



BSquared 

Assessing ALL Pupils in One System

Presented by: [Dale Pickles, Managing Director, B Squared](#)

B Squared

- B Squared products are about supporting pupils with SEND
- We help schools to show the small steps of progress pupils with SEND make.
- Different frameworks for different ages and ability - EYFS, Primary and an Autism profiling tool
- Reduces teacher workload - identifies next steps, shows progress and supports meaningful communication
- Our products are used by around 15,000 schools
- We have over 25 years experience around showing progress for pupils with SEND
- We talk to hundreds of schools every year about their difficulties around assessment, data and showing progress for pupils with SEND and help them to solve these problems.
- We recognise that schools running 2 systems, one for SEND and one for non-SEND, does not support pupils with SEND effectively.



Dale Pickles

- Managing Director of B Squared
- Worked in SEND for over 20 years
- Supports schools around assessment, data and showing progress for pupils with SEND
- Host of the award winning SENDcast podcast for Special Needs
- Host of the SEND Briefings and training courses on the SENDcast website



The SENDcast was the winner in the Publication of the Year category in the 2022 nasen awards

Overview

All schools are working towards inclusion, but they are often using different systems for their SEND and their non-SEND pupils. It is often because the systems the school are using, are not inclusive. In this webinar I will give an overview of Connecting Steps and how it can be used for ALL pupils in a primary setting.

- Save time, save money and be more inclusive
- Covers Early Years and Primary
- Different levels of detail for pupils working at ARE and those working below
- Use a consistent approach across the whole school for all pupils
- Reduce teacher workload by including SEND pupils from the beginning in assessment, planning and report writing



Assessing Pupils at ARE

Ofsted Annual Report 2021- 2022

“Schools have worked hard to respond to the challenges of the pandemic, and to help pupils catch up. Many schools are using effective strategies, such as:

- *Assessment – schools use regular, informal and targeted assessment to identify what pupils remember and to inform teaching. They assess pupils to identify those who need extra help. We see weaker practice when schools use standardised tests that are not as effective at identifying specific gaps in pupils’ knowledge. “*



Assessing Pupils at ARE

Some schools ONLY record judgements around pupil progress using terms like; Below, Expected & Above or Emerging, Developing & Secure.

Teachers and leaders need to be able to drill down

As Ofsted mentioned, assessments inform teaching and help you identify where to support students.

If you ONLY have overall judgements how does this inform teaching?



Inclusive Assessment System



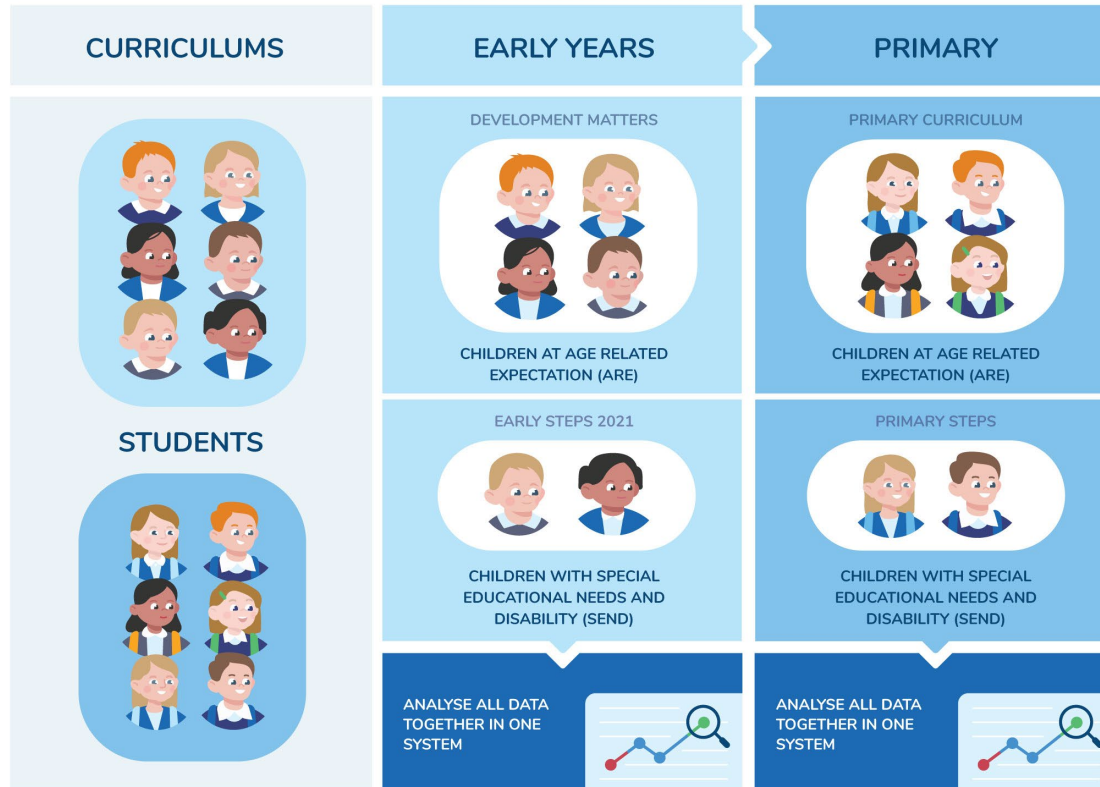
Connecting Steps has a wide range of assessment frameworks for different countries, ages and abilities.

