



Measuring Children's Progress at Oakleigh

For children of National Curriculum age, Oakleigh School uses P scales as a common measure to enable teachers to profile their pupils' performance and compare this with other schools. The P levels represent levels of attainment which lead up to the National Curriculum. They are 'pre-levels'. They provide a common basis for measuring the progress of pupils for whom the early stages of the National Curriculum are not appropriate. Staff use assessments called B Squared to help to determine a child's P levels in English, Mathematics, Science, Personal, Social & Health Education and Computing. We do this assessment each term. We also attempt to make predictions, both of individual children's future attainment levels on the P scales, as well as targets for the whole school, based on achievement in P levels. Even within a special school setting, children will have different rates of progress, and the steps between different P levels can be quite large.

Performance descriptors

Levels 1-3 in English, Mathematics, Science, PSHE and Computing have common performance descriptions

The descriptions show the range of overall performance that pupils might demonstrate. If a pupil is working at P1i-P3ii in English, then using speaking, listening reading and writing, performance descriptors would not normally be appropriate. If a pupil is working above P3ii in English, then separate performance descriptors (P4-P8) can be given in speaking, listening reading and writing, and an overall English performance descriptor is not expected.

This also applies to Mathematics with, using and applying, number, and shape, space and measure. For Science, PSHE and Computing, a single descriptor from P4-P8 is given.

P scale descriptors P4 to P8 describe pupils' performance in a way that indicates the emergence of skills, knowledge and understanding in each subject. The descriptors are characteristic of the types of attainment that the learners are likely to demonstrate.

Each subject has:

- (i) eight descriptions that lead to the National Curriculum, termed P1 to P8; and
- (ii) two differentiated descriptions within each of levels P1-P3, termed (i) and (ii) within each level.

For a pupil to be judged to be working at a particular level does not necessarily mean that the pupil will demonstrate every aspect described. Teachers make rounded judgements about their pupils' attainment so as to apply a 'best fit' judgement.

On the following pages you will find the Level descriptors for each of the subject areas we assess using P scales, the first page being the P1i – P3ii generic levels, followed by English, Mathematics, Science, PSHE and Computing levels P4-8. English and Maths are further divided into strands for levels P4-8.

Performance descriptors across all subjects:

P1 (i) Pupils encounter activities and experiences

- They may be passive or resistant
- They may show simple reflex responses
- Any participation is fully prompted.

P1 (ii) Pupils show emerging awareness of activities and experiences

- They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of
- They may give intermittent reactions

P2 (i) Pupils begin to respond consistently to familiar people, events and objects

- They react to new activities and experiences [for example, withholding their attention]
- They begin to show interest in people, events and
- They accept and engage in coactive exploration

P2 (ii) Pupils begin to be proactive in their interactions

- They communicate consistent preferences and affective responses. They recognise familiar people, events and objects
- They perform actions, often by trial and improvement, and they remember learned responses over short periods of time
- They cooperate with shared exploration and supported participation

P3 (i) Pupils begin to communicate intentionally

- They seek attention through eye contact, gesture or action
- They request events or activities
- They participate in shared activities with less support. They sustain concentration for short periods.
- They explore materials in increasingly complex ways
- They observe the results of their own actions with interest
- They remember learned responses over more extended periods

P3 (ii) Pupils use emerging conventional communication

- They greet known people and may initiate interactions and activities
- They can remember learned responses over increasing periods of time and may anticipate known events
- They may respond to options and choices with actions or gestures
- They actively explore objects and events for more extended periods
- They apply potential solutions systematically to problems

English

Speaking

P4 Pupils repeat copy and imitate between 10 and 50 single words, signs or phrases or use a repertoire of objects of reference or symbols

- They use single words, signs and symbols for familiar objects [for example, cup, biscuit], and to communicate about events and feelings [for example, likes and dislikes].

