corresponding phonemes
- Identifies or writes 10+ graphemes on hearing corresponding phonemes (PKSS)
- Groups letters/symbols together
- Orders symbols from left to right
- Discriminates between initial sounds
- Identifies the initial letter of their name
- Writes the first letter of their name with support
- Writes the first letter of their name independently
- Writes several letters of their name when mark-making
- Says the sound of some letters in own name
- Says the sound of some letters of the alphabet
- Blends words which begin with the same initial phoneme
- Blends phonemes to say a whole word orally after sounding out each phoneme
- Inputs numerals to five on computer with support
- Inputs text - random letters
- Holds pencil correctly and with sufficient grip, most of the time
- Uses different aids to make marks for different purposes, e.g. computer, white board
- Traces letter shapes
- Traces numbers one to five
- Traces a symbol
- Overwrites shapes
- Overwrites their name
- Copies simple shapes
- Draws a roughly straight line
- Copies letters or words from their environment
- Copies underneath from left to right
- Writes own symbols
- Writes in lines
- Writes letters of inconsistent size
- Includes a variety of letters within lines of scribble
- Includes a variety of shapes within lines of scribble
- Leaves a space between groups of letters/symbols
- Chooses signs/symbols for specific meaning
- Chooses symbols/pictures which relate to an object or action
- Makes short statements or phrases in the future tense
- Makes short statements or phrases in the past tense

Writing Composition

- Attempts to write words other than their name
- Makes marks, including some letters, with the intention of conveying meaning
- Expresses the conjunction 'and' when adding information during a discussion
- Expresses the conjunction 'and' when linking ideas during a discussion
- Suggests a phrase to include in their work
- Says a clause to complete a sentence that is said aloud, e.g. 'When we went to the beach today, ... we ate ice cream / I played in the sand / it was hot' (PKSS)
- Sequences two pictures of daily events, e.g. first: eat breakfast; then: go to school
- Sequences a familiar journey in three parts, e.g. home - walk - work
- Sequences two symbols, e.g. get up then wash/breakfast then clean teeth
- Dictates a narrative for their story
- Adds simple details to another person's retelling of a story
- Separates pictures and writing

20 Aug 2024 - Student Name - Mathematics, Using Numbers & the Number System - Step 7 / Progress:

0%

Whole Numbers

- Compares two quantities to ten using the term 'fewer'
- Compares two quantities to ten using the term 'larger'
- Compares two quantities to ten using the term 'more'
- Compares two quantities to ten using the term 'smaller'
- Using concrete materials, finds the number before and after, one more and one less
- Finds the number before and after and one more and one less from a given number to ten
- Removes one object and counts how many now (up to five)
- Removes one object from a group and counts how many now (up to ten)
- Adds an object to a group and counts how many now (up to five)
- Adds an object to a group and counts how many now (up to ten)
- Demonstrates understanding when answering, "How many are gone?"
- Demonstrates understanding when answering, "How many are left?"
- Understands the idea of not many
- Understands the idea of a lot
- Estimates objects with a degree of accuracy
- Explains the meaning of the term "add" using simple language
- Explains the meaning of the term "altogether" using simple language
- Explains the meaning of the term "make" using simple language
- Explains the meaning of the term "more" using simple language
- Explains the meaning of the term "take away" using simple language
- Counts up to eight objects correctly
- Counts up to ten objects with some prompting
- Counts objects to ten independently in different arrangements
- Counts up to ten saying the number names in the correct order, matching the correct number name to each object in the count and appreciating that the last number counted represents the total size of the group
- Recognises they have made an error in counting patterns to ten
- Sorts numerals from other shapes
- Writes numbers to five
- Writes numbers to ten
- Inputs numbers to five on computer correctly
- Enters numbers 0 - 10 into a calculator
- Keys numbers into a phone
- Identifies numerals up to five
- Identifies some numerals up to ten
- Matches numerals to ten
- Matches numerals to read bus numbers
- Copies a phone number
- Reads out their phone number
- Writes down phone numbers
- 'Shops' with items valued up to 5p using 1p coins
- 'Shops' with items valued up to 10p using 1p coins
- Describes the position of objects, people or events using ordinal numbers, e.g. first, second, third, etc.
- Copies and continues more advanced patterns using real-life materials, e.g. apple, apple, orange, apple, apple, orange, etc. (PKSS)

Fractions, Decimals, Percentages

- Talks about half in conversations
- Shares objects into groups
- Shares objects between two plates
- Shares concrete objects so that everyone has eight (in a group of people)
- Counts two halves of a group of objects to check they contain the same amount

Solving Mathematical Problems & Decision Making

- Uses given mathematical information and recognises and uses simple mathematical terms appropriate to Step 7
- Follows the methods shown to produce results
- Provides a simple explanation for their results with guided questioning
- Applies own method of recording results of mathematical operations

20 Aug 2024 - Student Name - Mathematics, Handling Information & Data - Level 2 / Progress: 0%

Handling Information & Data

- Explains how to find the mean, median and mode
- Calculates the mean, median and mode of a set of quantities
- Estimates a total amount from a given mean
- Estimates the mean of a grouped frequency distribution from discrete data
- Compares data to analyse information, e.g. uses average review scores on a website to help decide which product is better
- Uses the mean, median, mode and range to compare two sets of data
- Identifies when they need to use mean, median or mode
- Identifies if the outcome of one event will affect the outcome of the second event
- Considers how the sample size for a survey affects the accuracy
- Records the outcome of combined events, e.g. using a table to show the possible results of two coins being tossed
- Works out the probability of combined events including the use of diagrams and tables, including two-way tables
- Labels a scale with the probability in fractions, decimals and percentages
- Identifies reasons why an event is impossible
- Expresses probabilities as fractions, decimals and percentages
- Plots a scatter graph
- Recognises correlation
- Draws and interprets scatter diagrams and recognises positive and negative correlation

Solving Mathematical Problems & Decision Making

- Reads, understands and uses mathematical information and mathematical terms used at Level 2
- Addresses individual problems based on their knowledge and/or skills which draws upon a combination of and makes connections between all three of the mathematical content areas
- Uses knowledge and understanding to a required level of accuracy within Level 2
- Identifies suitable operations and calculations to generate results
- Analyses and interprets answers in the context of the original problem within Level 2
- Checks the sense and reasonableness of answers within Level 2
- Presents and explains results clearly and accurately demonstrating reasoning to support the process and shows consistency with the evidence presented

20 Aug 2024 - Student Name - Mathematics, Using Common Measures, Shape & Space - Entry 3 /

Progress: 0%

Common Measures

- Reads price labels expressed as decimals
- Understands that the decimal point separates £ and pence
- Expresses money correctly in writing in pounds and pence
- Adds amounts of money to give change, using both £ and p in practical contexts
- Subtracts amounts of money to give change, using both £ and p in practical contexts
- Enters sums of money onto a calculator or calculator app
- Calculates with money using decimal notation and expresses money correctly in writing in pounds and pence
- Rounds up sums of money to the nearest 10p
- Rounds up sums of money to the nearest £1
- Solves simple money problems involving fractions and decimals to two decimal places
- Writes the date correctly
- Enters appointments in a diary or electronic calendar
- Identifies if they are late, early or on time
- Sets an alarm clock, e.g. on a mobile phone
- Reads, measures and records time using am and pm
- Reads the time from analogue clocks in hours and minutes
- Reads time from 24 hour digital clocks in hours and minutes
- Tells and writes the time to five minutes, including quarter past/to the hour
- Matches digital to analogue clocks
- Uses Roman numerals from I to XII
- Uses a calendar to check dates, e.g. of first Saturday in a month, number of weekends before Christmas
- Recognises the abbreviations for metric units of length: m, cm
- Recognises that kilometres and miles are units of length for measuring longer distances
- Recognises the mile as a unit in the UK but that other countries use kilometres to measure distances
- Extracts mileage information from distance charts
- Compares metric measures of length including millimetres, centimetres, metres and kilometres
- Knows that there are 1000g in 1kg
- Recognises the abbreviations for metric units of mass: kg, g
- Reads weights on food packaging and selects appropriate weight pack
- Compares measures of weight including grams and kilograms
- Knows 1 litre = 1000 millilitres
- Recognises the abbreviations for metric units of capacity: l, ml
- Reads measurements in litres and ml on different containers
- Compares measures of capacity including millilitres and litres
- Recognises the abbreviations for metric units of temperature °C
- Compares temperature, e.g. outside and inside
- Measures their own temperature using a thermometer correctly
- Uses a suitable instrument to measure mass and length
- Uses and compares measures of length, capacity, weight and temperature using metric or imperial units to the nearest labelled or unlabelled division
- Selects the correct unit of measure on a set of electronic scales
- Matches different units of measurement to their uses
- Uses a range of scales; analogue, digital and balance
- Reads scales to the nearest unlabelled division

Shape & Space

- Identifies and describes the properties of 2D shapes, including the number of sides, and line symmetry in a vertical line
- Identifies and describes the properties of 3D shapes, including the number of edges, vertices and faces
- Identifies horizontal and vertical lines
- Sorts 2D and 3D shapes using properties including lines of symmetry, length, right angles, angles including in rectangles and triangles
- Describes the relative location of a place using understanding of the four points of a compass
- Uses appropriate positional vocabulary to describe position and direction including eight compass points
- Expresses a turn in relation to a right angle
- Uses appropriate positional vocabulary to describe position and direction including full/half/quarter turns

Solving Mathematical Problems & Decision Making

- Uses given mathematical information including numbers, symbols, simple diagrams and charts appropriate to Entry Level 3
- Recognises, understands and uses simple mathematical terms appropriate to Entry Level 3
- Uses methods given at Entry Level 3 to produce, check and present results that make sense to an appropriate level of accuracy
- Presents results with appropriate and reasoned explanation using numbers, measures, simple diagrams, charts and symbols appropriate to Entry Level 3

20 Aug 2024 - Student Name - Digital Skills, Being Safe & Responsible Online - Entry 1 / Progress: 0%

Being Safe & Responsible Online

Protecting Privacy

- Gives an example of personal information
- Recognises what could be given as their personal information, e.g. their date of birth
- Identifies two pieces of information that a device/previous online activity has stored about them, e.g. username and profile photo

Protecting Data

- Identifies what a password is
- Explains when and why they would use a password
- Explains why their password is only for them
- Identifies two different methods of securing a device, e.g. thumbprint, password

- Identifies that a computer virus can affect their device and data

Being Responsible Online

- Identifies social media apps/groups which relate to community events/news
- Names two social media platforms
- Identifies a profile of someone they know on a social media platform, e.g. recognises their photo/name
- Recognises what makes a person a 'stranger'
- Describes simple rules when dealing with strangers
- States that they should ask a member of staff before accepting a friend request online

