

Red Hall Primary School Assessment Policy

	Document History
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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.

Curriculum Reflections

Each lesson for all subjects begins with a 'Reflection Wizard'. The aim of the 'Reflection Wizard' is to make links with the children's current learning and prior learning. The children access 4 questions related to what they learnt: last year, last term, last week and yesterday. At Red Hall, we want the children to learn more and remember more and believe that reflecting on prior knowledge and understanding is central to organising and reassembling new information in order to make it meaningful. 'Reflection Wizards' look different in each class, depending on the children in that class, their needs and learning styles.

Concept Maps

For all wider curriculum subjects, each concept or topic begins with a concept map in Key Stage 1 and 2. Concept maps are visual representations used to encourage children to connect ideas, concepts and terms. Students can use them to organize information they already know and to incorporate new learning with this prior knowledge. Concept maps help you see how students understand content and are an assessment tool used at Red Hall. In Key Stage 1 children complete concept maps together as a class whereas in Key Stage 2, the children have individual concept maps.

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**, **on track**, **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 our 2 Year Old provision, Nursery and Reception are assessed against the Prime and Specific areas of Learning in the EYFS profile. The curriculum framework the Early Years changed very recently in September 2021. Staff are working hard to tweak and adapt the way we assess the children's learning without using the age brands previous provided in our guidance documents. Staff will be using reflection meetings to discuss observations and reports gathered through tapestry to check whether the children are on track or off track to meet their ELG's.

Assessments will be based on observations during play 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:

- Off track, not yet reached the expected level of development
- On track, at the expected level of development.

Our Key Beliefs

The Early Years provision at Red Hall is inspired by Reggio Emilia, Montessori and Nature pedagogy's. The school values every child as a strong, capable and resilient learners, 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 discussions with parents.

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, tapestry and displays to create visual learning allowing children to reflect and revisit their achievements. It also allows them to consolidate and extend learning. As well as this, it allows parents to see what the children are learning and gives them the opportunities to continue this at home.

Our Practice

The majority of the learning which takes place is child led. The children's interests and voice are at the center of all the school does. Using our visual learning tools, 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. We also make sure we identify any gaps in learning and make sure these gaps are supported through play and teaching sessions.

Our Environment

As stated in the Reggio Emilia 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 and sustained shared thinking.

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

These are now attached to our Reading page.

Vocabulary Inference Prediction/Explain Retrieval Summarise

Appendix 2 – Writing Assessment Grids

Grammar – Green

Punctuation – Purple

Composition – Pink

Year 1 English Writing Assessment Grid

	Autumn						Spring				Su	Imn	ıer				
Genre	Narrative	Narrative	Narrative	Poem	Letter	Letter	Letter	Letter	Newspaper	Newspaper	Narrative	Narrative	Instructions	Instructions	Instructions	Narrative	Report
Working Toward	s th	е Ех	pec	ted	Sta	nda	Ird										
 I am beginning to punctuate sentences using capital letters, fingers spaces and full stops. 																	
• I can join words and sentences using –and-																	
• I can say out loud what I am going to write about.																	
 I can compose a sentence orally. 																	
• I can use simple vocabulary.																	
• I can reread what I have written.																	
• I can write words that contain the common graphemes for some of the 40+ phonemes.																	
• I can form some lower-case letters in the correct direction, starting and finishing in the right place.																	
• I can spell some of the Year 1 Common Exception Words.																	
Working At th	e Ex	xpe	ctec	l Sta	anda	ard			1								
 I can use present and past tense mostly correctly and consistently. 																	
I can punctuate sentences using capital letters, fingers spaces and full stops most of the time																	
 I can use some co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses 																	
• I can write words that contain the common graphemes for most of the 40+ phonemes.																	
• I am beginning to write sentences that are grammatically correct.																	
• I can write letters on the lines																	
 I am beginning to use question marks and exclamation marks 																	
 I can sequence sentences in my writing and use a simple opening or closing phrase 																	
 Some ideas/events linked by connecting vocabulary, e.g. through repetition of a connective, subject or pronoun relating to the main idea (My dragon is purple and it has green spots and it has sharp claws and it has a long tail and it breathes fire). 																	
• I can write sentences with adjectives																	
 I can form most lower-case letters in the correct direction, starting and finishing in the right place. I can spell most of the Year 1 Common Exception Words 																	
words.																ı	

