

**HOW WE ASSESS  
CHILDREN IN MATHS,  
READING AND WRITING!**

---

# How we assess the children

- What we see in class;
- Work in books;
- Use a software package called Target Tracker;
- Tracking grids/target cards;
- Termly testing.

# How we record assessment:

## Reports

- Exceeding Year end expectations;
- Meeting Year end expectations;
- Working towards Year end expectations;
- Working below Year end expectations.

# Changes to assessment

Got rid of the old system of levels as didn't marry up to the new curriculum;

Schools given freedom to assess how they like with no models to replace

# HOW WE ASSESS MATHEMATICS

---

# Maths – The 2014 Curriculum

- Raised expectations;
- Set out by Programmes of Study for each Year group;
- Is about challenging children laterally and not to not accelerate their learning;
- 3 main aims of the New Maths Curriculum:
  1. Children to become fluent;
  2. Children to reason Mathematically;
  3. Children to solve a range of complex problems.

# Difference between Working Towards and Achieved

- Working towards - They are beginning to achieve that objective in one or 2 of the aims of the curriculum (fluency, reasoning, problem solving)
- Achieved – They have demonstrated they can achieve that objective in all of the aims of the curriculum (fluency, reasoning, problem solving)

For example: Recall multiplication and division facts of multiplication tables up to 12 x 12

Fluency

Fill in the gaps:

$$4 \times \underline{\quad} = 12 \qquad 8 \times \underline{\quad} = 64$$

$$32 = 4 \times \underline{\quad} \qquad 6 = 24 \div \underline{\quad}$$



For example: For example: Recall multiplication and division facts of multiplication tables up to  $12 \times 12$

Reasoning

- True or False  
 $6 \times 8 = 6 \times 4 \times 2$   
 $6 \times 8 = 6 \times 4 + 4$

Explain your reasoning.

# For example: For example: Recall multiplication and division facts of multiplication tables up to $12 \times 12$

## Problem solving

Here is part of a multiplication square.  
Shade in any other squares that have the same answer as the shaded square.

$\times$	4	5	6	7	8	9
4		20				
5	20					
6						
7						
8						
9						

Band 5 - Maths Number

Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions



Name \_\_\_\_\_

Class \_\_\_\_\_

**Number and Place Value**

- I can read, write, order and compare numbers up to at least 1,000,000 (one million) and say the value of each digit.*
- I can keep multiplying a number by 10 or 100 up to 1,000,000 and count back.*
- I can use negative numbers in context when looking at temperature or money, counting forwards and backwards through 0.*
- I can round numbers up to 1,000,000 to the nearest 10, 100, 1000, 10,000 or 100,000.*
- I can solve number and practical problems that involve ordering and comparing numbers up to 1,000,000, counting forwards or backwards in steps, using negative numbers, and rounding.*
- I can read Roman numerals up to 1000 and recognise years written in them.*

**Addition and Subtraction**

- I can add and subtract numbers with more than 4 digits using written methods.*
- I can add and subtract 2 and 3 digit numbers in my head.*
- I can use rounding to check answers to calculations and determine levels of accuracy.*
- I can solve addition and subtraction problems needing more than one step and can work out which operation and method is the most suitable.*

**Multiplication and Division**

- I can find multiples and factors of a number and can identify factors common to 2 different numbers.*
- I can use vocabulary relating to prime numbers, prime factors and composite numbers.*
- I can work out if any given number up to 100 is a prime number and can recall prime numbers up to 19.*
- I can multiply numbers with up to 4 digits by a 1 or 2 digit number using formal written methods.*
- I can mentally multiply and divide numbers using the times tables.*
- I can divide numbers with up to 4 digits by a 1 digit number, using formal written methods, and can explain remainders.*
- I can multiply and divide whole and decimal numbers by 10, 100 and 1000.*
- I can identify and use square numbers and their notation.*
- I can identify and use cube numbers and their notation.*
- I can solve problems involving multiplication and division, including using factors and multiples, squares and cubes.*
- I can solve problems involving addition, subtraction, multiplication and division, and a combination of these, including understanding the meaning of the equals sign.*
- I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.*