- Explains how choosing a wrong action can have negative consequences

Digital Wellbeing

- Identifies a reason why they should limit time spent using digital devices (or factoring in a break)
- Recognises if they are comfortable in their sitting position
- Moves devices automatically when initially seating themselves to find a comfortable position, e.g. moves the mouse/keyboard nearer so they do not have to lean so far
- Identifies how they are feeling physically and mentally when they switch off their device
- Accepts some limitations when using digital equipment, e.g. time, prohibited websites

20 Aug 2024 - Student Name - Digital Skills, Communicating - Entry 1 / Progress: 0%

Communicating

Communicating and Sharing

- Identifies ways in which they communicate information digitally
- Suggests different ways to communicate digitally with others
- Conveys ideas using phrases or short sentences
- Conveys information using phrases or short sentences
- Recognises one advantage of sending an email instead of a letter
- Reads out their email address
- Locates their inbox
- Opens an email, stating who it is from and a basic understanding of their message
- Deletes an email they no longer want
- Engages with a familiar person using a messaging app with support, e.g. via Messenger on the computer, WhatsApp on a mobile device
- Uses appropriate emojis when communicating with a familiar person via a messaging app
- Finds a telephone number on a contact list
- Dials the correct number for a specific person from a list
- Engages in a complete conversation with a familiar person using a phone
- Receives a phone call, answering and completing the call appropriately
- Engages with a familiar person using a video call application with support, e.g. via Skype on the computer, Facetime on a mobile device
- Identifies who is in a group chat and can see their responses when using a familiar app, e.g. when using WhatsApp

Managing Traceable Online Activities

- Uses the forward and back buttons to move between web pages
- Gives an example of personal information
- Names two social media platforms
- Identifies a profile of someone they know on a social media platform, e.g. recognises their photo/name

20 Aug 2024 - Student Name - Digital Skills, Creating & Editing - Step 7 / Progress: 0%

Creating & Editing

Creating & Editing Documents

- Recognises simple computer terminology, e.g. print/save
 - Chooses the best application (from a limited choice) for their task
 - Uses familiar accessibility tools as appropriate with verbal prompts, e.g. changes text size in a Word document following step by step instructions
 - Asks for saved text or pictures to be retrieved
 - Selects applications using logos
 - Looks for specific objects on a screen
 - Finds named letters on a QWERTY keyboard
 - Inputs numbers to five on computer correctly
- Uses the space bar to put breaks between words inconsistently
 - Presses keys and the space bar on a keyboard to produce text
 - Locates 'Backspace' and 'Delete' on a keyboard
 - Uses the backspace and/or delete to edit typing (not economically)
 - Creates work that includes pictures and text
 - Expects that the print out is the same as the text on the screen
 - Uses a single click of the mouse to select an object
 - Identifies and uses the arrow keys on a keyboard to move around a page (not necessarily economically)

- Moves the cursor around the screen using a mouse

Creating & Editing Digital Media

- Moves an object across the screen
- Presses an access/control device to look at a specific photograph using a smart device, e.g. swipes left/right to move the icons then press on preferred option
- Presses an access/control device to look at a specific video using a smart device, e.g. swipes left/right to move the icons then press on preferred option
- Presses an access/control device to listen to a specific sound recording using a smart device, e.g. swipes left/right to move the icons then press on preferred option
- Uses a graphics program, e.g. to create a picture

20 Aug 2024 - Student Name - Digital Skills, Transacting - Entry 3 / Progress: 0%

Transacting

Using Online Services

- Completes a simple online form used to enter information, e.g. name and contact information to request a service/make an appointment
- Identifies that they should only press 'Submit' when they have completed and checked their information
- Completes and submits a form as part of an online transaction, complying with verification checks
- Demonstrates an understanding of the terminology and concepts relating to online forms and data validation and verification checks
- Checks (when alerted to the fact) that data is not within range, e.g. age has to be between 20-29

- Checks (when alerted to the fact) that data is not in the right format/length, e.g. a letter instead of a number
- Enters sums of money onto a calculator or calculator app

Buying Securely Online

- Identifies that there are a range of companies that supply the same goods, e.g. electricity
- Pays for items using a 'contactless' method
- Pays for items using mobile payment methods, e.g. Android Pay
- Types credit/debit card details into the correct fields when paying online, e.g. knows which digits CVC relates to

- Buys an item/service online using a chosen method of online payment
- Recognises the effects of clicking on purchases in games or apps
- Recognises the dangers of making multiple small transactions online, e.g. 500 lots of £1 within a game adds up to a large amount
- Checks the URL of a website before using its online payment services, e.g. looks for HTTPS in the address bar
- Recognises that scammers can replicate websites/emails in order to defraud
- Identifies three common trust seals found on websites and explains what they mean to a customer, e.g. McAfee Secure, Paypal Verified

Using Devices & Handling Information

Using Devices

- Labels a range of familiar equipment as hardware or software correctly
- Names a range of familiar software and its main purpose, e.g. Gmail – sending electronic messages, Excel – store and organising data
- Starts up and shuts down familiar devices correctly so that data is protected from loss or damage
- Recognises the abbreviation OS refers to the operating system
- Locates the system settings on a familiar device, e.g. using the icon/searching
- Responds to questions about features they can change in settings, e.g. why would you want to change the size of the text?
- Identifies if they need to change settings, e.g. if the text is too small to read
- Makes basic changes via the system settings, e.g. changes the background/colours/font size from options available on screen
- Locates familiar accessibility tools on a familiar device as appropriate
- Identifies what 'desktop' means, e.g. knows where to find a file if they save it to desktop
- Finds a range of applications on a device, e.g. using the search bar, clicking on the icons on the task bar/desktop
- Identifies if an application is free, paid for or has in-app purchases
- Identifies what each icon represents on a task bar
- Identifies a simple action which needs to be taken when a dialogue box states there is an update for an application

- Suggests what a developer may have updated within an application, e.g. changed how the app looks, fixed a problem (bug)
- Identifies apps they wish to download on a mobile device for entertainment purposes
- Accesses a range of apps on a mobile device for entertainment purposes
- Recognises that devices have a limited amount of storage space
- Connects to the internet (including Wi-Fi)

Finding & Evaluating Information

- Identifies and uses a familiar search engine
- Identifies a hyperlink, e.g. by colour/underlined features
- Recognises that clicking on a hyperlink will take them to a different place/page
- Recognises that clicking on a webpage's menu may result in a dropdown box of options
- Identifies the key words they will use in a search
- Finds specified information from ICT-based sources by using simple search facilities
- Finds relevant pages from their web search
- Loads a chosen webpage from a link in the search results
- Moves from one page to another easily on a website
- Gives examples of different types of content on websites, e.g. text, video, images
- Gives examples of different sources of information online

Managing & Storing Information

- Creates and saves a new file (with an appropriate name) on a familiar piece of software
- Opens and alters documents, then saves the changes
- Creates and saves a new folder (with an appropriate name) on a familiar piece of software
- Opens the folder view to find files/folders
- Recognises two common file name extensions, e.g. .txt, .html
- Locates files stored on a computer's hard drive
- Identifies familiar removable storage, e.g. USB drives, XD memory card

Identifies, locates and uses the icons to:

- close a window
- minimise a window
- restore down
- access help

Identifying & Solving Technical Problems

- Identifies simple, common technical problems, e.g. printer out of paper, speakers not connected
- Explains what is meant by the term 're-boot'
- Suggests what to do if an application freezes
- Communicates about noticeable changes in familiar applications, e.g. recognises if an application is running much more slowly than usual

20 Aug 2024 - Student Name - Personal & Social Development, Citizenship - Step 7 / Progress: 0%

Critical Thinking & Debate

- | | | |
|---|---|---|
| <input type="radio"/> Asks for more information to aid their understanding | <input type="radio"/> Gives a simple explanation why something will happen | <input type="radio"/> Sequences a report of an event |
| <input type="radio"/> Challenges an idea simply | <input type="radio"/> Gives their opinion about a news topic or current event locally or in the wider world | <input type="radio"/> Relates a news narrative to their own experience |
| <input type="radio"/> Discusses the information heard from an audio recording, e.g. a radio news report | <input type="radio"/> Makes choices between non-tangibles, e.g. shall we go to the park or shops | <input type="radio"/> Relates an experience to an event or news narrative |
| <input type="radio"/> Expresses an opinion with appropriate language | <input type="radio"/> Recognises a familiar news website | <input type="radio"/> Contributes to group discussion |
| <input type="radio"/> Gives a simple explanation why something happened | <input type="radio"/> Recognises and responds to situations in a news narrative e.g. danger, surprise/smiles at good news | <input type="radio"/> Contributes to one-to-one discussion |

Democratic Citizens & the UK Political System

- | | |
|--|--|
| <input type="radio"/> Approaches a group they would like to join | <input type="radio"/> Names a few people in a particular group or place they visit, e.g. cooking group, work placement |
| <input type="radio"/> Identifies a group to which they belong | |

Role of Law & Justice System

- | | | |
|--|--|--|
| <input type="radio"/> Accepts boundaries over more prolonged periods of time | <input type="radio"/> Declares that something is not fair | <input type="radio"/> Identifies behaviour that could be considered as right and wrong |
| <input type="radio"/> Accepts that they cannot just take what they want | <input type="radio"/> Demonstrates awareness that some things can be hurt or damaged | <input type="radio"/> Identifies the rules they have to follow |

Managing Money & Planning for the Future

- | | | |
|--|---|---|
| <input type="radio"/> Explains the purpose of money | <input type="radio"/> Pays for an activity in coins/notes that are given to them | <input type="radio"/> Recognises that items must be paid for before leaving the shop |
| <input type="radio"/> Identifies a simple reason why they have chosen to buy one item over another | <input type="radio"/> Pays for an item using cash that is given to them/sorted out to hand over, e.g. offers the shop assistant a £10 note from their wallet that a member of staff has pointed out to them | <input type="radio"/> Recognises a building as a bank, e.g. identifies it as a bank when they walk inside |
| <input type="radio"/> Identifies where they may find the price of an item, e.g. on a label/shelf | <input type="radio"/> Recognises £5.00 and £10.00 notes | <input type="radio"/> Recognises the logo/name of their bank, e.g. on a bank statement, outside of the bank |
| <input type="radio"/> Names a variety of shops they visit | <input type="radio"/> Recognises 10p, 20p, 50p and £1 coins | <input type="radio"/> 'Shops' with items valued up to 5p using 1p coins |
| <input type="radio"/> Suggests where they could go to buy different items | <input type="radio"/> Recognises 1p, 2p, and 5p coins | <input type="radio"/> 'Shops' with items valued up to 10p using 1p coins |
| <input type="radio"/> Suggests ideas about how they would like to spend their money or vouchers | | |