Greater Depth															
 I can segment spoken words, spelling some words correctly and making phonically plausible attempts at others. 															
• I can form all lower-case letters in the correct direction, starting and finishing in the right place															
• I can form lower-case letters of the correct size relative to one another in some of their writing															
• I can use this terminology when talking about my writing: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.															
 I can use a capital letter for names of people, places, the days of the week and the personal pronoun 'I', in most of my writing 															
I can use more complex vocabulary															
Spelling	& H	lan	dwr	itin	9						<u> </u>		<u>.</u>		
 I can begin to spell days of the week. 															
 I can use prefixes and suffixes where the root word doesn't change e.gun, -ing, -ed, -er, and -est. 															
 I can name the letters of the alphabet in order. 															
 I can add -s or -es endings as the plural marker. 															
 I can sit correctly at a table, holding a pencil comfortably and correctly. 															

Year 2 English Writing Assessment Grid

	Autumn					Spring			Summer	
Genre	Poetry	Recount	Explanation	Letter	Newspaper Discussion Narrative			Instructions	Narrative	Report
Working Towards the	Exped	ted St	andard							
 I can form lower-case letters in the correct direction, starting and finishing in the right place 										
 I can form lower-case letters of the correct size relative to one another in some of their writing 										
 I can spell some common exception words* 										
 I can plan and say what I am going to write about 										
 I can write sentences that are sequenced to form a short narrative (real or fictional) 										
• I can demarcate some sentences with capital letters, finger spaces and full stops										
 I can segment spoken words, spelling some words correctly and making phonically plausible attempts at others. 										
Working At the Ex	pected	l Stanc	lard			•				
 I can segment spoken words spelling many of these words correctly and making phonically plausible attempts at others 										
 I can spell many common exception words* 										
•• I can form capital letters and digits of the correct size, orientation, and relationship to one another and to lower-case letters										
• • I can use spacing between words that reflects the size of the letters.										
• I can write simple, coherent narratives about personal experiences and those of others (real or fictional)										
• I can write about real events, recording these simply and clearly										
 I can write a sentence; a statement, a question, an exclamation, and a command 										
• • 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										
 I can use capital letters and full stops, and use question marks correctly when required in most of my sentences 										
 I can use an expanded noun phrase to describe and specify e.g the beautiful blue butterfly, plain flour etc. 										
Greater	Depth									
 I can use the punctuation taught at key stage 1 mostly correctly[^] (commas to separate a list, apostrophes for contractions and singular possession). 										
• I can spell most common exception words*										
 I can add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)* 										
I can use the diagonal and horizontal strokes needed to join some letters										
• I can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing										

 I can make simple additions, revisions, and proof-reading corrections to their own writing 						
 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 						
Spelling & Ha	andwri	iting				
 I can distinguish between some common homophones. 						
 I can spell the days of the week. 						
 I can spell some contracted forms e.g. I'm, I'll, we'll etc. 						
 I can apply the spelling rules I have learnt from the RWI Spelling Scheme. 						
 I can use this terminology when talking about my writing: letter, noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, and comma. 						

Year 3 English Writing Assessment Grid

	Autumn					Spring		Summer		
Genre	Poetry	Recount	Explanation	Letter	Newspaper	Discussion	Narrative	Instructions	Narrative	Report
Working Toward	is the Ex	xpected S	Standard							
 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 use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses 										
 I can create characters, settings, and plots 										
 I can write simple, coherent narratives (real or fictional). 										
• I can use leading lines when writing.										
Working At t	he Expe	cted Star	ndard							
 I am beginning to extend my sentences with more than one clause by using a wider range of conjunctions e.g., when, if, because, although 										
• I can use a and an correctly										
 I can use commas for lists and to mark the clause. 										
• I can place the possessive apostrophe correctly in words with regular (e.g. girls') and irregular plurals (e.g. children's).										

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 I can use a range of expanded noun phrases. 										
 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 spell some of the Y3/4 common exception words 										
 I can proofread for sense, spelling and punctuation errors 										
 I am beginning to make improvements in my writing 										
 I can sometimes use cursive handwriting. 										
Gr	ater Den	th								
 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 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 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 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 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 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 										
 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 	S & Handy	writing								
 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 Spelling I can use my knowledge of prefixes (-in, -dis,, -mis) and suffixes (-ation, -ly, ous, -tion, -ssion, -cian) to help my spelling. 	S & Handy	writing								

• 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.					
• I can increase the legibility, consistency, and quality of my handwriting.					

