St Martin's CE (Aided) Primary School

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Assessment Policy

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Signed:

Position:

Date of next review: January 2024

St Martin's CE (Aided) Primary School

Our School Vision

An inclusive, caring, Christian community, which inspires happy, confident and independent children who embrace lifelong learning, with the ambition and determination to achieve their potential. Learners develop the skills, knowledge and self-belief necessary to thrive, today and tomorrow, as global citizens, who strive to make God's world a better place.

Assessment Policy

To be read in conjunction with the Teaching and Learning Policy and the Effective Feedback Policy.

Introduction

At St Martin's CE (Aided) Primary School, we believe that effective assessment directly evaluates pupils' knowledge, skills and understanding and informs high quality teaching and learning. It is first and foremost about helping children to learn by encouraging them to constantly develop and improve themselves through knowing what they have achieved, understanding their next steps and aspiring to be the best they can be. To do this in our school, we undertake a range of different but complementary types of assessment:

- Assessment for learning (formative assessment) - involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that children will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).
- Assessment of learning (summative assessment) - involves judging children's performance against Age Related Expectations (ARE). Teachers make these judgements at set times during the year. Test results, too, describe pupil performance, in terms of attainment against ARE.
- Diagnostic assessment involves using specific tests to identify a child's strengths and weaknesses in particular areas. When necessary, the SENCo uses a range of diagnostic tests to gather information to help support specific children (see Inclusion and SEND policy).

Aims

We believe that effective assessment should aim to:

- raise standards of attainment and progress of children across the school;
- track pupil performance and identify those children or groups of children at risk of underachievement;
- enable the active involvement of children in their own learning by providing effective feedback which closes the gap between present performance and future standards required;
- promote children's self-esteem through a shared understanding of the learning process and the routes to improvement;
- allow teachers to plan work that accurately reflects the needs of each child;
- enable teachers to adjust teaching to take account of assessment information and to focus on how children learn;
- provide regular information for parents that enables them to support their child's learning;
- provide information which can be used to evaluate a school's performance against its own previous attainment over time and against national standards.

Formative Assessment

Formative assessment is an integral part of teaching and learning. We believe that children will improve most if they understand the aim and purpose of their learning and are aware of their next steps in learning and how these can be achieved. Formative assessment helps children measure their knowledge and understanding against learning objectives and wider outcomes and to identify their next steps in learning leading to continuous improvement.

Formative assessment allows teachers to understand pupil performance on a continual basis. It enables them to identify when pupils are struggling, when they have consolidated their learning and when they are ready to progress. This enables teachers to provide appropriate support or deepening as necessary. Formative assessment also enables teachers to evaluate their own teaching and to plan future learning accordingly.

For Assessment for Learning (AfL) to be effective teachers must:

- use a range of assessment methods (e.g. observing, asking rich questions, listening, pre-assessment tasks, assessing pieces of work) to gather a full picture of the child's knowledge, skills and understanding and identify any gaps or misconceptions;
- be aware of what children know, understand and can do in all areas of the curriculum;
- use their knowledge of the children, to identify next steps in learning for the individual and provide opportunities for children to address that next step;
- ensure that children know what they are supposed to be learning through sharing learning focussed WALTs;
- ensure that children understand what they must do to be successful;
- regularly provide children with the chance to reflect on and talk about their learning, review their progress and identify their next steps in learning;
- provide opportunities for children to take part in peer and self-assessment activities (including self-assessment against the WALT);
- provide time for children to respond to feedback and act on advice given regarding next steps in learning;
- ensure that other adults working in the classroom are clear about their role in assessment and pass on relevant information about the children.

Summative Assessment

Summative assessment enables teachers to evaluate both pupil learning at the end of a unit of work (based on pupil outcomes) and the impact of their own teaching (based on class outcomes). Both these measures help teachers plan for subsequent teaching and learning.

Summative assessments are made at three key points throughout the year (November, February and June). At each data capture point:

- In EYFS teacher assessments are made using the age-stage bands for the 17 areas of learning. These assessments are recorded on the EYFS tracker spreadsheet, which organises the information based on pupil groups;
- In KS1 and KS2 teacher assessments using the SOLO model of levels of learning (appendix 1) are made against the Key Performance Indicators (KPIs) in reading, writing and maths (appendix 2). These assessments are recorded on the Year Group tracker spreadsheets for reading, writing and maths, which organise the information based on pupil groups. Based on these assessments children are then categorised as on track to be:
    - WT – working towards ARE at the end of the year (these should be children with cognition difficulties and identified on the SEN register),
    - CT – working close to ARE at the end of the year (this will NOT be used as a target – children will be targeted at working at ARE at the end of the year but we are aware that due to the complete fit nature if the curriculum there will be several children who do not achieve this target as a result of 1 or 2 KPIs),
    - AT – working at ARE at the end of the year (children who are secure in all KPIs),
    - GD – working at greater depth within ARE at the end of the year (children who are secure in all KPIs and deepening learning within at least 50% of KPIs),
    - EX – exceeding ARE at the end of the year (a minority of children (GAT) who are deepening learning in all KPIs and have started to cover objectives from the next year group during the summer term);
- Year Group trackers spreadsheets for combined subjects and Venn diagrams (appendix 3) are completed to identify children on track to be working close to ARE (CT) at the end of the year,

working at ARE (AT) at the end of the year, working at greater depth within ARE (GD) at the end of the year in reading, writing and maths;
- Transition matrices (appendix 4) are completed to identify children to identify those children or groups of children at risk of underachievement;
- The percentage of children within each year group on track to be to be working close to ARE (CT) at the end of the year, working at ARE (AT) at the end of the year, working at greater depth within ARE (GD) at the end of the year and exceeding ARE (EX) at the end of the year in reading, writing, maths and combined, is tracked against previous cohorts and targets on the Target Tracker (appendix 5).
- The attainment of each pupil group within each cohort is summarised on the Pupil Progress form (appendix 6).
- All the data is analysed and discussed at pupil progress meetings in order to impact positively on teaching and learning.

Summative assessments are informed by a variety of evidence including AfL, classroom observations, pupil work scrutiny, practice SATs papers, published tests for ARE in reading and maths for each year group.

Summative assessments are moderated across the school in regular staff meetings and within individual year groups to ensure rigour and consistency. They are also moderated with other local schools through attendance at local moderation networks, county moderation sessions, English and maths managers' networks and AfL networks.