**Fractions**

- I can compare and order fractions whose denominators are all multiples of the same number.*
- I can find and name equivalent fractions of a given fraction, including tenths and hundredths.*
- I can write equivalent fractions of a given fraction, including tenths and hundredths.*
- I can identify mixed numbers and improper fractions and convert from one to another such as  $2/5 + 4/5 = 6/5 = 1 1/5$ .*
- I can add and subtract fractions whose denominators are all multiples of the same number.*
- I can multiply fractions by whole numbers using objects and pictures.*
- I can read and write decimal numbers as fractions such as  $0.71 = 71/100$ .*
- I can identify and use thousandths and can explain how they relate to tenths and hundredths and their decimal equivalents.*
- I can round numbers with two decimal places.*
- I can read, write, order and compare numbers with up to three decimal places.*
- I can solve problems involving numbers with up to three decimal places.*
- I can identify the percent symbol (%) and how it relates to parts per hundred, hundredths and decimals.*
- I can 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.*

# Pupil target cards

How we decide this



**Target Tracker**

# HOW WE ASSESS READING

---

## Example assessment questions.....

**Find and copy one word which tells you the monster was not feeling well in the boat.**

---

# Example assessment questions.....

An actual Y6 SATs question....worth three marks.

The Iguanodons are described as *inoffensive brutes*...

Look at the paragraph beginning: *I do not know how long...* (p8)

Explain how the description of the Iguanodons in this paragraph support the idea that they were both inoffensive and brutes.

Use evidence from the text to support your answer.

To get the 3 marks, children needed to take 1 explanation sentence per word. Two fully explained sentences gets 3 marks.

Step 1. I think that.....

Step 2. Because.....

Step 3. Show/demonstrate  
without repetition

## Another example:

The depth of answers could vary, but step 3 explanations will show if children are meeting or exceeding within their year groups.

1. Explain why Adele is unhappy using evidence from the text.

Step 1. I think that.....

Step 2. Because.....

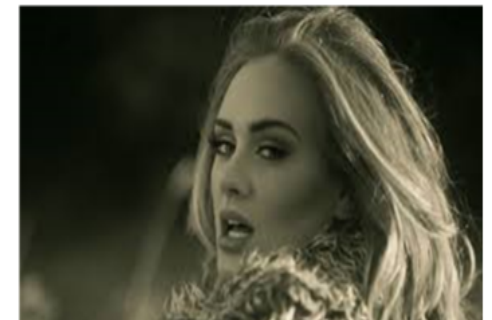
Step 3. Show/demonstrate without repetition

Hello, it's me.

I was wondering if after all these years you'd like to meet

To go over everything

They say that time's supposed to heal ya,  
but I ain't done much healing





## Another example:

Using this scaffold helps the children, but also allows us to assess their comprehension and understanding of the text as a whole.

1. Explain why Adele is unhappy using evidence from the text.

Step 1. I think that.....

Step 2. Because.....

Step 3. Show/demonstrate without repetition



Hello, it's me.

I was wondering if after all these years you'd like to meet

To go over everything

They say that time's supposed to heal ya,

but I ain't done much healing

I think that she is unhappy.

This is because she says she has not done much healing.

This shows that she hasn't got over whatever upset her.

Do not repeat the word 'unhappy' from point 1. Key not to repeat!

# HOW WE ASSESS WRITING

---

# How we assess the children

This is an on-going process and is not 'tested'. It is evidentiary based.

- Writing from Literacy lessons
- Writing from other curriculum lessons
- Writing from Creative Writing homework
- Independent writing
- Edited writing

Children create a 'portfolio' of work to provide evidence they are meeting the targets for their year group.

# How we record assessment:

Children's work is continually evaluated to provide evidence that they are meeting the expectations for the stage they are working at:

- Exceeding Year end expectations;
- Meeting Year end expectations;
- Working towards Year end expectations;
- Working below Year end expectations.

# How we assess:

We use a child friendly target card. This outlines all the areas, in manageable steps, that the child is working towards in each band. They are partitioned into working towards, meeting and exceeding that band.

This is NOT a best fit model. Children need to achieve EVERYTHING in each section before moving on to the next.