Year 4 English Writing Assessment Grid

		Au	tumn			Spring		Summer			
Genre	Poetry	Recount	Explanation	Letter	Newspaper	Discussion	Narrative	Instructions	Narrative	Report	
Working Toward	ds the Ex	xpected	Standard								
 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 proofread 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 											
 I can spell some of the Y3/4 common exception words 											
Working At t	he Expe	cted Sta	ndard								
• 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						
 I can spell most of the Y3/4 common exception words 						
Gre	eater De	oth				
 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 						
Spelling	y & Hand	writing		 		
 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					
• I can use cursive handwriting.					

Year 5 English Writing Assessment Grid

		Au	tumn			Spring			Summer	
Genre	Poetry	Recount	Explanation	Letter	Newspaper	Discussion	Narrative	Instructions	Narrative	Report
Working Toward	ds the Ex	(pected)	Standard							
 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 can spell most of the Y3/4 common exception words. 										
 I am beginning to identify the audience and purpose for my writing 										
Working At t	he Expe	cted Stai	ndard							
 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 										

	1			1	r		r		
 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 proofread for spelling and punctuation errors 									
 I can spell some of the Y5/6 common exception words. 									
Gre	eater Dep	th	1			1			
 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 									
Spelling	& Hand	writing							
• I can spell some words with silent letters e.g. 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 English Writing Assessment Grid

	Autumn				Spring			Summer		
Genre	Poetry	Recount	Explanation	Letter	Newspaper	Discussion	Narrative	Instructions	Narrative	Report
Working Toward	ls the Ex	pected S	tandard							
• 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 										
Working At ti	he Expe	cted Star	ndard							
 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 						
Gre	eater Dep	oth				
• 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.						

Appendix 3 Maths Assessment Grids

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

	Year 1	Place Value	+/-	X / ÷	F/P/D	Measure	Geometry	Statist	ics		
			• / -				e comen y	0.0101			
	V	Vorking Towa	rds (-)	ARI	E for end of .	Autumn Te	rm				
•	Count to and across	3 50 – forwards	and bacl	k from any j	given number						
•	Given a number, id	entify one more	e and one	eless				1			
•	Identify and repres	ent numbers us	sing objec	cts and pict	ures						
•	Read and Write nur	nerals in numb	ers and v	vords 1-20				1			
•	Use mathematical language: equal to, more/less than, most, least										
•	Confidently recall number bonds to 10										
•	Recall doubles and halves to 10										
•	Compare and descri	ibe practical pr	oblems fo	or: length ar	d height, ma	ss/weight, c	apacity and				
	volume, time										
•	Recognise different	denomination	s of coins	and notes		l- hl					
•	around etc.	sing language:	iert, rign	it, on top of	, under, forw	arus, Dackv	varus, near,				
٠	Recognise and nam	e common 2D s	hapes								
•	Recognise and nam	e common 3D s	hapes								
	E	xpected Stand	lard (=)	AI	RE for end o	f Spring Te	rm				
•	Count to and across	3 100 – forward	ls and ba	ck from any	given numbe	er					
٠	Read and write num	nbers to 100 in	numeral	S							
•	Count in multiples	of 2, 5 and 10									
•	Confidently recall r	umber bonds t	0 20								
•	Add and subtract 1-	digit from a 2-	digit num	nber up to 2	0 – including	0					
•	Solve 1-step proble	ms involving ac	ldition ar	n <mark>d subtract</mark> i	on, using res	ources					
•	Solve 1-step proble	ms involving m	ultiplicat	tion and div	ision, using r	esources					
•	Recognise, find and	name fraction	s – ½ and	. 1⁄4							
•	Measure and begin	to record: leng	th and he	eight, mass,	weight, capa	city and vol	ume, time				
•	Solve practical prol	olems for: leng	th and he	eight, mass/	weight, capao	city and vol	ume, time				
•	Sequence events in	chronological o	order								
•	Recognise and use	anguage relati	ng to dat	es							
•	Tell the time to 1 he	our / half past t	the hour,	and be able	e to demonstr	ate by draw	ving hands				
•	Describe movement	t using languag	e: whole	turn, half t	urn. three-au	arter turn.	clockwise				
	G	reater Depth	(+)	ARF	for end of s	Summer Te	erm				
•	Read and write num	nbers beyond 1	00					1			
•	Recall subtraction f	acts related to	number	bonds to 20							
•	Add and subtract 1-	digit from a 2-	digit num	iber beyond	20 – includi	ng O					
•	Use proof to justify	answers in ad	dition and	d subtractio	n						
•	Use proof to justify	answers in mu	ıltiplicati	on and divi	sion						
•	Find ½ and ¼ of sha	pes and quanti	ties								
•	Use reasoning whe	n discussing fra	actions, u	ising correc	t mathematic	al language	e.g. equal				
	parts	mo of the mean	ontion	D charge							
•	Begin to identify SO	me of the prop	erties of	2D snapes							
•	Make correction	nie of the prop	erties of	3D snapes	0.000.000.000	on the f	of a class	<u> </u>			
•	e.g. turning clockw	ise	ient lang	uage and th	e movement	on the face	OT A CIOCK				