Summative assessments will be shared:
- with pupils when appropriate, in a way that is meaningful to the child depending on their age. The purpose of sharing summative assessments with children is to provide them with information about their progress over a period of time. It is used to provide feedback on how they can continue to improve.
- with parents, when appropriate at parental consultation meetings and in the end of year written report (see below). The purpose of sharing summative assessments with parents is to inform them about the achievement, progress and wider outcomes of their children across a period of time.
- with all teachers working within a year group during pupil progress meeting in order to impact positively on teaching, learning and pupil outcomes.
- with all members of the senior leadership team (Headteacher, Deputy Headteacher/Inclusion Manager) during pupil progress meetings.
- with Governors at SAC committee meetings following leadership team meetings.

Summative assessments enable school leaders, including governors, to monitor the performance of pupil cohorts, to identify where interventions maybe required and to work with teachers to ensure pupils are supported to achieve expected progress and attainment.

Nationally Standardised Summative Assessments
Nationally standardised assessments provide pupils and parents with information about how they are performing in comparison to pupils nationally. They also help teachers and leaders to understand national expectations and to benchmark the school's performance against other schools locally and nationally and make judgements about the school's effectiveness.

In line with statutory requirements:
- At the end of EYFS teachers will make a judgement against each of the 17 Early Learning Goals identifying if the level of the child's attainment is expected, emerging or exceeding the national expectation.
- At the end of KS1 children will take National Curriculum tests in English reading and maths.
- At the end of KS1 teachers will make a teacher assessment judgement against every child in writing, reading, maths and science in line with the Teacher Assessment Framework.

- At the end of KS2 children will take National Curriculum tests in English reading, English grammar, punctuation and spelling and maths. If selected to be part of the National science sample, children may also take a test in science.
- At the end of a KS2 teachers will make a teacher assessment judgement against every child in writing, reading, maths and science in line with the Teacher Assessment Framework.

Target Setting

In EYFS we set individual, class and cohort targets by the end of September in reading, writing, number and shape, space and measure. These targets identify if we expect a child to be:

- Working at the emerging level of the ELG at the end of the year,
- Working at the expected level of the ELG at the end of the year,
- Working at the exceeding level of the ELG at the end of the year.

We also set individual, class and cohort targets for a Good Level of Development at the end of the year.

In Key Stage 1 and Key Stage 2 we set individual, class and cohort targets in reading, writing, maths and combined by the end of September. These targets identify if we expect a child to be:

- WT - working towards ARE at the end of the year (these will be the children with cognition difficulties and should be identified on the SEN register)
- AT - working at ARE at the end of the year (children who are secure in all KPIs)
- GD - working at greater depth within ARE at the end of the year (children who are secure in all KPIs and deepening learning within at least 50% of KPIs)
- EX - exceeding ARE at the end of the year (a minority of children (GAT) who are deepening learning in all KPIs and have started to cover objectives from the next year group during the summer term).

We use past school performance, cohort information, individual rates of progress and attainment and FFT 50 targets (with FFT 20 and FFT 5 for comparison) to inform this process. The aim is to have 85% of every cohort working at ARE (or above) in reading, writing and maths combined at the end of the year, although we acknowledge this will not be achieved immediately. Governors approve these targets.

We have identified what a child needs to achieve at each data capture point in reading, writing and maths in order to be on track to achieve each of the categories at the end of the year (appendix 7). The number of children on track to achieve each target is monitored at every data capture point through the Target Tracker and reported to Governors.

Reporting to Parents

We have a range of strategies that keep parents fully informed of their child's progress in school and we encourage parents to contact the school if they have concerns about any aspect of their child's learning.

In the autumn and spring terms, we offer parents the opportunity to meet their child's teacher at formal parental consultation meetings. At these meetings we share information about the child's overall personal development, their attainment and progress and their next steps for learning. Where relevant, class teachers also share children's Personal Learning Plan or Personal Support Plan.

During the summer term, we give all parents a written report of their child's progress and achievements during the year. In this report, we also identify children's next steps in learning for the forthcoming school year.

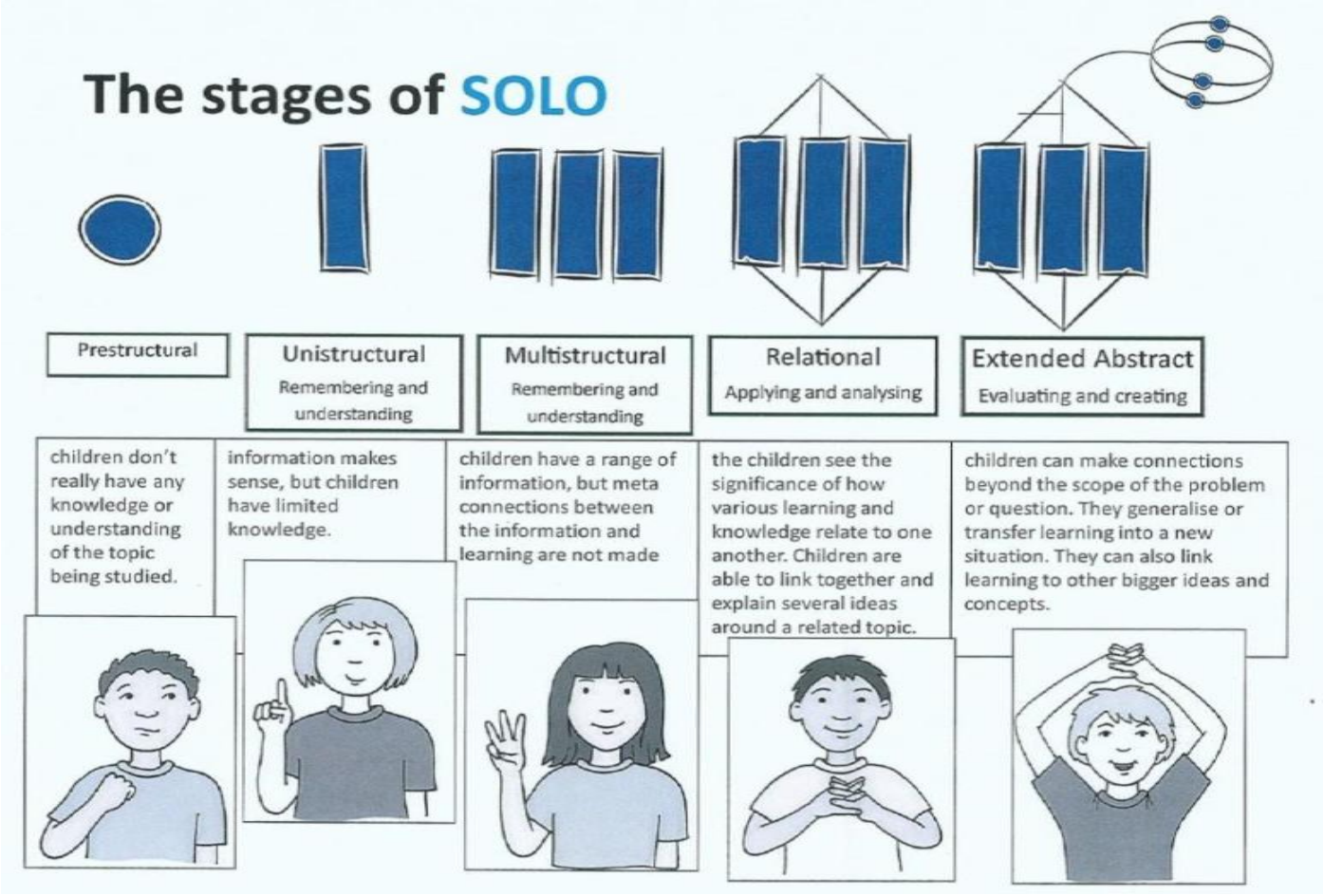
With regard to recording and reporting of EYFS, KS1 and KS2 outcomes, we operate within the prevailing statutory requirements of the DfE and LA. At the end of the EYFS, KS1 and KS2 national standardised summative teacher assessments and / or test results are reported to parents.

