



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.

- Termly assessments of skills, knowledge and understanding, using Testbase materials in Y2-6.

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 during a Parent Consultation meeting. During meetings, staff 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 bands 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 – Writing Assessment Grids

YEAR 1 WRITING ASSESSMENT

| | | | | | | | |
|--------------------------------|---|--|--|--|--|--|--|
| Transcribe / Spelling | •I can write words using most of the 40+ phonemes and graphemes. | | | | | | |
| | •I can spell 20 or more of the Year 1 Common Exception Words. | | | | | | |
| | •I can distinguish between alternative spellings of the same sound. | | | | | | |
| | •I can apply the prefix -un and the suffixes -ing, -ed, -er and -est. | | | | | | |
| | •I can use the plural spelling rule of adding -s/-es. | | | | | | |
| | •I can apply simple spelling rules* (as listed in Appendix 1) including: -tch (witch), -ve (have), -y (happy) and compound words (football) | | | | | | |
| | •I can write from memory simple sentences dictated by the teacher including words that contain GPC and common exception words. | | | | | | |
| Handwriting | •I can sit correctly at the table, holding a pencil correctly. | | | | | | |
| | •I can form digits 0-9 correctly. | | | | | | |
| | •I can begin to form lower-case letters and capital letters in the correct direction, starting and finishing in the correct place. | | | | | | |
| | •I can write on the lines. | | | | | | |
| Composition | •I can reread what I have written and discuss what they have written. | | | | | | |
| | •I can write sentences that are grammatically correct. | | | | | | |
| | •I can compose a sentence orally before writing it. | | | | | | |
| | •I can write sentences that are sequenced to form short narratives. | | | | | | |
| Vocab, grammar and punctuation | •I can begin use capital letters, finger spaces and full stops when writing a sentence. | | | | | | |
| | •I can begin to punctuate sentences using a question mark and exclamation mark. | | | | | | |
| | •I can use 'and' to join words and clauses. | | | | | | |
| | •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 write sentences with adjectives. | | | | | | |

| | | | | | | |
|------------------|---|-----|--|-----------|--|----|
| ibe / | <ul style="list-style-type: none"> I can correctly spell half of the Year 2 Common Exception Words. | WTS | | EXS | | GD |
| | YEAR 2 WRITING ASSESSMENT | | | | | |
| be / Spelling | <ul style="list-style-type: none"> I can correctly spell half of the Year 2 Common Exception Words. | | | including | | |
| | <ul style="list-style-type: none"> I can spell most words correctly and make some phonically | | | | | |

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|--------------------------------|---|--|--|--|--|--|--|
| | plausible attempts at others. | | | | | | |
| | •I can learn new ways of spelling alternate graphemes including a few common homophones. | | | | | | |
| | •I can add suffixes to spell most words correctly in my writing (e.g. -ment, -ness, -ful, -less, -ly)* | | | | | | |
| | •I can spell some contracted forms e.g. didn't, can't, hasn't. | | | | | | |
| | •I can make plausible attempts at spelling the days of the week. | | | | | | |
| | •I can apply the spelling rules in Appendix 1*. | | | | | | |
| Handwriting | •I can form lower-case letters in the correct direction, starting and finishing in the right place and the correct size to one another in some of my writing. | | | | | | |
| | •I can use the diagonal and horizontal strokes needed to join some letters. | | | | | | |
| | •I can write capital letters of the correct size and orientation to one another and to lower case letters. | | | | | | |
| Composition | •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 plan by composing each sentence orally and writing down ideas. | | | | | | |
| | •I can evaluate my writing with the teacher and other pupils. | | | | | | |
| | •I can reread my word to make sure my writing makes sense and make some edits based on punctuation, grammar and spelling taught. | | | | | | |
| | •I can write for different purposes including narrative, non-fiction and poetry. | | | | | | |
| Vocab, grammar and punctuation | •I can punctuate most sentences using capital letters, full stops, finger spaces (of the correct size), question mark and exclamation marks. | | | | | | |
| | •I can begin to punctuate sentences using commas (for lists) and apostrophes for single possession | | | | | | |
| | •I can use an expanded noun phrase to describe and specify. | | | | | | |
| | •I can use co-ordination (e.g or/and/but) and some subordination (e.g. when/if/that/because) to join clauses. | | | | | | |
| | •I can write different sentences including statement, question, exclamation and command. | | | | | | |
| | •I can correctly use present and past tense. | | | | | | |
| | •I can consistently use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'. | | | | | | |