P5 Pupils combine two key ideas or concepts

- They combine single words, signs or symbols to communicate meaning to a range of listeners [for example, 'Mummy gone' or 'more drink']
- They make attempts to repair misunderstandings without changing the words used [for example, by repeating a word with a different intonation or facial expression]
- Pupils use a vocabulary of over 50 words.

P6 Pupils initiate and maintain short conversations using their preferred medium of communication

- They ask simple questions to obtain information [for example, 'Where's the cat?']
- They can use prepositions, such as 'in' or 'on', and pronouns, such as 'my' or 'it', correctly.

P7 Pupils use phrases with up to three key words, signs or symbols to communicate simple ideas, events or stories to others [for example, 'I want big chocolate muffin']

- They use regular plurals correctly
- They communicate ideas about present, past and future events and experiences, using simple phrases and statements [for example, 'We going cinema on Friday']
- They contribute appropriately one-to-one and in small group discussions and role play
- They use the conjunction and to link ideas or add new information beyond what is asked.

P8 They link up to four key words, signs or symbols in communicating about their own experiences or in telling familiar stories, both in groups and one-to-one [for example, 'The hairy giant shouted at Finn']

- They use an extensive vocabulary to convey meaning to the listener
- They can use possessives [for example, 'Johnny's coat']
- They take part in role play with confidence
- They use conjunctions that suggest cause [for example, 'cos,' to link ideas].

Listening

P4 Pupils demonstrate an understanding of at least 50 words, including the names of familiar objects

- Pupils respond appropriately to simple requests which contain one key word, sign or symbol in familiar situations [for example, 'Get your coat', 'Stand up' or 'Clap your hands'].

P5 Pupils respond appropriately to questions about familiar or immediate events or experiences [for example, 'Where is the ball?', 'What are you doing?', 'Is it yellow?']

- They follow requests and instructions containing at least two key words, signs or symbols [for example, 'Put the spoon in the dish', 'Give the book to Johnny'].

P6 Pupils respond to others in group situations [for example, taking turns appropriately in a game such as 'Pass the parcel']

- They follow requests and instructions with three key words, signs or symbols [for example, 'Give me the little red book'].

P7 Pupils listen, attend to and follow stories for short stretches of time

- They follow requests and instructions with four key words, signs or symbols [for example, 'Get the big book about dinosaurs from the library']
- They attend to, and respond to, questions from adults and their peers about experiences, events and stories [for example, 'Where has the boy gone?'].

P8 Pupils take part in role play with confidence

- Pupils listen attentively. They respond appropriately to questions about why or how [for example 'Why does a bird make a nest?', 'How do we copy this picture?'].

Reading

P4 Pupils listen and respond to familiar rhymes and stories

- They show some understanding of how books work [for example, turning pages and holding the book the right way up].

- P5** Pupils select a few words, symbols or pictures with which they are particularly familiar and derive some meaning from text, symbols or pictures presented in a way familiar to them
- They match objects to pictures and symbols [for example choosing between two symbols to select a drink or seeing a photograph of a child and eye-pointing at the child]
 - They show curiosity about content at a simple level [for example, they may answer basic two key-word questions about a story].
- P6** Pupils select and recognise or read a small number of words or symbols linked to a familiar vocabulary [for example, name, people, objects or actions].
- They match letters and short words.
- P7** Pupils show an interest in the activity of reading
- They predict elements of a narrative [for example, when the adult stops reading, pupils fill in the missing word]
 - They distinguish between print or symbols and pictures in texts. They understand the conventions of reading [for example, following text left to right, top to bottom and page following page]
 - They know that their name is made up of letters.
- P8** Pupils understand that words, symbols and pictures convey meaning
- They recognise or read a growing repertoire of familiar words or symbols, including their own names
 - They recognise at least half the letters of the alphabet by shape, name or sound
 - They associate sounds with patterns in rhymes, with syllables, and with words or symbols.