Monitoring

Person responsible for monitoring the implementation of this policy: Assessment Manager

Person responsible for monitoring the effectiveness of this policy: Headteacher and SAC committee of the Governing Body

Appendix 1: SOLO



Appendix 2: KPIs

Reading

Year R

In order to meet the Early Learning Goal at the end of Year R, your child must be able to:

- read and understand simple sentences
- use phonic knowledge to decode regular words and read them aloud accurately
- read some common irregular words
- demonstrate understanding when talking with others about what they have read

Year 1

In order to meet age-related expectations at the end of Year 1, your child must be able to:

- respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words
- read common exception words
- read aloud accurately books that are consistent with their developing phonic knowledge and do not require other strategies
- listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- become very familiar with key stories, fairy stories and traditional tales
- understand both the books they can read accurately and fluently and those they listen to by checking that the text makes sense
- understand both the books they can read accurately and fluently and those they listen to by correcting inaccurate reading
- understand both the books they can read accurately and fluently and those they listen to by discussing the significance of the title and events
- understand both the books they can read accurately and fluently and those they listen to by predicting what might happen

Year 2

In order to meet age-related expectations at the end of Year 2, your child must be able to:

- read accurately most words of two or more syllables
- read most words containing common suffixes
- read most common exception words

In an age appropriate book, you child must be able to:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words
- sound out most unfamiliar words accurately, without undue hesitation

In a book that they can already read fluently, your child must be able to:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read

Year 3

In order to meet age-related expectations at the end of Year 3, your child must be able to:

- read, listen to and discuss a wide range of fiction, poetry and plays
- read, listen to and discuss a wide range of non-fiction and reference books or textbooks
- begin to use dictionaries to check the meaning of words they have read
- identify themes and conventions in a wide range of books
- begin to read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word

- begin to understand what they have read independently by drawing inference such as inferring characters' feelings, thoughts and motives from their actions
- begin to justify inferences they have made with evidence from a text
- understand what they have read independently by predicting what might happen from details stated
- retrieve and record information from texts
- discuss words and phrases that capture the reader's interest and imagination

Year 4

In order to meet age-related expectations at the end of Year 4, your child must be able to:

- apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words that are met (Appendix 1 National Curriculum)
- read, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- use dictionaries to check the meaning of words they have read
- identify themes and conventions in a wide range of books
- read further exception words, noting the unusual correspondence between spelling and sound and where these occur in words
- check the text makes sense, discussing their understanding and explaining the meaning of words in context
- draw inference such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence
- predict what might happen from details stated and implied
- identify main ideas drawn from more than one paragraph and summarise these
- retrieve and record information from texts

Year 5

In order to meet age-related expectations at the end of Year 5, your child must be able to:

- apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words that are met (Appendix 1 National Curriculum)
- increase familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions
- check that the book makes sense, discussing their understanding and exploring the meaning of words in context
- summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- retrieve, record and present information from non-fiction texts
- participate in discussions about books
- provide reasoned justifications for their views about a book
- draw inferences such as inferring characters' feelings thoughts and motives from their actions, and justify inferences with evidence
- identify how language, structure and presentation contribute to meaning
- make comparisons within and across books

Year 6

In order to meet age-related expectations at the end of Year 6, your child must be able to:

- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from the context
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- predict what might happen from details stated and implied

- retrieve information from non-fiction
- summarise main ideas, identifying key details and using quotations for illustration
- evaluate how authors use language, including figurative language, considering the impact on the reader
- make comparisons within and across books

Writing

Year R

In order to meet the Early Learning Goal at the end of Year R, your child must be able to:

- use their phonic knowledge to write words in ways which match their spoken sounds
- write some irregular common words
- write simple sentences which can be read by themselves and others - some words are spelt correctly and others are phonetically plausible

Year 1

In order to meet age-related expectations at the end of Year 1, your child must be able to:

- begin to form lower case letters in the correct direction, starting and finishing in the correct place
- say out loud what they are going to write about
- sequence sentences to form short narratives
- read what has been written to check it makes sense
- spell words containing the 40+ phonemes already taught
- name the letters of the alphabet
- write from memory simple sentences dictated by the teacher that include words using the GPC (grapheme phoneme correspondence) taught so far
- write from memory simple sentences dictated by the teacher that include common exception words
- begin to use capital letters and full stops to demarcate sentences
- begin to use question marks and exclamation marks

Year 2

In order to meet age-related expectations at the end of Year 2, your child must (after discussion with the teacher) be able to:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters

Year 3

In order to meet age-related expectations at the end of Year 3, your child must be able to:

- begin to organise paragraphs around a theme
- in narratives begin to create characters, setting and plot
- proof-read work for spelling and punctuation errors
- use a varied and rich vocabulary including expanded noun phrases

- begin to express time, place and cause using conjunctions
- begin to use inverted commas to punctuate direct speech
- use headings and sub-headings appropriately
- use the present perfect form of words instead of the simple past ('he has gone out to play' instead of 'he went out to play')
- use a range of sentence structures (simple, compound, complex) including the conjunctions when, if, because and though
- begin to use joined handwriting throughout independent writing

Year 4

In order to meet age-related expectations at the end of Year 4, your child must be able to:

- organise paragraphs around a theme
- in narratives create characters, setting and plot
- proof-read work for spelling and punctuation errors to include the correct use of standard English forms for verb inflections instead of local spoken forms
- use a varied and rich vocabulary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
- use fronted adverbials with the correct punctuation to show how, when and where something happened
- use appropriate pronouns within and across sentences to aid cohesion and avoid repetition
- use inverted commas and other punctuation to correctly punctuate direct speech
- use conjunctions, adverbs and prepositions to express time, place and cause
- use joined handwriting throughout independent writing

Year 5

In order to meet age-related expectations at the end of Year 5, your child must be able to:

- identify the audience of, and purpose for, their writing
- select the appropriate form and use other similar writing as models for their own
- proof-read work for spelling and punctuation errors
- ensure the consistent and correct use of tense throughout a piece of writing
- use a range of organisational and presentational devices to structure writing and guide the reader (e.g. headings, bullet points, underlining)
- describe settings, characters and atmosphere
- convert nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify)
- indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will)
- use devices to build cohesion within a paragraph (e.g. then, after, this, firstly)
- use commas to clarify meaning or avoid ambiguity

Year 6

In order to meet age-related expectations at the end of Year 6, your child must be able to write for a range of purposes and audiences:

- write 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
- 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 a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- 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.

Maths

Year R

In order to meet the Early Learning Goal in Numbers at the end of Year R, your child must be able to:

- count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number
- use quantities and objects to add and subtract two single-digit numbers and count on or back to find the answer
- solve problems, including doubling, halving and sharing

In order to meet the Early Learning Goal in Shape, Space and Measure at the end of Year R, your child must be able to:

- use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems
- recognise, create and describe patterns.
- explore characteristics of everyday objects and shapes and use mathematical language to describe them

Year 1

In order to meet age-related expectations at the end of Year 1, your child must be able to:

- count to and across 100, forwards and backwards, beginning with 0 or 1
- count to and across 100, forwards and backwards, beginning with any given number
- count, read and write numbers to 100 in numerals
- count in multiples of 2
- count in multiples of 5
- count in multiples of 10
- identify one more than a given number
- identify one less than a given number
- represent and use addition number bonds to 20
- represent and use subtraction number facts to 20
- recognise, find and name 1/2 as 1 of 2 equal parts of an object or shape
- recognise, find and name 1/2 of a quantity
- compare, describe and solve practical problems for length and height
- compare, describe and solve practical problems for mass/weight
- compare, describe and solve practical problems for capacity and volume
- compare, describe and solve practical problems for time
- tell the time to the hour and half past
- draw the hands on a clock face to show the time to an hour and half past
- recognise and name common 2D shapes including rectangles (including squares), circles and triangles
- recognise and name common 3D shapes including cuboids (including cubes), pyramids and spheres

Year 2

In order to meet age-related expectations at the end of Year 2, your child must be able to:

- read scales in divisions of ones, twos, fives and tens
- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus

- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35; 72 – 17)
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If 7 + 3 = 10, then 17 + 3 = 20; if 7 – 3 = 4, then 17 – 3 = 14; leading to if 14 + 3 = 17, then 3 + 14 = 17, 17 – 14 = 3 and 17 – 3 = 14)
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- identify 1/4 , 1/3 , 1/2 , 2/4 , 3/4 , of a number or shape, and know that all parts must be equal parts of the whole
- use different coins to make the same amount
- read the time on a clock to the nearest 15 minutes
- name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry

Year 3

In order to meet age-related expectations at the end of Year 3, your child must be able to:

- count from 0 in multiples of 3, 4 and 8
- count from 0 in multiples of 50 and 100
- find 10 and 100 more or less of any number
- recognise the place value of each digit in a three-digit number
- add and subtract numbers mentally - a 3-digit number and 1s, 10s and 100s
- recall and use multiplication and division facts for the 3, 4 and 8 times table
- write and calculate mathematical statements for multiplication and division using the multiplication tables that are known including for 2-digit numbers times 1-digit numbers using mental methods
- write and calculate mathematical statements for multiplication and division using the multiplication tables that are known including for 2-digit numbers times 1-digit numbers using written methods (grid method and chunking)
- multiply and divide by 10 and 100 to count up and down in tenths
- recognise, find and write fractions of a discrete set of objects (unit fractions and non-unit fractions with small denominators)
- recognise and show, using concrete apparatus and pictorial representations, equivalent fractions with small denominators
- measure and compare lengths (m/cm/mm), mass (kg/g) and volume/capacity (l/ml)
- add and subtract lengths (m/cm/mm), including calculating the perimeter of simple 2D shapes, mass (kg/g) and volume/capacity (l/ml)
- add and subtract amounts of money to give change using either £ or p in practical contexts
- tell and write the time from an analogue clock and 12-hour clocks to the nearest minute
- identify right angles, recognise that 2 right angles make a half-turn, 3 right angles make 3/4 of a turn and 4 right angles make a complete turn
- identify if an angle is greater than or less than a right angle
- describe 2D shapes using mathematical vocabulary (horizontal, vertical, perpendicular, parallel, symmetrical)
- describe 3D shapes using mathematical vocabulary (vertex, edge, face)
- interpret and present data using bar charts, pictograms and tables

Year 4

In order to meet age-related expectations at the end of Year 4, your child must be able to:

- count in multiples of 6, 7 and 9
- count in multiples of 25 and 1000
- count backwards through 0 to include negative numbers
- order and compare numbers beyond 1000
- round any number to the nearest 10, 100 or 1000

- solve addition and subtraction 2-step problems in context using column methods
- recall multiplication and division facts for multiplication tables up to 12 x 12
- solve multiplication and division problems (with exact answers) in context to include 2-digit and 3-digit numbers by 1-digit numbers using formal methods (short multiplication and short division)
- recognise and show, using pictorial representations and abstract models, families of common equivalent fractions
- count up and down in hundredths and recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10
- round decimals with one decimal place to the nearest whole number
- solve simple measure and money problems using fractions
- solve simple measure and money problems using decimals to 2 decimal places including calculating perimeter of rectangular shapes (within the same unit)
- convert between different units of measure e.g. km to m, hour to min
- read, write and covert time between analogue and digital clocks (12 hour and 24 hour)
- compare and classify geometric shapes including quadrilaterals and triangles based on their properties and sizes
- identify lines of symmetry in 2D shapes presented in different orientations
- plot specified points and draw sides to complete a given polygon
- find the area of simple shapes by counting squares
- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables, line graphs and other graphs

Year 5

In order to meet age-related expectations at the end of Year 5, your child must be able to:

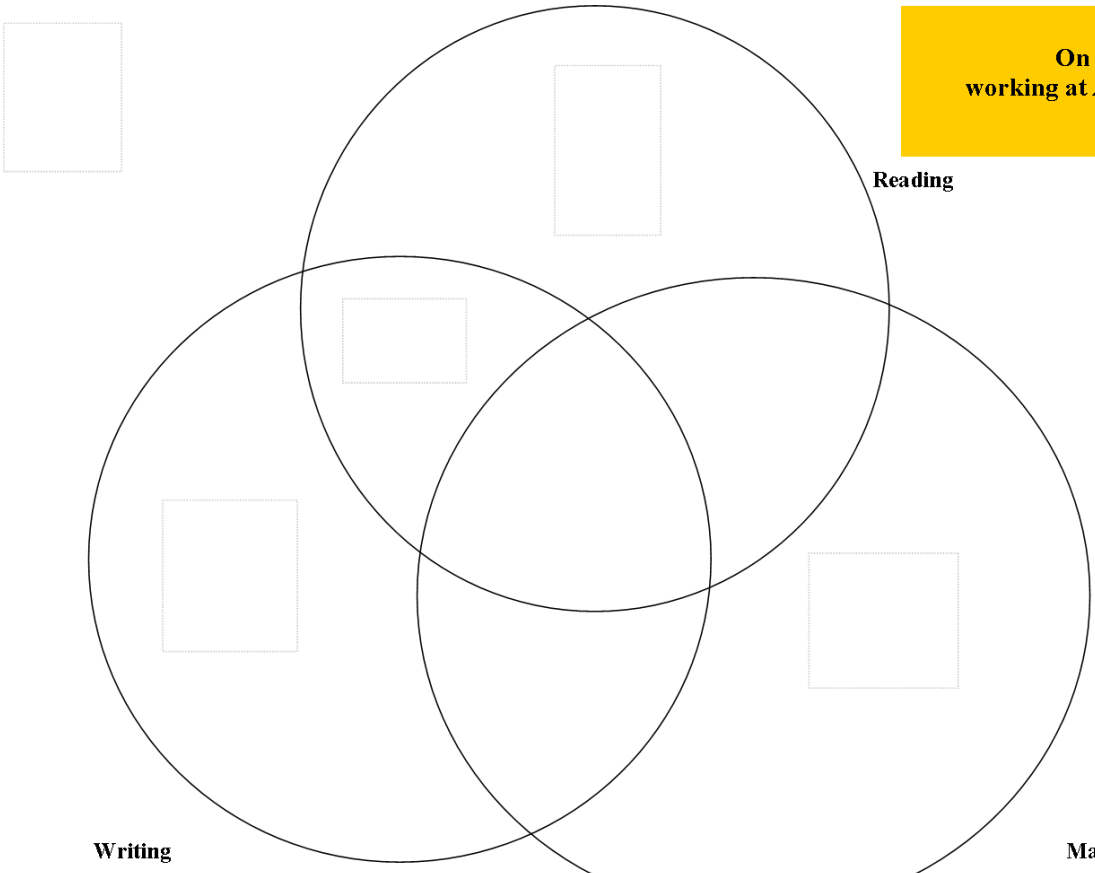
- read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit
- interpret negative numbers in context, count forwards and backwards in whole numbers through 0
- add whole numbers with more than 4 digits, including using formal written methods (columnar addition)
- subtract whole numbers with more than 4 digits, including using formal written methods (columnar subtraction)
- work mentally with increasingly large numbers (e.g. 12,462 - 2,300 = 10,162)
- identify multiples and factors, including finding all factor pairs of a number and common factors of 2 numbers
- solve problems involving multiplication and division including using a knowledge of factors and multiples
- solve problems involving multiplication and division including using a knowledge of squares and cubes
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates
- compare and order fractions whose denominators are all multiples of the same number
- read and write decimal numbers as fractions e.g. 0.71 = 71/100
- read, write, order and compare numbers with up to 3 decimal places
- solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25
- convert between different units of metric measure (e.g. km and m, cm and m, cm and mm, g and kg, l and ml)
- measure and calculate the perimeter of composite rectilinear shapes in cm and m
- calculate and compare the area of rectangles (including squares) using standard units
- draw given angles
- measure angles in degrees
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles
- complete, read and interpret information in tables, including timetables

