



# Red Hall Primary School

## Assessment Policy

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## Assessment without levels

Following the introduction of a new National Curriculum framework from September 2014, the government decided to remove level descriptors.

With levels removed and the focus now on raising the achievement of every pupil, Red Hall's governors, leaders and teachers chose a new way to measure pupil attainment and progress. This requires all staff in the school to have high expectations for all children as the aim is to have as many children as possible accessing the learning that is linked to their year group. We recognise as a school that this will not always be possible, especially for children with SEN support plans or EHC plans, but the goal is have as many children in year group as possible accessing age related learning. It is also the policy of Red Hall to deepen understanding within a specific year group's curriculum and not move children up to the next years learning. Differentiation is about deepening understanding and developing skills through challenge and questioning within each year group's curriculum.

## Our assessment system

The new curriculum required the implementation of a new system for reporting pupil progress both for parents, staff in school, senior leaders and not least the pupils themselves.

- The principles that underpin this assessment system are:
- Every child can achieve: teachers and staff at Red Hall have the mindset, 'What do I need to do next to enable a child in my class to achieve?'
- The National Curriculum objectives are used as the expectations for ALL children wherever possible.
- Children are expected to make age appropriate progress – 12 months in 12 months. More than this will be seen as outstanding progress and less will be below expected.
- A move away from formal tests to gauge the level children are working at and a reliance instead on seeing progress 'in books' across an academic year and trusting in teacher judgements.
- A partnership approach where pupils know what progress they are making and what further skills they need to work on improve.
- A partnership approach where pupils progress is shared termly with their parents / guardians.
- A simple and clear assessment system for Reading, Writing, Maths and Science that is accessible (usually in the back of children's books)
- Writing assessment has been established and decided by the staff in Red Hall (November 2019)

Our assessment and reporting system includes:

- Ongoing assessment by the class teacher throughout each lesson, through questioning, observation and dialogue.
- Children knowing what they are being asked to learn and more importantly, why.
- Objectives that are discussed, during each lesson; work is then assessed against these objectives.
- Three way feedback, pupil, peer, teacher with clearly identified next steps – this could be written or verbal feedback.

- Regular termly scrutiny of the pupils' work by senior leaders, focusing on Reading, Writing, Maths, Science and the Wider Curriculum.

All of the above will feed into our termly assessments of the children in our school. A judgement will be made to decide which of the objectives for Reading, Writing, Maths, Science and the Wider Curriculum each child is secure in. From here we will decide on a pupil's individual attainment level and set them challenging targets for the following term.

## Tracking progress over time

As previously stated, progress is now shown in books. Our assessment is on a continual journey, to ensure we keep up to date with Assessment and Reporting changes:

Pre 2015	2015 – 2017	Current
National curriculum levels, e.g. 4c, 4b, 4a	Stages linked to year group, e.g. 1B (Below), 1T (Towards), 1S (Standard) 1A (Above), 1M (Mastery)	Year group assessment sheets, in line with Year 2 and Year 6, e.g. Year 2 WT (Working Towards) Year 2 ES (Expected Standard), Year 2 GD (Greater Depth)

Our assessment system aims to ensure that all children during that particular year, are working on that year group's assessment sheets. For example, a child in Year 2, would be expected to begin on all Year 2 assessment sheets for Reading, Writing and Maths.

It is our aim that all children will achieve all criteria in the WT and ES section of the assessment criteria, by the end of the academic year. To keep expectations high, it has been decided that no pupil can achieve the ES level within their year group unless they have had **all** ES criteria dated.

A child is GD, if they have all criteria on that particular year group's sheet signed off by the end of the academic year.

In a few cases children may be working below their year group, perhaps the child has a SEN support plan or EHC plan. These children may be accessing the year group assessment sheet one year (or more) below, so a year 5 pupil may be accessing learning from the year 4 curriculum showing that they are working a year behind age related expectations. We would hope that this would not continue for long and that children will access their age related curriculum as soon as was appropriate.

## Key Objectives

Each subject has its own set of objectives, which we have grouped into corresponding assessment grids. The grids are an indication to both staff, parents and pupils of how children are progressing and what the next steps in their learning need to be. Key objectives have been identified for each year group, these are the skills we feel are the most important. To achieve ES (Expected Standard) in a stage, a child must have met **all** of the key objectives. For children working within a year group that is below their age related expectation (e.g. if a Year 4 pupil is accessing the Year 2 curriculum for Writing) they must be rapidly taught the key objectives and then advanced to the next year group's assessment criteria. By doing so Red Hall is promoting rapid progress and setting high expectations for all its pupils.

## More able children

For children who have securely met the end of year objectives they will be assessed as achieving greater depth (GD) for their age group. Rather than moving onto the next year's curriculum these children will work on 'securing' their knowledge through the application of skills in different contexts – they will be deepening their learning.

## Reporting to Parents

We report termly to parents via a 'Pupil Progress Report'. This will tell parents whether their child is working **below, towards, standard, above** or **greater depth** within a particular stage. Discussions at parent consultation meetings will be based on the year group stages a child is working at.

## Scrutinising Assessment

Each term the senior leadership team undergo a monitoring of the assessment data sent in by teaching staff. They scrutinise the data to ensure it matches the evidence in children's books.

## Early Years – 2 Year Old, Nursery & Reception

Children in 2 Year Old, Nursery and Reception is assessed against the Prime and Specific areas of Learning in the EYFS profile.

Assessments will be based on observation of daily activities and events that are **purely child initiated**. At the end of Reception for each strand, teachers will judge whether a child is meeting the level of development expected to achieve the Early Learning Goal:

- **Emerging**, not yet reached the expected level of development
- **Expected**, at the expected level of development
- **Exceeding**, beyond the expected level of development for their age

## Our Key Beliefs

The Early Years provision at Red Hall is inspired by Reggio Emilia and Nature pedagogy's. The school values every child as a strong, capable and resilient learner, rich with wonder and knowledge. Red Hall follows the deep curiosity and potential of the children in the setting and the fascinations and interests, which help them to learn about the world and their place within it.

Children are viewed as **equal participants** in their learning and adults ensure their thoughts, ideas and questions are valued. Children are supported to discover the answers to their own questions and develop their own knowledge through investigation, exploration and discovery.

### **Our community**

The community in which a child lives is a vital part of a child's development and staff see them as partners to the learning that takes place in the setting. Staff work together to create the best learning experiences possible for the children through our parent/carer committee.

### **Documenting Learning**

*"Documentation can serve to illuminate the thinking, a change in thinking that occurred, what was learned or not learned, the evolution of the behaviour questioning, maturity, responses, and opinions."*

*Wurm, 2005*

Staff observe children and use learning journeys, floorbooks and displays to create visual learning allowing children to reflect and revisit their achievements. It also allows them to consolidate and extend learning.

### **Our Practice**

The majority of the learning, which takes place, is child led and the children's interests and voice is at the centre of all the school does. Using visual learning, staff encourage children to return to any previous learning then lead practitioners to whatever they would like to discover next. The educators scaffold this learning by providing inspiring provocations and with thought provoking questions to create a deeper level of understanding.

### **Our Environment**

As stated in our ethos, Red Hall believes the environment is the third teacher. Its aim is to provide rich learning areas to inspire children. An environment uses natural light, order, natural materials, provocations and beauty to provide possibilities and wonder. The school believes every area, furnishing and resource has a purpose, every corner is used to its fullest.

Practitioners reflect daily on their space, making sure children are fully engaged and stimulated. The setting intends to provide a cosy, home like feeling, which will nurture and encourage children's thinking and development. Red Hall uses a creative curriculum based around the children's interests to spark curiosity, independence and self-discovery.

### **The role of the adult**

Staff must guide but not overtake; staff should observe, listen then provide opportunities to explore. Adults must try to capture the children's thinking process using the Hundred Languages of Children. Record the children's thinking through drawing, dance, music, painting, modelling and any other way the children express their thoughts and creativity. Our team are passionate about child-centred learning.

The staff work hard to create a rich learning environment where children can explore, create and investigate. This ethos is the foundation for all the learning that takes place within the provision. Red Hall uses it to analyse learning, reflect on our practice and to make decisions. This approach to teaching and learning encourages children to follow their own interests, passions and fascinations.