Writing

- P4** Pupils show that they understand that marks and symbols convey meaning [for example, placing photographs or symbols on a timetable or in a sequence]
- They make marks or symbols in their preferred mode of communication.
- P5** Pupils produce meaningful marks or symbols associated with their own name or familiar spoken words, actions, images or events [for example, contributing to records of their own achievements or to books about themselves, their families and interests]
- They trace, overwrite or copy shapes and straight line patterns.
- P6** Pupils produce or write their name in letters or symbols
- They copy letter forms [for example, labels and/or captions for pictures or for displays].
- P7** Pupils group letters and leave spaces between them as though they are writing separate words
- They are aware of the sequence of letters, symbols and words [for example, selecting and linking symbols together, writing their names and one or two other simple words correctly from memory].
- P8** Pupils show awareness that writing can have a range of purposes [for example, in relation to letters, lists or stories]
- They show understanding of how text is arranged on the page [for example, by writing or producing letter sequences going to left to right]
 - They write or use their preferred mode of communication to set down their names with appropriate use of upper- and lower-case letters or appropriate symbols.

Maths

Using and applying mathematics

P4 Pupils are aware of cause and effects in familiar mathematical activities [for example, knowing that in a role-play shop a coin can be exchanged for an item; hitting a mathematical shape on a concept keyboard to make it appear on the screen]

- Pupils show awareness of changes in shape, position or quantity [for example, grouping objects that have similar key features such as shape; creating very simple sequences of light or sound using switched equipment; recalling an object which has been placed out of sight]
- They anticipate, follow and join in familiar activities when given a contextual clue [for example, anticipating the next chorus or action in songs and rhymes; matching cakes to plates].

P5 Pupils sort or match objects or pictures by recognising similarities [for example, matching shoes or socks by placing next to one placed by an adult; find matching pairs from a collection of pictures; collecting objects given one criterion such as blue or big]

- They make sets that have the same small number of objects in each [for example, distributing sweets into containers so that there are one or two in each]
- They solve simple problems practically [for example, selecting appropriate containers for items of different sizes; checking there is a knife for every fork].

P6 Pupils sort objects and materials according to a given criteria [for example, sorting footballs into a net and table tennis balls into a box]

- They copy simple patterns or sequences [for example, copying a drumbeat; copying a simple pattern of repeated movements; copying a pattern of large and small cups].

P7 Pupils complete a range of classification activities using a given criterion [for example, sorting a pile of coins by size, colour or shape; sorting all the blue Wellington boots; sorting all the size 6 shoes]

- They identify when an object is different and does not belong to a given familiar category [for example, removing odd items from sets; collecting items into sorting boxes or drawers]
- They respond appropriately to key vocabulary and questions [for example, 'How many?'].

P8 Pupils talk about, recognise and copy simple repeating patterns and sequences [for example, recognising and describing simple repeating patterns on textiles or necklaces from different cultures; recognising and describing a pattern of socks on a line; joining in a pattern of hand claps; talking about and copying patterns such as beats in familiar music; shapes made by hand and feet in damp sand; sponge prints]

- Pupils use their developing mathematical understanding of counting up to ten to solve simple problems encountered in play, games or other work [for example, using tokens or marks to tally events or scoring in games; counting in the school environment; using ordinal words to describe positions and turns]
- Pupils make simple estimates [for example, estimating the number of cubes that will fit into a box or the number of strides across a room].

Number

P4 Pupils show an awareness of number activities and counting [for example copying some actions during number rhymes, songs and number games; following a sequence of pictures or numbers as indicated by a known person during number rhymes and songs].

P5 Pupils respond to and join in with familiar number rhymes, stories, songs and games [for example, using a series of actions during the singing of a familiar song; joining in by saying, signing or indicating at least one of the numbers in a familiar number rhyme]

- Pupils can indicate one or two [for example by using eye pointing, blinks, gestures or any other means to indicate one or two, as required]
- They demonstrate that they are aware of contrasting quantities [for example 'one' and 'lots' by making groups of one or lots of food items on plates].

