

Changing children's worlds; inspiring, exploring, learning



B Skills

B Skills

- Tracking System for Independent Living Skills and Careers
- The skills are not necessarily hierarchal and maybe not be sequential
- Taught when a pupil can access the skill and when it is appropriate for them



B Skills Grids

RAG	Description of Colour	Input
	I can do the skill fluently, independently and over lots of different contexts.	100
	I can do the skill fluently and independently.	80
	I can do the skill independently	60
	I can do the skill with help	40
	Pupil cannot perform the skill.	20
	Not Taught yet	0

Academic Year	Class	Teacher
2022 - 2023		
2023 - 2024		
2024 - 2025		
2025 - 2026		
2026 - 2027		
2027 - 2028		
2028 - 2028		

Name

Food

Travel Training

Dressing and Undressing

Shopping

Data Drop

This is the home page

You can easily navigate to each tab by selecting the grey squares

Enter pupils name in the "Name" box and class details in the table

Each academic year for new starters change the years in this column – this will automatically change all other years on the other sheets

Using the RAG

- When inputting the RAG think carefully about what the pupil can do
- There will be a period of time when this skills hasn't been taught due to the age and / stage of pupil. Some skills will never be taught to some pupils due to them being unable to access them safely.

RAG	Description of Colour	Input	Example - I can check for traffic before crossing.
	I can do the skill fluently, independently and over lots of different contexts .	100	Can check for traffic in several different contexts and types of road.
	I can do the skill fluently and independently.	80	Can do the skill effectively as well as independently.
	I can do the skill independently	60	Can do the skill without help but it isn't effective. For example may look left then right but don't do a final safety check. Or they choose to cross in a place where there isn't a clear view of traffic.
	I can do the skill with help	40	Pupil requires prompting and talking through what to do.
	Pupil cannot perform the skill.	20	Teaching has began but the pupil cannot access road crossing.
	Not Taught yet	0	Either the age or stage of the child make this skill inappropriate to be taught.

Tracking Content Taught & Assessing Progress


RAG	Description of Colour	Input
	I can do the skill fluently, independently and over lots of different contexts .	100
	I can do the skill fluently and independently.	80
	I can do the skill independently	60
	I can do the skill with help	40
	Pupil cannot perform the skill.	20
	Not Taught yet	0

There are 3 data drops a year

Enter the input against each criteria

The default criteria is purple

Grids

AREA 		B Skills - Food and Cooking	BASELINE	2022 - 2023			20
				Term 1	Term 2	Term 3	Term 1
Getting Ready	I can wash my hands	60	60	60	80	80	
	I can dry my hands	60	60	60	80	80	
	I can tie my hair back if necessary	20	20	20	40	40	
	I can roll my sleeves up or take my jumper off if necessary	60	60	60	60	60	
	I can select the equipment and ingredients that I need to prepare my food	20	20	20	40	40	
	I can put on an apron if I need to	40	40	40	80	80	
		Percentage of Skill Achieved	43.33333	43.33333	43.33333	63.33333	63.33333
Notes / Evidence:							
Knife Skills	I can use a spreading knife to spread butter etc on toast	40	40	60	60	60	
	I can use a spreading knife to cut toast	20	20	20	20	20	
	I can use a blunt knife to slice and chop soft foods such as fruit or cooked vegetables	0	0	20	40	40	
	I can use a spreading knife to spread butter etc on bread	0	0	0	0	0	
	I can hold a knife correctly (by the handle)	0	60	80	80	80	
	I know the difference between a sharp knife and a blunt knife	0	0	0	0	0	
	I can use a small, sharp knife to chop, slice or dice food	0	0	0	0	0	
	I can use a hand chopper to chop, slice or dice food (alternative to using a sharp	0	0	0	0	0	
		Percentage of Skill Achieved	7.5	15	22.5	25	25
Notes / Evidence:							

Once you change the input this will change for all the next cells in the row

At the next data drop simply change the input in the corresponding cell – if it needs changing

Data Drop

Home		2022 - 2023			2023 - 2024			2024 - 2025		
	Base Line	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
FOOD	4.27%	5.07%	5.87%	7.73%	7.73%	7.73%	7.73%	7.73%	7.73%	7.73%

The data drop tab shows the small steps of progress

There is no universal expectation around the rate of progress as each pupil will progress differently

This information should be used as a conversation starter – rather than a judgement of teaching and learning



*“teaching learning and teaching
how to overcome the barriers to
learning”*



East Midlands
SEND Training Hub