### **Playing and Exploring**

Staff should encourage the children to explore their own interests and to discover new things; thinking of ways to provide open ended activities which will engage the children and support them to become lifelong independent learners. Staff should support the children as they take risks and learn through trial and error.

### **Creative and Critical Thinkers**

Staff should support the children to view problems as opportunities for new learning, allowing them to have their own ideas and find new ways to do things. Staff will encourage children to make links and recognise similarities in their learning and experiences. Staff will model the creative process, using high level questioning and vocabulary to enhance learning and inspire sustained thinking.

### **Investigation and Active Learning**

Try to help children to become motivated investigators and to take ownership of their own learning. Ensure the environment enables children to develop high levels of fascination and wonder. Staff will work to develop persistent learners who show satisfaction when meeting goals and who persevere when challenges occur.

# **Appendix 1 – Reading Assessment Grids**

**Vocabulary,**  
**Inference,**  
**Prediction/Explain,**  
**Retrieval,**  
**Summarise**

# Year 1

Name:	Class:	Year:
Starting Level:	Target:	End Level:

## Working towards the expected standard (-) ARE for end of Autumn Term

In a book closely matched to the GPCs as above, I can sound out many unfamiliar words accurately.		
I can read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)		
I can participate in discussion about what is read to me, taking turns and listening to what others say. can explain clearly my understanding of what is read to me.		
I can predict what might happen on the basis of what has been read so far.		
I am becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.		

Notes

## Working at the expected standard (=) ARE for end of Spring Term

I can read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes.		
I can read many exception words, noting unusual correspondences between spelling and sound and where these occur in the word.		
I can read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.		
I am learning to appreciate rhymes and poems, and to recite some by heart.		
I can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently.		
I can discuss the significance of the title and events.		
I can explain <b>clearly</b> my understanding of what is read to me.		

Notes

## Working at greater depth (+) ARE for end of Summer Term

I can read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).		
In a book closely matched to the GPCs, I can read aloud many words quickly and accurately without overt sounding and blending.		
I can re-read books to build up my fluency and confidence in word reading.		
I am discussing word meanings, linking new meanings to those already known.		
I can check that the text makes sense to me as I read and correct inaccurate reading.		
I can answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to me.		

Notes



# Year 2

Name:	Class:	Year:
Starting Level:	Target:	End Level:

## Working towards the expected standard (-) ARE for end of Autumn Term

I can read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes.		
In a book closely matched to the GPCs as above, I can sound out many unfamiliar words accurately.		
I can read many exception words, noting unusual correspondences between spelling and sound and where these occur in the word.		
I can read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs).		
In a book closely matched to the GPCs as above, I can read aloud many words quickly and accurately without overt sounding and blending.		
I am discussing word meanings, linking new meanings to those already known.		
I can answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to me.		

Notes

## Working at the expected standard (=) ARE for end of Spring Term

I can read accurately by blending the sounds in exception words that contain the graphemes I have learnt so far, especially recognising alternative sounds for graphemes.		
I can read accurately most words of two or more syllables that contain the same graphemes as above and words containing common suffixes.		
I read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute.		
I can read aloud books closely matched to improve my phonic knowledge.		
I can sound out unfamiliar words accurately and automatically, without undue hesitation.		
I can re-read books checking it makes sense to me.		
I can answer questions that test my inference skills.		

Notes

## Working at greater depth (+) ARE for end of Summer Term

I can make inferences on the basis of what is being said and done.		
I can make plausible predictions of what might happen on the basis of what has been read so far.		
I can participate in discussions about texts I have read and make links between them.		

Notes

# Year 3

Name:	Class:	Year:
Starting Level:	Target:	End Level:

## Working towards the expected standard (-) ARE for end of Autumn Term

I can read longer words with support and test out different pronunciations.		
I can listen attentively and participate in discussion about a wider range of longer and more challenging fiction, poetry, plays, non-fiction and reference books expressing views and preferences.		
I can independently read books that are structured differently for a range of purposes. I can show some awareness of the various purposes for reading.		
I can use the contents pages and indexes to locate information.		
I can independently demonstrate familiarity with a wide range of age appropriate books retelling some of these orally.		

Notes

## Working at the expected standard (=) ARE for end of Spring Term

I can read applying my knowledge of root words, prefixes and suffixes (listed in scheme of work) both to read aloud and understand the meaning of new words.		
I can independently read aloud and perform poems and play scripts, showing intonation, tone, volume and action.		
I can use a dictionary independently to check the meaning of words I have read.		
I can understand what I have read in books independently by checking that the text makes sense and self-correcting if I have misread.		
I can identify words or phrases that interest me from my reading and say why: e.g. The names of the games they play, like sneedball, make me want to join in.		
I can justify my opinions referencing the text.		
I can ask questions to improve my understanding.		

Notes

## Working at greater depth (+) ARE for end of Summer Term

I can identify and name some different forms of poetry e.g. <i>free verse</i> , <i>narrative poetry</i> .		
I can identify and discuss themes such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.		
I am beginning to use inference and read 'between the lines' when independently reading and draw on my experience of similar texts to predict what might happen next.		
I can identify the main ideas in paragraphs and can summarise, including the main points.		

Notes

## Year 4

Name:	Class:	Year:
Starting Level:	Target:	End Level:

### Working towards the expected standard (-) ARE for end of Autumn Term

I can use my understanding of unusual spelling-sound correspondences to choose the most appropriate pronunciation of a word: e.g. business, medicine, separate, surprise.

I can independently use a dictionary to check the meaning of words encountered in reading.

I can identify words or phrases that interest, inspire or intrigue me from my reading and say why, explaining the effect on me as a reader.

I can listen attentively and participate in discussion about a wider range of longer and more challenging fiction, poetry, plays, non-fiction and reference books expressing views and preferences, justifying them by reference to the text.

I can use, select and read books that are structured in different ways for the appropriate purposes: e.g. specialist books for advice on sports or hobbies, following a series by the same writer.

I can accurately retell a wide range of fairy stories, myths and legends, providing detail which is interesting and appropriate.

Notes

### Working at the expected standard (=) ARE for end of Spring Term

I can use knowledge of root words, prefixes and suffixes to understand and read aloud new words as listed in English appendix 1 of the national curriculum.

I can perform poems and play scripts, using intonation, tone and volume, and uses drama approaches to aid understanding.

I can independently monitor reading of texts for sense, self-correcting if I have misread and discuss the meaning of new or unusual words in context: e.g. lunchtime monitor, computer monitor, monitor the temperature.

I can ask myself questions to improve my understanding when independently reading an age-appropriate text: e.g. I wonder if Mrs Muldour realises she's being tricked by paying twice for each worm or is just being generous?

I can identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts.

Notes

### Working at greater depth (+) ARE for end of Summer Term

I can confidently identify and name some different forms of poetry and describe their features: e.g. ballads, limericks.

I am beginning to draw inferences from my independent reading of age-appropriate texts, often correct but not always so.

I can independently identify and discuss some themes and conventions in age-appropriate text:

*e.g. bullying, use of headings and sub-headings in non-fiction.*

I can, when reading independently, identify the main ideas in paragraphs and can summarise, including most of the main ideas in one or two sentences

Notes

## Year 5

Name:	Class:	Year:
Starting Level:	Target:	End Level:

### Working towards the expected standard (-) ARE for end of Autumn Term

I can decode most new words outside spoken vocabulary, making a good approximation of the word's pronunciation and meaning: e.g. uses knowledge of 'obey' to read and understand obedient, obedience.

I can prepare, learn, read aloud and perform age-appropriate poems and play scripts showing understanding of intonation, tone, volume.

I can participate in discussion about a widening range of longer and more challenging books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions, expressing views and preferences, comparing books.

I can retrieve information from non-fiction texts.

Notes

### Working at the expected standard (=) ARE for end of Spring Term

I can read aloud and understand the meaning of new words met, applying growing knowledge of morphology and etymology as listed in English Appendix 1 across a wide range of texts.

I can read aloud with intonation, self-correcting when I misread and can explore how a known word can have different meanings.

I can recognise and discuss themes and conventions in age-appropriate texts: e.g. *heroism or loss and continuing to learn the conventions of different types of writing such as first person in autobiography*. I can explain 'heroism' or 'loss' in the context of the writing.