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|-----|-----|----|
| WTS | EXS | GD |
|-----|-----|----|

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|--------------------------------|--|--|--|--|--|--|--|--|
| | correctly and making phonically plausible attempts at others. | | | | | | | |
| | •I can spell 15 or more of the Y3/4 Spelling Words. | | | | | | | |
| | •I can apply most of the spelling rules in Appendix 1*. | | | | | | | |
| | •I can begin to use the first two or three letters of a word to check its spelling in a dictionary. | | | | | | | |
| Handw riting | •I can attempt to join some letters in words. | | | | | | | |
| | •I am getting quicker at writing legibly. | | | | | | | |
| Composition | •I can plan my writing, with some support and using similar ideas to the structure, grammar and vocabulary from a given model. | | | | | | | |
| | •I can draft my writing by composing and rehearsing some sentences orally. | | | | | | | |
| | •I can organise paragraphs around a theme; some attempt to sequence ideas logically. | | | | | | | |
| | •In narratives, I can create characters and settings using expanded noun phrases. | | | | | | | |
| | •I can use begin simple organisational devices in non-narrative texts e.g. subheadings with support . | | | | | | | |
| | •I can evaluate and edit by assessing the effectiveness of their own and other's writing and begin to suggest improvements. | | | | | | | |
| | •I can edit and improve my writing focusing on punctuation and spelling., initially with some support. | | | | | | | |
| | •I can begin to be independent when planning and writing my first draft. | | | | | | | |
| | •I can write simple, coherent narratives (real or fictional). | | | | | | | |
| Vocab, grammar and punctuation | •I can continue to use full stops, capital letters, exclamation marks and question marks correctly. | | | | | | | |
| | •I can use commas in a list and some attempt to use commas for clauses and fronted adverbials. | | | | | | | |
| | •I can correctly use apostrophes for contraction and singular possession. | | | | | | | |
| | •I can begin to extend my sentences with more than one clause by using a range of conjunctions e.g. AWHITEBUS / FANBOYS. | | | | | | | |
| | •I can mostly use past and present tense correctly. | | | | | | | |
| | •I am beginning to use pronouns to avoid repetition e.g. John kicked the ball and he scored. | | | | | | | |
| | •I can include adverbials e.g. As the clock struck midnight , the shadow moved across the graveyard . | | | | | | | |
| | •I am beginning to use inverted commas to punctuate direct speech with support | | | | | | | |

| Spelling Log* | |
|---|--|
| <ul style="list-style-type: none"> • i sound spelt y • k sound spelt ch • s sound spelt sc | <ul style="list-style-type: none"> • ay sound spelt ei, eigh, ey • g sound spelt gue |

| WTS | EXS | GD |
|---------------|--|----------------|
| 5+ objectives | 20+ objectives including ALL green objectives | 23+ objectives |