	Year 2 Place Value +/- X/÷ F/P/D Measure Geometry	Statistics
	Working Towards (-) ARE for end of Autumn Term	
•	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	
٠	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 ϵ and p	
•	I can recognise and name common 2-D shapes, including for example, rectangles, squares, circles and triangles and name some differences	
۰	I can recognise and name common 3-D shapes, including for example, cuboids, cubes, pyramids and spheres and name some differences	
	Expected Standard (=) ARE for end of Spring Term	
•	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	
٠	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. $\triangle - 14 = 28$	
•	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 $1/3$, $1/4$, $1/2$, $2/4$, $3/4$ 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	
٠	I know the number of minutes in an hour and the number of hours in a day	
٠	I can describe properties of 2-D, including the numbers of sides and line symmetry in a vertical line	
٠	I can describe properties of 3-D shapes, including the number of edges, vertices and faces.	
٠	I can identify 2D shapes on the surface of 3D shapes and compare and sort common 2D and 3D shapes and everyday objects.	
٠	I can order and arrange combinations of mathematical objects in patterns and sequences.	
٠	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.	
	Greater Depth (+) ARE for end of Summer Term	
•	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. $14 + -3 = 17$; $14 + a = 15 + 27$)	
•	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 18×5 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 $\pounds 8$).	
٠	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).	

	Year 3	Place Value	+/-	X / ÷	F/P/D	Measure	Geometry	Stati	istics
		rking Towar	rds (_)	ADE f	or end of A	utumn Ter	m		
	Find 10 or 100 more	/loss than any		mhon					
-	Pead and write numb	Pers up to 100	y given nu	rale					
H	Read and write hume	within 100		1 a15					
	Mentally subtract: 2-	digit - 1-digit	2-digit -	tens 2-digit	- hundreds				
	Calculate missing nu	mber problem	s aigit	tens, 5 aigit	nunurcus				
•	Recall 3. 4. 8 times to	ables							
•	Recognise fractions	and use math	ematical l	anguage e.g	. numerato	r. denomina	tor, equal		
	parts					,	, 1		
•	Calculate fractions of	f quantities							
•	Compare and order f	ractions	hour hou	re in a day	lave in each	month day	c in a year		
	/ leap year	seconds in an	nour, nou	is ill a uay, c	lays III each	montin, uay	s ill a year		
٠	Recognise and name	common 2D sł	napes and	list properti	es				
٠	Recognise and name	common 3D sł	napes and	list properti	es				
	Ex	pected Stand	ard (=)	ARE	for end of	Spring Ter	m		
•	Recognise the value of	of each digit in	n numbers	up to 1000					
•	Compare and order n	umbers to 100	00						
•	Write, in words, any	number to 100	00						
•	Solve number proble	ms and practic	cal probler	ns involving	place value				
•	Count in groups of 4,	8, 50 and 100) from 0						
•	Use column addition	and column su	ibtraction	with numbe	rs up to 4-c	ligits			
•	Use the inverse opera	ation to check	answers	loma					
-	Use formal method to	on allu subtrat	$\frac{1}{1}$	$\frac{1}{1}$	nultiplicatio	20			
ŀ	Use formal method to	divide 2-digi	t by 1-digi	$\frac{1}{1}$	ision	JII			
-	Solve 2-step multipli	cation and div	rision prob	lems	131011				
•	Count up and down i	n tenths							
•	Recognise, find and v	vrite fractions	of a discr	ete set of ob	jects – sma	ll denominat	tors		
•	Recognise and show	equivalent fra	ctions wit	h the same d	enominator				
•	Solve problems invol	ving fractions							
•	Measure and compar	e: length and l	height, ma	uss/weight, o	apacity and	l volume, tin	ne		
•	Measure the perimet	er of 2D shape	es						
•	Add and subtract am	ounts of mone	y to give c	hange					
•	Measure time from a	nalogue clock	as well as	12-hour and	l 24-hour cl	ocks			
٠	Draw 2D shapes								
٠	Recognise angles as a	a property of a	ı shape / d	lescription o	f a turn				
٠	Identify right angles	within 2D sha	pes						
٠	Understand and reco	gnise perpend	icular / pa	arallel lines					
٠	Represent and interp	ret data from	bar charts	s, pictograms	s and tables	, and solve 1	-step		
	problems associated	with the data	۲. N		n and of C	ummon Ton			
	Recognise the value of	of each digit in	T)	hevond 100		unnier Ter	111		
	Compare and order n	umbers heven	1000	Jeyona 100	0				
	Use reasoning to just	ify answore gi	iven rolat	ing to additi	on and cubt	raction			
			iven, relat	ing to addit					
•	Use reasoning to just	iny answers gi	iven, relat	ing to multip	incation an	a aivision			