I can predict what might happen from details stated and implied.

I can, when reading an age-appropriate books and novels independently, identify the main ideas in paragraphs and can summarise.

Notes

### Working at greater depth (+) ARE for end of Summer Term

I can identify figurative language, including similes, metaphors and personification in texts and discuss and evaluate the impact on me as a reader.

I can draw inferences, reading between the lines, from independent reading of age-appropriate texts and justify thinking, returning to text to support opinions.

I can distinguish between fact and opinion: e.g. *is able to identify that some statements are not backed up with evidence and others are*.

I can summarise main ideas, identifying key details and using quotations for illustration.

Notes

## Year 6

Name:	Class:	Year:
Starting Level:	Target:	End Level:

### Working towards the expected standard (-) ARE for end of Autumn Ter

I can independently use a dictionary to check the meaning of words encountered in reading.

I can identify words or phrases that interest, inspire or intrigue me from my reading and say why, explaining the effect on me as a reader.

I am beginning to draw inferences from my independent reading of age-appropriate texts, often correct but not always so.

I can listen attentively and participate in discussion about a wider range of longer and more challenging fiction, poetry, plays, non-fiction and reference books expressing views and preferences, justifying them by reference to the text.

I can independently identify and discuss some themes and conventions in age-appropriate text: *e.g. bullying, use of headings and sub-headings in non-fiction.*

Notes

### Working at the expected standard (=) ARE for end of Spring Term

I can work out the meaning of words from the context.

I can read aloud with intonation that shows understanding.

I can evaluate how authors use language, including figurative language, considering the impact on the reader.

I can read age-appropriate books with confidence and fluency (including whole novels).

I can explain and discuss my understanding of what I have read, drawing inferences and justifying these with evidence.

I can make comparisons within and across books.

I can predict what might happen from details stated and implied.

I can retrieve information from non-fiction texts.

I can summarise main ideas, identifying key details and using quotations for illustration.

Notes

### Working at greater depth (+) ARE for end of Summer Term

I can select and learn by heart an increasing range of age-appropriate poems, showing understanding of intonation, tone, volume so as to gain and maintain the attention of an audience.

I can identify language, including figurative language such as metaphor, simile, analogy, idiom and personification and discuss and evaluate the impact on them as a reader.		
I can draw inferences, read between the lines, from my independent reading of age-appropriate texts and explains thinking, routinely returning to text to support opinions.		
I can independently recognise and discuss the themes and conventions used in a wide range of age-appropriate texts: e.g. isolation, flashback in narrative.		
I can give thorough explanations of my points and prepare responses to likely conflicting opinions.		
I can justify views offering coherent evidence to support them.		
<u>Notes</u>		

# Appendix 2 – Writing Assessment Grids

Grammar – Green

Punctuation – Purple

Composition – Pink



# Year 2

Working Towards (-)

ARE for end of Autumn Term

- I can form lower-case letters in the correct direction, starting and finishing in the right place
- I can punctuate sentences using capital letters and full stops
- I can form lower-case letters of the correct size relative to one another in some of their writing
- I can join words and sentences using **and**
- I can use spacing between words.
- I can leave spaces between words
- I can spell some common exception words\*
- I can say out loud what I am going to write about
- I can use a simple opening and closing phrase to write about
- I can write simple sentences that are sequenced to form a short narrative (real or fictional)
- I can reread what I have written
- I can demarcate some sentences with capital letters and full stops

- Notes:
- I can segment spoken words, spelling some words correctly and making phonically-plausible attempts at others

Expected Standard (=) ARE for end of Spring Term

- Notes:
- I can use present and past tense mostly correctly and consistently
  - I can use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses

Expected Standard (=)

ARE for end of Spring Term

- I can write letters on the lines, spelling many of these words correctly and making phonically-plausible attempts at others
- I can sequence sentences in my writing and use a simple opening or closing phrase
- I can spell many common exception words\*
- Some ideas/events linked by connecting vocabulary, e.g. through repetition of a connective, subject or pronoun
- I can form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters (e.g. the dog is a big dog (the dog is a big dog) and it breathes fire).
- I can use spacing between words that reflects the size of the letters.

- Notes:
- I can write simple, coherent narratives about personal experiences and those of others (real or fictional)

Greater Depth (+)

ARE for end of Summer Term

- I can form lower-case letters in the correct direction, starting and finishing in the right place
- I can write a sentence; a statement, a question, an exclamation and a command
- I can form lower-case letters of the correct size relative to one another in some of their writing
- I can use an expanded noun phrase to describe and specify e.g. the beautiful blue butterfly, plain flour, the man in the moon
- I can use some words when talking about my writing: letter, capital letter, word, singular, plural, sentence
- I can use present and past tense, question mark and exclamation mark (Year 2)
- I can use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- I can begin to use question marks or exclamation marks
- I can use capital letters and full stops, and use question marks correctly when required in most of my writing
- I can use a capital letter for names of people, places, the days of the week and the personal pronoun **I**, mostly consistently / in most of my writing

- Notes:
- I can use more complex vocabulary

Notes:

Greater Depth (+)

ARE for end of Summer Term

- I can spell common exception words (see year 1 spelling appendix (1))
- I can spell the days of the week
- I can add suffixes to spell most words correctly in their writing (e.g. -mere, -ness, -ful, -less, -ly)
- I can apply spelling rules and guidelines in Appendix 1
- I can use the diagonal and horizontal strokes needed to join some letters
- I can write from memory simple sentences dictated by the teacher that include words using the GPCs
- I can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- I can add simple prefixes and suffixes where the root word doesn't change
- I can make simple additions, revisions and proof-reading corrections to their own writing
- I am beginning to include a beginning and/or ending when appropriate in my writing eg A simple



opening or ending		
<ul style="list-style-type: none"> <li>I am beginning to sequence my work correctly using sentences linked by pronouns or simple time conjunctions (Then they climbed...She picked the flower...Next you stir it...)</li> </ul>		
<ul style="list-style-type: none"> <li>I am beginning to group similar ideas together eg Some attempt to sequence ideas or events, e.g. by use of time related words; numbered points; headings</li> </ul>		
Notes:		
<b>Spelling and Handwriting</b>		
<ul style="list-style-type: none"> <li>I can spell common exception words see year 1 spelling appendix (1)</li> </ul>		
<ul style="list-style-type: none"> <li>I can spell the days of the week.</li> </ul>		
<ul style="list-style-type: none"> <li>I can make phonemically plausible attempts at words with digraphs, trigraphs and double letters</li> </ul>		
<ul style="list-style-type: none"> <li>I can apply spelling rules and guidelines in Appendix 1</li> </ul>		
<ul style="list-style-type: none"> <li>I can write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words so far.</li> </ul>		
<ul style="list-style-type: none"> <li>I can add simple prefixes and suffixes where the root word doesn't change.</li> </ul>		

# Year 3

## Working Towards (-)

ARE for end of Autumn Term

- I can use conjunctions, adverbs and prepositions to express time and cause
- I can use full stops, capital letters, exclamation marks and question marks
- I can plan my writing, with some support, using structure, grammar and vocabulary from a given model
- I am beginning to use a varied range of sentence structures
- I can create characters, settings and plots

Notes:

## Expected Standard (=)

ARE for end of Spring Term

- I am beginning to extend my sentences with more than one clause by using a wider range of conjunctions eg when, if, because, although
- I can use a and an correctly
- I can use commas for lists and to mark the clause.
- I can begin to use inverted commas (speech marks) to punctuate direct speech
- I can organise paragraphs around a theme; some attempt to sequence ideas logically.
- I can sequence my work without omitting ideas/events eg with simple adverbials / pronouns may link sentences, sections or paragraphs (when we got there, after that).
- I can use simple organisational devices in non-fiction texts such as headings and subheadings
- I am beginning to vary my tense forms appropriately (he has gone out to play/he went out to play/he will go out to play)
- I can proof read for sense, spelling and punctuation errors
- I am beginning to make improvements in my writing

Notes:

## Greater Depth (+)

ARE for end of Summer Term

- I can use these words when talking about my writing: Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or speech marks)
- I am beginning to choose nouns or pronouns appropriately within a sentence to avoid ambiguity and repetition
- I can use commas for to mark the clause.
- I can use rich vocabulary
- I can use some words for effect
- I can experiment with adjectives to create impact

Notes:

## Spelling and Handwriting

- I can use my knowledge of prefixes and suffixes to help my spelling.
- I can learn to spell all common exception words (years 1 & 2)
- I can spell some words correctly (years 3 & 4)
- I can select the correct homophone
- I can begin to use the first two or three letters of a word to check its spelling in a dictionary.