Volunteering & Responsible Activity

- | | | |
|--|---|--|
| <input type="radio"/> Accepts they may have to wait to use specific equipment | <input type="radio"/> Takes turns | <input type="radio"/> Listens to others talking without interruption in a structured adult led activity, for short periods of time |
| <input type="radio"/> Engages with photos and news stories which relate to the local community and the wider world | <input type="radio"/> Identifies ways of helping people | <input type="radio"/> Works with others to get out or put away equipment |
| | <input type="radio"/> Informs a member of staff about an incident | |

20 Aug 2024 - Student Name - Personal & Social Development, Physical Health & Mental Wellbeing -
Step 3 / Progress: 0%

Physical Health & Mental Wellbeing

- Ceases crying when they receive attention from a member of staff
- Stills to a calm, reassuring voice
- Imitates different pitch, using own voice to express different emotions
- Changes their facial expression when hearing emotion in voices, e.g. when a peer is crying or speaking in anger
- Changes their facial expression when experiencing physical touch
- Gestures for physical contact by raising their arms towards a member of staff when they are upset or happy
- Listens to comforting voice
- Demonstrates contentment when with or near other people
- Uses vocal sounds to express different emotions
- Demonstrates general happiness through consistent responses when presented with familiar experiences
- Demonstrates contentment through expressions and body language when people/actions please them
- Demonstrates contentment through expressions and body language when people meet their expectations
- Demonstrates sadness through expressions and body language when actions upset them
- Demonstrates sadness through expressions and body language when people upset them
- Smiles at people
- Smiles in response to attention
- Laughs out loud
- Chuckles softly
- Allows themselves to be guided through a range of movements or actions
- Pushes down through their legs when their feet are on a firm surface
- Maintains the equilibrium of their body posture during movement
- Maintains the equilibrium of their head during movement, e.g. keeps their head stable on their neck
- Passively accepts being washed in the morning and before bed
- Touches water with any part of the skin without demonstrating defensive behaviour
- Opens their mouth to anticipate teeth brushing when brush is brought near
- Examines foods and produce handed to them briefly
- Looks towards ingredients when directed verbally or visually
- Explores a range of ingredients and produce by touch and manipulation for up to 10 seconds
- Explores textures of fruit and vegetables by touch for up to 10 seconds
- Reacts to the textures of food on their plate when feeling foods with their hands
- Demonstrates a need for attention, e.g. by shouting
- Calms down when their discomfort is resolved
- Shifts their gaze to the part of their body that is being touched (not consistently)
- Recognises that hands and feet are part of self

Families

- Recognises the concept of family
- Describes how important people in their life should care for each other
- Identifies two ways a new baby will impact on the parents
- Identifies how their family members care for each other
- Describes what they do to make the special people in their lives feel different emotions
- Knows a baby needs constant care from an adult to survive
- Describes their family circumstances, recognising that families can be different
- Names the important people in their life
- Sequences a series of five pictures showing human life cycle
- Identifies different aspects they like about their family, and aspects they would like to change
- Identifies with whom their lives are linked
- Organises events in their own life in sequence
- Identifies what is involved in belonging, e.g. to a family or activity group

Respectful Relationships, Including Friendships

- Accepts they cannot always do what they want
- Demonstrates sensitivity towards others
- Recognises the activities or people that make them feel happy
- Agrees on a shared activity with a peer
- Demonstrates understanding that not everyone wants to do what they want
- Makes a friend, talks and shares feeling with them
- Takes turns in a range of situations
- Shows sympathy
- Realises what they do affects others
- Apologises appropriately, most of the time
- Describes how they might help someone
- Recognises that everybody has similar feelings
- Communicates 'please' and 'thank you' using words, signs, or symbols independently most of the time
- Describes how their behaviour can affect others which can impact themselves
- Identifies ways in which they can tell if people are happy or sad
- Follows simple social conventions, e.g. covers mouth when they cough
- Engages with five or six peers spontaneously
- Shows some awareness that others' ideas, though different, are not wrong
- Demonstrates a growing respect for their own culture and beliefs and those of other people
- Explains what it means to keep a promise
- Suggests reasons why they are a good friend and why someone else is
- Demonstrates a knowledge of themselves, their likes and dislikes and identity
- Identifies what a friendship is
- Suggests two ways to resolve an issue with a friend
- Identifies how they could mend a relationship

Online & Media

- Describes a real and simulated experience on the internet, e.g. playing a game
- Gives an example of personal information
- Gives examples to show how the internet is used for playing and learning
- Engages with a familiar person using a messaging app with support, e.g. via Messenger on the computer, WhatsApp on a mobile device
- Explains how it is possible to send personal information to others
- Identifies that it is not safe to communicate with people they do not know
- Identifies ownership, e.g. of familiar items

Being Safe

- Suggests how they can help to keep themselves physically and emotionally safe in different situations
- Lists different types of touching, e.g. shaking a hand, tickling, pat on the back
- Describes simple rules when dealing with strangers
- Recognises the difference between a good and bad risk
- Gives examples of physical contact that makes them feel comfortable
- Identifies examples of taking risks
- Recognises the difference between public and private, e.g. space such as bedroom is private
- Recognises they have the right to say 'No' when facing unwanted physical contact or situations they find uncomfortable
- Names people who they can ask for help in a variety of circumstances
- Draws conclusions between what is a good and bad secret
- Suggests ways to respond to unwanted physical contact

Intimate & Sexual Relationships, Including Sexual Health

- Names and labels the main external parts of the body
- Identifies some physical differences between themselves and peers
- Lists ways people show affection
- Identifies the external physical differences between members of the male and female sex
- Identifies some physical similarities between themselves and peers

Sample Pages

The samples over the next few pages are designed to give you an overview of **Steps 4 Life (Life Skills)**

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

The screenshot displays the BSquared assessment interface. On the left is a navigation sidebar with options like Selection, Group Type, Group, Framework, Subject, Profile, and Strand. The main area shows a table of assessment results for 11 students across various reading tasks and levels.

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

22 Aug 2024 - Student Name - Independence, Chores, Routines & Maintenance - Step 4 / Progress: 0%

Household Chores

- Follows a simple one- or two-key word instruction when accompanied by gestures and context
- Watches water fill a bowl
- Identifies the use of household objects, e.g. hairbrush, spoon, mug, etc.
- Picks up small objects securely with a pincer grip
- Picks objects off the floor when holding furniture for support
- Puts rubbish in the bin when encouraged to do so by a member of staff
- Takes object out of container in imitation
- Touches a range of textures without protest when provided with different objects
- Manipulates materials in increasingly complex ways when given intricate objects, e.g. turns penny-sized dials, pushes penny-sized buttons
- Demonstrates growing eye and hand function, e.g. focuses on, reaches for and grasps objects
- Demonstrates growing hand-to-hand co-ordination, e.g. clapping, passing a cup from one hand to the other
- Tolerates the sound of the vacuum cleaner with some support
- Accepts help in using objects
- Remembers the purpose of a tool over a short period of time
- Copies simple actions using their lower body
- Copies simple actions using their upper body
- Responds to cleaning routines consistently when they frequently undertake them over extended periods of time
- Interacts with a familiar piece of cleaning equipment briefly when its name is spoken or signed
- Engages in cleaning/tidying activities for three minutes when working with a familiar member of staff
- Engages in cleaning/tidying activities for five minutes when working with a familiar member of staff
- Presses and releases an access/control device with support
- Pushes a plug into a socket with hand-over-hand assistance
- Squeezes using a trigger to release cleaning fluid from a container with hand-over hand support
- Stops and faces a vacuum cleaner when it has been switched on (localising the origin of the noise)
- Observes and responds to staff using a washing machine, e.g. by demonstrating interest in what is inside the drum, what the detergent smells like, etc.

Household Maintenance

- Applies a familiar action to a new cause-and-effect activity to try and make it work
- Applies a new action to a familiar cause-and-effect activity after a previous negative response
- Applies a familiar action to a familiar cause-and-effect activity after a previous positive response
- Communicates surprise if familiar object fails to complete an action, e.g. make a noise when button is pressed
- Observes the result of their action
- Communicates to a member of staff with verbal or physical exclamations, e.g. saying "Uh-oh!" when something goes wrong
- Tracks a smell until it moves out of range when odours are passed in front of them
- Tracks a sound until it moves out of range when noise-making objects are passed in front of them
- Responds to different environmental sounds appropriately when they are part of familiar routines, e.g. looks at the door when the bell goes

Household Routines

- Anticipates a routine demonstrating an expectation of familiar actions when given a visual cue
- Anticipates a routine demonstrating an expectation of familiar actions when given an auditory cue
- Looks at their visual timetable with interest when it is placed in front of them
- Acknowledges a change in lighting
- Remembers an action over a short period
- Repeats an action for a specific purpose
- Identifies that a specific object signifies an activity, e.g. coat means going outside
- Follows the sequence of a familiar daily routine and responds appropriately
- Recognises that the ringing of the phone means someone is calling
- Demonstrates recognition of some of their own belongings

Finding & Choosing Leisure Pursuits

- Listens to a member of staff who is offering a choice
- Chooses a familiar activity from a selection
- Chooses a leisure activity from a choice of two or more, e.g. points to the pictures of an activity they want to take part in
- Shows pleasure when hearing about something they like
- Communicates 'Yes' and 'No' using words, signs, or symbols to indicate their needs or preferences
- Indicates preferences consistently
- Expresses likes and dislikes, giving simple reasons
- Requests information about a new activity/object/event
- Relates an event to their own experience
- Relates present activities and past experiences
- Makes it clear they need more information or clarification
- Responds with their own name in response to "Who wants ...?"
- Accepts that specific clothing needs to be worn when attending some leisure activities
- Looks at and responds to photographs showing leisure activities/community events, e.g. via a leisure centre's website
- Identifies the generic name of a familiar place they attend a leisure activity, e.g. pool, library, park
- Recognises the thumbnail of a familiar film, e.g. on Netflix
- Responds to an outdoor recreation area positively, e.g. park, nature reserve
- Comments on objects in the garden
- Helps to garden, e.g. plant seeds/flowers
- Uses a remote control to change channels
- Uses a remote control to change volume

