

End of Key Stage 1
Assessment Arrangements

2011

Guidance to Kent Schools

For Year 2 and Year 3 Teachers

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PURPOSE OF THIS BOOKLET

This booklet contains information and guidance on assessment for the end of Key Stage 1 in 2011.

It does not replace the **QCDA Assessment and Reporting Arrangements 2011** or the **QCDA Teachers' Handbooks**, but concentrates on issues specific to the process in Kent schools.

This booklet replaces any previous guidance published in Kent to take account of the changes to the assessment arrangements for 2011.

Readers of this document should be familiar with, and have access to the **QCDA's Assessment and Reporting Arrangements 2011** published by QCDA. Maintained and Independent schools with EYFS and KS1 children will receive one copy of the 2011 EYFS and KS1 ARA in October 2010. Additional printed copies are not available, although can be accessed online at www.qcda.gov.uk/ara

Target Audience

The booklet is relevant to all involved in end of Key Stage 1 assessment:

- Headteachers
- KS1 Leaders
- Assessment Coordinators
- Year 2 teachers
- Year 3 teachers
- Teaching Assistants (for information)
- Administrative staff involved with inputting and submitting data

The booklet or relevant sections from it may be photocopied for distribution as required within schools.

Contacts

Margo Barraclough,
School Improvement Adviser and Key Stage 1 Moderation Manager
01732 876620
margo.barraclough@kent.gov.uk

Barbara Morrison
Administrative Assistant
01233 898700
barbara.morrison@kent.gov.uk

Management Information: for support on KS1 data collection
Nick Cracknell
01622 694952
nick.cracknell@kent.gov.uk

Management Information: for general enquires about assessment and RAISEonline support
Jan Bennett
01622 696001
jan.bennett@kent.gov.uk

For guidance on disapplication from the curriculum
Diana Robinson
01732 525031
diana.robinson@kent.gov.uk

KS1 ASSESSMENT 2011

- Schools will need to report 'informed' Teacher Assessment results for each child at the end of KS1.
- In Speaking & Listening and Science, schools will need to report a Teacher Assessment level as one of the following: W, 1, 2, 3, 4+, A or D.
- For Reading, Writing and Mathematics, schools will need to report a Teacher Assessment level as one of the following: W, 1, 2C, 2B, 2A, 3, 4+, A or D.
- No combined English level will be reported.
- Reporting at the level of separate Mathematics attainment targets will not be required.
- The Mathematics level will be calculated in the usual way by assigning different weightings to each attainment target:
 - (M AT1) Using and Applying Mathematics weighting = 1
 - (M AT2) Number and Algebra weighting = 3
 - (M AT3) Shape, Space and Measures weighting = 1
- The Science level will be calculated in the usual way by assigning different weightings to each attainment target:
 - (Sc AT1) Scientific Enquiry weighting = 3
 - (Sc AT2) Living Processes and Living Things weighting = 1
 - (Sc AT3) Materials and their Properties weighting = 1
 - (Sc AT4) Physical Processes weighting = 1
- In Reading, Writing and Mathematics, the level for each child will be determined by reference to test and/or task results together with the work of that child in this area throughout the year.
- Guidance on completion of Teacher Assessment will be included in the KS1 National Curriculum assessment training sessions detailed later in this guidance.
- Teachers will be required to administer sufficient national curriculum tasks and tests to help them arrive at a secure judgement in each curriculum area being reported.
- The table below shows which tests and/ or tasks teachers will be required to administer in 2011.

Children judged to be working:	Reading	Writing (including spelling)	Mathematics
Towards level 1 (*)	Optional use of reading task.	Optional use of writing task.	Optional use of Mathematics task.
At level 1	Use the level 1 reading task.	Use the two writing tasks (longer and shorter) from 2007 with the 2007 spelling test, or the two writing tasks from 2009 with the 2009 spelling test. The spelling test must be from the same as the tasks.	Use the level 1 task (from a bank of previous tasks.)
At level 2	Use the level 2 task or the level 2 test. Teachers may decide that different children will benefit from different approaches. For example, the task might be more appropriate than the test for children working at the lower end of level 2.	Use the two writing tasks (longer and shorter) from 2007 with the 2007 spelling test, or the two writing tasks from 2009 with the 2009 spelling test. The spelling test must be from the same as the tasks.	Use the level 2 test.
At level 3	Use the level 3 test. No need to use the level 2 task or test if level 3 not achieved.	Use the two writing tasks (longer and shorter) from 2007 with the 2007 spelling test, or the two writing tasks from 2009 with the 2009 spelling test. The spelling test must be from the same as the tasks.	Use the level 3 test. No need to use the level 2 test if level 3 not achieved.
At level 4	As well as using the level 3 tests and writing tasks, teachers may also use the optional tasks for children working above the level of the tasks and tests on the QCDA website at: www.mycurriculum.com		

(*) Assessing children working towards level 1

Children working towards level 1 should be assessed on their work completed in class throughout the year. It is optional to use the tasks with these children. Schools do not have to notify anyone if these children do not take tasks.