P6 Pupils demonstrate an understanding of one-to-one correspondence in a range of contexts [for example: matching objects such as cups to saucers, straws to drink cartons]. Pupils join in rote counting up to five [for example, saying or signing number names to 5 in counting activities]

- They count reliably to three, make sets of up to three objects and use numbers to three in familiar activities and games [for example, touching one, two, three items as an adult counts, counting toys or pictures, counting out sets of three, such as knife, fork and spoon]
- They demonstrate an understanding of the concept of 'more' [for example, indicating that more cups, counters, food items are required]. They join in with new number rhymes, songs, stories and games.

P7 Pupils join in rote counting to 10 [for example, saying or signing number names to 10 in counting activities]

- They can count at least 5 objects reliably [for example, candles on a cake, bricks in a tower]
- They recognise numerals from one to five and to understand that each represents a constant number or amount [for example, putting correct number of objects (one to five) into containers marked with the numeral; collecting the correct number of items up to five]
- Pupils demonstrate an understanding of 'less' [for example, indicating which bottle has less water in it]. In practical situations they respond to 'add one' to a number of objects [for example, responding to requests such as add one pencil to the pencils in the pot, add one sweet to the dish].

P8 Pupils join in with rote counting to beyond 10 [for example, they say or sign number names in counting activities]

- They continue to rote count onwards from a given small number [for example, continuing the rote count onwards in a game using dice and moving counters up to 10; continuing to say, sign or indicate the count aloud when an adult begins counting the first two numbers]
- Pupils recognise differences in quantity [for example, in comparing given sets of objects and saying which has more or less, which is the bigger group or smaller group]
- They recognise numerals from one to nine and relate them to sets of objects [for example, labelling sets of objects with correct numerals]. In practical situations they respond to 'add one' to or 'take one away' from a number of objects, [for example, adding one more to three objects in a box and say, sign or indicate how many are now in the box; at a cake sale saying, signing or indicating how many cakes are left when one is sold]
- They use ordinal numbers (first, second, third) when describing the position of objects, people or events [for example, indicating who is first in a queue or line; who is first, second and third in a race or competition]
- Pupils estimate a small number (up to 10) and check by counting [for example, suggesting numbers that can be checked by counting, guessing then counting the number of: pupils in a group; adults in the room; cups needed at break time].

Shape, space and measures

P4 Pupils search for objects that have gone out of sight, hearing or touch, demonstrating the beginning of object permanence [for example, searching for an object or sound when it is removed]

- Pupils match big objects and small objects [for example, finding a big football to place in a net with other big footballs, matching a small model car with a similar sized model car]
- They demonstrate interest in position and the relationship between objects [for example, stacking or joining objects or using construction materials].

P5 Pupils search intentionally for objects in their usual place [for example, going to the mathematics shelf for the box of shapes]

- They find big and small objects on request [for example, from a choice of two objects, identifying the 'big' and 'small']
- They compare the overall size of one object with that of another where there is a marked difference [for example, they indicate which of two shoes is the bigger, compare objects – big boxes and small boxes]
- They explore the position of objects [for example, placing objects in and out of containers, placing objects inside and outside a hoop, fits as many objects as possible into a box].

P6 Pupils search for objects not found in their usual place, demonstrating their understanding of object permanence [for example, looking for cups when they are not in their usual cupboard]

- They compare the overall size of one object with that of another where the difference is not great [for example, identifying the bigger of two Russian dolls or nesting cubes]
- They manipulate three-dimensional shapes [for example, putting shapes into a shape sorter, using 3D objects to build and manipulate in role-play, rolling a tube in a race with a partner]
- They show understanding of words signs and symbols that describe positions [for example, responding to a request to put an object in, on, under, or inside another object].