# Year 4

## Working Towards (-) ARE for end of Autumn Term

- I can use Standard English forms of verb inflections eg 'we were' not 'we was'
- I can extend my sentences with more than one clause by using the conjunctions (when, if, so, before, after, while, because, although)
- I can consistently use full stops, capital letters, exclamation marks and question marks
- I can use a range of paragraph openers e.g. interesting connectives or phrases
- I can proof read for sense, spelling and punctuation errors including identifying omitted words
- I can identify areas for improvement in my writing
- I can make links established between paragraphs, although transitions may be awkward or abrupt

Notes:

## Expected Standard (=) ARE for end of Spring Term

- I can use fronted adverbials
- I can use expanded noun phrases for effect
- I can choose nouns or pronouns appropriately for clarity and cohesion (children do not switch person within their writing)
- I can use commas after fronted adverbials
- I can use commas to mark clauses
- I can punctuate direct speech using inverted commas, capital letters to start and punctuation to end
- I can plan my writing using structure, grammar and vocabulary from a given model
- I can use a range of sentence structures, using different openers.
- I can create developed characters, settings and plots
- My writing is organised through sequencing or logical transition, e.g. simple chronological stages; ideas grouped by related points; subheadings
- I can begin to include a viewpoint in my writing
- I can use rich vocabulary

Notes:

## Greater Depth (+) ARE for end of Summer Term

- I can use the correct determiner in my writing
- I can use these words when talking about my writing: determiner (article, demonstratives, quantifiers, possessives), pronoun, possessive pronoun, adverbial)
- I can choose nouns or pronouns appropriately within a sentence to avoid ambiguity and repetition
- I can indicate possession by using the possessive apostrophe with singular and plural noun
- I use dialogue to move my writing forwards
- My paragraphs may be extended and developed, usually around a topic, main point, event or idea, e.g. with explanation, contrast, additional detail.
- I can include suspense in my writing

Notes:

## Spelling and Handwriting

- I can use my knowledge of prefixes and suffixes to help my spelling consistently within my writing
- I can spell most words correctly (years 3 & 4)
- I can consistently select the correct homophone to use within my writing

# Year 5

## Working Towards (-)

ARE for end of Autumn Term

- I can use relative clauses beginning with who, which, where, why or whose
- I can link clauses in sentences using a range of subordinating & coordinating conjunctions.
- I can consistently use full stops, capital letters, exclamation marks and question marks
- I can use commas to clarify meaning
- I can ensure consistency of tense throughout my writing
- I can write with subject and verb agreement
- I am beginning to identify the audience and purpose for my writing

Notes:

## Expected Standard (=)

ARE for end of Spring Term

- I can use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day).
- I can use modal verbs or adverbs to indicate degrees of possibility
- I can punctuate speech accurately.
- I can use brackets, dashes or commas to indicate parenthesis
- I can select the appropriate form for my writing
- I can simply shape paragraphs to highlight or prioritise information, provide chronological links, build tension or interject comment or reflection.
- In narrative I can describe settings, characters and atmosphere
- I can integrate dialogue to convey character and advance the action
- I can use a range of devices to add cohesion to my writing within and across paragraphs. Relationships between paragraphs or sections give structure to the whole text, e.g. links make structure between topics clear; connections between opening and ending.
- I can proof read for spelling and punctuation errors

Notes:

## Greater Depth (+)

ARE for end of Summer Term

- I can use these words when talking about my writing: Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or speech marks)
- I am beginning to choose nouns or pronouns appropriately within a sentence to avoid ambiguity and repetition
- I can use commas for to mark the clause.
- I can use rich vocabulary
- I can use some words for effect
- I can experiment with adjectives to create impact

Notes:

## Spelling and Handwriting

- I can spell some words correctly (years 5 & 6)
- I can spell most words correctly (years 3 & 4)
- I can spell some words with silent letters eg knight, psalm and solemn 5
- I can use a dictionary and thesaurus to check spelling and meaning of words and improve my vocabulary
- I can use prefixes and suffixes
- I can distinguish between homophones I know that some words have to be learned specifically to spell them

# Year 6

## Working Towards (-)

## ARE for end of Autumn Term

- Write for a range of purposes
- Use paragraphs to organise ideas
- In narratives, describe settings and characters
- In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list\*
- Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly

Notes:

## Expected Standard (=)

## ARE for end of Spring Term

- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- In narratives, describe settings, characters and atmosphere
- Integrate dialogue in narratives to convey character and advance the action
- Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- Use verb tenses consistently and correctly throughout their writing
- Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
- Spell correctly most words from the year 5 / year 6 spelling list,\* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- Maintain legibility in joined handwriting when writing at speed

Notes:

## Greater Depth (+)

## ARE for end of Summer Term

- Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- Distinguish between the language of speech and writing and choose the appropriate register
- Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

Notes:

# Appendix 3

## Maths Assessment Grids

Place Value	+ / -	X / ÷	F / P / D	Measure	Geometry	Statistics
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## Year 1

### Working Towards (-)

- Count to and across 100 - forwards and back from any given number
- Given a number, identify one more and one less
- Identify and represent numbers using objects and pictures
- Read and Write numerals in numbers and words 1-20
- Use mathematical language: equal to, more/less than, most, least
- Confidently recall number bonds to 10
- Recall doubles and halves to 10
- Compare and describe practical problems for: length and height, mass/weight, capacity and volume, time
- Recognise different denominations of coins and notes
- Describe position using language: left, right, on top of, under, forwards, backwards, near, around etc.
- Recognise and name common 2D shapes
- Recognise and name common 3D shapes

### Notes:

### Expected Standard (=)

- Read and write numbers to 100 in numerals
- Count in multiples of 2, 5 and 10
- Confidently recall number bonds to 20
- Add and subtract 1-digit from a 2-digit number up to 20 - including 0
- Solve 1-step problems involving addition and subtraction, using resources
- Solve 1-step problems involving multiplication and division, using resources
- Recognise, find and name fractions -  $\frac{1}{2}$  and  $\frac{1}{4}$
- Measure and begin to record: length and height, mass/weight, capacity and volume, time
- Solve practical problems for: length and height, mass/weight, capacity and volume, time
- Sequence events in chronological order
- Recognise and use language relating to dates
- Tell the time to 1 hour / half past the hour, and be able to demonstrate by drawing hands on a clock
- Describe movement using language: whole turn, half turn, three-quarter turn, clockwise

### Notes

### Greater Depth (+)

- Read and write numbers beyond 100
- Recall subtraction facts related to number bonds to 20
- Add and subtract 1-digit from a 2-digit number beyond 20 - including 0
- Use proof to justify answers in addition and subtraction
- Use proof to justify answers in multiplication and division
- Find  $\frac{1}{2}$  and  $\frac{1}{4}$  of shapes and quantities
- Use reasoning when discussing fractions, using correct mathematical language e.g. equal parts
- Begin to identify some of the properties of 2D shapes
- Begin to identify some of the properties of 3D shapes
- Make connections between movement language and the movement on the face of a clock e.g. turning clockwise

### Notes:

## Year 2

### Working Towards (-)

- I can demonstrate an understanding of place value, using apparatus to support me
- I can read and write numbers correctly in numerals up to 100
- I can count in twos, fives and tens from 0 and use counting strategies to solve problems
- I can use number bonds and related subtraction facts within 20 fluently
- I can recall doubles and halves to 20
- I can add and subtract a 2-digit number and ones and a 2-digit number and tens, where no regrouping is required
- I can compare, measure, describe and solve practical problems for: mass/weight using scales and mathematical language
- I can compare, measure, describe and solve practical problems for: capacity and volume using containers and mathematical language
- I can recognise and know the value of different denominations of coins and notes, using and recognising £ and p
- I can recognise and name common 2-D shapes, including for example, rectangles, squares, circles and triangles and name some differences
- I can recognise and name common 3-D shapes, including for example, cuboids, cubes, pyramids and spheres and name some differences

