Supporting the Target Setting Process (revised March 2001)

Guidance for effective target setting for pupils with special educational needs

Headteachers and Chairs of Governors
Status: Strongly recommended
Date of issue: March 2001
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Circular 11/98 Target-setting in schools
Superseded documents:
Executive Summary

Overview: This document gives guidance on target setting for pupils with special educational needs.

Action required: Subject to the laying of regulations, we intend to require schools which set zero-rated targets to set measurable performance targets for the 2002/03 academic year by December 2001.

Further information: Target setting, DfEE, 4P Sanctuary Buildings, Great Smith Street, Westminster SW1P 3BT. Email target.setting@dfee.gov.uk. Tel. 020 7925 6703.
## Contents

**Foreword**  
2

**Introduction**  
3

**Part 1 School target setting**  
6
- The school improvement cycle  
6
- Step 1: ‘How well are we doing?’  
7
- Step 2: ‘How do we compare with similar schools?’  
9
- Step 3: ‘What more should we aim to achieve this year?’  
12
- Steps 4 and 5: ‘Taking action’  
17

**Part 2 Differentiated performance criteria**  
20
- Structure of the performance criteria  
21
- Using the performance criteria  
22
- English  
24
  - Descriptions of performance  P1-P3  
24
  - Speaking and listening  P4-P8 and 1C-2A  
25
  - Reading  P4-P8 and 1C-2A  
26
  - Writing  P4-P8 and 1C-2A  
27
- Mathematics  
30
  - Descriptions of performance  P1-P3  
30
  - Using and applying mathematics  P4-P8  
31
  - Number  P4-P8 and 1C-2A  
32
  - Shape, space and measures  P4-P8 and 1C-2A  
33
- Science  
36
  - Descriptions of performance  P1-P3  
36
  - Descriptions of performance  P4-P8  
37
  - National Curriculum Levels 1 and 2  
38

**Acknowledgements**  
40
This Government is committed to raising standards in education for all children. We want all children, including those with special educational needs (SEN) to reach their full potential. Target setting is a vital element of our strategy. The recent consultation on target setting for pupils with SEN confirmed that schools share our vision of raising standards for all children. The large majority of respondents agreed that the statutory target setting process should be extended more meaningfully to schools with large numbers of pupils with SEN. Subject to the laying of regulations, we therefore intend that all schools will be required to take part in the target setting process. Schools which set zero-rated targets would be required to set their first measurable performance targets by the end of December 2001 for 2003.

This guidance is designed to help schools fulfil that forthcoming new requirement. It builds on the original version published in December 1998. It has been revised through extensive consultation with teachers of pupils with special educational needs. This guidance and performance criteria provide a basis from which schools can set quantitative targets for school improvement. The performance criteria in English, mathematics and science are consistent with the DfEE/QCA guidance Planning, teaching and assessing the curriculum for pupils with learning difficulties being published simultaneously. They introduce a common structure and language for schools to use when judging pupil performance and also provide a foundation for future possible developments in benchmark and value-added information. I am sure that both special and mainstream schools will find this guidance helpful in setting targets for their pupils and recognising achievement below Level 1 of the National Curriculum.

My thanks go to all who helped in the development of this guidance. I hope that it inspires and supports you in setting school targets to raise standards for all pupils.

Jacqui Smith
Parliamentary Under Secretary of State for School Standards
Introduction

As part of the Government’s strategy for raising standards in schools, the statutory requirement for schools to set targets for overall pupil performance came into effect in September 1998. The requirement focused on targeting pupils’ achievement in English and mathematics at age 11 and in GCSE examinations at age 16. Schools could also set additional targets that reflected other priorities.

In October 2000 the DfEE consulted on proposals to extend the statutory school target setting arrangements to support the process for pupils with special educational needs and to introduce target setting at Key Stage 3. There was considerable support for the proposals and so, subject to the laying of regulations, schools will be required to set Key Stage 3 targets in English, mathematics and science. From December 2001, we also intend that all schools which set zero-rated targets will be required to set measurable performance targets for 2003 at the relevant Key Stages using the P scales or other performance criteria where appropriate. Schools would be required to publish their targets alongside performance outcomes in the governors’ annual report to parents.

Many schools have set targets for improved pupil performance for a number of years, and the benefits of that practice, in terms of the progress pupils make and the standards they achieve have been reported upon by schools. Through legislation the Government will ensure that all schools participate in the target setting process as a key strategy for raising standards of achievement.

In some schools, including special schools, many pupils’ educational needs may be such that targets below National Curriculum Level 1 or within Levels 1 and 2 in English, mathematics and science are needed to provide focus, direction and pace for school improvement. Such schools may also place more emphasis on setting effective additional targets in areas such as personal, social and health education and behaviour and adopting appropriate strategies to reach those targets.

This document is intended to support schools in the setting of effective targets for pupils with special educational needs. It builds on earlier guidance published as an outcome of the DfEE/QCA project in which the National Foundation for Educational Research was commissioned to develop performance criteria, in consultation with a large number of special and mainstream schools, for attainment below National Curriculum Level 3 in English and mathematics.

Since that project, extensive feedback from schools has been received on the performance criteria. The University of Durham has been commissioned by the DfEE/QCA to carry out two years of data collection and feedback on the criteria from schools on a voluntary basis and a further consultation on
target setting for children with special educational needs has been conducted. Simultaneously, a DfEE/QCA project in which a consortium coordinated by the University of Birmingham was commissioned to develop curriculum guidelines for pupils with learning difficulties has further considered the criteria.

During the consultations, teachers expressed their support for all schools setting statutory targets. They requested further guidance on target setting for pupils with special educational needs and for the further development of the performance criteria to better enable the measurement of pupils’ attainment below Level 1, as a possible basis for comparing school improvement. In particular, teachers requested greater differentiation of the performance criteria at P1–P3. The Birmingham consortium consulted on more detailed criteria at these levels and the outcome of their work has informed the DfEE/QCA guidance *Planning, teaching and assessing the curriculum for pupils with learning difficulties* and revisions in Part 2 of this document.

This revised publication includes a further break down of levels P1-P3 but only minor changes have been made to P4–P8 to enable schools that have been collecting data for several years to continue to match them at these levels. The individual pupil profiles have been replaced with examples from schools of ways in which they have set meaningful targets for pupils with special educational needs using the original P scales.

The document is in two parts:

- Part 1 explains the school improvement cycle and factors contributing to the setting of effective targets for pupils with special educational needs;
- Part 2 explains the development and potential use of differentiated scales for assessing pupils’ achievement below Level 3.
School target setting
The school improvement cycle

The benefits of a regular cycle of auditing school performance and planning for improvement have become well known amongst headteachers and governors. The process is being widely adopted as a systematic approach to raising standards of pupils' achievement. The improvement cycle can be summarised in five steps.

The cycle begins with a careful review of the school's performance in the context of pupils' achievements and what other similar schools have achieved. This review leads to identifying areas of work that the school should prioritise and the setting of clear targets for improvement in those areas. Targeting for improvement in this way serves as a focus for action planning, and as a basis for defining success criteria when monitoring and evaluating the effectiveness of the actions that the school has implemented.