Mostly used correctly:	Capital letters		
	Full stops		
	Commas		
	?		
	!		
	Apostrophes for omission and possession		
	A or AN		
Variety of connectives (before, when, after, while, so, because)			
Variety of adverbs (-ly words, then, next, soon, therefore)			
Variety of prepositions (before, after, during, in, because of)			
Subheadings and headings in non-fiction writing			
Legible, joined handwriting			
Use of different verb forms			
Simple noun phrases			
Fronted adverbials			
Chronological sequencing			
Established viewpoint			
Some consistency between first and third person			
Simple ending			
Attempts to interest the reader			
Planning by discussing			
Editing by discussing			
<b>WORKING WITHIN BAND 3</b>			
Some evidence of paragraphs			
Fronted adverbials with most commas correct			
Awareness of the reader demonstrated			
Connectives used as sentence starters			
Mostly correct use of speech marks			
Opening and closing signalled			
Varied and rich vocabulary			
Increasing range of sentence structures			
Element of humour, surprise or suspense			
Sustained viewpoint			
Planning own work mostly independently			
Editing own work mostly independently			
<b>EXCEEDING BAND 3</b>			
Apostrophes for plurals accurately used			
Accurate commas with complex sentences and fronted adverbials			
Inter-relate beginning/middle/ending			
Viewpoint maintained throughout			
Develop characterisation through:	Speech		
	Setting description		
	Character description		
	Feelings/motive		
Imaginative details to:	Entertain		
	Amuse		
	Create tension		
Plan/draft/write/edit independently			

Mostly used correctly:	Capital letters		
	Full stops		
	Commas		
	?		
	!		
	Apostrophes for omission and possession		
	A of AN		
Variety of connectives (before, when, after, while, so, because)			
Variety of adverbs (-ly, words, then, next, soon, therefore)			
Variety of prepositions (before, after, during, in, because of)			
Subheadings and headings in non-fiction writing			
Legible, joined handwriting			
Use of different verb forms			
Simple noun phrases			
Fronted adverbials			
Chronological sequencing			
Established viewpoint			
Some consistency between first and third person			
Simple ending			
Attempts to interest the reader			
Planning by discussing			
Editing by discussing			
<b>WORKING WITHIN BAND 3</b>			
Some evidence of paragraphs			
Fronted adverbials with most commas correct			
Awareness of the reader demonstrated			
Connectives used as sentence starters			
Mostly correct use of speech marks			
Opening and closing signalled			
Varied and rich vocabulary			
Increasing range of sentence structures			
Element of humour, surprise or suspense			
Sustained viewpoint			
Planning own work mostly independently			
Editing own work mostly independently			
<b>EXCEEDING BAND 3</b>			
Apostrophes for plurals accurately used			
Accurate commas with complex sentences and fronted adverbials			
Inter-relate beginning/middle/ending			
Viewpoint maintained throughout			
Develop characterisation through:	Speech		
	Setting description		
	Character description		
	Feelings/motive		
Imaginative details to:	Entertain		
	Amuse		
	Create tension		
Plan/draft/write/edit independently			

<b>BEGINNING BAND 4</b>			
Correct use of:	Capital letters		
	Full stops		
	!		
	?		
	Apostrophes for singular possession are accurate		
	Apostrophes for plural possession are accurate		
	Commas are used after fronted adverbials and subordination		
	Accurate use of word endings (-ation, -ible)		
	Range of prefixes used (sub-, super-, etc., auto-)		
	Links between sentences and some paragraphs		
	Dialogue used within fiction writing		
Characterisation/setting developed through:	Setting description		
	Feelings or motive description		
	Speech		
Draft and revise work to show editing skills			
<b>WORKING WITHIN BAND 4</b>			
Details included to inform, persuade, explain or instruct			
Precise, lively and imaginative vocabulary used			
Uses and understands adverbs			
Uses and understands prepositions			
Confident use of different sentence structures			
Adverbial phrases used accurately throughout writing			
Fronted adverbials are followed by a comma			
Uses and explains 'with', but not always accurately	Brackets		
	Colon		
	Dashes		
Accurate spelling of (sub-) sound furniture			
Use suffixes (-able, -ous)			
Use prefixes (di-, tri-, re-, sub-)			
Paragraphs used for change in action, setting or time			
Evaluates and edits own writing			
Character developed through:	Description of appearance		
	Feelings/actions/behaviour		
	Speech		
MSL work by reading it aloud, improving vocal/sentence structure			
Proof read work to check for spelling and punctuation			
Makes grammatical edits			
<b>EXCEEDING BAND 4</b>			
Expanded noun phrases with modifiers or determiners			
Precise vocabulary intended to amuse, entertain or create tension			
Variety in length, subject or structure of sentences			
Variety of subordinating connectives (because, if, which, etc)			
Sentence variation:	Direct speech		
	Fronted adverbials		
	Connectives		
Use speech punctuation correctly, in a variety of ways			
Apostrophes use for range of purposes correctly			
Spell words with silent letters accurately			
Paragraphs used confidently and accurately			
Plan writing with an awareness of audience			
Note initial ideas to develop			
<b>EXCEEDING BAND 5</b>			
Work edited independently and explained to a partner for collaboration as needed			