•	Solve 2-step problems associated with the data	
•	Determine if angles are greater / smaller than 90 degrees, and reason how they know	
•	Solve problems which involve calculating time	
•	Use reasoning to justify answers given, drawing on prior knowledge, relating to fractions	
•	contexts e.g. 4 times higher than	
_	Column and lower relating to multiplication and division involving more using and cooling	

	Year 4	Place Value	+/-	X / ÷	F/P/D	Measure	Geometry	Stati	istics
	τ <i>ω</i>	rking Towa	rds (_)	ARE fo	or end of A	utumn Ter	m		
	Find 1000 more or le	es than any gi	ivon numb	or					
	Count in multiples of		and 1000						
	Count in multiples of	6 7 8 0 25	and 1000						
	Recognise fractions	and use math	ematical l	angliage e g	numerator	. denomina	tor equal		
	parts			unguuge eig	· manierator	,	cor, oquur		
•	Calculate fractions of	quantities							
•	Recognise and show	common equiv	valent frac	tions					
•	Add and subtract frac	tions which h	nave the sa	ime denomin	ator				
•	Order and compare d	ecimals to 2d	p						
•	Read and write the ti	me on analog	ue, digital	12/24 hour	clocks	nnonontion			
•	Describe positions or	quadrifateral	coordinat	res in the fire	st quadrant	properties			
-	Ex	pected Stand	lard (=)	ARE	for end of	Spring Ter	m		
•	Recognise the value of	of each digit ii	n numbers	up to 10,00) C	-1 0 -			
•	Compare and order n	umbers bevor	nd 1000	÷ '					
•	Write, in words, 4-di	git numbers b	evond 100	00					
•	Solve number proble	ms and practiv	cal probler	ns involving	place value				
•	Recognise Roman nu	merals to 100	<u> </u>		*				
•	Count forward and b	ack through O	, to includ	e negative n	umbers				
•	Round numbers to th	e nearest 10,	100, 1000						
•	Use column addition	and column s	ubtraction	with numbe	rs up to 4-d	igits			
•	Use the inverse operation	ation to check	answers						
•	Solve complex 2-step	addition and	subtractio	n problems					
•	Recall factors and un	derstand com	mutativity	,					
•	Multiply 3 numbers e	.g. 10 x 6 x 4							
•	Use formal method to	o multiply 2-d	igit by 1-d	igit – short r	nultiplicatio	n			
•	Use formal method to	o multiply 3-d	igit by 1-d	igit – short r	nultiplicatio	n			
•	Use formal method to) divide 2-digi	it by 1-digi	t – short div	ision				
•	Solve 2-step multipli	cation and div	vision prob	lems					
•	Count up and down i	n hundredths							
•	Recognise and write	decimal equiv	alents of ½	2, ¼, ¾, 1/10.	1/100				
•	Divide two digit num	bers by 10 and	d 100						
•	Round decimals to 1d	p and nearest	whole nu	mbers					
•	Solve problems invol	ving fractions							
•	Convert units of mea	sure – hours t	o minutes,	, km to m					
•	Measure the perimet	er of rectiline	ar shapes i	in cm and m					
•	Calculate the area of	squares and r	rectangles						
•	Convert between ana	logue and dig	ital times	(24 hour clo	ck)				
•	Identify acute and ob	tuse angles							
٠	Identify lines of sym	netry in 2D sh	napes						
•	Complete a simple sy	mmetric figur	re with res	spect to a spe	ecific line of	symmetry			
٠	Describe movements up/down	between posi	tions as tra	anslations of	f a given uni	it to the left	/right and		