The reporting of P scales is statutory. Schools will need to record the achievement of children with SEN using the P levels where they are working below Level 1 of the national curriculum. The P scales are a set of optional indicators for recording the achievements of these children.

For more details on P scales, visit the QCDA website at www.qcda.gov.uk/pscales

Teachers will be able to choose from a range of materials from 2007 and 2009 for the tests and tasks. These can be ordered from the test orders section of the NCA tools website at www.qcda.gov.uk/ncatools. Eligible materials and the timing for their use are set out in the following table:

Eligible material	Timetable for use	Timetable for delivery by QCDA
<p>2007 and 2009 reading and writing tasks.</p> <p>2007 and 2009 reading, spelling and Mathematics tests.</p> <p>Any previous Mathematics task.</p>	<p>Teachers can use the tasks and tests to inform their assessments at any time during the year.</p>	<p>JANUARY : English and Mathematics tasks and tests: sent to schools Modified test papers: sent to schools</p> <p>Mathematics task: there is no new Mathematics task. A copy of the 2001 can be ordered, but any previous Mathematics task can be used</p>

- The end of Key Stage 1 assessment arrangements are intended to offer teachers more flexibility and to place greater emphasis on their judgements about children’s progress throughout the year. They should not lead to an increase in the amount of testing.
- In Writing, the longer and shorter tasks from the same (2007 or 2009) must be used, in conjunction with the spelling test from the same year.
- Final Teacher Assessments, taking account of the test results, must be submitted to a timetable agreed with the LA to allow for moderation, and eventual data submission to the DCSF. Details will be provided in the KS1 National Curriculum assessment training sessions.
- Schools will need to provide the LA, parents and the next school/Key Stage with the consolidated Teacher Assessment data for each child.
- Under the terms of the Data Protection Act, schools must report the results of the tests or tasks if parents request these.

Relevant publications and websites

- Assessment and Reporting Arrangements KS1 2011 at www.qcda.gov.uk/ara
- For examples of levelled work ~ www.ncaction.org.uk
- Building a Picture of what Children can do ~ www.orderline.qcda.gov.uk
- Implications for teaching and learning from the English and Mathematics tests up to 2006 www.qcda.gov.uk/itl.aspx
- “Tracking progression in reading, writing and mathematical development” booklets [Kent].

KS1 Assessment Timetable	
Term	Proposed Action
Term 1	<ul style="list-style-type: none"> • Schools will have received the QCDA Assessment and Reporting Arrangements 2011 booklet. • Teachers new to Year 2 book onto KS1 Full training. • Ensure that date of moderation meeting is in the school diary and that cover has been arranged. • Discuss assessment and moderation with TA and agree classroom arrangements for year e.g. style of annotations to be used. • Ensure Quality First Teaching is planned for and delivered during the year.
Term 2	<ul style="list-style-type: none"> • Gather Maths evidence from 3 children (one high achiever, one low achiever and one middle achiever) per Year 2 and Year 3 delegate to take to KS1 full training. • Attend KS1 full training. During the training sessions, schools will be informed of the nature and extent of the moderation process. • Disseminate information to Year 2 and Year 3 colleagues; Leadership Team; Maths and Literacy subject leaders and any additional adults who work in Years 1, 2 and 3. • Discuss and agree roles and responsibilities within school. • Plan dates for KS1 assessment and moderation meetings within school. • Familiarise all colleagues with APP grids • Ensure all Year 2 and Year 3 colleagues are secure with National Curriculum levels. • Up date school tracking grids and use this data to begin identifying pupils for moderation.
Term 3	<ul style="list-style-type: none"> • Create timetable for administration of KS1 tests and tasks. Share information with parents. • During the period of January to June, teachers may administer the tests and tasks they have decided to use to inform their end of Key Stage 1 Teacher Assessments. • Begin to consider where to gather Maths evidence from other curriculum areas. • Ensure planning for Terms 3-6 allows ample opportunities for problem solving and investigative learning, independent recording and appropriate extension for potential level 3 pupils [NB: opportunities for problem solving should have been planned for from Term 1.] • KS1 Moderation Visit letters are sent to schools in January. • School Moderation visits take place during the Terms 3, 4 and 5. • Schools receive the teacher handbooks and materials for the administration of the English and Mathematics tasks and tests.
Term 4	<ul style="list-style-type: none"> • Book staff meeting for Term 5 to share evidence and moderate with colleagues, allowing sufficient time for adjustments to be made. • Carry out problem solving activities. Level and moderate these with colleagues. • Update tracking grids. • Update APP grids. • Confirm pupils for moderation. Check the sample size required for both Years 2 and 3. • KS1 District Maths Moderation letters are sent to schools in February.
Term 5	<ul style="list-style-type: none"> • Share and moderate all subject evidence between Year 2 and 3 staff. • Share and moderate Maths evidence further with subject leader and Leadership Team, [English evidence with English Subject Leader.] • Share and moderate Maths evidence with whole staff, prior to attending Maths moderation meeting.
Term 6	<ul style="list-style-type: none"> • Finalise evidence for moderation [refer to 'Tips for KS1 Maths Moderation document.] • Attend Maths Moderation. • Report back to colleagues to discuss strengths and weaknesses identified during moderation. • Information from Maths moderation used to identify possible areas for future whole school CPD. • Submit teacher assessments to Management Information. • Results and progress reported to parents. • Matrix sheets for gap analysis available using RAISE online.