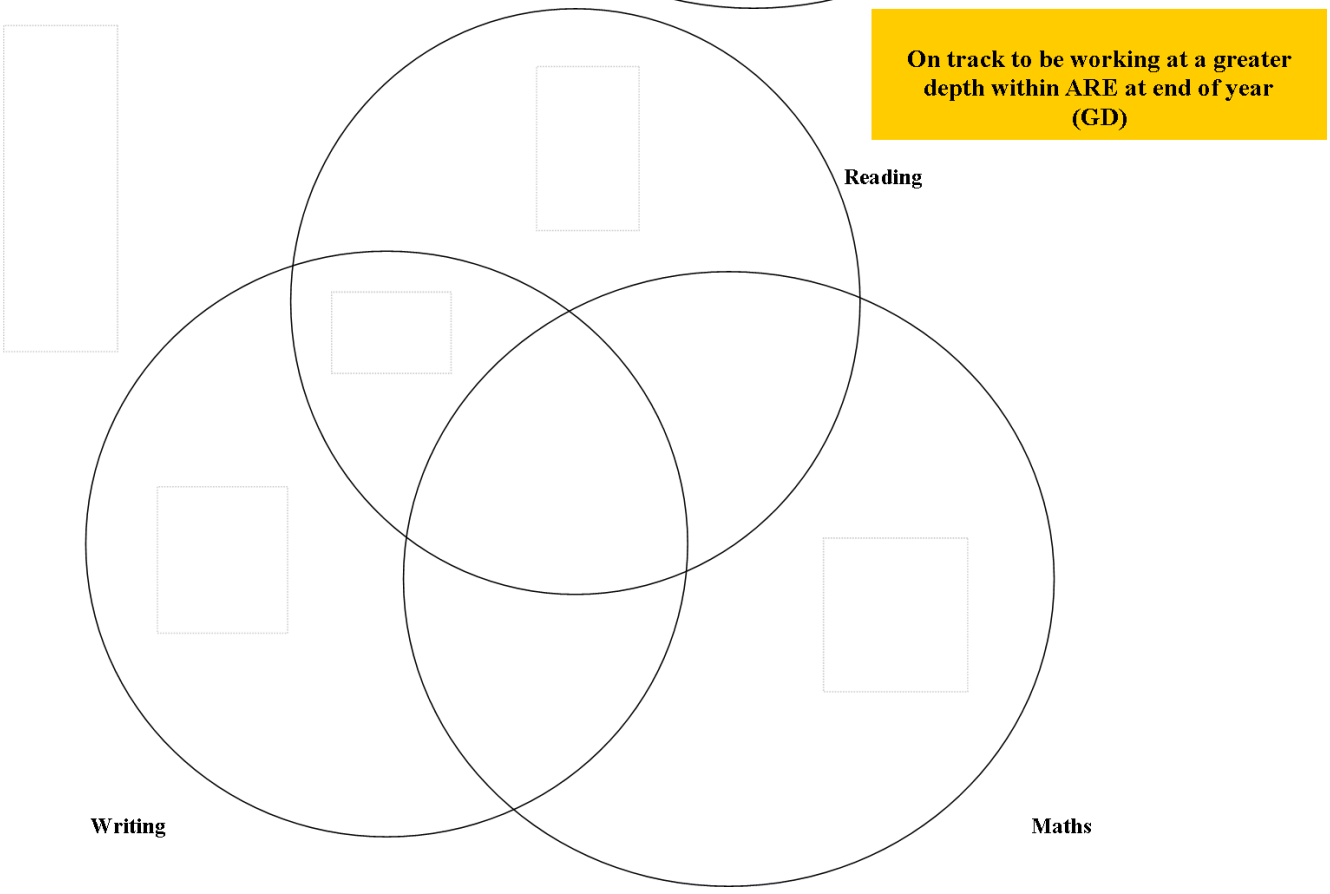
Year 6

In order to meet age-related expectations at the end of Year 6, your child must be able to:

- demonstrate an understanding of place value, including large numbers and decimals (e.g. what is the value of the '7' in 276,541?; find the difference between the largest and smallest whole numbers that can be made from using three digits; 8.09 = 8 + 9?; 28.13 = 28 + ? + 0.03)
- calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation (e.g. 53 – 82 + 47 = 53 + 47 – 82 = 100 – 82 = 18; 20 × 7 × 5 = 20 × 5 × 7 = 100 × 7 = 700; 53 ÷ 7 + 3 ÷ 7 = (53 +3) ÷ 7 = 56 ÷ 7 = 8)
- use formal methods to solve multi-step problems (e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?)
- recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities (e.g. one piece of cake that has been cut into 5 equal slices can be expressed as 1/5 or 0.2 or 20% of the whole cake)
- calculate using fractions, decimals or percentages (e.g. knowing that 7 divided by 21 is the same as 7/21 and that this is equal to 1/3; 15% of 60; 112 + 34; 79 of 108; 0.8 x 70)
- substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle)
- calculate with measures (e.g. calculate length of a bus journey given start and end times; convert 0.05km into m and then into cm)
- use mathematical reasoning to find missing angles (e.g. the missing angle in an isosceles triangle when one of the angles is given; the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles)

Appendix 3: Venn Diagrams





Appendix 4: Transition Matrix

Key Stage 1

	On track to be Working towards ARE at end of year	On track to be Close to ARE at end of year	On track to be Working at ARE at end of year	On track to be Working at greater depth within ARE at end of year	On track to be Exceeding ARE at end of year
1					
2					
3					
No BL					

Key Stage 2

	On track to be Working towards ARE at end of year	On track to be Close to ARE at end of year	On track to be Working at ARE at end of year	On track to be Working at greater depth within ARE at end of year	On track to be Exceeding ARE at end of year
PKS					
WT					
AT					
GD					
No BL					

Appendix 5: Target Tracker

Subject: Reading

		DCP 1 %	DCP 2 %	DCP 3 %	Target %	FFT 50 %	FFT 20 %	FFT 5 %	Last year				2 years ago				3 years ago			
									S	N	H	B	S	N	H	B	S	N	H	B
Year R	Exp+																			
	Ex																			
Year 1	CT+																			
	AT+																			
	GD+																			
	Ex																			
Year 1 Phonics screen																				
Year 2	CT+																			
	AT+																			
	GD+																			
	Ex																			
Year 2 Phonics screen																				
Year 3	CT+																			
	AT+																			
	GD+																			
	Ex																			
Year 4	CT+																			
	AT+																			
	GD+																			
	Ex																			
Year 5	CT+																			
	AT+																			
	GD+																			
	Ex																			
Year 6	CT+																			
	AT+																			
	GD+																			
	Ex																			

NB Phonics figures are based on outcomes of the practice checks that have been completed at each data capture point and therefore show current attainment, not percentages on track to meet each level at the end of the year.

Subject: Writing

		DCP 1 %	DCP 2 %	DCP 3 %	Target %	FFT 50 %	FFT 20 %	FFT 5 %	Last year				2 years ago				3 years ago			
									S	N	H	B	S	N	H	B	S	N	H	B
Year R	Exp+																			
	Ex																			
Year 1	CT+																			
	AT+																			
	GD+																			
	Ex																			
Year 2	CT+																			
	AT+																			
	GD+																			
	Ex																			
Year 3	CT+																			
	AT+																			
	GD+																			
	Ex																			
Year 4	CT+																			
	AT+																			
	GD+																			
	Ex																			
Year 5	CT+																			
	AT+																			
	GD+																			
	Ex																			
Year 6	CT+																			
	AT+																			
	GD+																			
	Ex																			
EGPS	AT+																			
	GD+																			
	Ex																			

NB EPGS figures are based on outcomes of the practice SATs (AT+ (L4+), GD+ (L5+), Ex (L6)) in Autumn and Spring and therefore show current attainment, not percentages on track to meet each level at the end of the year.

Subject: Maths

		DCP 1 %	DCP 2 %	DCP 3 %	Target %	FFT 50 %	FFT 20 %	FFT 5 %	Last year				2 years ago				3 years ago			
									S	N	H	B	S	N	H	B	S	N	H	B
Year R	Exp+																			
	Ex																			
Year 1	CT+																			
	AT+																			
	GD+																			
	Ex																			
Year 2	CT+																			
	AT+																			
	GD+																			
	Ex																			
Year 3	CT+																			
	AT+																			
	GD+																			
	Ex																			
Year 4	CT+																			
	AT+																			
	GD+																			
	Ex																			
Year 5	CT+																			
	AT+																			
	GD+																			
	Ex																			
Year 6	CT+																			
	AT+																			
	GD+																			
	Ex																			

Progress Towards Attainment Targets Tracker

Subject: Reading, Writing and Maths

		DCP 1 %	DCP 2 %	DCP 3 %	Target %	FFT 50 %	FFT 20 %	FFT 5 %	Last year				2 years ago				3 years ago			
									S	N	H	B	S	N	H	B	S	N	H	B
Year R	GLD																			
Year 1	CT+																			
	AT+																			
	GD+																			
	Ex																			
Year 2	CT+																			
	AT+																			
	GD+																			
	Ex																			
Year 3	CT+																			
	AT+																			
	GD+																			
	Ex																			
Year 4	CT+																			
	AT+																			
	GD+																			
	Ex																			
Year 5	CT+																			
	AT+																			
	GD+																			
	Ex																			
Year 6	CT+																			
	AT+																			
	GD+																			
	Ex																			