•	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				
	Greater Depth (+) ARE for end of Summer Term				
•	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				
٠	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				

	Year 5	Place Value	+/-	X/ ÷	F/P/D	Measure	Geometry	Stat	istics
	Wo	orking Towar	ds (-)	ARE fo	or end of Au	utumn Ter	m		
	Read and write any n	umber in nun	nerals to	at least 1 00					
	Count forwards and h	ander, minun	o with po	at least 1,00	ogative who	e numbers			
	Pecall multiples and t	factors up to 1	$\frac{1}{2\times12}$			le number s			
	Recall prime number	s to 100	.2712						
-	Understand and he at	ble to recall fa	ctor pairs	and commo	1 factors				
-	Multiply 4-digit num	hers by 1-digit	numbers	- short mult	inlication				
-	Be able to square and	cube number	1000000000000000000000000000000000000	Short muit	ipileation				-
•	Compare fractions of	the same den	ominator						
•	Identify, name and w	rite equivalen	t fraction	s, representi	ng visually				
•	Read and write decim	nal numbers as	s fractions	s e.g. ½ = 0.5					1
•	Add and subtract frac	tions with the	e same dei	nominator					
•	Read and write the ti	me on analogu	ıe, digital	12/24 hour o	locks				
•	Recognise 3D shapes	from 2D repre	esentation	S					
•	Estimate acute, obtuse	and reflex angle	$\frac{1}{2}$	٨٥٢	for and of	Spring Tor	m		
	Recognise the value of	of each digit in	aru (-)	ARE		spring rei	111		
	Orden and company n			ap to 1,000,	000				
•	Order and compare in	uniber to at le	ast 1,000	,000	na of 10 up	to 1 000 00	0		
•	Coullt forward allo ba			iber, in powe	rs of 10, up	10 1,000,00	0		
	Solvo number problem	$\frac{10,100,1000}{10,1000}$, 10,000,	100,000					
	Pecognice Poman nu	nerals to 1000							
	Use column addition	and column si	ubtraction	with numbe	re beyond 4	digite			
	Solve multi-step prob	lems involvin	a addition	and subtrac	tion	-uigits			
	Multiply numbers wit	th up to 4-digi	ts by 2-di	gits = long m	ultiplication	1			
	Divide 4-digit numbe	rs by 1-digit -	short div	ision	unipileación	1			
	Multiply and divide n	umbers by 10	100 and	1000 includ	ing decimal	numbers			-
•	Solve multiplication i	problems invo	lving 2-st	ens		numbers			
•	Convert mixed number	ers to imprope	er fraction	us and vice ve	ersa				
•	Multiply fractions, in	cluding multi	olving fra	ctions by wh	ole numbers				
•	Round decimals with	2dp to the nea	arest who	le number ar	nd 1dp				+
•	Read. write. order an	d compare de	cimals						
•	Recognise % and wri	te percentages	s as decim	als and fract	ions				
•	Solve problems involv	ving fractions.	decimals	and percent	ages				
•	Convert units of meas	sure – km/m,	cm/m, g/l	kg, l/ml					
•	Measure the perimete	er of composit	e rectiline	ear shapes in	cm and m				
•	Estimate volume and	capacity		1					
•	Calculate the area of	squares and re	ectangles						
•	Solve problems involv	ving convertin	ig measur	es, including	time				
•	Measure angles using	a protractor	0						+
		_							
•	Draw angles using a j	protractor							
•	Identify, describe and translation, using the	l represent the appropriate l	e position anguage,	of a shape fo and know th	ollowing a re at the shape	eflection or has not cha	anged		
•	Understand ratio and	proportion							