P7 Pupils respond to 'forwards' and 'backwards' [for example, moving forwards and backwards on request, recognising when a vehicle is moving forwards or backwards, moving a counter forward or backward on a board game]

- They pick out described shapes from a collection [for example, picking out all the round shapes in the classroom, finding shapes with straight edges, fitting shapes into matching holes]
- They use familiar words in practical situations when they compare sizes and quantities, [for example, using the words 'heavy' and 'light', 'more' and 'less', 'enough' or 'not enough' to compare objects or quantities].

P8 Pupils compare objects directly, focusing on one dimension such as length or height where the difference is marked and can indicate 'the long one' or 'the tall one' [for example, comparing two plants, placed side by side and indicate the tall one, or comparing two zips and indicating the long one]

- They show awareness of time, through some familiarity with names of the days of the week and significant times in their day, such as meal times, bed times [for example, ordering events in their day on a visual daily timetable, understanding and using names of days of the week, 'no school on Saturday or Sunday, swimming on Wednesday']
- They respond to mathematical vocabulary such as 'straight', 'circle', 'larger' to describe the shape and size of solids and flat shapes [for example, when shopping, pupils find boxes with straight edges to pack into the carrier bag; identify the larger circle when stacking two cans]
- They describe shapes in simple models, pictures and patterns [for example, stamping shapes in sand and describing them, using a set of flat shapes to make pictures or patterns, naming some of the shapes used, identifying specific shapes from pictures, simple models or patterns].

Science

P4 Pupils explore objects and materials provided, changing some materials by physical means and observing the outcomes [for example, when mixing flour and water]

- Pupils communicate their awareness of changes in light, sound or movement.
- They imitate actions involving main body parts [for example, clapping or stamping]. They make sounds using their own bodies [for example, tapping, singing or vocalising], and imitate or copy sounds
- They cause movement by a pushing or pulling action 'Explore' includes access through any sensory mode
- Teachers should ensure that they are assessing intended, not accidental, actions.

P5 Pupils take part in activities focused on the anticipation of and enquiry into specific environments [for example, finding a hamster under straw, or a CD or video in a pile].

- They match objects and materials in terms of single features or properties [for example, temperature or colour]
- They indicate the before and after of material changes
- They try out a range of equipment in familiar and relevant situations [for example, initiating the activation of a range of light sources]
- They respond to simple scientific questions [for example, 'Show me the flower' 'Is this wet/dry?'] 'Showing', 'demonstrating' 'trying out' 'responding' etc. may be done by any means appropriate to the pupil's preferred mode of communication and physical abilities
- For some pupils this may mean directing an adult undertaking the task.

P6 Pupils recognise distinctive features of objects [for example, the features of living things in their environment, and know where they belong, for example, feathers on a bird, leaves on a tree]

- They begin to make generalisations, connections and predictions from regular experience [for example, expecting that ice cream will melt, or making wheeled objects move faster by pushing on a smooth surface or releasing them down a slope]
- Pupils sort materials according to a single criterion when the contrast is obvious.
- They closely observe the changes that occur [for example, when materials are heated, cooled or mixed]
- Pupils identify some appliances that use electricity
- They show that they know some sources of sound and light [for example, remembering their location].

P7 Pupils understand the scientific use of some simple vocabulary, such as before, after, bumpy, grow, eat, move and can communicate related ideas and observations using simple phrases [for example, which food to give which animal]

- Pupils can demonstrate simple properties of light, sound and movement [for example, bright, noisy/quiet, fast/slow]
- They make simple records of their findings [for example, by putting pictures of an activity in sequence]
- They begin to make suggestions for planning and evaluating their work [for example, responding to the question 'Was that right or wrong?']. 'Showing', 'demonstrating' 'trying out' 'responding' etc. may be done by any means appropriate to the pupil's preferred mode of communication and physical abilities
- For some pupils this may mean directing an adult undertaking the task.