Notes

FFT 50 – based on an average school
FFT B – based on top 20% of schools
FFT D – based on top 5% of schools

S – School
N – National
H – Hampshire
B – Basingstoke and Deane

Appendix 6: Pupil Progress

		CT+		AT+		GD+		Ex	
		No.	%	No.	%	No.	%	No.	%
Year	Reading	0	0	0	0	0	0	0	0
	Writing	0	0	0	0	0	0	0	0
	Maths	0	0	0	0	0	0	0	0
	Combined	0	0	0	0	0	0	0	0
Class 1	Reading	0	0	0	0	0	0	0	0
	Writing	0	0	0	0	0	0	0	0
	Maths	0	0	0	0	0	0	0	0
	Combined	0	0	0	0	0	0	0	0
Class 2	Reading	0	0	0	0	0	0	0	0
	Writing	0	0	0	0	0	0	0	0
	Maths	0	0	0	0	0	0	0	0
	Combined	0	0	0	0	0	0	0	0
Boys	Reading	0	0	0	0	0	0	0	0
	Writing	0	0	0	0	0	0	0	0
	Maths	0	0	0	0	0	0	0	0
	Combined	0	0	0	0	0	0	0	0
Girls	Reading	0	0	0	0	0	0	0	0
	Writing	0	0	0	0	0	0	0	0
	Maths	0	0	0	0	0	0	0	0
	Combined	0	0	0	0	0	0	0	0
Pupil Premium	Reading	0	0	0	0	0	0	0	0
0	Writing	0	0	0	0	0	0	0	0
	Maths	0	0	0	0	0	0	0	0
	Combined	0	0	0	0	0	0	0	0
Post LAC	Reading	0	0	0	0	0	0	0	0
0	Writing	0	0	0	0	0	0	0	0
	Maths	0	0	0	0	0	0	0	0
	Combined	0	0	0	0	0	0	0	0
EMA	Reading	0	0	0	0	0	0	0	0
0	Writing	0	0	0	0	0	0	0	0
	Maths	0	0	0	0	0	0	0	0
	Combined	0	0	0	0	0	0	0	0
EAL	Reading	0	0	0	0	0	0	0	0
0	Writing	0	0	0	0	0	0	0	0
	Maths	0	0	0	0	0	0	0	0
	Combined	0	0	0	0	0	0	0	0
SEND	Reading	0	0	0	0	0	0	0	0
0	Writing	0	0	0	0	0	0	0	0
	Maths	0	0	0	0	0	0	0	0
	Combined	0	0	0	0	0	0	0	0
GA	Reading	0	0	0	0	0	0	0	0
0	Writing	0	0	0	0	0	0	0	0
	Maths	0	0	0	0	0	0	0	0
	Combined	0	0	0	0	0	0	0	0

Appendix 7: Tracking Progress Towards ARE Throughout the Year (Year 1, 3, 4 and 5)

For Reading and Writing

	On track to be Working towards ARE at end of year WT	On track to be Close to ARE at end of year CT	On track to be Working at ARE at end of year AT	On track to be Working at greater depth within ARE at end of year GD	On track to be Exceeding ARE at end of year Ex
End of DCP 1	Anyone who does not meet the CT criteria	2+ in all KPIs that have been taught with 1 exception	2+ in all KPIs that have been taught	2+ in all KPIs that have been taught 3+ in at least 2 KPIs	3+ in all KPIs that have been taught 4 in at least 1 KPI
End of DCP 2	Anyone who does not meet the CT criteria	2+ in all KPIs 3+ in at least 4 KPIs	2+ in all KPIs 3+ in at least 5 KPIs	2+ in all KPIs 3+ in at least 7KPIs 4 in at least 2 KPIs	3+ in all KPIs 4 in at least 4 KPIs
End of DCP 3	Anyone who does not meet the CT criteria	2+ in all KPIs 3+ in at least 8 KPIs	3+ in all KPIs	3+ in all KPIs 4 in at least 5 KPIs	4 in all KPIs and beginning to experience objectives from next year groups Programmes of Study

For Maths

	On track to be Working towards ARE at end of year WT	On track to be Close to ARE at end of year CT	On track to be Working at ARE at end of year AT	On track to be Working at greater depth within ARE at end of year GD	On track to be Exceeding ARE at end of year Ex
End of DCP 1	Anyone who does not meet the CT criteria	2+ in all KPIs that have been taught with 1 exception	2+ in all KPIs that have been taught	2+ in all KPIs that have been taught 3+ in at least 4 KPIs	3+ in all KPIs that have been taught 4 in at least 2 KPIs
End of DCP 2	Anyone who does not meet the CT criteria	2+ in all KPIs 3+ in at least 8 KPIs	2+ in all KPIs 3+ in at least 10 KPIs	2+ in all KPIs 3+ in at least 14 KPIs 4 in at least 4 KPIs	3+ in all KPIs 4+ in at least 7 KPIs
End of DCP 3	Anyone who does not meet the CT criteria	2+ in all KPIs 3+ in at least 16 KPIs	3+ in all KPIs	3+ in all KPIs 4 in at least 10 KPIs	4 in all KPIs and beginning to experience objectives from next year groups Programmes of Study

Appendix 7: Tracking Progress Towards ARE Throughout the Year (Year 2)

Year 2 Reading (11 KPIs)

	On track to be Working towards ARE at end of year	On track to be Close to ARE at end of year	On track to be Working at ARE at end of year	On track to be Working at greater depth within ARE at end of year	On track to be Exceeding ARE at end of year
	WT	**CT**	**AT**	**GD**	**Ex**
End of DCP 1	Anyone who does not meet the CT criteria	2+ in all KPIs that have been taught with 1 exception	2+ in all KPIs that have been taught	2+ in all KPIs that have been taught 3+ in at least 5 KPI	3+ in all KPIs that have been taught
End of DCP 2	Anyone who does not meet the CT criteria	2+ in all KPIs (1 – 8) 3+ in at least 3 KPIs	2+ in all KPIs (1 – 8) 3+ in at least 4 KPIs	2+ in all KPIs 3+ in at least 7 KPIs	3+ in all KPIs 4 in at least 5 KPIs
End of Year	3+ in 1 KPIs (1) 2+ in all KPIs (2 – 8)	2+ in all KPIs 3+ in at least 7 KPIs (1 - 8)	3+ in KPIs (1 – 8)	3+ in all KPIs	4 in all KPIs and beginning to experience objectives from next year groups Programmes of Study