Engaging Socially

- Requires support at various points during a new activity, e.g. encouragement to talk to others at the beginning, middle and end of an activity
- Follows simple instructions from a familiar person which are accompanied by actions when attempting a new leisure activity
- Spends time observing a new leisure activity before joining in
- Identifies one friend or known peer within a specific leisure activity
- Finds a nearby familiar member of staff to speak to if they are upset during an activity
- Joins in a leisure activity if a familiar member of staff is nearby (does not have to keep checking-in with them)
- Joins in adult-led group activity
- Accepts direction during a leisure activity
- Demonstrates an interest in another's play and will join in
- Chooses to be in a group, partnered or near to a specific person during an activity
- Attends to a member of staff when their own name is called
- Demonstrates obvious enthusiasm when with favourite peer or member of staff
- Orientates their body towards a member of staff's voice
- Gives eye contact when spoken to
- Initiates a simple conversation
- Carries on a simple two-way conversation
- Starts talking about themselves
- Communicates in a manner that can be understood by an unfamiliar person
- Communicates in a manner that can be understood by a familiar person
- Communicates with known and unknown people in a range of settings
- Expresses emotions towards others using words, not just actions
- Seeks out, and begins to interact with, specific peers
- Shares an activity with another person for five minutes, e.g. share a book
- Communicates basic expectations to their friends, e.g. 'You should share your toy with me'
- Co-operates with a peer for a short period
- Takes their turn in a staff-led group game
- Uses names of members of staff or their own family
- Smiles or laughs in response to something funny
- Repeats an action that created laughter
- Communicates 'Please' and 'Thanks' or 'Ta' when reminded using words, signs or symbols
- Communicates 'Sorry' when reminded using words, signs, or symbols
- Demonstrates affection for peers
- Demonstrates empathy for others
- Indicates an awareness of others' feelings through speech
- Shows affection for others

Organising & Managing Leisure Pursuits

- Recognises a leisure facility in their locality, e.g. when they arrive in the car park
- Recognises a familiar item used in a leisure activity, e.g. points to their library card from a range of cards
- Puts given items into a bag when requested, e.g. wallet, ID card
- Hands coins to another person (not necessarily the correct coins)
- Shows their ID card with verbal and physical prompts, e.g. membership card, travel pass
- States how old they are
- Puts a mark on a calendar to show where they should be with prompts, e.g. a cross means at home
- Make a 'list' of what they want to do tomorrow
- Shows awareness of appropriate clothing for weather
- Demonstrates understanding of the function of a familiar object related to a leisure activity, e.g. puts goggles on the correct part of the body, puts coins in a purse
- Gets the correct clothes or accessories for an activity with prompts, e.g. painting, cooking, etc.
- Names a range of activities with encouragement
- Demonstrates restraint when told to leave an enjoyable activity
- Explores pictures on a screen
- Explores a new environment, away from members of staff
- Leaves one activity to go to another when requested to do so
- Responds appropriately to the announcement of an activity, e.g. PE, art, etc.
- Recognises what happens at the end of a leisure activity, e.g. leaving the equipment behind, saying "Goodbye"
- Recognises a photograph of themselves on their ID card, e.g. membership card, travel pass

22 Aug 2024 - Student Name - Independence, Managing Money - Entry 1 / Progress: 0%

Money & Banking

- Recognises and knows the value of different denominations of coins
- Recognises and knows the value of different denominations of notes
- Recognises the symbol for pounds (£)
- Recognises the symbol for pence (p)
- Sorts coins by denomination for banking
- Gives equivalent amounts to 5p
- Give equivalent amounts to 10p
- Gives equivalent amounts to 20p
- Matches single coins to priced items
- Solves money problems involving addition and subtraction of single digit numbers up to 20p
- Answers simple subtraction money problems to 20p
- Uses a single coin in a vending machine
- Selects the correct coin for the locker
- Understands the idea of saving, e.g. a piggy bank
- Recognises they can save their money to use later
- Identifies where they have seen an ATM
- Remembers their PIN
- Inserts the correct card into an ATM
- Types their PIN into an ATM (pressing enter if required) when requested
- Selects the correct amount they are asked to withdraw from an ATM, either £10 or £20
- Gives examples of what is meant by the term 'cash'
- States the name of their bank when asked
- Reads some words on bank forms, e.g. date/number on a deposit slip
- Identifies the opening and closing times of their bank with prompts
- Writes their bank account number
- Locates basic information within a bank statement, e.g. their account number, address, name
- Identifies basic information on an ATM receipt, e.g. the amount they withdrew
- Talks about the money they have spent when looking at their bank statement, e.g. remembers why they took out £10 and what it was spent on
- Writes the numbers to 20 in words
- Fills in a simple deposit slip with verbal prompts
- Makes clear statements giving basic information about money concerns, e.g. the ATM is not working
- Makes requests and asks straightforward questions using appropriate terms regarding money and banking issues
- Follows single-step instructions regarding banking procedures
- Responds to questions about specific information regarding money and banking issues
- Identifies their cheque book
- Identifies the apps on their mobile phone which relate to banking and money, e.g. mobile payment app such as Apple Pay, mobile banking app

Shopping & Budgeting

- Identifies which tills are self-service
- Expects to be handed a piece of paper when asked if they would like the receipt
- Identifies basic information on a shopping receipt
- Pays for their shopping using a bank card with verbal and physical prompts, e.g. help to turn the card the correct way, reminder to press enter after putting in their PIN
- Explains simply what could happen if someone takes an item out of a shop without paying
- Identifies a service they have to pay for in the setting, e.g. phone bill, coffee money
- Identifies a way of saving money in the setting
- Explains the difference between the terms 'cheap' and 'expensive'
- Lists activities/events which cost and those which are 'free'
- Describes what they spend their money on
- Finds a price on a simple price list
- Writes a shopping list
- Uses a shopping list to find and buy five familiar items in a grocery shop with minimal verbal prompts
- Presses the correct numerical code on a vending machine

22 Aug 2024 - Student Name - Independence, News & Current Events - Entry 2 / Progress: 0%

Sourcing Information

- Uses a correct source to find the weather forecast
- Finds and reads temperatures in a weather forecast
- Repeats details from weather forecast
- Repeats details from an account they have heard
- Names and locates the capital cities of the UK on a map
- Reads and responds to a short national and international news story
- Describes the layout of the text and how it helps the reader, e.g. headings in non-fiction
- Uses illustrations, images and captions to locate information
- Simply explains a difference between fact and fiction
- Recognises facts
- Expresses statements of fact clearly
- Formulates questions to seek specific details
- Asks for information over the telephone from a help line
- Asks questions to obtain information regarding community events
- Uses correct source to find out about what is on at a local community hub
- Identifies why they want to take part in a leisure activity/community event, e.g. want to improve their skills, peer recommended it
- Draws on background information to help understanding
- Decides on what information they want to find out before a meeting, e.g. in discussion with a member of staff
- Accesses the website for their local council, e.g. to find information about rubbish collections
- Navigates different areas of their local council's website to find information
- Finds specified information from ICTbased sources by using simple search facilities
- Identifies meetings which relate to specific issues which may affect them, e.g. resident's meeting regarding changes in services
- Speaks clearly, communicating with some confidence to familiar and unfamiliar people
- Uses sequence markers to follow gist of explanations (firstly, lastly, then, in the end, finally)
- Speaks in larger groups about a topic that affects them with support, e.g. uses notes written with a member of staff when raising a point during a meeting
- Listens for and identifies the main points of short explanations
- Identifies the purpose of a committee, e.g. residents or event planning committee
- Recognises the type of format a committee meeting may follow
- Books into a relevant meeting with prompts, e.g. requires support to call/write/email to advise a committee they are attending

Critical Thinking

- Identifies if a community event or meeting is relevant to them, with guided questioning
- Identifies the purpose of a community event
- Identifies the purpose of event tickets
- Sustains listening and participation in longer discussions or conversations about less familiar topics or experiences
- Reports on who said what during a group discussion
- Speculates on what has been said
- Follow the gist of discussion regarding community matters
- Makes appropriate contributions to simple group discussions with others about a straightforward topic, e.g. in a staff meeting
- Demonstrates acknowledgement of someone else's opinion or information in their relevant answers
- Responds to others appropriately, e.g. when asked a question, when countering an explanation
- Gives structured descriptions, explanations and narratives within familiar topics
- Expresses their own feelings about a straightforward subject clearly
- States a preference and gives generally clear reasons
- Gives their opinion on a familiar topic confidently
- Gives their opinion even if others disagree
- Suggests simple reasons behind events in a news story
- Retells a news story they have read in the correct order
- Asks questions about the text to aid understanding
- Relates an event from a story to their own experience, retelling their experience with some detail
- Justifies their own views with information from what they have read

22 Aug 2024 - Student Name - Preparing Food, Hygiene, Health & Safety - Entry 2 / Progress: 0%

Hygiene, Health & Safety

- Washes their hands effectively
- Lists simple routines to help stop the spread of germs
- Suggests why they need to wash fruit and vegetables before eating
- Identifies that most food come with a best before date or a use by date
- Identifies that some kitchen equipment should not be used without supervision or permission
- Demonstrates an awareness of safety around the kitchen, e.g. avoids hob unless directed by staff
- Identifies that hot liquids or sauces should be poured away from the body
- Seeks staff help if unsure a foodstuff does not contain ingredients which will affect an allergy/intolerance

Cleaning

- Acknowledges food or liquid has been spilt, bringing it to the attention of staff

- Wipes surfaces after food preparation with verbal prompts to complete the task successfully
- Fills a sink/bowl with water and the correct amount of washing up liquid
- Washes up and stacks dishes to dry when prompted to begin the task
- Suggests which surfaces need cleaning
- Cleans a microwave after spillages when attention is drawn to it, with physical support
- Identifies which cleaning equipment is used for each area of the kitchen
- Cleans most areas of the kitchen using the correct equipment

Food Storage

- Opens and closes jars with minimal physical prompts
- Opens and closes liquid containers independently, with prompts if there is an unusual issue, e.g. tab gets stuck
- Recognises how some ingredients are packaged, e.g. flour in bags

- Opens pull-tab tins with minimal safety cautions/reminders
- Opens most familiar snack packets independently, e.g. crisps
- Puts away bought groceries in the correct place when there is a clear space for them with minimal support
- Makes space or rearranges items to fit leftovers in the correct locations with minimal prompts
- Identifies that they have to move items to find ones hidden in fridge/cupboard
- Puts items away taking care not to squash them with verbal prompts
- Places left-over food in an appropriately sized container, in the correct location with verbal support
- Adds items that need purchasing to a list when requested by staff
- Locates the use by date or best before date
- States how long it will be before a use by date
- Reads a fridge thermometer (to one decimal place)

Preparing Meals, Snacks & Drinks

- Names "meal time" as the correct term for the time of day
- Classifies some common foods as savoury or sweet
- Identifies which size pan is best to use when cooking with guiding questioning
- Squeezes from a tube into pan/bowl
- Pours milk on cereal but needs a prompt to stop
- Compares two foods, e.g. colours or flavour of fruits, vegetables, pastas, etc.
- Describes different ways they have experienced a food being cooked, e.g. boiled/fried/baked
- Chooses items to eat or drink from a list, e.g. white coffee, tea with sugar
- Peels food using their hands mostly independently, e.g. oranges, boiled eggs
- Chooses own cereal to put out ready to eat
- Describes foods simply in terms of texture, colour and taste
- Estimates how much to put on the plate when preparing snacks for a small group, e.g. biscuits
- Flattens or rolls dough or pastry roughly using a rolling pin to change the shape of dough
- Asks for specific ingredient to add, e.g. type of vegetable or filling for sandwich
- Cracks an egg with support
- Describes what to expect inside a raw egg
- Peels food with support, e.g. fruit
- Identifies raw meat
- Recognises common fruit, e.g. by naming them
- Recognises common vegetables, e.g. by naming them
- Lists different meats/fish they eat