### Notes:

### Expected Standard (=)

- I can partition two-digit numbers into different combinations of tens and ones, using resources if needed
- I can compare numbers from 0 up to 100 using  $<$   $>$   $=$  symbols
- I can subtract mentally a two-digit number from another two-digit number when there is no regrouping required
- I can derive and use related facts up to 100, using my knowledge of number bonds to 20
- I understand that addition is commutative (addition of numbers can be done in any order)
- I can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems e.g.  $\Delta - 14 = 28$
- I can add 2 two-digit numbers within 100 (e.g.  $48 + 35$ ) and can demonstrate my method using concrete apparatus or pictorial representations
- I can use estimation to check that my answers to a calculation are reasonable
- I can recall and use multiplication and division facts for the 2, 5, 3 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary
- I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts
- I can identify  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$  and know that all parts must be equal parts of the whole (shape, length and sets of objects)
- I can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given
- I can use different coins to make the same amount
- I can compare and sequence intervals of time: tell and write the time to fifteen minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- I know the number of minutes in an hour and the number of hours in a day.
- I can describe properties of 2-D, including the numbers of sides and line symmetry in a vertical line
- I can describe properties of 3-D shapes, including the number of edges, vertices and faces.
- I can identify 2D shapes on the surface of 3D shapes and compare and sort common 2D and 3D shapes and everyday objects.
- I can order and arrange combinations of mathematical objects in patterns and sequences.
- I can use mathematical vocabulary to describe position, direction and movement.



- I can interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
- I can ask and answer questions about totaling and comparing categorical data.

## Notes

### Greater Depth (+)

- I can reason about addition (e.g. pupil can reason that the sum of 3 odd numbers will always be odd)
- I can work out mental calculations where regrouping is required (e.g.  $52 - 27$ ;  $91 - 73$ )
- I can solve more complex missing number problems (e.g.  $14 + - 3 = 17$ ;  $14 + \Delta = 15 + 27$ )
- I can recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements (e.g.  $10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10$ ).
- I can use multiplication facts to make deductions outside known multiplication facts (e.g. a pupil knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that  $18 \times 5$  cannot be 92 as it is not a multiple of 5).
- I can determine remainders given known facts (e.g. given  $15 \div 5 = 3$  and has a remainder of 0, pupil recognises that  $16 \div 5$  will have a remainder of 1; knowing that  $2 \times 7 = 14$  and  $2 \times 8 = 16$ , pupil explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left).
- I can solve word problems that involve more than one step (e.g. which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?).
- I can find and compare fractions of amounts (e.g.  $1/4$  of  $\pounds 20 = \pounds 5$  and  $1/2$  of  $\pounds 8 = \pounds 4$  so  $1/4$  of  $\pounds 20$  is greater than  $1/2$  of  $\pounds 8$ ).
- I can read the time on the clock to the nearest 5 minutes.
- I can read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given.
- I can describe similarities and differences of shape properties (e.g. finds 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices but can describe what is different about them).

## Notes:

## Year 3

### Working Towards (-)

- Find 10 or 100 more / less than any given number
- Read and write numbers up to 1000 in numerals
- Recall number bonds within 100
- Mentally subtract: 3-digit - 1-digit, 3-digit - tens, 3-digit - hundreds
- Calculate missing number problems
- Recall 3, 4, 8 times tables
- Recognise fractions and use mathematical language e.g. numerator, denominator, equal parts
- Calculate fractions of quantities
- Compare and order fractions
- Know the number of seconds in an hour, hours in a day, days in each month, days in a year / leap year
- Recognise and name common 2D shapes and list properties
- Recognise and name common 3D shapes and list properties

### Notes:

### Expected Standard (=)

- Recognise the value of each digit in numbers up to 1000
- Compare and order numbers to 1000
- Write, in word, any number to 1000
- Solve number problems and practical problems involving place value
- Count in groups of 4, 8, 50 and 100 from 0
- Use column addition and column subtraction with numbers up to 4-digits
- Use the inverse operation to check answers
- Solve complex addition and subtraction problems
- Use formal method to multiply 2-digit by 1-digit - short multiplication
- Use formal method to divide 2-digit by 1-digit - short division
- Solve 2-step multiplication and division problems
- Count up and down in tenths
- Recognise, find and write fractions of a discrete set of objects - small denominators
- Recognise and show equivalent fractions with the same denominator
- Solve problems involving fractions
- Measure and compare: length and height, mass/weight, capacity and volume, time
- Measure the perimeter of 2D shapes
- Add and subtract amounts of money to give change
- Measure time from analogue clock as well as 12-hour and 24-hour clocks
- Draw 2D shapes
- Recognise angles as a property of a shape / description of a turn
- Identify right angles within 2D shapes
- Understand and recognise perpendicular / parallel lines
- Represent and interpret data from bar charts, pictograms and tables, and solve 1-step problems associated with the data

### Notes

## Greater Depth (+)

- Recognise the value of each digit in numbers beyond 1000
- Compare and order numbers beyond 1000
- Use reasoning to justify answers given, relating to addition and subtraction
- Use reasoning to justify answers given, relating to multiplication and division
- Solve problems, relating to multiplication and division, involving measuring and scaling contexts e.g. 4 times higher than...
- Use reasoning to justify answers given, drawing on prior knowledge, relating to fractions
- Solve problems which involve calculating time
- Determine if angles are greater / smaller than 90 degrees, and reason how they know
- Solve 2-step problems associated with the data

## Notes:

## Year 4

### Working Towards (-)

- Find 1000 more or less than any given number
- Count in multiples of 6, 7, 8, 9, 25 and 1000
- Count in multiples of 6, 7, 8, 9, 25 and 1000
- Recognise fractions and use mathematical language e.g. numerator, denominator, equal parts
- Calculate fractions of quantities
- Recognise and show common equivalent fractions
- Add and subtract fractions which have the same denominator
- Order and compare decimals to 2dp
- Read and write the time on analogue, digital 12/24 hour clocks
- Compare and classify quadrilaterals and triangles based on size and properties
- Describe positions on a 2-D grid as coordinates in the first quadrant

### Notes:

### Expected Standard (=)

- Recognise the value of each digit in numbers up to 10,000
- Compare and order numbers beyond 1000
- Write, in words, 4-digit numbers beyond 1000
- Solve number problems and practical problems involving place value
- Recognise Roman numerals to 100
- Count forward and back through 0, to include negative numbers
- Round numbers to the nearest 10, 100, 1000
- Use column addition and column subtraction with numbers up to 4-digits
- Use the inverse operation to check answers
- Solve complex 2-step addition and subtraction problems
- Recall factors and understand commutativity
- Multiply 3 numbers e.g.  $10 \times 6 \times 4$
- Use formal method to multiply 2-digit by 1-digit - short multiplication
- Use formal method to multiply 3-digit by 1-digit - short multiplication
- Use formal method to divide 2-digit by 1-digit - short division
- Solve 2-step multiplication and division problems
- Count up and down in hundredths
- Recognise and write decimal equivalents of  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{3}{4}$ ,  $1/10$ ,  $1/100$
- Divide two digit numbers by 10 and 100
- Round decimals to 1dp and nearest whole numbers
- Solve problems involving fractions
- Convert units of measure - hours to minutes, km to m
- Measure the perimeter of rectilinear shapes in cm and m
- Calculate the area of squares and rectangles
- Convert between analogue and digital times
- Identify acute and obtuse angles
- Identify lines of symmetry in 2D shapes
- Complete a simple symmetric figure with respect to a specific line of symmetry
- Describe movements between positions as translations of a given unit to the left/right and up/down
- Plot specified points and draw sides to complete a given polygon
- Represent and interpret data from bar charts and time graphs, and solve 1-step problems associated with the data

## Notes

### Greater Depth (+)

- Recognise the value of each digit in numbers beyond 10,000
- Compare and order numbers beyond 10,000
- Use reasoning to justify answers given, relating to addition and subtraction, making some links to knowledge in other areas
- Solve 3-step problems involving addition and subtraction, reasoning about my given answer, verbally and in writing
- Use reasoning to justify answers given, relating to multiplication and division
- Solve problems, relating to multiplication and division, involving measuring and scaling contexts e.g. 4 times higher than...
- Use reasoning to justify answers given, drawing on prior knowledge, relating to fractions
- Solve problems which involve converting time
- Determine if angles are greater / smaller than 90 degrees, and reason how they know
- Solve 2-step problems associated with the data - comparisons, sum, difference