Bold print identifies those actions most likely to be carried out by Year 2 and Year 3 Class teachers.

GUIDANCE ON THE ASSESSMENT OF WRITING

As in previous years, schools will be required to report a moderated Teacher Assessment in writing.

Teacher Assessment of Writing

The performance descriptions used for assessing writing are those for AT3 in the English National Curriculum.

For the purposes of statutory reporting the Teacher Assessment in Writing is an absolute level, with the exception of those children working at level 2 where sub-levels are to be reported (2C, 2B and 2A).

It is important to note that the Teacher Assessed level awarded to a child is based on a 'best fit' model that takes account of a child's achievements across a broad range of work, not a single task.

To ensure accurate and consistent Teacher Assessment of Writing you are encouraged to:

- Refer to the performance descriptions for Writing as defined in the National Curriculum.
- Refer to Assessing Pupil Progress grids.
- Refer to "Tracking Progression in Writing."
- Arrange whole-school moderation meetings to level and standardise work.

The Writing Tasks

To inform and/or confirm Teacher Assessments in writing, all children will still complete two set writing tasks, one long [approx 45 minutes] and one short [approx 30 minutes]. The structure of the marking scheme for writing, and the marking schemes themselves can be found in the 2007 and 2009 English Tasks Teacher's Handbooks.

Although each child will complete two writing tasks, they will be awarded a single overall level for their writing.

All children will still complete a spelling test of **twenty** words: this will contribute to the overall level awarded for writing.

The overall level/sub-level for writing will be a combination of:

- The spelling test.
- The handwriting score derived from the writing tasks.
- The combined score of the two writing tasks.

ACCESS ARRANGEMENTS

Access Arrangements

Schools should refer to the QCDA website at www.qcda.gov.uk/tests, however, most access arrangements at Key Stage 1 are at the discretion of the Headteacher and it is rarely necessary to ask for permission from the LA.

The following points may be helpful guidance:

- Scribes [amanuenses] may be used for any test or task **except** the English writing task.
- In English, readers can be used only for particular children to explain the procedures of the reading tests, when necessary. The planning sheets for the example writing tasks may be read to children. **No other help with reading can be given.**

KEY STAGE 1 MODERATION 2011

Purpose of the Moderation Process

Kent has a statutory duty of the end of KS1 assessment takes place, that the tests and tasks are correctly administered and that judgments are fair and consistent.

Moderation visit letters will be sent out in January, so that they can make any necessary arrangement for sample scrutiny or availability of staff to talk to the visiting moderator. County moderation of Mathematics letter will be sent out in February.

The process will include:

- moderation visits to a sample of schools (at least 25%) between January and the end of May
- District based moderation of Mathematics

School will either receive notification of:

- a moderation visit or
- attendance at the County moderation of Mathematics

Moderation Visits

LAs are required on behalf of QCDA to carry out a programme of moderation visits during the academic year. The purpose of these visits is to ensure that there is a consistent application of standards and statutory guidance of KS1 assessments in Kent.

The LA is required to ensure that all schools participate in the full moderation process at least once in a four year cycle. The current cycle started in 2007. Some schools have full moderation more frequently depending on individual circumstances. The criteria for involving schools in the full moderation process are as follows:

- Schools that are in an OFSTED category.
- Schools that have recently amalgamated.
- Schools where all teachers are new to teaching Year 2, eg: newly qualified, returners, overseas teachers.
- Schools where significant points for development were identified through monitoring visits or the KS1 moderation in 2010.
- Schools identified as requiring support by the LA.
- A random selection of schools, to ensure all schools are included within the cycle.