| YEAR 4 WRITING ASSESSMENT | | | | | | |
|---------------------------|---|--|--|--|--|--|
| Transcribe / Spelling | • I can use my knowledge of prefixes (-dis, -mis, -in, -im, -auto, -inter, -il, -un, -ir, -super, -sub) and suffixes (-ous, -ly, -sure, -ture, -sion, -tion) to help my spelling. | | | | | |
| | • I can spell more homophones e.g. peace/piece, rein/reign/rain, missed/mist, who's/whose. | | | | | |
| | • I can spell 30 or more of the Y3/4 Spelling Words. | | | | | |
| | • I can use a dictionary to check the spelling of more ambitious words. | | | | | |
| | • I can apply most of the spelling rules in Appendix 1*. | | | | | |
| Handwriting | • I can write neatly and legibly using cursive writing for whole sentences. | | | | | |
| | • I can maintain cursive writing, write longer passages and write at a good pace. | | | | | |
| Composition | • I can plan my writing by discussing and recording thoughts and mapping ideas of structure, grammar and vocabulary from given models. | | | | | |
| | • I can draft my writing by discussing key ideas of each paragraph. | | | | | |
| | • I can mostly organise my writing into paragraphs. | | | | | |
| | • In narratives, I can describe settings, plots and characters using expanded noun phrases. | | | | | |
| | • I can use simple organisational devices in non-narrative texts e.g. subheadings and bullet points. | | | | | |

YEAR 5 WRITING ASSESSMENT

| | | | | | | | | |
|--------|--|--|--|--|--|--|--|--|
| Vocab, | <ul style="list-style-type: none"> • I can edit and improve my writing focusing on punctuation, grammar and spelling and retain these strategies to apply these to future pieces. | | | | | | | |
| | <ul style="list-style-type: none"> • I am mostly independent when planning and can write two paragraphs independently of my first draft then seek support. | | | | | | | |
| | <ul style="list-style-type: none"> • I can use rich vocabulary. | | | | | | | |
| | <ul style="list-style-type: none"> • I can maintain the first or third person throughout my writing. | | | | | | | |
| Vocab, | <ul style="list-style-type: none"> • I can continue to use full stops, capital letters, exclamation marks and question marks correctly. | | | | | | | |
| | <ul style="list-style-type: none"> • I can use commas in a list, commas for clauses and fronted adverbials. | | | | | | | |
| | <ul style="list-style-type: none"> • I can correctly use apostrophes for contractions, singular and plural possession. | | | | | | | |
| Vocab, | <ul style="list-style-type: none"> • I can extend my sentences with more than one clause by using a wider range of conjunctions e.g. AWHITEBUS / FANBOYS. | | | | | | | |
| | <ul style="list-style-type: none"> • I can use a varied range of sentence structures including subordinate clauses and sentence openers using ISPACE. | | | | | | | |
| | <ul style="list-style-type: none"> • I can use tenses correctly and consistently. | | | | | | | |
| | <ul style="list-style-type: none"> • I can choose pronouns to avoid repetition for clarity and cohesion e.g. John kicked the ball and he scored. | | | | | | | |
| | <ul style="list-style-type: none"> • I can use prepositions and adverbials to express time and cause. | | | | | | | |
| | <ul style="list-style-type: none"> • I can mostly use and punctuate direct speech. | | | | | | | |
| | <ul style="list-style-type: none"> • I can mostly recognise the correct subject and verb agreement e.g. the pig was playing in the mud / the pigs were playing in the mud. | | | | | | | |

| Spelling Log | |
|--|---|
| <ul style="list-style-type: none"> • i sound spelt <u>y</u> • k sound spelt <u>ch</u> • s sound spelt <u>sc</u> | <ul style="list-style-type: none"> • ay sound spelt <u>ei</u>, <u>ei</u>, <u>ey</u> • g sound spelt <u>gue</u> • s sound spelt <u>sc</u> |

| WTS | EXS | GD |
|---------------|---|----------------|
| 5+ objectives | 20+ objectives including ALL green objectives | 25+ objectives |

Year 6 Assessment Grid - Writing
Working Towards the Expected Standard

- Write for a range of purposes
 - I can use a varied range of sentence structures, sentence
- Use paragraphs to organize ideas and clauses (relative and subordinate) as well as varying their position.
- 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)