## Notes:

## Year 5

### Working Towards (-)

- Read and write any number, in numerals, to at least 1,000,000
  - Count forwards and back, through 0, with positive and negative whole numbers
- Recall multiples and factors up to 12x12
- Recall prime numbers to 100
- Understand and be able to recall factor pairs and common factors
- Multiply 4-digit numbers by 1-digit numbers - short multiplication
- Be able to square and cube numbers to 10
- Compare fractions of the same denominator
- Identify, name and write equivalent fractions, representing visually
- Read and write decimal numbers as fractions e.g.  $\frac{1}{2} = 0.5$
- Add and subtract fractions with the same denominator
- Read and write the time on analogue, digital 12/24 hour clocks
- Recognise 3D shapes from 2D representations
- Estimate acute, obtuse and reflex angles

### Notes:

### Expected Standard (=)

- Recognise the value of each digit in numbers up to 1,000,000
- Order and compare number to at least 1,000,000
- Count forward and back from any given number, in powers of 10, up to 1,000,000
- Round to the nearest 10, 100, 1000, 10,000, 100,000
- Solve number problems for place value
- Recognise Roman numerals to 1000
- Use column addition and column subtraction with numbers beyond 4-digits
- Solve multi-step problems involving addition and subtraction
- Multiply numbers with up to 4-digits by 2-digits - long multiplication
- Divide 4-digit numbers by 1-digit - short division
- Multiply and divide numbers by 10, 100 and 1000, including decimal numbers
- Solve multiplication problems involving 2-steps
- Convert mixed numbers to improper fractions and vice versa
- Multiply fractions, including multiplying fractions by whole numbers
- Round decimals with 2dp to the nearest whole number and 1dp
- Read, write, order and compare decimals
- Recognise % and write percentages as decimals and fractions
- Solve problems involving fractions, decimals and percentages
- Convert units of measure - km/m, cm/m, g/kg, l/ml
- Measure the perimeter of composite rectilinear shapes in cm and m
- Estimate volume and capacity
- Calculate the area of squares and rectangles
- Solve problems involving converting measures, including time
- Measure angles using a protractor
- Draw angles using a protractor
- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed
- Complete, read and interpret data using a range of graphs / charts, including time tables

### Notes

### Greater Depth (+)

- Recognise the value of each digit in numbers beyond 1,000,000
- Compare and order numbers beyond 1,000,000
- Interpret negative numbers in a context
- Use **detailed** reasoning to justify answers given, relating to addition and subtraction, making explicit links to knowledge in other areas
- Use rounding to estimate the answers to addition / subtraction calculations
- Add and subtract increasingly larger numbers mentally
- Use **detailed** reasoning to justify answers given, relating to multiplication and division
- Solve problems, relating to multiplication and division, involving measuring and scaling contexts e.g. 4 times higher than...
- Use **detailed** reasoning to justify answers given, drawing on prior knowledge, relating to fractions
- Solve problems which involve converting time
- Calculate missing angles
- Distinguish between regular / irregular polygons based on reasoning
- Plot coordinates on a grid and translate
- Solve 2-step problems associated with the data - comparisons, sum, difference

### Notes:

## Year 6

### Working Towards (-)

- I can order and compare numbers up to 10,000,000, as well as 3-digit numbers with 2 decimal places
- I can round any given number to the nearest 10, 100, 1000
- I can use negative numbers in context, and calculate intervals across zero
- I can read Roman numerals to 100 (I-C)
- I can add and subtract numbers with up to 4-digits using the formal written method, learning how to estimate first
- I can solve addition and subtraction word problems
- Recall multiplication and division facts up to 12x12
- I can identify common multiples, common factors and prime numbers
- Multiply 2-digit and 3 digit numbers by 1-digit numbers - short multiplication
- I can solve problems involving multiplication
- I can recognise and show, using diagrams, families of common equivalent fractions
- I can compare and order fractions  $> 1$
- I can use common factors to simplify fractions
- I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

### Notes:

### Expected Standard (=)

- I can demonstrate an understanding of place value, including large numbers and decimals, and solve problems involving place value
- I can calculate mentally, using efficient strategies
- I can use formal methods to solve multi-step problems involving addition and subtraction
- I can use formal methods to solve multi-step problems involving multiplication and division
- Multiply 4-digit numbers by 2-digit - long multiplication
- Divide 4-digit numbers by 2-digit - long division
- Solve multiplication problems involving 2-steps
- Convert mixed numbers to improper fractions and vice versa
- Multiply fractions, including multiplying fractions by whole numbers
- Recognise % and write percentages as decimals and fractions
- I can calculate using fractions, decimals and percentages (addition, subtraction, multiplication and division)
- Solve problems involving fractions, decimals and percentages
- I can calculate and compare the area of parallelograms and triangles and estimate the area of irregular shapes
- I can substitute values into a simple formula to solve problems
- I can use, read and convert between units of measure
- I can use all four operations to solve multi-step word problems involving measure
- I can draw regular and irregular polygons using given angles
- Build simple 3D shapes, including making nets.
- I can measure angles in degrees using a protractor
- I can use my mathematical reasoning to calculate missing angles, including vertically opposite angles
- I can use rotation and translation, using a four-quadrant grid
- Recall properties of 3D shapes and be able to recognise 3D shapes from 2D representations
- Complete, read and interpret data using a range of graphs / charts, including time tables, line graphs and pie charts
- I can solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts



- I can calculate and interpret the mean as an average

## Notes

## Greater Depth (+)

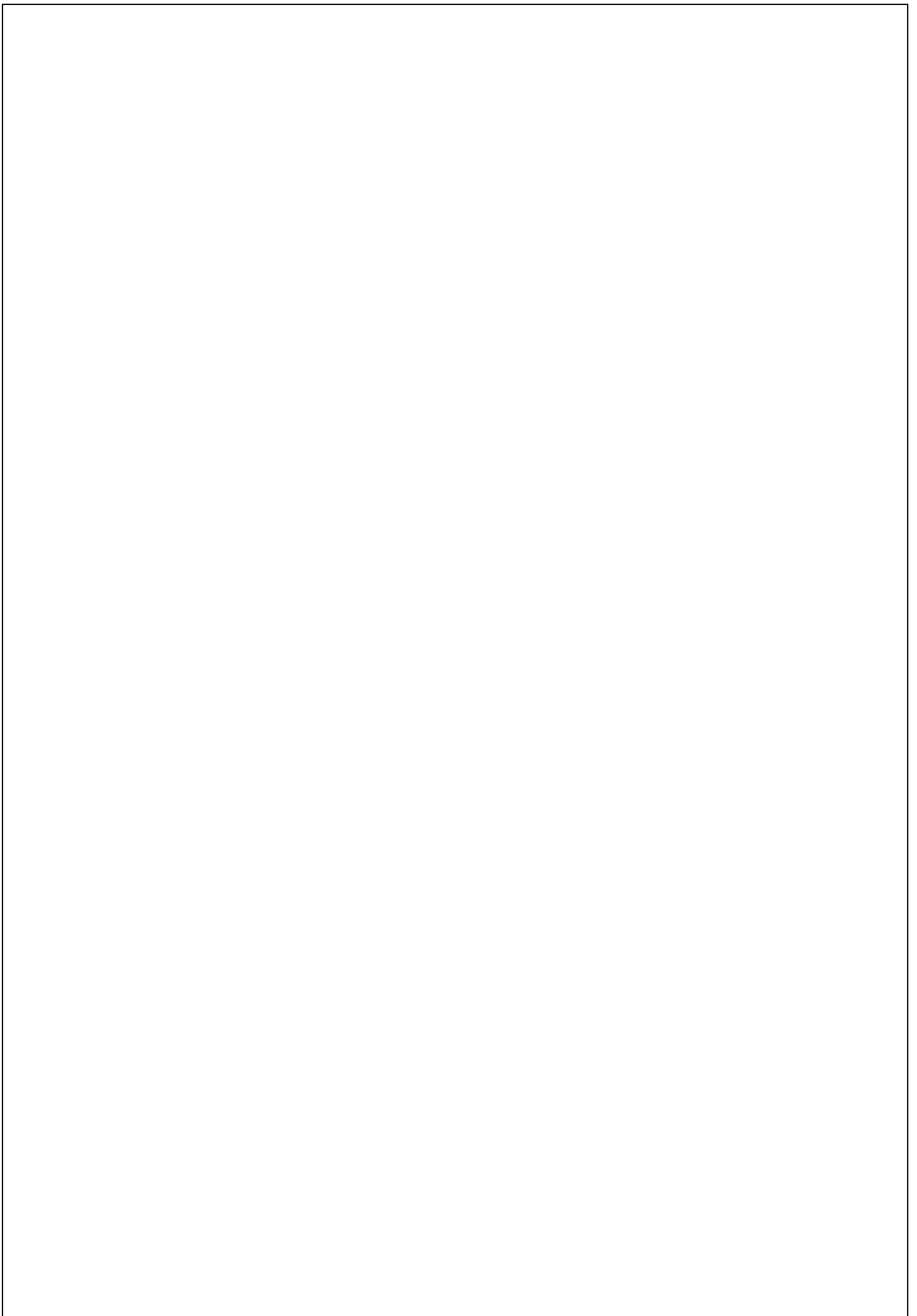
- Recognise the value of each digit in numbers beyond 1,000,000
- Compare and order numbers beyond 1,000,000
- Interpret negative numbers in a context
- Use **detailed** reasoning to justify answers given, relating to addition and subtraction, making **explicit links** to knowledge in other areas
- Use rounding to estimate the answers to addition / subtraction calculations
- Add and subtract increasingly larger numbers mentally
- Use **detailed** reasoning to justify answers given, relating to multiplication and division, making explicit links to knowledge in other areas
- Solve problems, relating to multiplication and division, involving measuring and scaling contexts e.g. 4 times higher than...
- Use reasoning to justify answers given, drawing on prior knowledge, relating to fractions - making **explicit links** to knowledge in other areas
- Solve problems which involve measures, using reasoning to **justify** answers
- I can compare and classify geometric shapes based on their properties and sizes
- I can illustrate and name parts of circles, including radius, diameter and circumference, knowing that the diameter is twice the radius
- Solve 2-step problems associated with the data - comparisons, sum, difference, using reasoning to **justify** answers
- In Algebra, I can:
  - use simple formulae
  - generate and describe linear sequences
  - express missing number problems algebraically
  - find pairs of numbers that satisfy an equation with two unknowns

## Notes:

# **Appendix 4**

# **Science Assessment Grids**

**These are on whole class overviews for the teachers to track, however the criteria is the same.**











## Animals, including humans



Identify and name a variety of common animals (Fish, amphibians, reptiles, birds, mammals)

Identify and name a variety of common animals that are carnivores, herbivores and omnivores

Describe and compare the structure of a variety of common animals

Identify, name, draw and label basic parts of human body and say which sense it is































# Light



Recognise that they need light in order to see things and that dark is the absence of light

Notice that light is reflected from surfaces

Recognise that light from the sun can be dangerous and that there are ways to protect their eyes

Recognise that shadows are formed when the light from a light source is blocked by an opaque object







Predict if magnets will attract or repel depending on which poles are facing.																														
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## Animals, including humans



Describe the functions of the parts of the digestive system in humans

Identify the different types of teeth in humans and their simple functions

Construct and interpret a variety of food chains, identifying producers, predators and prey





























# Forces



Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object

Identify the effects of air resistance, water resistance and friction, that act between moving surfaces

Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect







## Animals, including humans



Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood

Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Describe the ways in which nutrients and water are transported within animals, including humans.

## Evolution and Inheritance



Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

# Light



Recognise that light appears to travel in straight lines

Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye

Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes

Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.









# Appendix 5 – Early Years Assessment Grids

<b>Literacy</b>	Reading <b>Writing</b>
<b>Mathematics</b>	<b>Number</b> Shape, Space and Measure

**RED HALL PRIMARY SCHOOL 2020**  
**Assessment Criteria for Literacy in Reception**

Band: Lilac | Oxford Level: 1    Band: Pink | Oxford Level: 1+  
 Band: Red | Oxford Level: 2    Band: Yellow | Oxford Level: 3

Name:	Date	Highlight when secure
<b>30-50 months</b>		
Listens to and joins in with stories and poems, one-to-one and also in small groups		
Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.		
Beginning to be aware of the way stories are structured.		
Suggests how the story might end.		
Listens with increasing attention and recall.		
Describes main story settings, events and principal characters.		
Shows interest in illustrations and print in books.		
Holds books the correct way up and turns pages.		
Knows print carries meaning and, in English, is read from left to right and top to bottom.		
Knows information can be relayed in the form of print.		
Recognises familiar words and signs e.g. own name/logos.		
Sometimes give meanings to marks.		
Ascribes meaning to marks.		
<b>40-60 months</b>		
Hears and says initial sounds in words.		
Can segment the sounds in simple words and blend them together, knowing which letters represent some of them.		
Links sounds to letters.		
Begins to read words and simple sentences.		
Knows that information can be retrieved from books.		
Give meaning to marks made.		
Begins to break flow of speech into words.		
Continues rhyming string		

Hears and says the initial sounds in words.		
Can segment the sounds in simple words and blend them together, knowing which letters represent some of them.		
Links sounds to letters (All of set 1 to be highlighted)		
Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.		
Writes own name and other things such as labels and captions.		
Attempts to write short sentences.		
<b>ELG</b>		
<p>Children read and understand simple sentences.  Use phonic knowledge to decode regular words and read them aloud accurately.  Read some common irregular words (e.g. Phase 2 tricky words - to, I, no, go, the, into).  Demonstrate understanding when talking to others about what they have read.</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds.  Write simple sentences which can be read by themselves and others.  Write some common irregular words (e.g. Phase 2 tricky words - to, I, no, go, the, into)  Some words are spelt correctly and others are phonetically plausible.</p>	Notes:	
<b>ELG Exceeding</b>		
<p>Children can read phonically regular words of more than one syllable.  Read many irregular common words (e.g. all of Phase 2 and some of Phase 3).  Read many high frequency words.  Use phonic, semantic and syntax knowledge to read unfamiliar words (<b>Semantics</b> deal with the meaning assigned to the symbols, characters and words. <b>Syntax</b> refers to grammatically structure of the language)  Describe the main events in the simple stories they have read.</p> <p>Children can spell phonically regular words of more than one syllable.  Write many irregular common words (e.g. all of Phase 2 and some of Phase 3).  Write many high frequency words.  Use key features of narrative in their own writing.</p>	Notes:	

**RED HALL PRIMARY SCHOOL 2020**  
**Assessment Criteria for Mathematics: Reception**

Name:	Date	Highlight when secure
<b>30-50 months</b>		
Uses some number names and number language spontaneously.		
Recites number in order to 10.		
Knows that numbers identify how many objects are in a set.		
Beginning to represent numbers using fingers, marks on paper or pictures.		
Compares two groups of objects, saying when they have the same number.		
Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.		
Realises not only objects, but anything can be counted, including steps, claps or jumps.		
Sometimes matches numeral and quantity correctly.		
Makes arrangements with shapes.		
Uses positional language.		
Beginning to talk about shapes e.g. 'round' and 'tall'.		
<b>40-60 months</b>		
Recognises numerals 1-5. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.		
Counts up to three or four objects by saying one number name for each item.		
Counts actions or objects which cannot be moved.		
Counts objects to 10, and beginning to count beyond 10.		
Counts an irregular arrangement of up to ten objects.		
Estimates how many objects they can see and checks by counting them.		
Finds the total number of items in two groups by counting all of them. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.		
Finds one more or one less from a group of up to five objects, then ten objects.		
Records, using marks that they can interpret and explain.		
Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.		
Selects a particular named shape.		
Can describe their relative position such as 'behind' or 'next to'.		