The moderation visits will focus on a range of aspects and will have, as their central purpose, confirmation of the security of Teacher Assessments within Year 2 in Reading, Writing and Mathematics. This may involve:

- Discussion with the Headteacher/Assessment Co-ordinator/Year 2 teacher about the process, including consideration of any access arrangements in place.
- Discussion with Year 2 teachers relating to the ways they have reached their Teacher Assessments including, where appropriate, the steps taken to ensure consistent assessments across parallel classes.
- Discussion with Year 3 teachers relating to consistency of judgements, and transition between the Key Stages.
- Discussion with Year 2 teachers about the ways they group and plan for different children within their classes.
- Discussion with teaching assistants about the ways they support and assess the children they work with.
- Discussion with a senior colleague with oversight of assessment within the school to gain an insight into the steps the school has taken to ensure consistency of judgement about children's work from Year R to Years 2 to 6.
- Engaging with a sample of children chosen by class teachers; talking to them briefly about their work and hearing them read, to confirm Teacher Assessments.
- Some scrutiny of current workbooks for a sample of children (again chosen by class teachers ~ see information below relating to the numbers in the sample), together with any outcomes of the tests and tasks already undertaken.

The sample size will be:

- ***In schools with no more than two 2 classes***
 - ***The work of two high, two middle and two lower achievers per class.***
- ***In schools with more than two 2 classes***
 - ***The work of one high, one middle and one lower achiever per class.***
- A check that schools are aware of the mechanism for the electronic transfer of data.

Schools will be informed of a moderation visit in advance, so they can make any necessary arrangements, including determining which children will form the sample and ensuring the availability of staff to talk to the visiting moderator.

Moderators will complete a Note of Visit and either leave this with the school or ensure that it is returned to the school within the appropriate timescale.

Security of Key Stage 1 Test Materials

- As all tests and tasks can be used at any time during the period between January and the end of June, there are no security issues relating to their use. Schools should, however, ensure that all test materials are kept in an area of the school away from the everyday transit of children and/or their parents.
- On receipt of tests the Headteacher should ensure that the correct number of scripts has been received.
- Check the consignment note against the packing note.

Moderation of Mathematics 2011

Moderation Meetings

These will take place between 07 – 15 June 2011 at venues across the county following the District model. The meetings provide opportunities for discussions about consistency, standards and effective practice in assessment. Precise details will be provided to schools as soon as they have been finalised.

Each moderation session will take half a day. Morning sessions will be 9.00am - 12.00 noon and afternoon sessions 1.00pm - 4.00pm.

Each Kent school with Key Stage 1 pupils will be required to send one Year 2 teacher representative to attend the meeting. The LA feels that participation in the moderation process represents a valuable opportunity for professional development. Schools will be invited to send a Year 3 teacher to participate in the moderation process, and to bring samples of their children's Mathematics to moderate. This invitation will extend to include junior schools.

Format of the Moderation Meetings

During meetings Years 2 and 3 teachers will work in small groups scrutinising the samples of children's work. If the groups agree on the assessments made by their colleagues, those assessments are confirmed. However, changes to the assessments are sometimes made by the groups and in cases where they cannot come to an agreement, the team of moderators act as an independent group to make and feed back a decision.

The Role of the Moderation Team

The Moderation Team for 2011 will consist of current KS1 practitioners, experienced KS1 moderators, primary school Headteachers, Leading Assessment for Learning Teachers and members of the Learning Group. The LA may be monitored in its duties by QCDA personnel.

To ensure that fair and consistent assessments are made, members of the team will moderate the assessment of the **lowest scoring Level 3 in Years 2 and 3** from each school – **if there are no Level 3s, then the highest achieving Level 2.**

All pieces submitted to the team will be looked at by at least two moderators to ensure a consistency of moderation within the team.

The team will keep a log of all pieces of work submitted to it. The outcome is recorded as a means of quality assurance.

The team may request extra samples from schools where their judgement differs. Further samples may be requested from any school where concerns are raised on the consistency of the levels awarded. **Therefore, it is highly recommended that schools bring 3 additional samples. These must be the next lowest Level 3s. If there are not enough Level 3s then the additional sample must be made up with the highest Level 2s.**

The Moderation Manager (Margo Barraclough) will ensure that the Headteacher of the school is formally notified where there are changes made to the awarded levels as part of the moderation process.

Endorsement

Endorsement is the formal agreement by the moderation manager that the children's work submitted at moderation has been appropriately administered and assessed by the school. It enables schools to submit their data to the LA for the purposes of the national data collection.

It is expected that the majority of schools will have their results endorsed at the end of the process. Where this is the case, the Headteacher will receive a completed form of endorsement from the moderation.

The KS1 assessments of a school **must** be endorsed by the Moderation Manager before the data can be submitted to Kent's Management Information.