It is not a one size that fits all approach, the content within each frameworks is tailored to the ability and age of the pupils it is aimed at.

Our frameworks for pupils with SEND has on average 3 times the number of statements compared to our content for ARE pupils.

Inclusive Assessment System

ASSESSMENT FRAMEWORKS FOR PRIMARY SCHOOLS



Inclusive Assessment System

As well as using different frameworks for pupils with SEND and pupils working at ARE, you will also use different features and work slightly differently.

For pupils with SEND, you will often assess and look at data a pupil at a time.
For pupils working at ARE, you will assess and look at data class by class.

If you already use Connecting Steps for your SEND pupils, you can access our frameworks for pupils working at ARE to see what you could use.

You can also access Analytics and see all the different reports.



Inclusive Assessment System

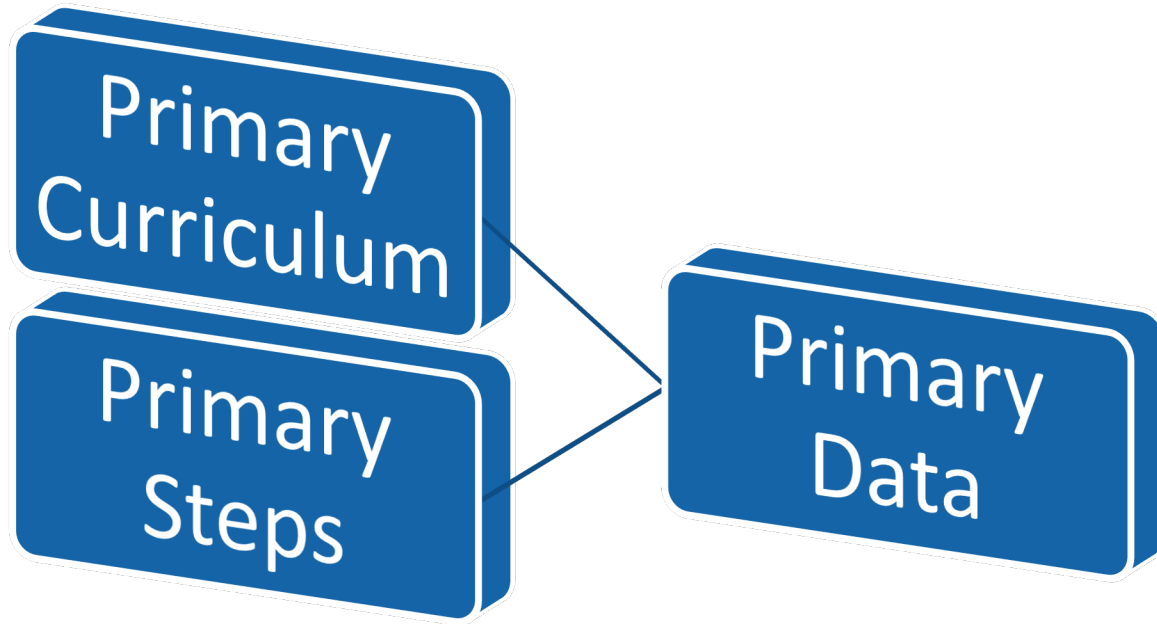
Assessing ALL pupils in one system means pupils with SEND won't be forgotten or seen as a burden, by having to assess them in a different system.

Having pupils with SEND in another system excludes them in so many ways.

Do subject or phase leads look at the SEND data or do they just look at the main data and leave the SEND data to the SENCO?