٠	Complete, read and interpret data using a range of graphs / charts, including time tables				
•	Calculate and interpret mean as average, mode, median and range				
	Greater Depth (+) ARE for end of Summer Term				
•	Recognise the value of each digit in numbers beyond 1,000,000				
•	Compare and order numbers beyond 1,000,000				
•	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				

	Year 6	Place Value	+/-	X / ÷	F/P/D	Measure	Geometry	Statistics	
	Working Towards (-) ARE for end of Autumn Term								
•	I can order and com	pare numbers	up to 10	,000,000, as	s well as 3-	digit numbe	rs with 2		
•	decimal places I can round any giver	n number to th	e nearest	10, 100, 100	0				
•	I can use negative nu	mbers in cont	ext, and ca	alculate inter	vals across	zero			
•	I can read Roman nu	merals to 100	(-C)						
•	I can add and subtr	act numbers	with up to	o 4-digits us	sing the for	mal writter	n method,		
•	I can solve addition a	nate first and subtraction	n word pro	oblems					
•	Recall multiplication	and division f	facts up to	12x12					
•	I can identify commo	n multiples, co	ommon fa	ctors and pri	me numbers	5			
•	Multiply 2-digit and	3 digit number	rs by 1-dig	it numbers -	short multi	plication			
•	I can solve problems	involving mul	tiplication	l					
•	I can recognise and s	how, using dia	agrams, fa	milies of cor	nmon equiva	alent fractio	ns		
•	I can compare and or	der fractions :	> 1						
-	I can use common rad	on sum and di	fference n	15 rohleme usii	ng informati	on presente	d in har		
	charts, pictograms, t	ables and othe	r graphs	100101113 0311	ig informati	on presente	d III bai		
	Ex	pected Stand	ard (=)	ARE	for end of	Spring Teri	n		
•	I can demonstrate an and solve problems i	understandin nvolving place	g of place value	value, inclue	ling large n	umbers and	decimals,		
•	I can calculate menta	lly, using effic	cient strat	egies					
•	I can use formal met	hods to solve r	nulti-step	problems in	volving addi	tion and sul	otraction		
•	I can use formal met division	hods to solve r	nulti-step	problems in	volving mul	tiplication a	nd		
•	Multiply 4-digit num	bers by 2-digit	t – long mi	ultiplication					
•	Divide 4-digit numbe	rs by 2-digit –	long divis	ion					
•	Solve multiplication	problems invo	lving 2-ste	eps					
•	Convert mixed numb	ers to imprope	er fraction	s and vice ve	ersa				
•	Multiply fractions, in	cluding multip	plying frac	ctions by who	ole numbers				
•	Recognise % and wri	te percentages	s as decim	als and fract	ions				
•	I can calculate using multiplication and di	fractions, deci	imals and	percentages	(addition, s	ubtraction,			
•	Solve problems invol	ving fractions,	, decimals	and percent	ages				
•	I can calculate and co area of irregular sha	ompare the are	ea of paral	lelograms ai	nd triangles	and estimat	te the		
•	I can substitute value	es into a simpl	e formula	to solve pro	olems				
•	I can use, read and co	onvert betwee	n units of	measure					
•	I can use all four ope	rations to solv	ve multi-st	ep word pro	blems involv	ving measur	e		
٠	I can draw regular ar	nd irregular po	olygons us	ing given an	gles				
•	Build simple 3D shap	es, including r	naking ne [.]	ts.					
•	I can measure angles	in degrees us	ing a proti	ractor					
٠	I can use my mathem opposite angles	atical reasoni	ng to calcu	ılate missing	, angles, inc	luding verti	cally		
•	I can use rotation and	d translation,	using a for	ur-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	
٠	I can calculate and interpret the mean as an average	
	Greater Depth (+) ARE for end of Summer Term	
٠	Recognise the value of each digit in numbers beyond 1,000,000	
٠	Compare and order numbers beyond 1,000,000	
٠	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	
٠	I can compare and classify geometric shapes based on their properties and sizes	
۰	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	

Appendix 4 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.