Where there are more significant concerns raised that cannot be addressed at the moderation meeting the manager will arrange with the Headteacher to visit the school and undertake a more detailed moderation of assessments. This is generally quite rare.

Agreement, Appeals and Quality Assurance

Agreement

The Manager of the moderation process may request further evidence from a school before endorsing its results. This may include submitting additional evidence for individual children to ensure appropriate levels are awarded. The school's Year 2 representative will be made aware at the moderation meeting if this is necessary.

Appeals

Schools wishing to appeal against any decision may resubmit their samples by post for the appeals meeting, which will be held on **24 June 2011**.

Appeals protocol

The following conditions will be met as part of the appeals and postal moderation:

Where schools have presented samples for reconsideration:

- Any member of the Moderation Team present at the original moderation meeting will **not** moderate any work for that school.
- The level agreed by the Moderation Team will be the final level set for that piece by the LA.
- Each school will receive relevant written feedback where there is a difference between the school assessed level and the level decided by the team.

Where schools have presented additional evidence at the request of the Moderation Manager:

This additional evidence will form part of the postal moderation/appeals meeting.

Additional samples may be required where the sample submitted during the original process is deemed inappropriate or insufficient for assessment.

- The samples will be assessed by any members of the Moderation Team, whether or not they were present when work from the school was initially considered.
- Schools will receive written feedback detailing outcomes where the Team's assessment is different from the school's assessment.

Where schools were not present at their original moderation meeting:

- Samples will be moderated by the team in the same way as they would have been at any Local Children's Services-based moderation session.
- Individual schools will receive written feedback of the outcome of the postal moderation.

Quality Assurance

The Moderation Manager may decide to take some of these scripts to the South East Regional Standardisation Meeting on **28 June 2011**. **Any submissions after 27 June 2011 will not be considered.** This standardisation meeting includes representatives from a large number of LAs in the South East. The purpose of the meeting is to moderate each LA's decisions and to ensure consistent standards. The meeting is also attended by representatives from QCDA.

Data Collection

Precise information relating to data collection of KS1 National Curriculum Assessment results will be provided by Management Information in May 2011.

The results can only be submitted when the school's results have been formally endorsed by the Moderation Manager. As last year, at the request of QCDA, the LA will undertake a random sample of submitted assessments to Management Information, to ensure that the levels agreed at Moderation are reported correctly.

Management Information will process endorsed children's results on behalf of all schools and submit them to the DCSF as part of the national data collection.

Moderation sample size for 2 teachers

Evidence must come from all Year 2 classes in the school.

Cohort Size	Less than 16 children	16 to 40 children	More than 40 children
Level 3 Mathematics	*One lowest achieving child	*Two lowest achieving children	*Three lowest achieving children
Level 2 Mathematics	One highest achieving child	Two highest achieving children	Three highest achieving children
	One lowest achieving child	Two lowest achieving children	Three lowest achieving children
Level 1 Mathematics	None	None	None

- If there are insufficient numbers of Level 3 in the sample, then make up the total number by including more children achieving the highest Level 2.

NB. Lowest and highest achieving refers to the teacher's judgements of the child.

Moderation sample size for 3 teachers

Evidence should come from all Year 3 classes in the school.

Cohort Size	Less than 16 children	16 to 40 children	More than 40 children
Level 3 Mathematics	*One lowest achieving	*One lowest achieving	*Two lowest achieving
Level 2 Mathematics	One highest achieving	One highest achieving	Two highest achieving
	One lowest achieving	One lowest achieving	Two lowest achieving
Level 1 Mathematics	None	None	None

* If there are insufficient numbers of Level 3 in the sample, then make up the total number by including more children achieving the highest Level 2.

NB. Lowest and highest achieving refers to the teachers' judgements of the child.

Evidence to bring to the moderation

For each child in the sample all Year 2 and Year 3 teachers must bring sufficient evidence* that best supports teacher assessments in:

- Attainment Target 1 - Using and Applying. *As well as bringing examples of children's AT1 work in class, it is recommended that they do both of the problem solving activities*
- Attainment Target 2 – Number.

and

- An annotated and highlighted copy of the guidelines or a similar resource used in the school, showing the level the child is working at and the extent to which the child was supported. The Assessing Pupil Progress grids are included in this pack (see page onwards.)

and

- Test booklets (end of KS1 and optional year 3, if used)

Examples of evidence:

- A range of children's written work that shows most independence, ie. little or no adult support.
- Work that shows children's independent recording - this may be numerical or pictorial.
- Work from other lessons as well as Mathematics, eg: Science AT1.
- Notes on plans and evidence – annotations and jottings.
- Children's own reflections about their Mathematical learning
- Teachers' and additional adults' observations.
- Oral answers given during mental starters.
- Photos – annotated and dated.