- Carries plates containing food to table with care (after prompting)
- Recognises that you can eat toast or bread with or without butter/margarine
- Puts rubbish in the correct recycling bin, e.g. glass, cardboard

Following a Recipe

- Explains simply what a recipe is
- Follows verbal and pictorial instructions with staff support
- Chooses a recipe for an occasion with guided questioning
- Recognises simple phrases in recipes
- Describes which food should be used in turn using ordinal numbers

Mixing

- Describes the actions they see taking place when staff mix ingredients
- Mixes ingredients manually with a verbal prompt and some mess
- Rubs two ingredients together in imitation of staff

Measuring

- Identifies the use of weighing scales
- Names and identifies weighing scales using words or picture cards
- Recognises where the numbers are displayed on a set of electronic weighing scales
- Identifies why weighing scales are needed when preparing a recipe
- Compares and describes quantities to ten
- Compares items using the comparative terms "hot and cold" correctly
- Compares items using the comparative terms "more and less" correctly

- Uses the correct vocabulary when comparing mass, e.g. heavier/lighter than
- Indicates that different containers can hold different amounts

Making a Sandwich

- Lists items needed to make a sandwich with prompts
- Makes a sandwich when all ingredients are place in front of them, with prompts at each stage
- Asks for specific ingredients to add, e.g. type of fruit or veg or filling for sandwich
- Identifies where butter and margarine are stored
- Selects the appropriate knife to spread foods on bread
- Spreads the butter/jam or other food substances on bread with some support
- Selects the appropriate knife to cut a piece of bread
- Cuts a sandwich with a knife (not necessarily neatly)

Making Drinks

- Identifies and distinguishes the cold tap from the hot tap
- Pours from a jug into a cup with minimal spillage
- Collects a drink of water from tap with little spillage
- Holds with one hand and pours with the other
- Identifies the correct cup for the right purpose, e.g. mug for hot drinks
- Makes soft drink but needs a reminder of water to cordial ratio
- Matches the amount of tea bags needed for each mug
- Adds a spoonful of coffee or sugar to a cup on request

22 Aug 2024 - Student Name - Preparing Food, Taking Nutrition - Level 1 / Progress: 0%

Mealtime Conventions

- Chews even tough food with mouth closed
- Adds an appropriate amount of condiments to their meal
- Places cup specifically to avoid it being knocked over
- Eats a wide range of food using cutlery appropriately
- Identifies a desert spoon, table spoon and a teaspoon independently
- Identifies when a different kind of knife is needed, e.g. not using a butter knife for cutting bread
- Serves food from a dish to plate hygienically
- Serves liquids hygienically, e.g. from jug to cup
- Opens a range of packaging carefully, requiring help only with new/difficult designs
- Opens safety seal under cap independently
- Cleans up solid and liquid food spills, choosing the correct equipment, mostly successfully
- Ensures additional sauces/condiments are returned to their correct place after a meal
- Gets rid of unfinished portions of food from plates, scraping carefully and systematically
- Sits at the table for the entirety of the meal, without causing disruption or getting out of seat
- Sets up a table properly, laying the setting out for a starter, main and a dessert
- Demonstrates the correct mealtime etiquette consistently, speaking at a correct volume and conversing appropriately
- Sets additional sauces/condiments on table

↳ Cleaning

↳ Eating Out

↳ Social Awareness

Nutritional Awareness

↳ Eating Out

- Takes a sensible portion of food with a minimal prompt
- Organises a plate to show appropriate portion sizes for each food group
- Communicates about the importance of a balanced lifestyle including resting
- Recognises what constitutes a healthy, balanced diet
- Details the importance of elements of a healthy diet, such as fibre or water on the digestive system
- Explains in basic terms what the nutritional value informs us of, e.g. fat, sugar, calories, etc.
- Makes their own judgements on healthy drink options, e.g. checking sugar content
- Recognises that the term 'processed food' relates to anything done to raw food before it is eaten
- Relates information about processed food to its unprocessed counterpart, e.g. tinned carrots containing more salt than fresh carrots
- Demonstrates knowledge of some of the nutritional values of fruit and vegetables
- Plans three different meals, checking they have a balanced plate
- Recognises that people can follow different diets for medical, religious and ethical reasons
- Checks ingredients on each piece of packaging to ensure they will not affect allergies or intolerances
- Describes clearly any allergies or intolerances they have and the effects of them
- Works out the calorific content of a meal
- Identifies how they can change a meal to make it more nutritional
- Identifies why they should vary their meals and not eat the same foods every day

22 Aug 2024 - Student Name - Preparing Food, Using Utensils & Appliances - Step 4 / Progress: 0%

Using Utensils & Appliances

- Accepts help in picking up and touching objects
 - Accepts help in picking up and touching new or unusual objects
 - Accepts help in using objects
 - Turns towards kitchen equipment of interest
 - Points at objects with their fingers/eyes when interested in them
 - Explores new objects with interest
 - Explores objects using a variety of actions when provided with a wide range of items, e.g. squeezes a stress ball, rubs the flour around their tray, pulls skipping rope from an adult, etc.
 - Explores an object for three minutes when working coactively
 - Explores an object for five minutes when working coactively
 - Explores an activity for three minutes when working coactively
 - Explores an activity for five minutes when working coactively
 - Identifies common objects by pointing/looking at them when they have been named
 - Uses a preferred hand when exploring objects
 - Employs a kitchen utensil with minimal control
 - Holds a tool for food preparation
 - Holds an object with one hand
 - Holds object with palmar grip
 - Interacts with a common object briefly when its name is spoken or signed
 - Passes an object with their hands when they have been prompted by a member of staff
 - Releases an object voluntarily when offered a new object
 - Manipulates small objects in hands
 - Manipulates materials in increasingly complex ways when given intricate objects, e.g. turns penny-sized dials, pushes penny-sized buttons
 - Presses and releases an access/control device using whole hand
 - Presses and releases an access/control device with support
 - Presses a switch without release with a verbal prompt
 - Presses hard objects into soft material
 - Remembers the purpose of a tool over a short period of time
 - Repeats an action for a specific purpose
 - Demonstrates growing eye and hand function, e.g. focuses on, reaches for and grasps objects
 - Demonstrates growing hand-to-hand co-ordination, e.g. clapping, passing a cup from one hand to the other
- ↳ Using a Grater**
- Observes and responds to staff using grater, e.g. by demonstrating interest in what the grated substance looks like
- ↳ Using a Knife**
- Demonstrates understanding that knives are used to cut, e.g. watches and imitates staff cutting food
 - Picks up and holds a knife by the handle with support to hold the correct end
- ↳ Mixing**
- Stirs food in a bowl with hand on hand support
 - Holds a spoon purposefully

Managing & Monitoring Health

- States their date of birth (day and month)
- Gives examples of people who help them with health concerns
- Identifies who might ask for personal information, e.g. employer, doctor
- Identifies they have to sit and wait until being called in a health professional's office
- Demonstrates the appropriate behaviour in a waiting room with verbal prompts
- Responds to questions about specific health issues
- Makes clear statements giving basic information about health concerns
- Makes requests and asks straightforward questions using appropriate terms when discussing health concerns
- Speaks to a medical professional about an issue that is affecting them coactively with staff, e.g. a doctor, dentist, psychologist
- Identifies an opticians from a range of shops
- Identifies a pharmacy from a range of shops
- Recognises that sleep is important for the body
- Identifies that, without permission, they shouldn't touch medicines or equipment
- Identifies ways they can feel better physically
- Recognises the activities or people that make them feel happy
- Names and labels the main external parts of the body
- Names and labels the main parts of the face
- Covers mouth with hand when they cough
- Attempts to cover mouth/nose when sneezing
- Blows nose in a tissue and wipes with some success
- Identifies that some substances may be poisonous, e.g. liquid, plants, etc.
- Identifies that teeth should be brushed twice a day
- Identifies why they brush their teeth
- Identifies that they should visit a dentist to have their teeth checked
- Identifies that a dentist should be visited if teeth or gums hurt
- Recognises the symptoms of a common illness, e.g. a headache or toothache
- Lists minor illnesses they have had and describes how they felt, e.g. vomiting, mouth ulcer, cold, hay fever, etc.
- Links common symptoms to a familiar illness, e.g. pictures of a blocked nose and sore throat to a cold
- Identifies exercise or choices they make to keep themselves healthy
- Identifies what routines helped them when they had a specific minor illness, e.g. sleeping in a dark room when they had a migraine
- Recognises what a rash looks like, e.g. via photographs or simple description
- Recognises that a bruise can be many colours and can change colour over time
- Identifies that temperature is used for measuring how hot or cold things are
- Identifies a thermometer, demonstrating how it is used, e.g. in the ear, stuck on the forehead
- Notices a change on their body, e.g. a bruise, graze or bump
- Identifies ways they can feel better mentally
- Recognises that it is normal and acceptable to feel different emotions
- Identifies different emotions using the appropriate names
- Labels and expresses anger or other strong feelings appropriately
- Identifies emotions of others when looking at facial expressions
- Identifies who to go to when feeling sad or angry
- Demonstrates some ways to calm themselves down

Managing and Monitoring a Condition

- Takes an active part in therapy routines
- States the medical condition they have when prompted
- Identifies allergies or intolerances they have when prompted
- Demonstrates understanding that a person cannot eat a specific food item if they have an allergy or intolerance to it
- Pours from a liquid medicine bottle onto a spoon with physical prompts
- Squeezes and rubs cream over a specified area of their body requiring prompts to cover all of an area
- Identifies which times of day they expect to have medicines, e.g. before/after a meal
- Describes rules they have to follow regarding medicines
- Demonstrates how many spoons are needed to provide the amount of ml required
- Recognises that each medicine has a specific use
- Identifies bottles/packets of medicines they regularly take, e.g. methylphenidate
- Recognises the name of a medicine they take regularly, e.g. insulin, reliever inhaler
- Identifies the type of shop to get a prescription and general medicine from