<b>BEGINNING BAND 5</b>			
Correct use of:	Capital letters		
	Full stops		
	?		
	!		
	Commas for lists		
	Apostrophes for possession		
	Apostrophes for omission		
Expanded noun phrases with modifiers or determiners			
Precise vocabulary intended to amuse, entertain or create tension			
Variety in length, subject or structure of sentences			
Variety of subordinating connectives (because, if, which, etc)			
Sentence variation:	Direct speech		
	Fronted adverbials		
	Connectives		
Use speech punctuation correctly, in a variety of ways			
Apostrophes use for range of purposes correctly			
Spell words with silent letters accurately			
Paragraphs used confidently and accurately			
Plan writing with an awareness of audience			
Note initial ideas to develop			
<b>WITHIN BAND 5</b>			
Suggest changes to grammar, vocabulary and punctuation to improve overall text			
Use relative clauses (beginning with: who, which, where, when, whose, what or pronouns)			
Use modal verbs or adverbs (could, might, should)			
Use the perfect form of verbs to show relationships of time and cause			
Use PRECISE expanded noun phrases			
Describe:	Setting		
	Character		
	Atmosphere		
Integrate dialogue			
Use correctly:	Commas for clauses		
	Hyphens		
	Colons		
	Brackets		
	Dashes		
Use a range of organisational/presentational features			
Subject and verb agreement is correct in singular and plural			
Use authors work to plan ideas for development			
Draft and write longer passages of writing			
Adverbial phrases help to link paragraphs			
Check the correct form of verbs and tenses in my own writing			
Proof read to check accurate use of punctuation			
Change nouns or adjectives into verbs with suffixes			
<b>EXCEEDING BAND 5</b>			
Ambitious vocabulary choices made			
Expanded adverbial and noun phrases used			
Wider range of connectives (although, despite)			
Fronted adverbial phrases used - with commas			
Subordination to show:	Time (when)		
	Place (where)		
	Reason (why)		
	Manner (how)		
Speech marks used in a variety of ways			
Speech has accurate use of punctuation other than speech marks			
Give feedback on how to make writing clearer			

# Year 6:

Year 6 use the statutory government 'interim framework' for assessing writing.

Interim teacher assessment framework at the end of key stage 2- writing
<b>Working towards the expected standard</b>
The pupil can write for a range of purposes and audiences: <ul style="list-style-type: none"><li>• using paragraphs to organise ideas</li><li>• describing settings and characters</li><li>• using some cohesive devices* within and across sentences and paragraphs</li><li>• using different verb forms mostly accurately</li><li>• using co-ordinating and subordinating conjunctions</li><li>• using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly</li><li>• spelling most words correctly* (years 3 and 4)</li><li>• spelling some words correctly* (years 5 and 6)</li><li>• producing legible joined handwriting.</li></ul>
<b>Working at the expected standard</b>
The pupil can write for a range of purposes and audiences (including writing a short story): <ul style="list-style-type: none"><li>• creating atmosphere, and integrating dialogue to convey character and advance the action</li><li>• selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly</li><li>• using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs</li><li>• using passive and modal verbs mostly appropriately</li><li>• using a wide range of clause structures, sometimes varying their position within the sentence</li><li>• using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision</li><li>• using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens</li><li>• spelling most words correctly* (years 5 and 6)</li><li>• maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.</li></ul>
<b>Working at greater depth within the expected standard</b>
The pupil can write for a range of purposes and audiences: <ul style="list-style-type: none"><li>• managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures</li><li>• selecting verb forms for meaning and effect</li><li>• using the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.</li></ul>
[No additional requirements for spelling or handwriting.]

Some children who are working below their year group expectations may have a target card from a different band to their peers.



If you have any questions, please ask one of us  
before you leave.

Thank you for coming!