Evidence that is not helpful:

- Homework tasks.
- Photocopied worksheets (unless annotated).

Sufficient evidence*: enough evidence by which teachers are able to make a secure judgement about a child.

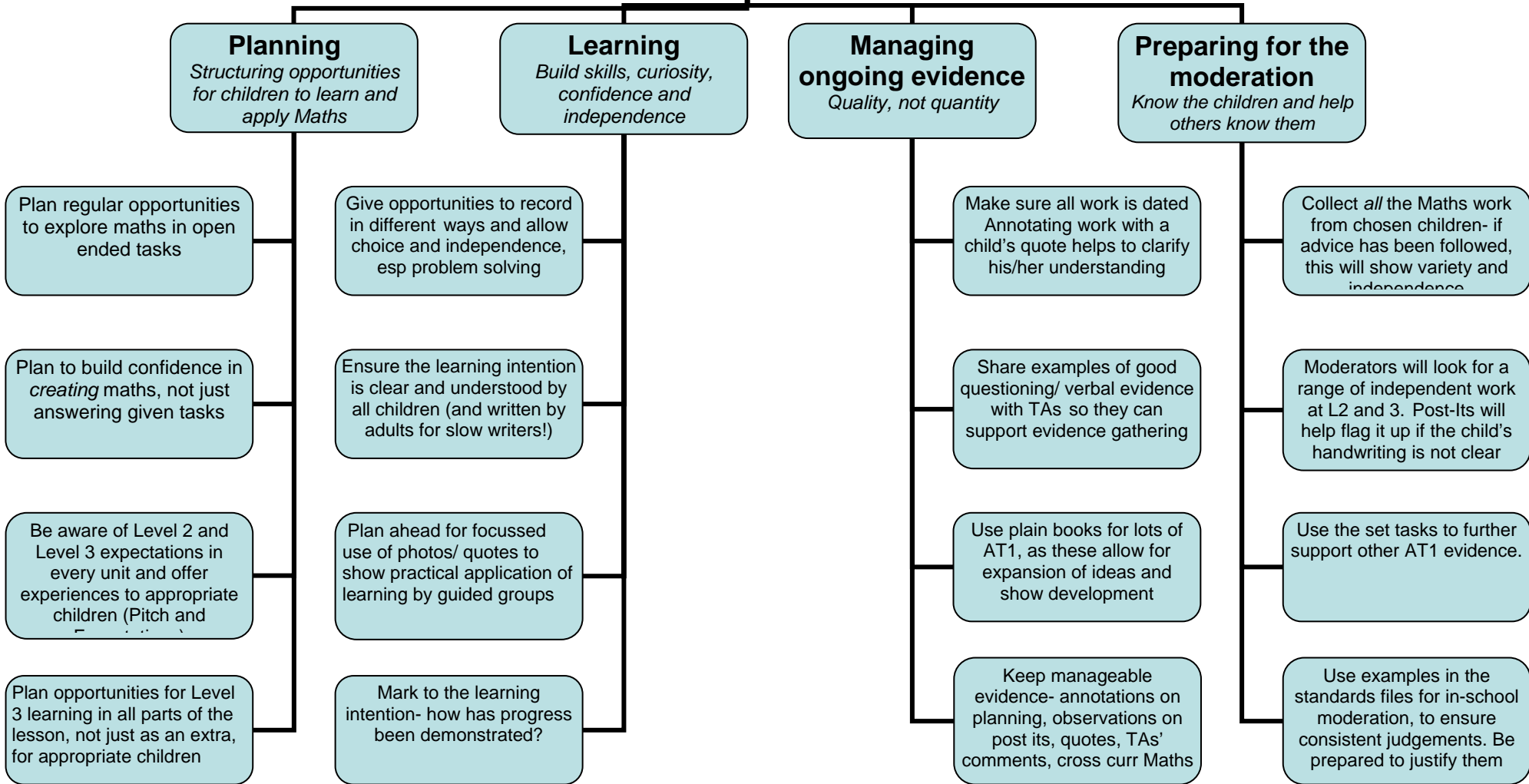
Tracking Objectives Year R and 1

	Year R Securing ELG introducing aspects of level 1	Year 1 Securing level 1 introducing aspects of level 2	
Using and applying	Solve practical problems.	Solve problems involving x/- halving, doubling.	
	Match numerals to numbers of objects.	Describe a problem.	
	Sort objects and justify.	Select information & equipment to solve problems.	
	Talk about, recognise and create simple patterns.	Describe simple patterns and relationships.	
	Describe solutions to problems.	Describe ways of solving puzzles, explain choices.	
Knowing and using numbers facts	Find one more/less than a number 1-10.	Recall pairs of numbers totalling 10. +facts for totals to 5 and corresponding subtraction facts.	
	Select 2 groups of objects to make a given total.	Recall doubles of numbers to at least 10.	
		Count forward and back in 1s, 2s, 5s, 10s and derive multiples of 2, 5, 10.	
Calculating	Understand addition and subtraction.	Know + as counting on and can be done in any order.	
	Use vocab of addition and subtraction.	Find difference by counting up.	
	Share objects into equal groups.	+1 digit number or multiple of 10 to a 1 digit or 2 digit number.	
	Count repeated groups of the same size.	-1 digit number from 1 or 2 digit number, multiple of 10 from 2 digit number.	
		Combine groups of 2, 5 or 10 or share into equal groups.	
		Use addition and subtraction vocab and symbols to describe and record number sentences.	
Counting and understanding number	Count reliably up to 10 everyday objects.	Count reliably up to 20.	
	Estimate the number of objects.	Estimate the number of objects.	
	Say and use number names in order.	Use vocab to compare and order numbers.	
	Use more/less than to compare 2 numbers.	Use = sign.	
	Use ordinal numbers.	Read write and order numbers to 20.	
	Recognise numerals 1 to 9.	Say number 1 more/less than any number or 10 more/less than a multiple of 10.	
		Use vocab of halves and quarters in context.	
Understanding shape	Use everyday words to describe position.	Visualise and use everyday words to describe position, direction and distance.	
	Use everyday words to describe shapes.	Visualise, name and describe properties of common 2 and 3D shapes.	
	Create and recreate patterns and models.	Identify objects that turn about a point.	
		Recognise and make whole $\frac{1}{2}$ and $\frac{1}{4}$ turns.	
Measuring	Use everyday language to compare quantities.	Compare and measure objects using uniform units.	
	Order and sequence events	Read time to nearest hour and $\frac{1}{2}$ hour. Order days, months.	
	Use everyday language related to time.		
Handling data	Sort objects, identify similarities/differences.	Sort objects into groups according to criterion, choose suitable criterion.	
	Use drawing to show how many objects share a property.	Record information in tables and list, block graphs or pictograms.	

Tracking Objectives Year 2 and 3

	Year 2 Consolidation of level 2 introducing aspects of level 3	Year 3 Securing progression of level 2 into level 3
Using and applying	Solve problems involving +, -, x, ÷ in context.	Solve one and two step problems inc. time.