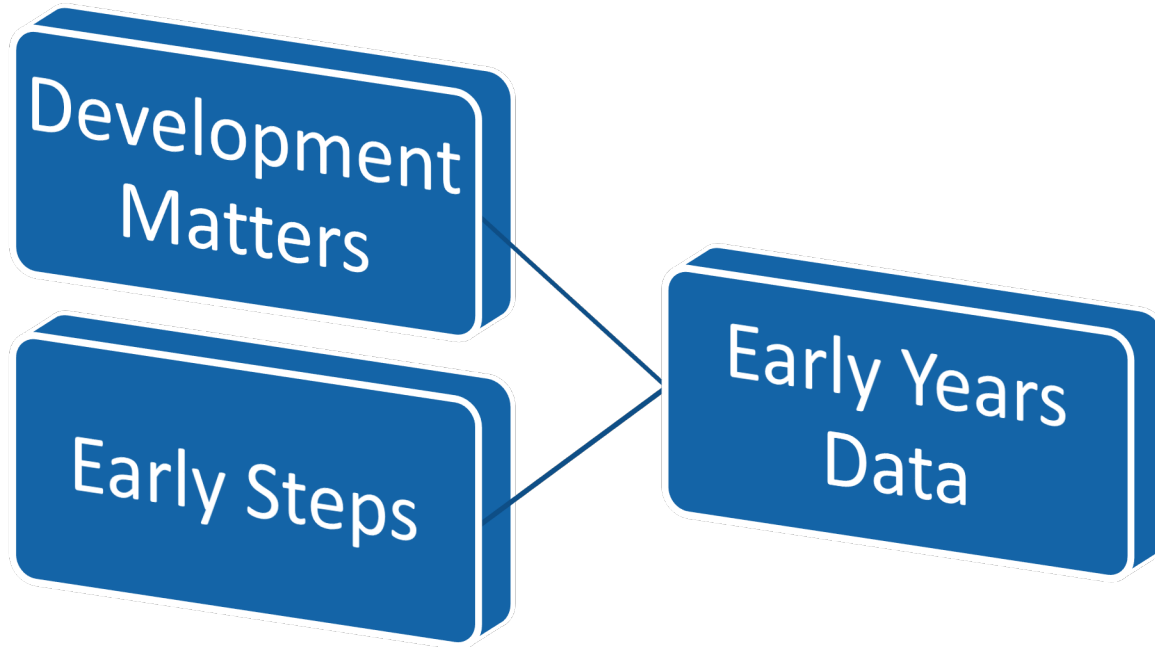
Inclusive Data



You can look at each framework individually or you can look at a combined view.

Primary Data combines all data recorded in the Primary Curriculum and the Primary Steps.

Inclusive Data



You can look at each framework individually or you can look at a combined view.

Early Years Data combines all data recorded in the Development Matters and the Early Steps.

Reduce Teacher Workload

Having pupils in different systems just adds complexity.

You have a system that works for most pupils, but not all. You have another system for just a few pupils. Do staff see this as an unnecessary burden?

How do you decide which system to use when? What are the implications when you switch a pupil from one system to another? Does the information we share with parents change?



Reduce Teacher Workload

Just using just Emerging, Developing & Secure is quick and easy.

The downside is difficulties around moderating those judgements, identifying areas to support, looking for areas of improvement for teaching etc.

We need to store a slightly more information to be able to do this. Recording more information takes more time, so it needs to have a benefit. Schools need to use the information to drive school improvement.

Recording less data at the beginning can mean more work later.



Reduce Teacher Workload

With our NEW Advanced Features, you can use AI within Connecting Steps to help write reports.

The process is very personalised as it uses teacher assessment and what the teacher feels are key skills to write the report.

We use our own private version of ChatGPT.
No personal information is shared.



Reduce Teacher Workload

You choose the key skills a pupil has achieved, and Connecting Steps will turn this into a paragraph. This is great for including in various reports.

You can also do the same with the pupil's key next steps. The system can also translate the content into 40 different languages, boosting parental engagement.

Over the next year we will be turning our current AI features into a full report writing system. Reports can automatically include selected graphs from Connecting Steps.



Reduce Teacher Workload

“Ramsay has achieved many important math skills. He knows the place value of each digit in a two-digit number such as 10s and 1s. Ramsay can also count in steps of 2, 3, and 5 from 0 and in 10s from any number both forward and backward. He can read and write numbers up to at least 100 in numerals and in words too! Furthermore, Ramsay uses his place value and number facts knowledge to solve math problems easily and quickly”

“Ramsay can recognise the place value of each digit in a two-digit number (10s, 1s). He also counts in steps of 2, 3, and 5 from 0, and in 10s from any number, forwards and backwards. Ramsay is able to read and write numbers up to at least 100 in both numerals and words. He uses place value and number facts to solve problems. Great job, Ramsay!”



Whole School Data



Analytics

The B Squared Analytics platform is included with Connecting Steps. A tool to look at whole school data and all the different cohorts within the school.

Tracking grids, year group comparisons, year on year progress, intersectionality, group pupils based on progress or attainment and more.

A great way to share progress with senior leaders, Governors, Trustees and external professionals.

Whole School Data



Analytics

The way you analyse data for pupils with SEND needs to be different.

They will be included in the whole school analysis, but you should also do additional analysis to celebrate the progress they are making and look at how you can improve the provision.

I have run a couple of webinars around analysing data for pupils with SEND and target setting for pupils with SEND.



Run Through of the System

If you want a more personal tour of the system, click on the [Book an Online Meeting](#) button to book a time for myself or one of my colleagues to take you through the system and answer your questions.



Q&A – Ask Your Questions

**If you have any questions and haven't asked already,
please ask your questions in the chat window.**

Dale Pickles – *email me for more information or if you have any questions*
dale@bsquared.co.uk

Book a **FREE** online meeting using the button below if you want to discuss using Connecting Steps for ALL pupils

Podcast - www.thesendcast.com



Improving Knowledge Around SEND



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PRIMARY AWARDS 2021



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Improving Knowledge Around SEND

FREE SEND Briefing

Our FREE SEND Briefings twice a year help schools keep up to date with changes around SEND.

**Our next briefing is on the
28th November 2023**

Jane Friswell will take us through the latest changes in the world of SEND and give us some insight on what it means.

You can access this briefing as well as future and past briefings on the SENDcast website



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Dale Pickles – *email me for more information or if you want a copy of my slides*
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