Spelling Log

- | | |
|--|---|
| <ul style="list-style-type: none"> • Homophones - herd/heard, father/farther, allowed/aloud, passed/past, • Silent k, g, l , b, t and n in words. | <ul style="list-style-type: none"> • i spelt ei after c • ough as in ought / rough / through / dough / thorough |
|--|---|

| WTS | EXS | GD |
|---------------|--|----------------|
| 5+ objectives | 20+ objectives including ALL green objectives | 24+ objectives |

| | | | | | | |
|--|--|--|--|--|--|--|
| • 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 | | | | | | |
| • Write legibly. | | | | | | |
| Working At the Expected Standard | | | | | | |
| • 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. | | | | | | |
| Greater Depth | | | | | | |
| • 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 2

Maths Assessment Grids

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

Year 1

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

| Working Towards (-) | | ARE for end of Autumn Term | |
|-----------------------|---|----------------------------|--|
| ● | Count to and across 50 – 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 | | |
| Expected Standard (=) | | ARE for end of Spring Term | |
| ● | Count to and across 100 – forwards and back from any given number | | |
| ● | 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 | | |
| Greater Depth (+) | | ARE for end of Summer Term | |
| ● | 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 | | |

Year 2

| Working Towards (-) | | ARE for end of Autumn Term | |
|---|--|----------------------------|--|
| • 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 (=) | | ARE for end of Spring Term | |
| • 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 (+) | | ARE for end of Summer Term | |
| • 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: | | | |

| | | |
|--|--|--|
| • 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 (=) 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 | | |
| • 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 (+) 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. $14 + \square = 17$; $14 + \Delta = 15 + 27$) | | |
| • 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 18×5 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. $\frac{1}{4}$ of £20 = £5 and $\frac{1}{2}$ of £8 = £4 so $\frac{1}{4}$ of £20 is greater than $\frac{1}{2}$ of £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 (-) | | ARE for end of Autumn Term | |
|---|--|----------------------------|--|
| • 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 (=) | | ARE for end of Spring Term | |
| • Recognise the value of each digit in numbers up to 1000 | | | |
| • Compare and order numbers to 1000 | | | |
| • Write, in words, 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 (+)

ARE for end of Summer Term

- | | | |
|---|--|--|
| • 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 (-) | | ARE for end of Autumn Term | |
|---|--|----------------------------|--|
| • 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 (=) | | ARE for end of Spring Term | |
| • 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 | | |
| <ul style="list-style-type: none"> Plot specified points and draw sides to complete a given polygon | | |
| <ul style="list-style-type: none"> Represent and interpret data from bar charts and time graphs, and solve 1-step problems associated with the data | | |
| Notes: | | |
| Greater Depth (+) ARE for end of Summer Term | | |
| <ul style="list-style-type: none"> Recognise the value of each digit in numbers beyond 10,000 | | |
| <ul style="list-style-type: none"> Compare and order numbers beyond 10,000 | | |
| <ul style="list-style-type: none"> Use reasoning to justify answers given, relating to addition and subtraction, making some links to knowledge in other areas | | |
| <ul style="list-style-type: none"> Solve 3-step problems involving addition and subtraction, reasoning about my given answer, verbally and in writing | | |
| <ul style="list-style-type: none"> Use reasoning to justify answers given, relating to multiplication and division | | |
| <ul style="list-style-type: none"> Solve problems, relating to multiplication and division, involving measuring and scaling contexts e.g. 4 times higher than... | | |
| <ul style="list-style-type: none"> Use reasoning to justify answers given, drawing on prior knowledge, relating to fractions | | |
| <ul style="list-style-type: none"> Solve problems which involve converting time | | |
| <ul style="list-style-type: none"> Determine if angles are greater / smaller than 90 degrees, and reason how they know | | |
| <ul style="list-style-type: none"> Solve 2-step problems associated with the data - comparisons, sum, difference | | |
| Notes: | | |