A five stage cycle for school self-improvement

There are two important elements in this school improvement process. One is using appropriate measures for overall pupil performance. The other is the setting of targets to be achieved within specified timescales. These key elements ensure that a sharp focus is used to identify and guide the school's future work. In most schools, Key Stages and expected National Curriculum levels are suitable timescales and measures for use in setting targets. In schools where many pupils have special educational needs, however, the use of other timescales and measures may be necessary to better guide the pace of school improvement and measure the progress pupils make. The P scales data collection exercise in 1999 and 2000 and the consultation on target
setting for children with special educational needs in 2000 both suggest that many teachers use the P scales alongside National Curriculum levels for this process.

For schools with pupils with severe or complex learning difficulties, setting school targets is not straightforward. In many such schools the targets will fluctuate widely year on year. Nevertheless, they will provide a focus for action. The guidance in this document is designed to take schools forward in considering how target setting can support them in raising standards.

**Step 1: ‘How well are we doing?’**

The first step of the school improvement cycle involves teachers in understanding what their pupils have achieved in relation to the curriculum they have been taught. In many schools, the pupils’ achievements can be set in the context of similar pupils’ achievements in previous years enabling judgements to be made about whether a group of pupils has made similar rates of progress. Key to identifying ‘how well are we doing?’ is having in place appropriate standards against which groups of pupils’ achievements can be measured, and sensible criteria for the groups of pupils to which those standards apply.

In most schools, National Curriculum level descriptions set the standards to use in English, mathematics and science, and pupils’ performances at the end of a Key Stage are appropriate as measures of the school’s overall performance. In schools where many pupils have special educational needs, however, teachers want to measure their pupils’ performance in English, mathematics and science against other, more differentiated, assessment criteria such as the P scales. They may also want to measure performance in other curricular areas. For example, schools may wish to consider some pupils’ achievements in terms of their acquisition of independence skills based on judgements about the frequency of teacher interventions necessary during their learning.

The most important aspect during the first step of the school improvement process is for teachers to ask questions about the school’s performance on the basis of what the pupils are achieving. The challenge for schools is to identify the kinds of performance information that are available to show what their pupils are achieving and about which such questions can be asked. For those schools it may be important to first take stock of how pupils’ performance is assessed throughout the school and to consider how the school’s assessment criteria, data collection systems, and record keeping can be improved to support this purpose in future years. Many special schools and some mainstream schools in which there are many pupils with special educational needs use the P scales in this process and have provided feedback on their use.
Case Study 1

Damers First School in Dorchester, Dorset LEA has unit provision for pupils with speech and language disorders. Each term every member of staff carries out a series of assessments. These are moderated against P scales and National Curriculum levels. At the beginning of the year staff predict achievement for the end of the year and Key Stage. During the termly review staff are able to see how each child is progressing and whether their projected levels require review. In the Autumn term the headteacher collects in an overview sheet for each class which details the number of boys and girls predicted to achieve at each level. This comprehensive teacher assessment for all cohorts is used to target resources - special needs support, booster groups etc.

The school has used the P scales in a seamless way with the levels of the National Curriculum. This has provided a common framework across Key Stage 1 and the basis of a common dialogue involving all teachers. It has also enabled targets to be set which include all pupils. The school has a climate of professional dialogue which seeks to analyse trends. For example in response to lower attainment in writing they ran a 6 week course in drama and writing, to look at whether this approach could kick-start reluctant writers. The work is continuing and is being used as a pilot for the LEA.

Whole class end of year targets Foundation Stage

Class: Reception  
No. of Boys: 11  
No. of Girls: 7

5 pupils with identified SEN: 4 speech, 1 behaviour

Numbers of children at each level (W = P scales)

### End of Reception Year Predictions

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>READING</th>
<th>WRITING</th>
<th>MATHEMATICS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P5</td>
<td>P6</td>
<td>P7</td>
</tr>
<tr>
<td>BOYS</td>
<td>3</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>GIRLS</td>
<td>2</td>
<td>1</td>
<td>2</td>
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### End of Year 2 Predictions

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>READING</th>
<th>WRITING</th>
<th>MATHEMATICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOYS</td>
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<td>5</td>
<td>3</td>
</tr>
<tr>
<td>GIRLS</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>
Step 2: ‘How do we compare with similar schools?’

The second step in the school improvement cycle is to consider how well the school is doing, shown by its pupils’ achievements, in the wider context of the performances achieved by similar pupils nationally. In order to do this, it is necessary to have available information about the performance of pupil achievement, measured using a common set of performance criteria.

For many schools, the national benchmark information enables like for like comparisons to be made. This information presents the range of performance of similar schools, grouped together on the basis of socio-economic factors and pupils’ prior attainment.

The performance criteria used in the national benchmark information is the proportion of pupils achieving the expected National Curriculum level, or better, at the end of Key Stages 1, 2 and 3, and GCSE grades and GCSE/GNVQ points scores at the end of Key Stage 4. This information enables schools to benchmark their position within the group of schools similar to their own to stimulate the questions ‘how do those better performing schools achieve what they do?’ and ‘what can we learn from those schools to raise the standards of achievement of our own pupils?’. These are important questions for all schools to ask.

For some schools in which many pupils have special educational needs, for example, schools teaching pupils experiencing emotional and behavioural difficulties or with sensory impairment, the national benchmark information will be useful. For other schools this information may not enable like for like comparisons to be made because of the performance measures used. For these schools the challenge is to identify other schools which share similar characteristics and which use similar measures to assess pupil performance. The data collection exercise in 1999 and 2000 has shown that the P scales can be adopted as a common measure to enable schools to profile their pupils’ performance and compare this with other schools.

In some areas, special schools have been working together for the last few years to agree the use of common performance criteria for comparing pupils’ progress. They have identified the groups of pupils and curricular areas to use as a basis for comparisons. They are sharing school performance information enabling them to identify schools where good practice exists from which other schools might benefit. LEAs have an important role to play in helping these schools to establish this kind of performance data framework.
Grangewood is a school for children aged 3 - 11 years in the London Borough of Hillingdon and is the only special school in the authority that caters for primary aged pupils with severe learning difficulties. In 1999 the school carried out assessments on pupils using the EQUALS Baseline Assessment materials. The data were then forwarded to Durham University along with data from the other schools in the EQUALS project. The Durham team produced graphs using the school’s data showing the average score for each year group in language and literacy and mathematics compared to that of over 2000 pupils from 150 similar schools across the country. This was represented on the graphs as a band depicting the middle 50% i.e. ranging from the 25th to the 75th percentile.

The information the school received was interesting and illuminating. The levels of performance in the strands in language and literacy were consistently within the national band. But as the examples below illustrate, the scores for mathematics for the same cohort of children showed a different picture. The performance appeared significantly lower in the areas of measurement, shape and number, although small numbers in special school cohorts suggest the need to interpret these data cautiously. The school concluded that mathematics should be an area to promote strongly in the coming school year.

As a direct result of the data received, the school launched a significant curriculum development project in the area of mathematics. The schemes of work were reviewed, a ‘maths week’ was held and a highly structured mathematics lesson implemented as an integral part of every class timetable. The school has entered data for a second year of the project and is awaiting the results with some interest. The target setting therefore immediately served to highlight an area of curricular need within the school and enabled the school to channel its resources accordingly. In 2001 the EQUALS baseline assessment has been used to generate the data which are then converted into P scales at Durham for wider comparison.
Step 3: ‘What more should we aim to achieve this year?’