Year 2 Writing (14 KPIs)

	On track to be Working towards ARE at end of year	On track to be Close to ARE at end of year	On track to be Working at ARE at end of year	On track to be Working at greater depth within ARE at end of year	On track to be Exceeding ARE at end of year
	WT	**CT**	**AT**	**GD**	**Ex**
End of DCP 1	Anyone who does not meet the CT criteria	2+ in all KPIs that have been taught with 1 exception	2+ in all KPIs that have been taught	2+ in all KPIs that have been taught 3+ in at least 6 KPI	3+ in all KPIs that have been taught
End of DCP 2	Anyone who does not meet the CT criteria	2+ in all KPIs 3+ in at least 6 KPIs	2+ in all KPIs (NOT 13 and 14) 3+ in at least 7 KPIs	2+ in all KPIs 3+ in at least 10 KPIs 4+ in at least 1 KPI (3, and 10)	3+ in all KPIs 4 in at least 5 KPIs
End of Year	3+ in 2 KPIs (1 and 2) 2+ in all KPIs (3 – 14)	2+ in all KPIs 3+ in at least 13 KPIs	3+ in 12 KPIs (NOT 13 and 14)	3+ in all KPIs 4 in 3 KPIs (3, 4 and 9)	4 in all KPIs and beginning to experience objectives from next year groups Programmes of Study

Year 2 Maths (13 KPIs)

	On track to be Working towards ARE at end of year	On track to be Close to ARE at end of year	On track to be Working at ARE at end of year	On track to be Working at greater depth within ARE at end of year	On track to be Exceeding ARE at end of year
	WT	**CT**	**AT**	**GD**	**Ex**
End of DCP 1	Anyone who does not meet the CT criteria	2+ in all KPIs that have been taught with 1 exception	2+ in all KPIs that have been taught	2+ in all KPIs that have been taught 3+ in at least 6 KPI	3+ in all KPIs that have been taught
End of DCP 2	Anyone who does not meet the CT criteria	2+ in all KPIs (1 – 11) 3+ in 6 KPIs	2+ in all KPIs (1 – 11) 3+ in at least 7 KPIs	2+ in all KPIs (1 – 13) 3+ in at least 8 KPIs (including 8, 9, 10, 11)	3+ in all KPIs 4 in at least 7 KPIs
End of Year	3+ in 1 KPIs (1) 2+ in all KPIs (2 – 11)	2+ in all KPIs 3+ in at least 10 KPIs (1 – 11)	3+ in 11 KPIs (1 – 11)	3+ in all KPIs 4 in 4 KPIs (8, 9, 10 and 11)	4 in all KPIs and beginning to experience objectives from next year groups Programmes of Study

Appendix 7: Tracking Progress Towards ARE Throughout the Year (Year 6)

Year 6 Reading (10 KPIs)

	On track to be Working towards ARE at end of year	On track to be Close to ARE at end of year	On track to be Working at ARE at end of year	On track to be Working at greater depth within ARE at end of year	On track to be Exceeding ARE at end of year
	WT	**CT**	**AT**	**GD**	**Ex**
End of DCP 1	Anyone who does not meet the CT criteria	2+ in all KPIs that have been taught with 1 exception	2+ in all KPIs that have been taught	2+ in all KPIs that have been taught 3+ in at least 8 KPIs	3+ in all KPIs that have been taught 4 in at least 6 KPI
End of DCP 2	Anyone who does not meet the CT criteria	2+ in all KPIs 3+ in at least 4 KPIs	2+ in all KPIs 3+ in at least 5 KPIs	2+ in all KPIs 3+ in at least 8KPIs 4 in at least 2 KPIs	3+ in all KPIs 4 in at least 8 KPIs
End of DCP 3	Anyone who does not meet the CT criteria	2+ in all KPIs 3+ in at least 8 KPIs	3+ in all KPIs	3+ in all KPIs 4 in at least 5 KPIs	4 in all KPIs and beginning to experience objectives from next year groups Programmes of Study

Year 6 Writing (11 KPIs)

	On track to be Working towards ARE at end of year	On track to be Close to ARE at end of year	On track to be Working at ARE at end of year	On track to be Working at greater depth within ARE at end of year	On track to be Exceeding ARE at end of year
	WT	**CT**	**AT**	**GD**	**Ex**
End of DCP 1	Anyone who does not meet the CT criteria	2+ in all KPIs that have been taught with 1 exception	2+ in all KPIs that have been taught	2+ in all KPIs that have been taught 3+ in at least 8 KPIs	3+ in all KPIs that have been taught 4 in at least 2 KPIs
End of DCP 2	Anyone who does not meet the CT criteria	2+ in all KPIs 3+ in at least 5 KPIs	2+ in all KPIs 3+ in at least 6 KPIs (including 1 and 2)	2+ in all KPIs 3+ in at least 8 KPIs 4 in at least 2 KPIs (4, 6, 8 or 9)	3+ in all KPIs 4 in at least 5 KPIs
End of DCP 3	2+ in all KPIs 3+ in 2 KPIS (1 and 2)	2+ in all KPIs 3+ in at least 11 KPIs (including 1 and 2)	3+ in all KPIs	3+ in all KPIs 4 in at least 4 KPIs (4, 6, 8 and 9)	4 in all KPIs and beginning to experience objectives from next year groups Programmes of Study

Year 6 Maths (20 KPIs)

	On track to be Working towards ARE at end of year WT	On track to be Close to ARE at end of year CT	On track to be Working at ARE at end of year AT	On track to be Working at greater depth within ARE at end of year GD	On track to be Exceeding ARE at end of year Ex
End of DCP 1	Anyone who does not meet the CT criteria	2+ in all KPIs that have been taught with 1 exception	2+ in all KPIs that have been taught	2+ in all KPIs that have been taught 3+ in at least 12 KPIs	3+ in all KPIs that have been taught 4 in at least 2 KPIs
End of DCP 2	Anyone who does not meet the CT criteria	2+ in all KPIs 3+ in at least 8 KPIs	2+ in all KPIs 3+ in at least 10 KPIs	2+ in all KPIs 3+ in at least 14 KPIs 4 in at least 4 KPIs	3+ in all KPIs 4+ in at least 7 KPIs
End of DCP 3	Anyone who does not meet the CT criteria	2+ in all KPIs 3+ in at least 16 KPIs	3+ in all KPIs	3+ in all KPIs 4 in at least 10 KPIs	4 in all KPIs and beginning to experience objectives from next year groups Programmes of Study