P8 Pupils show that they have observed patterns or regular changes in features of objects, living things and events [for example, chrysalis/butterfly day/night]

- They make some contribution to planning and evaluation and to recording their findings
- They identify a range of common materials and know about some of their properties
- They sort materials using simple criteria and communicate their observations of materials in terms of these properties
- Pupils make their own observations of changes of light, sound or movement that result from actions [for example, using a volume control or a dimmer switch] and can describe the changes when questioned directly.

PSHE and Citizenship

P4 Pupils express their feelings, needs, likes and dislikes using single elements of communication (words, gestures, signs or symbols)

- They engage in parallel activity with several others
- Pupils follow familiar routines and take part in familiar tasks or activities with support from others
- They show an understanding of 'yes' and 'no', and recognise and respond to animated praise or criticism. They begin to respond to the feelings of others [for example, matching their emotions and becoming upset].

P5 Pupils take part in work or play involving two or three others

- They maintain interactions and take turns in a small group with some support
- Pupils combine two elements of communication to express their feelings, needs and choices
- They join in discussions by responding appropriately (vocalising, using gestures, symbols or signing) to simple questions about familiar events or experiences [for example, 'What does the baby need?'].

P6 Pupils respond to others in group situations, playing or working in a small group cooperatively [for example, taking turns appropriately].

- They carry out routine activities in a familiar context and show an awareness of the results of their own actions
- They may show concern for others [for example, through facial expressions, gestures or tone of voice, and sympathy for others in distress and offer comfort].

P7 Pupils communicate feelings and ideas in simple phrases

- They move, with support, to new activities which are either directed or self-chosen.
- They make purposeful relationships with others in group activities and attempt to negotiate with them in a variety of situations [for example, if other pupils wish to use the same piece of equipment]
- They judge right and wrong on the basis of the consequences of their actions
- They show some consideration of the needs and feelings of other people and other living things [for example, offering food to a visitor or watering a classroom plant].

P8 Pupils join in a range of activities in one-to-one situations and in small or large groups

- They choose, initiate and follow through new tasks and self-selected activities
- They understand the need for rules in games, and show awareness of how to join in different situations
- They understand agreed codes of behaviour which help groups of people work together, and they support each other in behaving appropriately [for example, while queuing in a supermarket]
- They show a basic understanding of what is right and wrong in familiar situations. They can seek help when needed [for example, assistance in fastening their clothes]
- They are often sensitive to the needs and feelings of others and show respect for themselves and others
- They treat living things and their environment with care and concern.

Computing

- P4** Pupils make selections to communicate meanings, [for example, identifying a symbol or creating a sound]
- Pupils make selections to generate familiar/preferred sounds or images. They know that certain actions produce predictable results [for example, using a switch to activate a tape recorder]
 - The assumption is that the pupil will use their preferred method of access throughout.
- P5** Pupils use computer programs, for example, to move a device to manipulate something on screen
- They make connections between control devices and information on screen [for example, pressing a specific graphic on a touch screen].
- P6** Pupils use Information and Communications Technology (ICT) to interact with other pupils and adults [for example, touching the screen to respond to another's action in an on-screen game].
- They use a keyboard or touch screen to select letters and/or images for their own names
 - They show they understand that information can be stored on a computer [for example, they ask to see a picture saved earlier]
 - They respond to simple instructions to control a device [for example, using a photocopier to duplicate their work]
 - They operate some devices independently.
- P7** Pupils gather information from different sources
- They use ICT to communicate meaning and express ideas in a variety of contexts [for example, choosing digitised photographs or video clips for their personal profiles]
 - They begin to choose equipment and software for a familiar activity [for example, using a writing-with-symbols programme to send a message home].
- P8** Pupils find similar information in different formats, (photo in paper, in book, on website, from TV programme)
- Pupils use ICT to communicate and present their ideas [for example, recording sounds on tape and replaying them or taking photographs of their own work]
 - Pupils can load a resource and make a choice from it [for example, a particular game on a CD, a section of a DVD, tracks on a music CD, a game on a games console]
 - They communicate about their use of ICT.