Setting targets for improved pupil performance is crucial in the school self-improvement cycle. Targets drive school improvement and provide impetus to challenge complacency. This is at the heart of the Government’s current legislation requiring all schools to set targets for pupils aged 11 and 16. More detailed advice on statutory target setting can be found in DfEE circular 11/98, Target setting in schools.

Most special schools and many mainstream schools have pupils whose progress cannot be reflected in achievement at Level 4 at Key Stage 2 and GCSE/GNVQ at Key Stage 4. Some schools have had to set zero targets, although they would have preferred to have set targets that were meaningful for their pupils and formed a coherent part of national target setting. In October 2000 the DfEE consulted on proposals to extend statutory school target setting arrangements to support the process for pupils with special educational needs. Overall, respondents supported the proposals that schools which have had to set zero targets for groups of pupils with SEN should also be required to set measurable performance targets, and that P scales be introduced into the framework. Subject to the laying of regulations, we therefore intend that all schools will be required to set their first measurable performance targets at the relevant Key Stages for 2003 by the end of December 2001. Schools that set a zero target at the given attainment levels would also be required to set targets for their pupils of the relevant ages and for the subjects specified, using the P scales or other appropriate performance criteria. We would expect LEAs to support schools in setting realistic yet challenging targets. Schools would be required to publish their targets alongside performance outcomes in the governors’ annual report to parents. Where there were ten or fewer pupils in the relevant cohort, there would be no obligation to publish that target. Similarly, there would be no obligation to publish performance results which related to ten or fewer pupils.

In October 2000 the DfEE also consulted on target setting proposals at Key Stage 3. There was support for the introduction of school level target setting at KS3 to support the KS3 Strategy and drive up standards in the early years of secondary education. Subject to the laying of regulations, we therefore intend that schools will be required to set Key Stage 3 targets for the percentage of pupils attaining Level 5 or above in English, mathematics and science. The first targets would be set by the end of June 2001 for tests in 2002. For subsequent years KS3 targets would be set at the same time as other targets.

The statutory targets apply to all schools; however, all schools, including special schools and schools in which many pupils have special educational needs, can set additional targets that reflect relevant priorities. These additional targets can also be published alongside statutory targets in the school’s annual governors’ report to parents.
To be effective, targets for school improvement, statutory or otherwise, need to be **SMART** targets. This means they should be Specific, Measurable, Achievable and Realistic, and set against an appropriate Timescale.

**Specific targets**

Teachers working with pupils with special educational needs are familiar, through the use of Individual Education Plans (IEPs), with setting specific targets for individual pupils. Setting school targets is intended to drive school improvement; whereas setting individual pupil targets, as part of pupils' IEPs, is intended to address the specific and individual special educational needs of those children. They are set to help meet individual priorities and may address basic skills, aspects of behaviour and/or study skills. They are likely to be relatively short term. For these reasons it is not appropriate for strategic whole school target setting to be based on IEPs.

Analysing pupil performance as part of the annual cycle of school improvement enables teachers to identify specific areas of work in the school which could be improved. For example, analysis may reveal that pupils, or groups of pupils, in the school make better gains in communicating than early number skills, in which case the teaching of early number skills needs to be targeted for improvement. Through professional discussions and the sharing of judgements about the effectiveness of current teaching practices in the school, the target can be refined to identify more specifically the particular elements of mathematics teaching for improvement.

**Measurable targets**

The first two steps of the school improvement cycle explained the importance of having appropriate measures for pupil and school performance. SMART targets will be measurable, and reflect the criteria used for measuring pupil performance.

Having identified and agreed the aspects of teaching and learning to target for improvement, teachers will need to make judgements about translating teaching practice into gains in pupils' performances in the future. This involves deciding what more pupils will achieve when more successful teaching practices are implemented, over and above what they would be expected to achieve given current teaching practice. Those outcomes are the school's measurable targets.
For 2002 they have set the following school targets:

**Key Stage 2**: 100% of pupils at Key Stage 2 will achieve an increase of one P Level in English and mathematics.

**Key Stage 4**: At least 75% of pupils will make an increase of one P Level in English and mathematics. These targets are based on the successful progress towards the targets that were set for July 2001 as follows:

### 3 pupils in Year 5 (1999)

<table>
<thead>
<tr>
<th>Pupil</th>
<th>Speaking and Listening</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1999</td>
<td>2001</td>
<td>1999</td>
</tr>
<tr>
<td>A</td>
<td>P6</td>
<td>P7</td>
<td>P6</td>
</tr>
<tr>
<td>B</td>
<td>P7</td>
<td>1C</td>
<td>P7</td>
</tr>
<tr>
<td>C</td>
<td>P6</td>
<td>P7</td>
<td>P7</td>
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<table>
<thead>
<tr>
<th>Pupil</th>
<th>P scale target descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>P6 P7 P6 P7 P6 P7</td>
</tr>
<tr>
<td>B</td>
<td>P7 1C P7 P8 P6 P8</td>
</tr>
<tr>
<td>C</td>
<td>P6 P7 P7 P8 P6 P8</td>
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### KS2 : MATHEMATICS

<table>
<thead>
<tr>
<th>Pupil</th>
<th>Number</th>
<th>Using and Applying</th>
<th>Shape, Space and Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1999</td>
<td>2001</td>
<td>1999</td>
</tr>
<tr>
<td>A</td>
<td>P7</td>
<td>P8</td>
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<tr>
<td>B</td>
<td>P8</td>
<td>1C</td>
<td>P8</td>
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<tr>
<td>C</td>
<td>P8</td>
<td>P8</td>
<td>P8</td>
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</tbody>
</table>

Cavendish School is an all age school for pupils with severe learning difficulties in Runcorn, Halton LEA. The P scales are used for both individual pupil target setting and group/class targets. The school has had two sets of data returns from Durham University and has become more confident in their assessments and their targets more challenging.
Achievable and realistic targets

Special schools and mainstream schools with many pupils who have special educational needs, will set targets that closely reflect their pupils’ performance priorities, as well as reflecting the national priorities of literacy and numeracy. For some schools this will mean setting targets for particular year groups. For other schools, it will mean setting targets for particular groups of pupils, for example those with profound and multiple learning difficulties.

School targets should focus on pupil learning outcomes. Schools can express these outcomes using measures other than the level descriptions set out in the National Curriculum. For pupils working at the lower levels of English, mathematics and science, many schools express their targets using some of the differentiated performance criteria presented in Part 2 of this document. Other schools use other available differentiated criteria and for the purpose of comparability, map attainment measured using those criteria across to the P scales.
Colnbrook School is a school for primary aged pupils with moderate learning difficulties in Watford, Hertfordshire LEA. In 1999, the teaching staff collected data using the P scales in order to set school targets. Teacher judgements were moderated by the senior management team. Data from individual children were then collated and used to determine groups for target setting purposes. The governing body agreed to support a school-based research project for the next three to five years in order to generate sufficient data to make worthwhile and effective judgements about future school targets. The agreement was to evaluate the data collected against different models including the one below. The school had chosen to set additional targets in personal and social education.