	Identify info to solve problem, check solution.	Represent info in a given puzzle – find solution.
	Choose equipment and organise information	Identify important info, organise and interpret it.
	Describe patterns, make predictions.	Identify patterns and relationships, use to solve problems.
	Present solutions and explain decisions, using maths language and number sentences.	Describe and explain methods, choices and solutions to puzzles.
Knowing and using numbers facts	Derive and recall +/- for numbers to 10, pairs with a total of 20 and multiples of 10 totalling 100.	Derive and recall +/- for numbers to 20, sums and differences of multiples of 10 and pairs that total 100.
	Derive and recall 2, 5, 10 times table and related division.	Derive and recall 2, 3, 4, 5, 6, 10 times table and related division.
	Derive doubles to 20 and corresponding halves.	
	Estimate and check answers.	Estimate and check including using inverses.
Calculating	+/- mentally a 1 digit no or multiple of 10 to a two digit number.	+/- mentally combinations of 1 and 2 digit numbers.
	Informal written methods for +/-.	Written methods for +/- 2 and 3 digit numbers.
	Understand – as the inverse of +.	Multiply 1 and 2 digit numbers by 10 or 100.
	Understand x as repeated +, ÷ as repeated -.	Understand ÷ as the inverse of x and vice versa.
	Practical and informal methods of x and ÷.	Informal methods of x and ÷ 2 digit numbers.
	Use and interpret +, -, x, ÷, = calculate value of an unknown in a number sentence.	Find unit fractions of numbers and quantities.
Counting and understanding number	Count up to 100 by grouping into 2, 5, 10.	Count in single digit steps or multiples of 10.
	Read, write 2 and 3 digit. Recognise odd/even.	
	Order 2 digit numbers <, >.	Read write and order numbers to 1000.
	Partition 2 digit numbers in different ways..	Partition 3 digit numbers in different ways
	Round 2 digit numbers to nearest 10.	Round 2 or 3 digit numbers to nearest 10 or 100.
	Find ½ ¼ ¾ of shapes and sets of objects.	Read, write fractions, know denominator and numerator.
		Identify and estimate fractions of shapes.
Understanding shape	Follow and give instructions for movement.	Use vocab of position and direction inc. compass.
	Visualise and describe common 2D and 3D shapes.	Draw and made 2D and 3D shapes.
	Identify and draw reflective symmetry.	Draw and complete shapes with reflective symmetry.
	Recognise ½ ¼ turns clockwise and anticlockwise.	Identify and use right angles.
Measuring	Use standard units to estimate compare measure.	Know relationships between units.
	Read numbered divisions on a scale.	Read to nearest ½ division partially numbered scales; use info to measure and draw accurately.
	Use units of time and know relationship between them. Read time to the ¼ hour.	Read time on digital and nearest 5 minutes on analogue clock. Calculate time intervals.
Handling data	Use lists tables and diagrams to sort objects, explain choices.	Use Venn and Carroll diagrams to sort data and objects using more than one criterion.
	Answer questions by collecting and recording data represent in block graphs and pictograms. Use ICT.	Answer a question by collecting, organising and interpreting data. Use tally charts, frequency tables, pictograms, bar charts. Use ICT.