Accidents and Injuries

- Identifies items or actions that could cause minor injuries in the setting, e.g. iron may cause a burn, trip hazards
- Follows short instructions to address a medical issue
- 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
- Identifies that disposable sterile gloves are worn to attend to another's wounds
- Recognises that they do not always need a plaster on a wound
- Identifies the number to phone in a medical emergency is 999
- Explains how to contact the appropriate emergency services
- Explains why they require assistance with a medical issue
- Identifies an ambulance service uniform
- Role plays a call to emergency services
- Identifies people in uniform, e.g. police, nurse
- Classifies a range of injuries as serious or minor with some prompting, e.g. broken leg, paper cut
- Identifies that a serious injury requires attention at a hospital
- Lists minor injuries they have had and recalls how/where they were treated and by whom
- Cuts a plaster to size and sticks it on a wound with some accuracy

Dressing & Undressing

Checks and adjusts clothing for neatness when dressing, e.g. collar over tie

↳ Choosing Appropriate Clothing

Chooses the correct footwear for a range of occasions and weathers

Chooses the correct clothes for a range of occasions and weathers

Classifies different clothing correctly as smart or casual

Packs a bag for a trip, selecting all the necessary clothes for the weather/occasion/time away, requiring minimal prompts to ensure everything necessary is included

Considers the image they are presenting when choosing appropriate clothing

Matches or arranges items of clothing to design an outfit for a specific occasion

Picks an accessory to match an outfit with success

Shopping for Clothes

↳ Choosing Appropriate Clothing

Selects the correct item of clothing based on their measurements independently:

- Trousers/skirts/shorts

- Shirts/jumpers/T-shirts

- Underwear, e.g. pants, bras

- Footwear

Checks a label automatically to ensure they have the correct size before trying on/purchasing

Locates and uses a fitting room to try on clothing independently

Takes an allowable amount of clothing into a fitting room

Determines if new clothing is appropriate independently

Identifies what to do if they cannot find an item of clothing or footwear in their size

Identifies items they own that will coordinate with a new item, e.g. recognises that they already have appropriate shoes to go with a dress or suit they want to buy

Answers unfamiliar questions from shop staff during clothes/footwear purchasing independently

Consults the sizing chart before purchasing clothes online with minimal prompts

Recognises they can return items of clothing or footwear within specific terms issued by the shop

Checks a security tag has been taken off by shop staff straight after purchasing without prompting

Washing, Drying & Storing Clothes & Household Textiles

↳ Washing Clothes

Identifies where the nearest laundrette is located

Identifies what might happen if a new item of clothing is washed, e.g. colour runs

Sorts clothing by fabric when necessary, e.g. puts delicate clothing into a separate net/mesh bag during washing

Identifies why they should use the correct temperature for the washing detergent, e.g. the capsule may not dissolve at a low temperature

Identifies why they should handle laundry detergent with dry hands, e.g. moisture may cause it to begin dissolving

Identifies why laundry detergent must be sealed and kept safe between uses

Explains to another person how to use a washing machine/drier

Loads washing machine/drier with some attention to size of load

Adds correct level of laundry detergent

Selects a standard wash cycles independently

Identifies the meaning of common laundry labels, e.g. washing temperature, iron heat

Separates clothing into machine or hand wash, requiring the occasional use of an information guide for new/unusual items

Ensures the washing machine is empty before or after use

Hangs wet clothes on drying rack/clothesline using pegs if necessary, with regard to spacing for air flow and avoiding creases when reminded by staff

Selects a standard dry cycle independently

Explains the purpose of a lint filter within a drier

Neatly folds most clothes and puts away recently dried clothes in the correct place

Neatly folds and stacks recently dried towels and attempts to fold and stack bedding, putting them away in the correct place

Puts trousers on bar/suit hangers independently

Stores clothes and personal items appropriately using drawers and wardrobes

Stores clothing which is irreparable/too small ready for recycling

Takes clothes needing dry cleaning to appropriate shop, asking for a specific service with minimal prompts

Identifies when a towel or flannel needs washing

Washes towels on a regular basis with minimal prompts

Washes, dries, irons and puts away clothes/household textiles regularly, e.g. notices laundry basket is getting full so completes a wash load

↳ Ironing Clothes

Irons appropriate clothing safely, with verbal and physical prompts

Sets up and puts away an ironing board independently

Checks the temperature the garment needs to be ironed at with a prompt

Fills an iron with water to the correct level independently

↳ Mending Clothes

Points out obvious damage to an item of clothing

Knows how to start and finish sewing

Pins fabric pieces

Joins textiles with a combination of stitching techniques

Uses different sewing techniques appropriate to the task

Matches a button to the button hole before sewing on a new one

22 Aug 2024 - Student Name - Self-Care, Managing Toilet Needs - Step 7 / Progress: 0%

Managing Toilet Needs

- Directs someone to the toilet, e.g. in their home/the setting
- Asks where the toilet is in unfamiliar surroundings
- Follows signs, words or symbols to locate where the toilets are in an unfamiliar place, e.g. shopping centre
- Uses appropriate language to ask for the toilet
- Finds an empty cubicle in a public toilet area with verbal prompts
- States toileting requirements in adequate time, most of the time
- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves
- Stays reliably dry during the day
- Remains dry, generally, throughout the night
- Asks for help with toileting if required
- Goes to the toilet independently
- Uses the correct comparative terms "wet" and "dry"
- Opens doors pulling down handles
- Puts the light on in the bathroom when they enter the room independently
- Requires some support in locking and unlocking toilet doors in unfamiliar surroundings
- Uses appropriate language related to body parts associated with the toilet
- Identifies private areas of their bodies
- Demonstrates understanding that people have different names for their private parts
- Names some of the external parts of the body including the penis and vagina
- Recognises when it is appropriate to undress
- Demonstrates modesty and privacy by closing toilet doors
- Stands at the toilet (boys)
- Aims urine into the toilet/urinal
- Undresses and redresses when using the toilet independently
- Wipes self when using the toilet
- Demonstrates control over pressure when wiping themselves
- Suggests what might happen if they do not wipe their bottom correctly after using the toilet
- Washes hands after going to the toilet
- Identifies soaps in a range of containers, e.g. identifies a soap container fixed to the wall
- Manipulates a familiar soap dispenser to drop soap into their hands
- Identifies and distinguishes the cold tap from the hot tap
- Moves to the bathroom to change sanitary products with reminders
- Uses sanitary products with verbal and physical prompts
- Cleans areas of the bathroom using given equipment, coactively with staff
- Locates the toilet brush
- Identifies that the toilet roll is empty
- Identifies where the cleaning equipment is stored
- Identifies where clean towels and bedding are stored
- Identifies the name of bathroom objects, e.g. toilet brush, mirror

22 Aug 2024 - Student Name - Self-Care, Washing & Bathing - Step 4 / Progress: 0%

Washing & Bathing

- Puts hands in water to wash on request
- Demonstrates awareness if hands are wet
- Runs hand through water
- Watches water fill a bowl
- Accepts help when washing
- Assists in drying hands
- Presses and releases soap from a dispenser with support
- Remembers a washing/drying action over a short period
- Copies simple washing actions
- Anticipates a routine demonstrating an expectation of familiar actions when given an auditory cue
- Anticipates a routine demonstrating an expectation of familiar actions when given a visual cue
- Identifies common bathroom objects by pointing/looking at them when they have been named
- Indicates a preference when provided with the option of a bath or shower
- Interacts with a familiar bathroom object briefly when its name is spoken or signed
- Reacts consistently to a bathing experience, e.g. looks for their sponge as soon as they get in the water
- Washes some of their body coactively for three minutes
- Washes some of their body coactively for five minutes
- Searches for the sponge/flannel when it falls out of sight
- Co-operates with a member of staff either passively or actively whilst being washed
- Engages with a member of staff intentionally when they are helping to wash them
- Participates more actively in the daily washing process
- Imitates a variety of bathing actions during interactive play
- Plays with objects in the bath happily
- Accepts hair being washed with constant encouragement
- Makes requests for desired bathing objects with gestures or vocalisations, e.g. bubble bath
- Anticipates a routine, demonstrating expectation of washing/bathing, e.g. puts hands up for a towel after getting out of the bath/shower
- Stands alone momentarily after rising to their feet
- Demonstrates growing hand-to-hand co-ordination, e.g. clapping, passing a cup from one hand to the other
- Demonstrates growing eye and hand function, e.g. focuses on, reaches for and grasps objects

Bathroom Routines

- Accepts teeth being brushed
- Picks out the correct brush to clean teeth with
- Holds a toothbrush and brings it to their mouth in imitation
- Identifies common teeth cleaning objects by pointing/looking at when they have been named
- Holds a hair brush and brings it to their head in imitation
- Repeats an action for a specific purpose
- Recognises their reflected self by making intentional movement and watching reaction when shown a mirror
- Responds to bathroom routines consistently when they frequently undertake them over extended periods of time
- Follows a simple one- or two-key word instruction when accompanied by gestures and context
- Uses a preferred hand when exploring objects

Bathroom Maintenance

- Accepts help in picking up and touching objects
- Manipulates small objects in hands
- Manipulates materials in increasingly complex ways when given intricate objects, e.g. turns penny-sized dials, pushes penny-sized buttons
- Accepts help in using objects
- Puts different objects into containers when encouraged to do so by a member of staff

22 Aug 2024 - Student Name - Travel, Moving Around - Step 6 / Progress: 0%

Walking & Running

- | | | |
|---|---|---|
| <input type="radio"/> Moves freely around objects in a new room/environment, e.g. furniture | <input type="radio"/> Steps down a kerb with confidence | <input type="radio"/> Jumps over a 5 cm high hurdle or obstacle |
| <input type="radio"/> Moves safely within the space available | <input type="radio"/> Runs in a straight line | <input type="radio"/> Jumps over an obstacle whilst running |
| <input type="radio"/> Moves freely and confidently | <input type="radio"/> Runs independently | <input type="radio"/> Jumps backwards with feet together |
| <input type="radio"/> Changes their speed of movement | <input type="radio"/> Runs on their toes | <input type="radio"/> Jumps sideways with feet together |
| <input type="radio"/> Shows some awareness of others when moving | <input type="radio"/> Runs with good co-ordination | <input type="radio"/> Jumps up and down on the spot with feet together |
| <input type="radio"/> Stands on their tiptoes | <input type="radio"/> Stops and starts running in control | <input type="radio"/> Moves downstairs on their bottom |
| <input type="radio"/> Turns through 360° on the spot | <input type="radio"/> Makes a sharp turn when running | <input type="radio"/> Walks downstairs using a handrail, two feet per step |
| <input type="radio"/> Balances on each foot for three seconds | <input type="radio"/> Runs freely, avoiding large obstacles | <input type="radio"/> Walks up a set of stairs using a handrail, using alternate feet |
| <input type="radio"/> Attempts to walk along a line | <input type="radio"/> Hops on one foot although may be unsteady | <input type="radio"/> Walks up a set of stairs without using a handrail, two feet to a step |
| <input type="radio"/> Walks forwards, heel to toe | <input type="radio"/> Jumps forwards with feet together | <input type="radio"/> Walks up and downstairs, alternating feet on each step |
| <input type="radio"/> Walks backwards | <input type="radio"/> Jumps forwards 10 centimetres or more | <input type="radio"/> Stands and then moves unaided, more than 200 metres |
| <input type="radio"/> Walks, stops and turns without losing balance | <input type="radio"/> Jumps off a step | |