For each of literacy, mathematics and personal and social education:

- By the end of year 2001/2002, 90% of the children who were within bands P1–P3 in July 1999, will have progressed by one band.

- By the end of year 2001/2002, 80% of the children who were within bands P4–P6 in July 1999, will have progressed by two bands.

- By the end of year 2001/2002, 75% of the children who were within bands P7–P8 in July 1999, will have progressed by two bands.

- By the end of year 2001/2002, 75% of the children who were within bands 1C–1A in July 1999, will have progressed by one band.

- By the end of year 2001/2002, 75% of the children who were within bands 2C–2A in July 1999, will have progressed by one band.

After one year the pupil achievement was again assessed in all three areas. For all three subjects the majority of pupils in both Key Stages 1 and 2 had progressed more towards the 2001/2002 targets than predicted. A significant minority of pupils with autistic tendencies did not make the predicted progress in English. The school has questioned whether the significant rate of progress made by most pupils suggests that the interim targets were insufficiently challenging. Special schools in Hertfordshire LEA are experimenting with data collection for benchmarking purposes by looking at the progress made by each cohort across the schools.
Timed targets

Having identified targets and how they will be measured, it is important to set realistic timescales for when the school will reach these targets.

The timescales chosen will depend on the nature of the target, the needs of the pupils and what action is necessary for the school to take. Targets set using the P scales may be for achievement over a term, a year or longer. The key to this element of target setting is to set a timescale that will provide the optimum effect in terms of pupils’ achievements. Targets should be set against timescales that both maintain impetus and are sufficient for new teaching strategies to take effect. Many schools find it helpful to use the same timescale for all targets.

Steps 4 and 5: ‘Taking action’

Having analysed the school’s performance and set targets for school improvement, the final two steps in the improvement cycle present the same challenges for all schools.

Sooner rather than later, schools need to move from reviewing performance to taking action. Sharing an agreed picture of the school’s performance and with clear targets for improvement, discussions in the school should turn to action planning. Action plans identify what is needed to achieve the targets, including the important changes that need implementing and how the action plan is to be supported with resources and staff development. Taking action will involve identifying tasks which may themselves be ‘process targets’, such as improving accommodation or integration opportunities. These will contribute to the school’s ability to meet its performance targets. It is important to put in place effective strategies to monitor and evaluate gains in pupils’ performance as the new teaching practices take effect to ensure that the school is on course for the target. If it is not, practice will need modifying.

Case Study 5

Windsor School is a school for pupils with severe learning difficulties in Clacton, Essex LEA. Extending the higher attaining pupils had been identified as a key priority in the school development plan. The staff identified the target pupils through teacher assessment on the P scales. Training was provided by the educational psychologist and school development adviser through the Early Reading Research project. Pupil progress was monitored and evaluated. All pupils have improved at least one P scale grade.

The case study demonstrates a multi-professional dialogue on agreeing targets. Teachers’ awareness and understanding of target setting was extended through the use of the P scales. The school maintains responsibility for identifying the target group, monitoring progress and evaluating outcomes. The LEA has been able to target resources efficiently to promote a new initiative with teachers.
<table>
<thead>
<tr>
<th>Focus for improvement</th>
<th>Extending the more able pupils in the main school.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targets</td>
<td>80% of identified pupils make two P scale levels progress in reading by summer 2000.</td>
</tr>
<tr>
<td></td>
<td>80% of identified pupils make two P scale levels progress in personal and social development (independent and organisational skills) by summer 2000.</td>
</tr>
</tbody>
</table>

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<tr>
<th></th>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Whole school review of assessment, recording and reporting policy to ensure targets are measurable and teachers' planning informs learning</td>
<td>All staff</td>
<td>Staff meeting</td>
<td>November 1999</td>
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</tr>
<tr>
<td>Assess current performance on P scales for reading and independent and organisational skills. Early Reading Research assessment tools. Identify target group (top 20%)</td>
<td>Class teachers Educational Psychologist</td>
<td>Educational Psychologist visit</td>
<td>November 1999</td>
<td></td>
</tr>
<tr>
<td>Identify SMART targets</td>
<td>Educational Psychologist Class teachers</td>
<td>Staff training</td>
<td>November 1999</td>
<td></td>
</tr>
<tr>
<td>Agree strategies for teaching the target group (introduce Early Reading Research strategies)</td>
<td>Educational Psychologist Class teachers Teaching Assistants</td>
<td>Staff training</td>
<td>November 1999</td>
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<tr>
<td>Identification of resources</td>
<td>Literacy co-ordinator</td>
<td>Audit provision</td>
<td>November 1999</td>
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<tr>
<td>Ongoing review of progress/teaching and learning</td>
<td>Headteacher School Development Adviser</td>
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<td>Spring 2000</td>
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</tr>
</tbody>
</table>
Part 2
Part 2

Differentiated performance criteria

The performance criteria in this document provide descriptions of attainment leading to Level 1 and within Levels 1 and 2 of the National Curriculum for English and mathematics and descriptions leading to Level 1 in science.

The criteria have been developed to support schools by providing a common basis for measuring the progress of pupils for whom the early levels of the National Curriculum are not appropriate. Schools that do not already have a means of effectively setting school targets will wish to make use of these scales to set targets. Wider adoption of the criteria by schools, either by their direct use or by mapping across attainment measured using other differentiated criteria, will lead to a framework of common performance measures for benchmark information and the calculation of value added measures for pupils working at these levels.

The performance descriptions have been written for use with pupils of all ages and with a range of special educational needs. The descriptions are not a full description of all that pupils might achieve. They are intended to provide a framework on to which the progress of pupils, measured using the school’s own assessment scheme, can be mapped. The descriptions do not replace the more finely tuned assessment schemes used for detailed individual assessments and curriculum planning by many schools. Rather, they complement those schemes by providing a common basis for comparing performance between pupils and schools.

The criteria in this document culminate from the views and expertise of teachers in both mainstream and special schools. Many teachers who have used them over the last few years and those who gave feedback within the curriculum guidelines project coordinated by the University of Birmingham, or responded to the target setting consultation in 2000, provided comments and suggestions that are reflected in this revised version of the criteria. In English and mathematics, the descriptions at the earliest levels, P1-P3, have been differentiated and minor changes have been made in levels P4-P8 to better show progression in attainment. Those who have set targets previously will be able to use the revised scales for monitoring progress since the overall structure remains the same. The scales for science have been developed as part of the work coordinated by the University of Birmingham. The scales are consistent with the revised National Curriculum and related DfEE/QCA guidance Planning, teaching and assessing the curriculum for pupils with learning difficulties published simultaneously. They will be kept under constant review.
Structure of the performance criteria

To reflect the intended new statutory target setting requirements, this document contains three scales of performance criteria in each of English, mathematics and science. Performance criteria for attainment below National Curriculum Level 1 for each of the National Curriculum foundation subjects, RE and PSHE and citizenship, which may be used for setting additional targets, are published in each of the subject booklets of the DfEE/QCA guidance Planning, teaching and assessing the curriculum for pupils with learning difficulties.