Orders two or three items by length or height.		
Orders two items by weight or capacity.		
Uses everyday language related to time. Orders and sequences familiar events. Measures short periods of time in simple ways.		
Beginning to use everyday language related to money.		
<b>ELG</b>		
<p>Children count reliably with numbers from 1 to 20, place them in order and say which number is one more, or one less than a given number.</p> <p>Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p> <p>They solve problems, including doubling, halving and sharing (up to 10).</p> <p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p> <p>They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	Notes:	
<b>ELG Exceeding</b>		
<p>Children estimate a number of objects and check quantities by counting up to 20.</p> <p>They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.</p> <p>Children estimate, measure, weigh and compare and order objects and talk about properties, position and time. (Focus on doing... 'I am going to weigh').</p>	Notes:	



**Appendix 6**  
**Pupil Progress Report for Parents**



## RED HALL PUPIL PROGRESS REPORT FOR CONSULTATION WITH PUPILS, PARENTS AND CARERS

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>		<b>Teacher:</b>	
<b>Class Intervention:</b>		<b>SEN:</b>		<b>EHC Plan:</b>		<b>One Plan:</b>	

SUBJECT	Start level	Autumn Stage	Spring Stage	Summer Stage	New Target	National Expects.
Reading						
Writing						
Maths						
Grammar						

**TARGETS (TAKEN FROM NEW ASSESSMENTS) AND DISCUSSION POINTS:**

**Reading**

**Writing**

**Maths**

Colour key:

On track to make <b>OUTSTANDING</b> progress (3 steps or more a year).	On track to make <b>GOOD</b> progress (2 steps a year).	Will make less than expected progress (1 step a year).	Not making progress (no improvement likely over a year).

PASTORAL TARGETS	Autumn	Spring	Summer
Attitude			
Attendance			
Effort			
Homework			
Reading			
Uniform (with PE kit)			

Colour key:

Attitude is <b>OUTSTANDING</b> . Attendance is excellent with no days off! Effort in class is superb, always focused and engaged. Homework is always completed. Reading record signed three times a week. Always in uniform with correct PE kit!	Attitude is <b>GOOD</b> . Attendance is good with less than 4 few days off a term. Effort in class is good, usually focused and engaged. Homework is mostly completed. Reading record signed twice a week. Always in uniform but doesn't always bring PE kit.	Attitude could be better but Right Choices plan is having an impact. Attendance is poor with more than 4 days off each term. Effort in class could be more focused. Homework is rarely completed. Reading record signed once a week. Uniform incorrect once a week and often forgets PE kit.	Attitude needs improvement –Right Choices plan not working. Attendance is terrible with more than 15 days off each half term. Effort in class atrocious. Homework never completed. Reading record never signed or frequently lost. Uniform incorrect at least twice a week and no PE kit. <i>Referred to Well Being Team</i>

Signed: (Teacher)

Signed: (Pupil)

# **Appendix 7**

## **Reception Pupil Progress Report for Parents**



## RED HALL PUPIL PROGRESS REPORT FOR CONSULTATION WITH PUPILS, PARENTS AND CARERS

<b>Name:</b>		<b>Class:</b>	<b>Date:</b>	<b>Teacher:</b>
<b>Class Intervention:</b>		<b>SEN:</b>	<b>EHC Plan:</b>	<b>One Plan:</b>

SUBJECT	Start level	Autumn Stage	Spring Stage	Summer Stage
Reading				
Writing				
Number				
Shape, space and Measure				

**TARGETS AND DISCUSSION POINTS:**

Colour key:

On track to make <b>OUTSTANDING</b> progress	On track to make <b>GOOD</b> progress	Will make less than expected progress	Not making progress

PASTORAL TARGETS	Autumn	Spring	Summer
Attitude			
Attendance			
Effort			
Homework			
Reading			
Uniform (with PE kit)			

Colour key:

Attitude is <b>OUTSTANDING</b> . Attendance is excellent with no days off! Effort in class is superb, always focused and engaged. Homework is always completed. Reading record signed three times a week. Always in uniform with correct PE kit!	Attitude is <b>GOOD</b> . Attendance is good with less than 4 few days off a term. Effort in class is good, usually focused and engaged. Homework is mostly completed. Reading record signed twice a week. Always in uniform but doesn't always bring PE kit.	Attitude could be better but Right Choices plan is having an impact. Attendance is poor with more than 4 days off each term. Effort in class could be more focused. Homework is rarely completed. Reading record signed once a week. Uniform incorrect once a week and often forgets PE kit.	Attitude needs improvement –Right Choices plan not working. Attendance is terrible with more than 15 days off each half term. Effort in class atrocious. Homework never completed. Reading record never signed or frequently lost. Uniform incorrect at least twice a week and no PE kit. <i>Referred to Well Being Team</i>

<b>Signed: (Teacher)</b>	<b>Signed: (Pupil)</b>
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**Appendix 8**  
**2YO and Nursery Pupil Progress Sheet**



## RED HALL PUPIL PROGRESS REPORT FOR CONSULTATION WITH PUPILS, PARENTS AND CARERS

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>		<b>Practitioner:</b>	
<b>Class Intervention:</b>		<b>SEN:</b>		<b>EHC Plan:</b>		<b>One Plan:</b>	

SUBJECT	Start level	Autumn Stage	Spring Stage	Summer Stage
Communication and Language				
Physical Development				
Personal, Social and Emotional				

**TARGETS AND DISCUSSION POINTS:**

**Communication and Language:**

**Physical Development:**

**Personal, Social and Emotional:**

Colour key:

On track to make <b>OUTSTANDING</b> progress	On track to make <b>GOOD</b> progress	Will make less than expected progress	Not making progress

PASTORAL TARGETS	Autumn	Spring	Summer
Attitude			
Attendance			
Effort			
Reading			

Attitude is <b>OUTSTANDING</b> . Attendance is excellent with no days off! Effort in class is superb, always focused and engaged. Reading record signed three times a week.	Attitude is <b>GOOD</b> . Attendance is good with less than 4 few days off a term. Effort in class is good, usually focused and engaged. Reading record signed twice a week.	Attitude could be better but Right Choices plan is having an impact. Attendance is poor with more than 4 days off each term. Effort in class could be more focused. Reading record signed once a week.	Attitude needs improvement –Right Choices plan not working. Attendance is terrible with more than 15 days off each half term. Effort in class atrocious. Reading record never signed or frequently lost. <i>Referred to Well Being Team</i>

Signed: (Teacher)

Signed: (Parent)

# **Appendix 9**

## **Two Year Old Assessment Policy**

The Early Years Foundation Stage (EYFS) requires that parents and carers must be supplied with a short written summary of their child's development in the three prime learning and development areas of EYFS: Personal, Social and Emotional Development; Physical Development; and Communication and Language; when the child is aged between 24 – 36 months.

The aims of the progress check are to:

- Review a child's development in the three prime areas and the characteristics of effective learning of the EYFS;
- Ensure that parents have a clear picture of their child's development;
- Enable practitioners to understand the child's needs and plan activities to meet them in the setting;
- Enable parents to understand the child's needs and, with support from practitioners, enhance development at home;
- Note areas where a child is progressing well and identify any areas where progress is less than expected: and
- Describe actions we as a provider intend to take to address any developmental concerns (including working with other professionals where appropriate).

### **Processes**

- We inform parents of this policy and the need to complete the two year old assessment.
- Information is gathered about the child at the time of registration through our registration forms.
- Permission to complete the two year old assessment is gained from the parents. This includes sharing information with other professionals as necessary.
- Each child is assigned a key person whose role is to become familiar with their key children and their families.
- Each child has their own development file in which observations and assessments are kept. Parents are able to view these at any time they wish. As well as this each child will be assigned a 'Learning Journey' book which will contain other observations and photographic evidence of learning and progression.
- Regular two way information is exchanged with parents on a daily basis and at regular intervals acknowledging that parents know their child best.
- Information is shared with other professionals as necessary.
- The progress check should be completed by the person/setting where the child spends the majority of their time. This is agreed between parents and professionals beforehand.

### **Completing the progress check**

- The key person is allowed time to complete the assessment process and form.
- The key person will review and reflect upon the child, have informal discussions with parents taking their views into account, discuss any concerns with a senior member of staff and complete the form.
- Parents are invited to a meeting to discuss the information on the form.
- A copy is given to parents for their records and they are encouraged to share this with other relevant professionals e.g. health visitor.
- The form is filed in the child's individual development record.
- Next steps will be planned for within our everyday curriculum.