Cycling

- | | | |
|---|--|---|
| <input type="radio"/> Gets on and off a balance bike | <input type="radio"/> Begins to pedal a tricycle and propel ride-on toys | <input type="radio"/> Demonstrates the correct action when asked to squeeze a brake on a tricycle |
| <input type="radio"/> Steers a balance bike around some obstacles | <input type="radio"/> Brakes on a balance bike with feet when trying to stop | |

Swimming

- | | | |
|---|---|--|
| <input type="radio"/> Holds the side of the pool and bobs up and down, getting their face wet | <input type="radio"/> Floats on their back in water using a swimming aid | <input type="radio"/> Moves across the pool with support from a member of staff |
| <input type="radio"/> Blows bubbles in water | <input type="radio"/> Removes feet from the bottom of the pool with help of a float | <input type="radio"/> Propels themselves around the pool |
| <input type="radio"/> Kicks their legs on their front or back in the pool | | <input type="radio"/> Uses both arms to pull or push water (whilst body is held) |

Using a Mobility Aid

- | | |
|---|--|
| <input type="radio"/> Moves around a space encountering and avoiding many objects or obstacles using a mobility aid | <input type="radio"/> Demonstrates the appropriate grip strength to stand and move using an aid or appliance |
| <input type="radio"/> Slides sideways on to a wheelchair/transfer board with some assistance from staff | <input type="radio"/> Stands and then moves more than 200 metres using a mobility aid or appliance |

22 Aug 2024 - Student Name - Travel, Planning a Journey - Step 7 / Progress: 0%

Planning a Journey

- Identifies key landscape/environmental features during a familiar journey, e.g. houses, hills
- Recalls key landscape/environmental features of a familiar journey, e.g. motorway, river
- Describes features of the land using appropriate language
- Sequences pictures of three buildings they see on a familiar journey, e.g. first the church, then the school, then the leisure centre
- Questions if a different route is taken on a familiar journey
- Gives an example of a landmark (local or national)
- Indicates the direction of familiar places from home
- Describes the length of a familiar journey using appropriate language, e.g. long, shorter
- Sequences a familiar journey in four parts, e.g. (home) – walk – bus – walk – work
- Identifies local methods of transport
- Identifies the name of the place they want to travel to
- Suggests how they can help remember part of a journey, e.g. take a note of the bus number that they need with them
- Gives directions as they walk a familiar route to a member of staff, e.g. next cross the road
- Locates the departure board/screen in a train station
- Relates places they have seen in real life to pictures/photographs
- Points to symbols/pictures of interest on a map/aerial photos
- Copies bus numbers to aid memory when travelling, e.g. to work
- Matches numerals to read bus numbers
- Understands what an address is
- Says part of their address
- Copies their post code
- Matches their post code
- Indicates that water on simple maps is coloured blue
- Indicates that the land on simple maps is coloured green, brown or yellow
- Identifies some of the days of the week
- Understands the use of a TV guide/bus timetable
- Engages with a range of maps, e.g. points to symbols of interest, asks what a symbol means
- Identifies a map, e.g. on screen/paper
- Identifies that maps show the location of different places
- Identifies the key and symbols on a simple map
- Uses the symbols on a simple pictorial map to find a place
- Understands simple signs
- Derives meaning from text in the environment, e.g. brand names, cereal packets, road signs, etc.
- Follows written instructions with assistance
- Follows a verbal directional instruction, e.g. go through the gate at the end of the path
- Follows an instruction containing four key words
- Takes photos as an aid to memory, e.g. of places to get off the bus on their journey to work
- Understands familiar words, signs and symbols which describe position, including inside, outside, above, below, front (with some inconsistencies)
- Understands direction of movement, including forwards, backwards, up, down (with some inconsistencies)
- Understands and applies direction of movement in simple statements, including forwards, backwards, up, down, left, right
- Listens to and engages with a navigation device, e.g. a Tom Tom device or Waze app whilst in a car

Using Public and Commercial Transport

- Pays their fair/shows their pass appropriately on public transport
- Remembers to take items to aid their anxiety levels on a journey where appropriate, e.g. fidget cube
- Recognises some risks when waiting on a train platform
- Recognises some risks when waiting at a bus stop
- Recognises that the bus driver has seen a signal and is slowing down to stop to let them on the bus
- Recognises that someone else at the bus stop has signalled the bus to stop
- Recognises they have to alert the bus driver they wish to get off by pressing a signal button before their stop
- Recognises they only press the 'stop' button once to alert the driver
- Recognises that the bus driver has heard a signal and is slowing down to stop to let them off the bus
- Gets on/off the bus at the correct stop for a familiar journey with a prompt
- Recognises they must not converse with the bus driver whilst they are driving
- Looks out to see if they are near their destination with prompts
- Identifies that buses will only stop to let people on and off at a bus stop
- Recognises the train door may not open without the button being pressed
- Stands in a safe area if there are no seats on the train/bus
- Identifies an alarm lever on a train and a reason why it might be pulled
- Acts courteously to other passengers
- States their address including their house number, street and town
- Asks the price of the journey in a commercial vehicle with a prompt
- Remembers to take their personal belongings before exiting a vehicle with a prompt
- Describes how to keep their things safe when outside of the setting/during a journey
- Locates the taxi rank/taxi office in a familiar place, e.g. within the usual train station
- Queues appropriately when waiting for a taxi
- Uses a taxi-hailing app with verbal prompts for each step
- Identifies the phone number of a taxi firm in a contacts book
- Demonstrates safe behaviour when in a car
- Suggests ways they can keep themselves safe in different places
- Identifies an appropriate person to ask for help in a familiar place
- Recognises safe and unsafe situations

Travelling as a Pedestrian

- Walks a familiar journey of a distance of under 1 mile independently, at an average speed
- Walks along familiar pavements avoiding moving people and obstacles
- Follows written direction to get to a set location
- Identifies safe places to cross on a familiar journey
- Explains the difference between a pelican and puffin crossing
- Stops each time before they attempt to cross a road when using controlled crossings
- Uses a pedestrian/refuge island if there are no controlled crossing areas nearby
- Explains why it is unsafe to walk along train and/or tram tracks
- Recognises that trains can travel from either direction along the tracks
- Identifies different ways they can be warned that a train is approaching a level crossing
- Closes a gate they have opened with a prompt, e.g. at a field boundary
- Explains how to walk near waterways safely
- Stands clear of lift doors
- Moves into the lift to accommodate others with verbal prompts
- Identifies the floor they wish to go to when using a lift
- Demonstrates some lift etiquette
- Moves clear of the escalator exit area immediately after reaching the end of the walkway
- Stands on the correct side of the escalator
- Demonstrates awareness of others waiting to get onto the escalator, e.g. merges in line with others
- Identifies where the emergency stop button is generally located on an escalator

Travelling by Bicycle

- Cycles with some pace and effort
- Moves around obstacles when cycling at speed
- Begins to choose the correct gears for different gradients
- Steers a bicycle far enough away from the kerb when turning but close enough to the side of the road
- Looks around before signalling a turn with a prompt
- Signals turns to the left or right using their arms for one to two seconds
- Steers into turns with both hands on the handlebars with a prompt
- Keeps both hands on the handlebars unless signalling or changing gear with a prompt
- Keeps both feet on the pedals unless stop/starting
- Explains why they should cover their brake lever all of the time
- Identifies some hazards they may face when cycling on the road
- Explains why they should not cycle close behind another vehicle
- Explains the term 'blind spot'
- Identifies different road surfaces on a familiar route, e.g. speed humps, potholes
- Recognises that they have to stop for pedestrians waiting at zebra crossings
- Follows the traffic light instructions as a cyclist when at a crossing, e.g. stops at a red light
- Recognises why they should slow down near animals or people
- Recognises that they are not allowed to carry a passenger on their bicycle
- Recognises that they are not allowed to hold onto a moving vehicle or trailer when on their bicycle
- Identifies brake and reversing lights in use on cars
- Recognises what a flat bicycle tyre looks/feels like
- Oils a bicycle chain with verbal and physical prompts
- Locks and unlocks their bike with minimal verbal and physical prompts

Sample Pages

The samples over the next few pages are designed to give you an overview of **Steps 4 Life (Employability)**

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



22 Aug 2024 - Student Name - Employability, Choosing a Job - Step 6 / Progress: 0%

Unemployment & Claiming Benefits

- Suggests a reason why people work
- Recognises that a job provides money
- Recognises they need money to buy items
- Demonstrates an understanding of the concept of transaction (e.g. by exchanging a coin for an item, or one item for another, during a role-play activity) (PKSS)
- Communicates possession through the use of the terms 'yours' and 'mine'
- Follows simple instructions from a familiar person which are accompanied by actions when applying for help/benefits
- Communicates with known and unknown people in a range of settings
- Shows care and concern for self

Planning their Future

- Demonstrates curiosity in the outside world
- Communicates about events in the immediate past, the present and in the future
- Joins in staff-led discussion about some of the rewards that a job brings
- Joins in staff-led discussion about future aspiration and goals
- Pauses, showing consideration when offered an idea from member of staff or peer
- Role plays 'real world' jobs, e.g. nurse, builder, doctor
- Identifies a job they would like to do
- Communicates about subjects, activities, workshops etc. they like attending

Knowing their Skill Set

- Identifies positive words which describe themselves
- Identifies activities they know they are good at or can achieve a positive outcome with
- Starts talking about themselves
- Suggests a skill or quality needed to do a familiar job, e.g. a vet should like animals
- Shows pleasure when hearing about something they like

Understanding Job Requirements

- Names two different jobs
- Asks a question about a job
- Recognises simple words to do with employment, e.g. work, job, pay
- Looks at and responds to photographs showing tasks for a job, e.g. washing up, stacking shelves, cutting grass
- Identifies one thing they might expect to happen at work, e.g. meet people, sit at a desk
- Recognises what happens during a workday in a job they have been discussing, e.g. putting on uniform, talking to customers
- Communicates two things they have found out about a job after a discussion, e.g. name of company, wear uniform, working with animals
- Identifies two things which attract them to the role being described

22 Aug 2024 - Student Name - Employability, Getting a Job - Entry 2 / Progress: 0%

Finding a Job

- Identifies an appropriate person to ask for help with finding a job, e.g. careers advisor, carer
- Understands the main points in a short, straightforward job advert
- Identifies any qualification requirements in a job advert
- Identifies any skill requirements in a job advert
- Identifies knowledge about themselves that is appropriate to a job advertised, e.g. their skills, qualifications or interests
- Identifies how long it would take to travel to a place of work with support
- Identifies if the journey time to a job is acceptable, e.g. when looking at a journey planning app
- Finds out basic information about a company named in a job advert, e.g. searches online to find out what they sell/provide, location