Each of the scales in English, mathematics and science has:

- eight descriptions that lead to Level 1 of the National Curriculum, termed P1 to P8; and
- two differentiated descriptions within each of levels P1–P3, termed (i) and (ii) within each level.

Additionally, each of the scales in English and mathematics has three differentiated descriptions within each of Level 1 and Level 2 of the National Curriculum, termed 1C, 1B, 1A and 2C, 2B and 2A.

The English and mathematics criteria are consistent with the literacy and numeracy strategy Frameworks for teaching. P8 reflects the performance described in the Early Learning Goals and Reception objectives in the Frameworks for teaching.

The elements of the criteria for English and mathematics are:

- English
  - speaking and listening
  - reading
  - writing
- mathematics
  - using and applying mathematics
  - number
  - shape, space and measures

There is a single element for science.
The table below shows the framework of descriptions in each scale.

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<thead>
<tr>
<th>Level</th>
<th>English</th>
<th>Mathematics</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1(i)</td>
<td>common performance descriptions with subject specific examples</td>
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</tr>
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<td>P1(ii)</td>
<td>common performance descriptions with subject specific examples</td>
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<td>common performance descriptions with subject specific examples</td>
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<td>P2(i)</td>
<td>common performance descriptions with subject specific examples</td>
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<td>common performance descriptions with subject specific examples</td>
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<td>P2(ii)</td>
<td>common performance descriptions with subject specific examples</td>
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<td>P3(ii)</td>
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Using the performance criteria

The performance criteria are designed for use by teachers when making summative assessments. They are not intended for use by teachers when making day-to-day assessments of their pupils' progress. Teachers will continue to use their own systems for recording the details of each pupil's progress.
The performance descriptions are intended for use in the same way as the level descriptions of the National Curriculum. Teachers should make rounded judgements about their pupils' attainment to apply a 'best fit' judgement. 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. Some pupils will not demonstrate all aspects described for a particular level, but may demonstrate performances described in higher level descriptions. Some pupils may require help or support, such as that provided through special arrangements for National Curriculum assessment, in order to be able to demonstrate their attainments.

Since the scales are intended for summative assessment, an appropriate time to use the scales may be at the end of a Key Stage. This would allow greater scope for making rounded teacher assessment judgements. In some schools, however, given the pupils' particular needs, teachers may wish to map pupils' performances on to the scales more frequently, for example, at the end of each year. When to use the criteria is a matter for schools to decide.

DfEE and QCA will work with schools and LEAs to monitor how the scales are used and how data can be collected to inform school improvement.

The performance criteria for each scale are set out on the following pages.
Descriptions of performance at P1–P3

P1 (i) Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses, for example, startling at sudden noises or movements. 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 objects, for example, attending briefly to interactions with a familiar person. They may give intermittent reactions, for example, sometimes becoming excited in the midst of social activity.

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 objects, for example, smiling at familiar people. They accept and engage in coactive exploration, for example, focusing their attention on sensory aspects of stories or rhymes when prompted.

P2 (ii) Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, for example, reaching out to a favourite person. They recognise familiar people, events and objects, for example, vocalising or gesturing in a particular way in response to a favourite visitor. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time, for example, showing pleasure each time a particular puppet character appears in a poem dramatised with sensory cues. They cooperate with shared exploration and supported participation, for example, taking turns in interactions with a familiar person, imitating actions and facial expressions.

P3 (i) Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, for example, pointing to key objects or people. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways, for example, reaching out and feeling for objects as tactile cues to events. They observe the results of their own actions with interest, for example, listening to their own vocalisations. They remember learned responses over more extended periods, for example, following the sequence of a familiar daily routine and responding appropriately.

P3 (ii) Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, for example, prompting another person to join in with an interactive sequence. They can remember learned responses over increasing periods of time and may anticipate known events, for example, pre-empting sounds or actions in familiar poems. They may respond to options and choices with actions or gestures, for example, by
nodding or shaking their heads. They actively explore objects and events for more extended periods, for example, turning the pages in a book shared with another person. They apply potential solutions systematically to problems, for example, bringing an object to an adult in order to request a new activity.

**Speaking and listening P4-P8 and IC-2A**

**P4** Pupils repeat, copy and imitate between 10 and 20 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. They 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. They show an understanding of names of familiar objects.

**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 respond to simple questions about familiar events or experiences by vocalising, using gestures, symbols or signing, for example, 'Where is the ball?' 'What are you doing?' 'Is it yellow?'. Pupils follow requests and instructions containing two key words, signs or symbols, for example, 'Put the spoon in the dish'; 'Give the book to Johnny'.

**P6** 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 a big chocolate ice cream'. They use facial expression and intonation to enhance meanings. They ask simple questions to obtain information, for example, 'What is your name?'. They follow requests and instructions with three key words, signs or symbols, for example, 'Give me the little red book'. They respond to others in group situations, for example, taking turns appropriately and co-operating.

**P7** Pupils communicate ideas, about present, past and future events and experiences, using simple phrases and statements, for example, 'We are going to the cinema on Friday'. They use conjunctions, for example, and, to link ideas or add new information beyond what is asked. They contribute appropriately one-to-one and in small group discussions and role play. They listen, attend to and follow stories for short stretches of time. With support, they attend to, and answer, questions from adults and their peers about experiences, events and stories, for example, 'Where has the boy gone?'.

**P8** Pupils 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 a growing vocabulary to convey meaning to the listener. They take part in role play with confidence. They listen attentively. They follow requests and instructions with four key words, signs or symbols, for example, 'Get the big book about dinosaurs from the library'.
1C Pupils communicate about matters of interest in familiar settings. They understand and respond appropriately to straightforward comments or instructions directed at them. They convey meanings, including some relevant details to a range of others.

1B Pupils communicate clearly about matters of interest to individuals and groups. They follow what others say and respond appropriately to straightforward comments. They convey meaning, making what they communicate relevant and interesting to the listener.

1A Pupils communicate clearly about matters of interest, taking turns in a range of situations and groups. They follow what others say and usually respond appropriately. They convey meaning, sustaining their contribution and the listeners' interest.

2C Pupils communicate on topics of interest with people they know and include some details the listener needs to know. They express ideas using an appropriate vocabulary. They show by their direct responses that they listen.

2B Pupils communicate on different topics with people they know, explaining details the listener needs to know. They develop ideas using more varied expressions. They show they are listening by commenting on what they have heard.

2A Pupils communicate on a range of topics, sometimes with people who are unfamiliar to them, including relevant information the listener needs to know. They develop and explain ideas, using a more extensive vocabulary and beginning to adapt to more formal situations.

Reading P4-P8 and IC-2A

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, signs or symbols with which they are particularly familiar and derive some meaning from text, symbols or signs presented in a way familiar to them. They show curiosity about content at a simple level, for example they may answer basic two key-word questions about the story. They match objects to pictures and symbols.

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 words, signs or symbols in 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 recognise some letters of the alphabet.
**P8** Pupils understand that words, signs, symbols and pictures convey meaning. They recognise or read a growing repertoire of familiar words or symbols, including their own names. They recognise the letters of the alphabet by shape, name and sound. They begin to associate sounds with patterns in rhymes, with syllables, and with words, signs, symbols and letters.