Year 5

| Working Towards (-) | | ARE for end of Autumn Term | |
|---|--|----------------------------|--|
| • 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 (=) | | ARE for end of Spring Term | |
| • 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 | | |
| <ul style="list-style-type: none"> Complete, read and interpret data using a range of graphs / charts, including time tables | | |
| Notes: | | |
| Greater Depth (+) | ARE for end of Summer Term | |
| <ul style="list-style-type: none"> Recognise the value of each digit in numbers beyond 1,000,000 | | |
| <ul style="list-style-type: none"> Compare and order numbers beyond 1,000,000 | | |
| <ul style="list-style-type: none"> Use detailed reasoning to justify answers given, relating to addition and subtraction, making explicit links to knowledge in other areas | | |
| <ul style="list-style-type: none"> Use rounding to estimate the answers to addition / subtraction calculations | | |
| <ul style="list-style-type: none"> Add and subtract increasingly larger numbers mentally | | |
| <ul style="list-style-type: none"> Use detailed reasoning to justify answers given, relating to multiplication and division | | |
| <ul style="list-style-type: none"> Solve problems, relating to multiplication and division, involving measuring and scaling contexts e.g. 4 times higher than... | | |
| <ul style="list-style-type: none"> Use detailed reasoning to justify answers given, drawing on prior knowledge, relating to fractions | | |
| <ul style="list-style-type: none"> Solve problems which involve converting time | | |
| <ul style="list-style-type: none"> Calculate missing angles | | |
| <ul style="list-style-type: none"> Distinguish between regular / irregular polygons based on reasoning | | |
| <ul style="list-style-type: none"> Plot coordinates on a grid and translate | | |
| <ul style="list-style-type: none"> Solve 2-step problems associated with the data - comparisons, sum, difference | | |
| Notes: | | |

Year 6

| Working Towards (-) | | ARE for end of Autumn Term | |
|--|--|----------------------------|--|
| • 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 (=) | | ARE for end of Spring Term | |
| • 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 | | |
| <ul style="list-style-type: none"> I can use rotation and translation, using a four-quadrant grid | | |
| <ul style="list-style-type: none"> Recall properties of 3D shapes and be able to recognise 3D shapes from 2D representations | | |
| <ul style="list-style-type: none"> Complete, read and interpret data using a range of graphs / charts, including time tables, line graphs and pie charts | | |
| <ul style="list-style-type: none"> I can solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts | | |
| <ul style="list-style-type: none"> I can calculate and interpret the mean as an average | | |
| Notes: | | |
| Greater Depth (+) ARE for end of Summer Term | | |
| <ul style="list-style-type: none"> Recognise the value of each digit in numbers beyond 1,000,000 | | |
| <ul style="list-style-type: none"> Compare and order numbers beyond 1,000,000 | | |
| <ul style="list-style-type: none"> Interpret negative numbers in a context | | |
| <ul style="list-style-type: none"> Use detailed reasoning to justify answers given, relating to addition and subtraction, making explicit links to knowledge in other areas | | |
| <ul style="list-style-type: none"> Use rounding to estimate the answers to addition / subtraction calculations | | |
| <ul style="list-style-type: none"> Add and subtract increasingly larger numbers mentally | | |
| <ul style="list-style-type: none"> Use detailed reasoning to justify answers given, relating to multiplication and division, making explicit links to knowledge in other areas | | |
| <ul style="list-style-type: none"> Solve problems, relating to multiplication and division, involving measuring and scaling contexts e.g. 4 times higher than... | | |
| <ul style="list-style-type: none"> Use reasoning to justify answers given, drawing on prior knowledge, relating to fractions - making explicit links to knowledge in other areas | | |
| <ul style="list-style-type: none"> Solve problems which involve measures, using reasoning to justify answers | | |
| <ul style="list-style-type: none"> I can compare and classify geometric shapes based on their properties and sizes | | |
| <ul style="list-style-type: none"> I can illustrate and name parts of circles, including radius, diameter and circumference, knowing that the diameter is twice the radius | | |
| <ul style="list-style-type: none"> Solve 2-step problems associated with the data - comparisons, sum, difference, using reasoning to justify answers | | |
| <ul style="list-style-type: none"> In Algebra, I can: <ul style="list-style-type: none"> - 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 3
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.

**Reading Assessment are attached on the reading page.