Applying for Jobs

Reads and responds to the following words on forms:

- Name
- Address
- Date of birth
- Age
- Postcode
- Telephone number
- Completes a form asking for personal information, e.g. first name, surname, address, postcode, age, date of birth
- Identifies the purpose of a CV
- Identifies who they can ask to help or check their CV
- Identifies the type of information that is included in a CV, e.g. education, skills
- Identifies words which are positive which would be suitable for a CV, e.g. improved, organised
- Writes positive information about themselves in sentences, which describes their skills simply
- Reads and understands sentences about themselves with more than one clause
- Works with a member of staff to type relevant information into a template CV, e.g. using Word
- Includes and checks the contact information on their CV
- Composes simple sentences which communicates three pieces of relevant information in a covering letter, e.g. why they are writing, thanking them for reading

Interviewing for Jobs

- Identifies a reason why it is important to look and dress smartly for a job interview
- Describes the importance of hygiene
- Identifies steps that can be taken to ensure they get to an interview on time, e.g. ask someone to check travel plans, do a dry run
- Identifies reasons why it is beneficial to practise interview questions
- Identifies a reason why it is important to know something about the company/job being interviewed for, e.g. shows initiative, helps with answering questions
- Identifies a place as the reception area in an unfamiliar building
- Introduces themselves politely, giving some appropriate information about themselves, e.g. "Hello, my name is Jim and I am here for an interview."
- Identifies what they can do if they find making eye contact difficult, e.g. look at another part of the face
- Listens with interest using signals to the speaker, e.g. eye contact, nodding
- Follows simple introductory formalities, e.g. stands up to shake someone's hand
- Identifies what is good body language in an interview
- Gives two reasons why they think they would be good at a job
- Identifies why it is important to turn off a mobile phone before an interview
- Identifies items/behaviours they should avoid in an interview, e.g. chewing gum, texting
- Responds appropriately to questions within a job interview
- Expresses straightforward information clearly in a job interview
- Follows the gist of discussions
- Makes appropriate contributions in interviews
- Identifies different ways to hear about the outcome of an interview
- Identifies how they would respond to an interviewer after being offered a job they interviewed for
- Identifies how they would respond to an interviewer after being told they have not got a job they interviewed for

22 Aug 2024 - Student Name - Employability, Know Your Rights - Step 5 / Progress: 0%

Understanding Contracts

- Recognises the daily routine
- Reads and responds to their visual timetable with assistance
- Identifies letters and symbols, demonstrating an understanding that they convey a meaning
- Associates words they hear with actions they see when given instructions
- Associates words they hear with objects they see when given instructions
- Responds to one-step commands appropriately when asked clearly by a member of staff, e.g. "Get your shoes"
- Follows simple commands (including verbs) with appropriate responses, e.g. rolls the ball when requested to
- Responds to verbal, physical and pictorial instructions with encouragement when following a work-related activity

Health & Safety

- Draws attention to symbols and signs in the environment
- Indicates they have an issue within the workplace environment, e.g. by pulling a member of staff to the location
- Communicates why an appliance or utensil can be dangerous with a gesture or word, e.g. pulls hand away or communicates "ouch!"
- Moves away from prohibited items or appliances when requested
- Accepts the word 'No' in some situations
- Shows some basic awareness of cause-and-effect
- Demonstrates an understanding of words associated with mental health, e.g. sad, cry, upset
- Understands simple words related to physical health, e.g. pain, ouch, cut
- Uses a word, sign, symbol or gesture to express how their body feels if in pain or discomfort
- Indicates the need for help with words, gestures, or symbols
- Accepts help

Pay Rights

- Communicates "Me" and "Mine" to identify possession when objects are introduced/taken away
- Communicates 'Gone' or 'All gone' appropriately
- Looks at numbers written in figures
- Listens to numbers being counted
- Presses buttons on calculator and watches number display
- Responds to "Give me some of [named item]"
- Responds to "Give me some more of [named item]"
- Plays with coins

Grievances

- Communicates about an issue that affects them
- Applies potential solutions to problems systematically when attempting to resolve issues that affect them, e.g. looks nearby for their other shoe when one is missing, then further afield
- Looks to a member of staff for support
- Makes their feelings known to a member of staff
- Asks questions using words, signs, symbols, gestures, or facial expressions when requiring information or clarification about objects, people, or occasions
- Shakes their head, signs, or uses symbols in disagreement to a suggestion or viewpoint of another
- Nods, signs, or uses symbols in agreement to a suggestion or viewpoint of another
- Communicates likes or dislikes using words, signs, or symbols
- Responds to simple questions with appropriate responses, e.g. looks at their shoe when asked where it is
- Responds to choices with actions or gestures when given options
- Calms down and returns to an activity when a problem is resolved

22 Aug 2024 - Student Name - Employability, Workplace Routines - Level 2 / Progress: 0%

Workplace Routines

- Attends work with the appropriate clothes, shoes, accessories and equipment
- Checks the accessibility of their journey to work in advance, making changes if there is an issue
- Locates places, people and equipment in the workplace independently
- Demonstrates initiative to keep a workplace environment tidy, e.g. puts away a delivery if appropriate
- Clears up areas or equipment which are not necessarily their responsibility, e.g. washes up a colleague's tea mug as well as their own
- Completes daily workday tasks independently and within given time limits
- Makes efficient use of workplace resources
- Demonstrates efficient time management skills
- Demonstrates appropriate behaviours and attitudes at work
- Copes with a change in the day which affects how they follow their routine
- Identifies reasons why employers may decide to change a routine or procedure at work
- Interacts appropriately with work colleagues
- Identifies how to deal appropriately with a range of positive work situations, e.g. being praised by a team leader
- Identifies how to deal appropriately with a range of negative work situations, e.g. interpersonal issues/accidentally breaking equipment
- Follows timing guidelines and rules of etiquette when taking lunch, rest or toilet breaks during the workday, e.g. speaking politely to colleagues in an informal environment such as a staffroom or canteen
- Recognises that some places of work have social routines which are not written as contractual guidelines, e.g. having collections for leavers, taking in cake on a birthday
- Identifies procedures with a range of uncommon workplace issues, e.g. customer complaint, sickness, injury
- Seeks advice when appropriate
- Identifies who can help them reach a solution and how it could be achieved
- Identifies relevant health and safety practices which are their own responsibility
- Identifies who is/are responsible (within a workplace) for health and safety
- Demonstrates attentive listening by responding to or initiating discussion, which draws on what has been said
- Identifies how to make a positive contribution to a workplace
- Follows the directions and procedures explained to them in the workplace independently

Communication & Interpersonal Skills

- Identifies ways to develop good relationships with others in a workplace
- Uses formal greetings where appropriate
- Identifies ways to form a good impression
- Identifies whether a situation is formal or informal
- Copes with necessary interactions with strangers
- Speaks at the appropriate register and speed
- Signals understanding appropriately (nodding, agreeing, repeating)
- Maintains the personal space of others
- Makes requests and asks concise questions using appropriate language in different contexts
- Asks for advice in a range of contexts
- Makes contributions to discussions or meetings that are relevant to the subject
- Listens and responds to the content of meetings which relate to specific issues that may affect them
- Listens and responds to other points of view appropriately, even if they disagree
- Takes part actively in a conversation
- Respects the turn taking rights of others during discussions
- Speaks at an appropriate time and for an appropriate duration in a discussion
- Ends a talk, discussion or conversation appropriately
- Identifies the importance of maintaining courtesy in the workplace, e.g. towards colleagues/customers
- Cooperates well with others in their team
- Identifies why conflict might occur in a workplace
- Reaches an agreement with others
- Identifies who they would need to communicate with in the workplace
- Identifies workplace communication methods, e.g. email, discussions
- Identifies reasons why they need to communicate with different people in the workplace, e.g. to let someone know how much paper to order, to inform about broken equipment
- Identifies how to communicate with work colleagues effectively, e.g. active listening face-to-face, polite terms within an email
- Recognises simple actions that could be taken with a major problem in the workplace
- Recognises simple actions that could be taken with a minor problem in the workplace
- Follows verbal instructions to use a new piece of equipment that they have seen used before
- Recognises and responds to emotions in others, e.g. get help, speak calmly
- Identifies ways to develop good relationships with the people in a workplace

Professional & Organisational Skills

- Anticipates the outcome or consequences of a familiar action, e.g. completing a work task on time or later than planned
- Identifies who to talk to help improve their workplace skills, e.g. asking a supervisor for training sessions
- Identifies their own responsibilities
- Stays on task to complete their responsibilities most of the time
- Identifies their deadlines
- Demonstrates some initiative within unfamiliar tasks, e.g. checks instruction booklet, asks a colleague
- Identifies the quality expected of the tasks they are required to do
- Identifies the tasks that they need to complete
- Identifies what to do if they feel that they won't finish tasks on time
- Begins their daily tasks after arriving at work with support only if there is an unusual occurrence
- Attends work on time
- Attends work in accordance to their contracted hours
- Leaves work at the appropriate time mostly independently
- Leaves work appropriately
- Identifies the importance of attending work regularly
- Identifies the importance of attending work on time
- Takes appropriate breaks, e.g. makes sure they are back within a time limit
- Identifies if they are late, early or on time
- Informs the relevant person if they are running late
- Recognises whose responsibility it is to report a health and safety issue, e.g. when they spot water on the hall floor
- Identifies their responsibilities for safety at work, e.g. making sure doors/cupboards are shut/locked
- Applies familiar safety considerations when participating in their day to day work duties
- Recognises why a work area should be tidy
- Recognises there may be areas/rooms in the workplace they are not allowed to enter
- Follows some of the directions and procedures explained to them in the workplace independently, requiring assistance or reminders at some points of the day/task
- Defines the term 'delegation'
- Identifies what behaviours would help collaboration
- Demonstrates a willingness to try new tasks and responsibilities at work both individually and as part of a team
- Demonstrates initiative to work independently on familiar and unfamiliar tasks most of the time
- Identifies how they could tell if a colleague may need help with a task
- Identifies a reason why their responsibilities may change at work
- Demonstrates good moral judgement when exploring difficult workplace scenarios
- Identifies a positive action they could take to show involvement in a workplace
- Identifies ways of showing honesty or trustworthiness in the workplace
- Identifies what a customer wants from a business, e.g. good quality, low price
- Identifies one impact of bad customer service on a business
- Identifies how following written and unwritten rules in the workplace create a positive environment
- Identifies an appropriate person to ask for help in an unfamiliar situation



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