**1C** Pupils can recognise familiar words, signs or symbols in simple texts. They identify initial sounds in unfamiliar words. They can establish meaning when reading aloud simple sentences, sometimes with prompting. They express their response to familiar texts by identifying aspects which they like and dislike.

**1B** Pupils can read a range of familiar words, signs or symbols and identify initial and final sounds in unfamiliar words. With support, they use their knowledge of letters, sounds and words to establish meaning when reading aloud. They respond to events and ideas in poems, stories and non-fiction.

**1A** Pupils use their knowledge of letters, sounds and words to read simple texts with meaning. They comment on events or ideas in stories, poems and non-fiction.

**2C** Pupils read most of a simple unfamiliar text independently and use different strategies (phonic, grammatical and contextual) in reading unfamiliar words. They read from word to word, or sign to sign, or symbol to symbol and may need support to establish meaning. They show understanding of texts, recount the main events or facts with support and comment on obvious features of the text, e.g. good/bad characters.

**2B** Pupils' reading of simple unfamiliar texts is almost entirely accurate and well paced, taking some account of punctuation. When reading unfamiliar words or symbols they combine a range of strategies (phonic, graphic, grammatical and contextual) to establish meaning. They show understanding of texts by commenting on features such as plot, setting, characters and how information is presented.

**2A** Pupils read simple unfamiliar texts accurately. Their independent reading shows they can read ahead and make use of expression and intonation to enhance meaning. In responding to stories, they identify and comment on the main characters and how they relate to one another. They express opinions about events and actions and comment on some of the ways in which the text is written or presented.

**Writing P4-P8 and 1C-2A**

**P4** Pupils begin to understand that marks and symbols convey meaning, for example, scribble writing alongside a picture or placing photographs or symbols on a personal timetable. They make marks or symbols in their preferred mode of communication, for example, using writing implements with a pincer grip, generating a symbol from a selection on a computer.
P5 Pupils produce some meaningful print, signs 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 and copy under or over a model making horizontal, vertical and circular lines. With support, they make and complete patterns.

P6 Pupils differentiate between letters and symbols, for example, producing a drawing to accompany writing. They copy writing with support, for example, labels and/or captions for pictures or for displays. They produce or write recognisable letters or symbols related to their names.

P7 Pupils group letters and leave spaces between them as though they are writing separate words. Some letters are correctly formed. They are aware of the sequence of letters, symbols and words, for example, selecting and linking symbols together, writing their own names correctly from memory and one or two other simple words.

P8 In their writing and recording, pupils use pictures, symbols, familiar words and letters in sequence to communicate meaning, showing awareness of different purposes, for example, letters, lists, stories or instructions. They write their names with appropriate use of upper- and lower-case letters or appropriate symbols.

1C Pupils produce recognisable letters and words or symbols to convey meaning. Some commonly used letters are correctly shaped but may be inconsistent in their size and orientation. Some of their writing may still need to be mediated to be understood.

1B Pupils structure some phrases and simple statements using recognisable words to communicate ideas. Their writing can generally be understood without mediation. They begin to show an understanding of how full stops are used. Most letters are clearly shaped and correctly orientated.

1A Pupils use phrases and simple statements to convey ideas, making some choices of appropriate vocabulary and some words are spelt conventionally. Letters are clearly shaped and correctly orientated. Pupils make some use of full stops and capital letters.

2C Pupils’ writing communicates meaning beyond a simple statement. It shows some characteristics of narrative or non-narrative writing but the form may not be sustained. Individual ideas are developed in short sections. The vocabulary is appropriate to the subject matter, with some words used effectively. Overall, the writing draws more on the characteristics of spoken language than on those of written language. Pupils compose sentences and use some punctuation to demarcate these appropriately. Some common words are spelt correctly and alternatives use phonics strategies with some recall of visual patterns. Handwriting is legible despite inconsistencies in orientation, size and use of upper and lower case letters.

2B The writing communicates meaning using a narrative or non-narrative form with some consistency. Sufficient detail is given to engage the reader,
and variation is evident in both sentence structure and word choices, which are sometimes ambitious. The organisation reflects the purpose of the writing, with some sentences extended and linked through connectives other than ‘and’. There is evidence of some sentence punctuation. In spelling, phonetically plausible attempts reflect growing knowledge of whole word structure, together with an awareness of visual patterns and recall of letter strings. Handwriting is clear, with ascenders and descenders distinguished, and generally upper and lower case letters are not mixed within the word.

2A The writing communicates meaning in a way which is lively and generally holds the reader’s interest. Some characteristic features of a chosen form of narrative or non-narrative writing are beginning to be developed. Links between ideas or events are mainly clear and the use of some descriptive phrases adds detail or emphasis. Growing understanding of the use of punctuation is shown in the use of capital letters and full stops to mark correctly structured sentences. Spelling of many monosyllabic words is accurate, with phonetically plausible attempts at longer, polysyllabic words. Handwriting shows accurate and consistent letter formation.
Mathematics

Descriptions of Performance at P1–P3

P1(i) Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses, for example, startling at sudden noises or movements. 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 objects, for example, grasping objects briefly when these are placed in their hand. They may give intermittent reactions, for example, sometimes showing surprise at the sudden presence or absence of an event or object.

P2(i) Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, for example, becoming excited or alarmed when a routine is broken. They begin to show interest in people, events and objects, for example, tracking objects briefly across their field of awareness. They accept and engage in co-active exploration, for example, lifting objects briefly towards the face in shared investigations.

P2(ii) Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, for example, showing a desire to hold a favourite object. They recognise familiar people, events and objects, for example, looking towards their own lunch box when offered a selection. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time, for example, repeating an action with a familiar item of equipment. They cooperate with shared exploration and supported participation, for example, handling and feeling the texture of objects passed to them.

P3(i) Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, for example, by pushing an item of equipment towards a member of staff. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways, for example, banging or rubbing objects together. They observe the results of their own actions with interest, for example, as they throw or drop objects on to different surfaces. They remember learned responses over more extended periods, for example, remembering how to activate a pop-up object from a previous lesson.

P3(ii) Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, for example, dropping objects to prompt interventions from adults. They can remember learned responses over increasing periods of time and may anticipate known events, for example, collecting coats and bags at the end of the school day. They may respond to options and choices with actions or gestures, for example, pointing to or giving one object rather than another. They actively
explore objects and events for more extended periods, for example, manipulating objects in piles, groups or stacks. They apply potential solutions systematically to problems, for example, using items of equipment purposefully and appropriately.

Using and applying mathematics

P4 Pupils are aware of cause and effects in familiar mathematical activities, for example, hitting a mathematical shape on the concept keyboard to make it appear on the screen. Pupils show awareness of changes in shape, position or quantity. They anticipate, follow and join in familiar mathematical activities when given a contextual cue.

P5 With support, pupils match objects or pictures. They begin to sort sets of objects, according to a single attribute. They make sets that have the same small number of objects in each. They solve simple problems practically.

P6 Pupils sort objects and materials according to given criteria. They begin to identify when an object is different and does not belong to given categories. They copy simple patterns or sequences, for example, a pattern of large and small cups, or a drumbeat.

P7 Pupils complete a range of classification activities using given criteria. They identify when an object is different and does not belong to a given familiar category.

P8 Pupils recognise, describe and recreate simple repeating patterns and sequences. They begin to use their developing mathematical understanding of counting to solve simple problems they may encounter in play, games or other work. They begin to make simple estimates, such as how many cubes will fit in a box.

The assessment scales listed under Number (including handling data) and Shape, space and measures, refer to pupils using and applying the mathematics they have learned to communicate, to solve problems and to begin to explain and give reasons for their choices and decisions. Rather than setting separate Using and applying targets, a more constructive approach is to highlight the use and application of mathematics identified within the other scales and within the using and applying Level 1 and 2 descriptions.

1 Pupils use mathematics as an integral part of classroom activities. They represent their work with objects or pictures and discuss it. They recognise and use a simple pattern or relationship.

2 Pupils select the mathematics they use in some classroom activities. They discuss their work using mathematical language and are beginning to represent it using symbols and simple diagrams. They explain why an answer is correct.
**Number**

**P4** Pupils show an interest in number activities and counting.

**P5** Pupils respond to and join in with familiar number rhymes, stories, songs and games. They can indicate one or two, for example, by using their fingers or sounds. They demonstrate that they are aware of contrasting quantities, for example, 'one' and 'lots', by making groups of objects with help.

**P6** Pupils demonstrate their understanding of one-to-one correspondence in a range of contexts. Pupils join in rote counting up to five and use numbers to five in familiar activities and games. They count reliably to three and make sets of up to three objects. They demonstrate an understanding of the concept of more/fewer. They use 1p coins, for example, in shopping games for items up to 5p. They join in with new number rhymes, songs, stories and games with some assistance or encouragement.

**P7** Pupils join in rote counting to ten. They can count at least five objects reliably. They begin to recognise numerals from 1 to 5 and to understand that each represents a constant number or amount. They respond appropriately to key vocabulary and questions, for example, 'How many?'. Pupils begin to recognise differences in quantity, for example, in comparing given sets of objects and saying which has more or less, is the bigger group or smaller group. In practical situations they respond to 'add one' and 'take one'.

**P8** Pupils join in with rote counting to beyond ten. They continue the rote count onwards from a given small number. They begin to count up to ten objects. They compare two given numbers of objects saying which is more and which is less. They begin to recognise numerals from 1 to 9 and relate them to sets of objects. In practical situations they add one to or take one away from a number of objects. They begin to use ordinal numbers (first, second or third) when describing the position of objects, people or events. Pupils estimate a small number and check by counting.

**1C** Pupils read most numbers up to 10 in familiar contexts. They make attempts to record numbers up to 10. In practical situations they begin to use the vocabulary involved in adding and subtracting and demonstrate an understanding of addition as the combining of two or more groups of objects and subtraction as the taking away of objects from a group.

**1B** Pupils count, read and order numbers (including using ordinal numbers) up to 10 in a range of settings. They write numerals up to 10 with increasing accuracy. Using numbers up to 10, they solve problems involving addition or subtraction, including comparing two sets to find a numerical difference.

**1A** Pupils count, read and order numbers from 0 to 20. They record numbers from 0 to 10 and associate these with the number of objects they have counted. Pupils recognise 0 as ‘none’ and ‘zero’ in stories and rhymes and when counting and ordering. They understand the operations of addition and subtraction and use the related vocabulary. They add and
subtract numbers when solving problems involving up to 10 objects in a range of contexts.

2C Pupils are confident in using numbers up to 20 and are beginning to understand place value. They begin to know by heart all pairs of whole numbers with totals up to 10 and can use these facts to add or subtract a pair of numbers mentally. They recognise odd and even numbers to 20 and other simple number sequences, for example, counting on or back in twos. They collect data by counting and they record the data in a tally or block graph.

2B Pupils count, read, write and order accurately whole numbers to at least 50. They recognise that subtraction is the inverse of addition and use this to solve addition and subtraction problems. They can identify doubles and halves using numbers up to 20 and are beginning to understand the concept of ‘a quarter’. They recognise odd and even numbers to about 50. They recognise 1p, 2p, 5p, 10p, 20p and 50p coins and can choose coins to make amounts up to 50p. Pupils organise and classify data using simple lists and tables.

2A Pupils accurately count, read, write and order whole numbers to at least 100 and understand the place value of each digit. They use mental recall of addition facts up to 10 to add and subtract whole numbers, including multiples of 10. Pupils understand the operation of multiplication as repeated addition and as a way of representing the number of items in a rectangular array, and of division as repeated subtraction or sharing. They understand halving as the inverse of doubling and use this to derive and learn multiplication and division facts from the 2 times table. They understand and use £ p notation for money. They sort objects and classify them using more than one criterion. Pupils present data they have collected in simple lists, tables or block graphs and communicate their findings to others.

Shape, space and measures

P4 Pupils begin to search for objects that have gone out of sight, hearing or touch, demonstrating the beginning of object permanence. They demonstrate interest in position and the relationship between objects, for example, joining in with stacking cups or building towers.

P5 Pupils search intentionally for objects in their usual place, for example, going to the mathematics shelf for the box of shapes. They compare the overall size of one object with that of another where there is a marked difference, for example, compare the cup from the dolls’ house with a breakfast cup and find which is bigger. They find big and small objects on request. They explore the position of objects, for example, putting objects in and out of containers or lining them up.
P8 Pupils search for objects not found in their usual place demonstrating their understanding of object permanence. They compare the overall size of one object with that of another where the difference is not great, for example, they find the bigger of two Russian dolls. They manipulate three-dimensional shapes. They show understanding of words, signs and symbols that describe positions. They show awareness of vocabulary such as more and less, in practical situations, for example they indicate the jug with more juice in it.

P7 Pupils begin to respond to forwards and backwards. They start to pick out named shapes from a collection. They use familiar words when they compare sizes and quantities and describe position.

P8 Pupils compare, directly, two lengths or heights where the difference is marked and can indicate ‘the long one’ or ‘the tall 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. They begin to use mathematical vocabulary such as straight, circle, larger to describe the shape and size of solids and flat shapes. They describe shapes in simple models, pictures and patterns.

1C Pupils construct with 3-D shapes and make arrangements and patterns of 2-D shapes. They recognise and name some familiar 2-D shapes such as circle, triangle and square. They match and sort these shapes in activities. They are beginning to use their knowledge of shape to describe the properties of everyday objects, for example, number of corners and sides and to compare them by size. They use everyday language to describe position, for example, ‘between’, ‘in front of’, ‘in the middle’ and to compare two quantities, for example, ‘shorter’, ‘heavier’.

1B Pupils work with, recognise and name common 3-D shapes, for example, cube and cylinder and 2-D shapes, for example, circle, triangle, rectangle, square. They describe the basic properties of these shapes and make simple comparisons between them using terms such as ‘larger’, ‘smaller’, ‘curved’ and ‘straight’. They recognise terms describing position such as ‘behind’, ‘in front of’ and ‘on top’. They measure and order more than two objects (by length, mass or weight and capacity), using direct comparison. They order everyday events logically and begin to use the vocabulary of time.

1A Pupils sort and describe 3-D and 2-D shapes in terms of their properties and positions. They compare two lengths, masses / weights or capacities by direct comparison. They continue and create simple spatial patterns, for example, red cylinder, blue cube, red cylinder ... . They recognise simple directional symbols such as arrows.

2C Pupils use the correct terms for common shapes, for example, circle, triangle, cube, cylinder and can describe their properties using everyday language. They are beginning to link everyday language with mathematical language, for example, angle, point. They suggest suitable units and measuring equipment to estimate and measure a length, mass / weight or capacity.
2B Pupils use correct terms for common shapes and recognise properties such as faces, edges, sides and corners. They can distinguish between straight and turning movements and can describe positions using terms such as ‘at the corner of’, ‘further away from’. They can recognise and draw a line of symmetry or construct patterns with a line of symmetry. They are beginning to make simple measurements of length, mass/weight and capacity accurately, becoming familiar with using standard units of measurement.

2A Pupils can identify common shapes by their properties and describe them in terms of their properties, including recognising right angles in 2-D and 3-D shapes. They can sort one collection of 2-D or 3-D shapes in more than one way. They can identify lines of symmetry in simple shapes and recognise shapes with no lines of symmetry. They are beginning to understand angle as a measure of turn. They show an understanding of right angles through movement, including using clockwise and anti-clockwise. They tell the time using hours, half-hour and quarter-hour units and use the vocabulary related to time. Pupils begin to use standard units of length (cm, m), mass or weight (g, kg) and capacity (l) to measure and compare quantities and objects. They compare events and timescales using an appropriate standard unit of time (hour, minute, second).
Science

Descriptions of performance at P1-P3

The descriptions for levels P1 to P3 describe the types and range of performance that pupils working at these levels might characteristically demonstrate across a range of subjects. These descriptions are the same across all subjects, but the examples they contain are subject specific.

P1(i) Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses, for example, startling at sudden noises or movements. 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 join in and focus their attention on certain people, events, objects or parts of objects, for example, looking towards flashes of light or turning towards loud sounds. They may give intermittent reactions, for example, sometimes withdrawing their hands from changes in temperature.

P2(i) Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, for example, discarding objects with unfamiliar textures. They begin to show interest in people, events and objects, for example, leaning forward to follow the scent of a crushed herb. They accept and engage in coactive exploration with the help of another, for example, feeling materials in hand-over-hand partnerships with a member of staff.

P2(ii) Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, for example, showing a consistent dislike for certain flavours or textures. They recognise familiar people, events and objects, for example, moving towards particular features of familiar environments. They perform actions, often by trial and error, and they remember learned responses over short periods of time, for example, rejecting food items after recent experience of bitter flavours. They cooperate with shared exploration and supported participation, for example, examining materials handed to them.

P3(i) Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, for example, reaching out towards a sound making object. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways, for example, pressing hard objects into soft textures. They observe the results of their own actions with interest, for example, scrunching up paper and examining the product. They remember learned responses over more extended periods, for example, reaching out to touch a live animal with caution and sensitivity.

P3(ii) Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, for example, switching on a favourite piece of equipment in the light and sound room. They can
remember learned responses over increasing periods of time and may anticipate known events, for example, bubbles bursting on an obstacle. They may respond to options and choices with actions or gestures, for example, touching one substance rather than another. They actively explore objects and events for more extended periods, for example, feeling the textures of different parts of a plant. They apply potential solutions systematically to problems, for example, tipping a container in order to pour out its contents.

Descriptions of performance in science at P4-P8

**P4** Pupils explore objects and materials provided, changing some materials by physical means and observing the outcomes, for example, when mixing flour and water. They know that certain actions produce predictable results, for example, that sponges can be squeezed. 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. Pupils show interest in a wide range of living things, handling and observing them, for example, on a visit to a farm, or on a walk in the woods collecting items.

**P5** Pupils anticipate and join in activities focused on enquiry into specific environments, for example, finding the hamster under the straw, or the worms in a wormery. They group objects and materials in terms of simple features or properties, for example, temperature or colour. They can indicate the before and after of material changes. They engage in experimentation with a range of equipment in familiar and relevant situations, for example, initiating the activation of a range of light sources. They answer simple scientific questions, for example, ‘Where is the flower?’ ‘Is it hot/cold?’

**P6** Pupils explore objects and materials provided in an appropriate way. They recognise features of objects, for example, the features of living things in their environment, knowing where they belong, for example, eyes on a face, 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 down a slope. Pupils consistently sort materials according to given criteria 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 can recall sources of sound and light, for example, remembering their location.

**P7** Pupils actively join in scientific investigations. They understand some simple scientific vocabulary and can communicate related ideas and observations using simple phrases, for example, which food to give which animal. They sort materials reliably with given criteria, for example, hard or soft. Pupils observe some of the simple properties of light, sound and movement, for example, shadows, volume or speed. They begin to record their findings, for example, pictorially. They begin to make suggestions for planning and evaluating their work.
P8 Pupils explore and observe similarities, differences, patterns and changes in features of objects, living things and events. They begin to make their own contributions to planning and evaluation and to recording their findings in different ways. Pupils 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 in light, sound or movement that result from actions, for example, pressing a switch. They can describe the changes when questioned directly.

National Curriculum Levels 1 and 2

Scientific enquiry

Level 1 Pupils describe or respond appropriately to simple features of objects, living things and events they observe, communicating their findings in simple ways [for example, talking about their work, through drawings, simple charts].

Level 2 Pupils respond to suggestions about how to find things out and, with help, make their own suggestions about how to collect data to answer questions.

They use simple texts, with help, to find information. They use simple equipment provided and make observations related to their task. They observe and compare objects, living things and events. They describe their observations using scientific vocabulary and record them, using simple tables when appropriate. They say whether what happened was what they expected.

Life processes and living things

Level 1 Pupils recognise and name external parts of the body [for example, head, arm] and of plants [for example, leaf, flower]. They communicate observations of a range of animals and plants in terms of features [for example, colour of coat, size of leaf]. They recognise and identify a range of common animals [for example, fly, goldfish, robin].

Level 2 Pupils use their knowledge about living things to describe the basic conditions [for example, a supply of food, water, air, light] that animals and plants need in order to survive. They recognise that living things grow and reproduce. They sort living things into groups, using simple features. They describe the basis for their groupings [for example, number of legs, shape of leaf]. They recognise that different living things are found in different places [for example, ponds, woods].
Materials and their properties

**Level 1** Pupils know about a range of properties [for example, texture, appearance] and communicate observations of materials in terms of these properties.

**Level 2** Pupils identify a range of common materials and know about some of their properties. They describe similarities and differences between materials. They sort materials into groups and describe the basis for their groupings in everyday terms [for example, shininess, hardness, smoothness]. They describe ways in which some materials are changed by heating or cooling or by processes such as bending or stretching.

Physical processes

**Level 1** Pupils communicate observations of changes in light, sound or movement that result from actions [for example, switching on a simple electrical circuit, pushing and pulling objects]. They recognise that sound and light come from a variety of sources and name some of these.

**Level 2** Pupils know about a range of physical phenomena and recognise and describe similarities and differences associated with them. They compare the way in which devices [for example, bulbs] work in different electrical circuits. They compare the brightness or colour of lights, and the loudness or pitch of sounds. They compare the movement of different objects in terms of speed or direction.
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