**Check for
KS1 Moderation**



****NB: The Year 2 Teacher representing the school at moderation needs to know about all the children in the sample.**

Advice for schools completing the KS1 tasks

Many teachers have found it useful to plan a range of tasks across the school year and for their children to have a special book or folder for this work. These regular opportunities to tackle open ended tasks mean that their children are confident with this way of approaching mathematical learning and are better prepared for the moderation.

If you are looking for ideas for appropriate tasks don't forget you have the bank of tasks from previous years. They all come with levelling sheets that you may find helpful. There are further examples of similar tasks in the primary mathematics section of www.kenttrustweb and on the nrich site at www.nrich.

If you are looking for more guidance for levelling problem solving and investigative tasks there is guidance available on www.kenttrustweb. The Assessing Pupil Progress guidance for AT1 at Levels 1, 2 and 3 and the relevant standards files may also be supportive.

For the **2011 tasks** children will need access to practical equipment-dominoes, 2D shapes and interlocking cubes. It is probably useful for them to have had plenty of opportunity to explore and play with these resources before tackling the tasks.

All the tasks can be approached individually, in pairs or small groups. The first two need to be attempted by all children in Year 2 and in Year 3 who are taking the Year 2 or Year 3 mathematics test or taking part in the level 1 task. The third task is only intended for more able pupils.

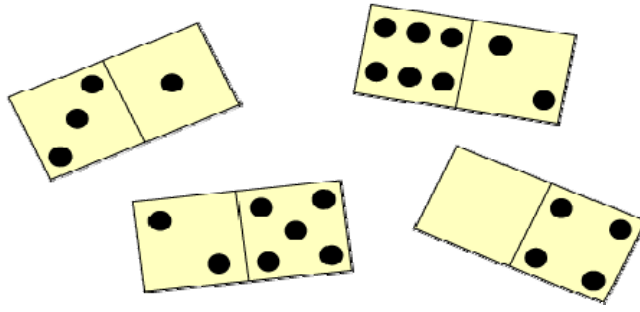
There should be no need for teachers to make a worksheet or photocopy the pages from the "Red book". All the tasks are designed to be explained orally and recorded on a plain piece of paper. Experience suggests it is best to avoid giving the extension questions to the children before they have had an opportunity to tackle the initial task as some children may naturally extend the task without prompting.

Many schools are finding it useful to organise regular cross phase and whole school moderation of mathematics and to view the KS1 moderation as part of their ongoing assessment cycle. It is certainly good practice to involve the maths subject leader and other members of staff, most especially those from Year 6, in the preparations for KS1 moderation.

Teachers in Years 2 and 3 will need to plan in time to moderate all aspects of mathematics in order to standardise their teacher assessments. In addition they will need further time to consider those samples that they intend to bring to moderation. Schools have also found it useful to share and agree all samples at a staff meeting prior to moderation.

It is unreasonable to expect a teacher to represent their colleagues and their school unless there has been adequate time for moderation and a briefing.

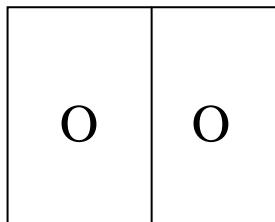
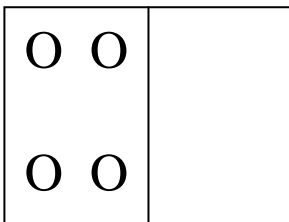
Exploring Dominoes



You will need a complete set of dominoes.

Explore the dominoes to find out how many different **pairs** of dominoes have 6 spots in total?

Here is an example-:



$$4+0+1+1= 6$$

How many can you find?
What do you notice?

Simplifications –

How many **single** dominoes have spots that total 5?
How many **single** dominoes have spots with a difference of 2?

Extension-

Try using 3 dominoes to reach a total of 6 spots.

What about 4?

Is it possible with more than 5 dominoes? Why do you think that?

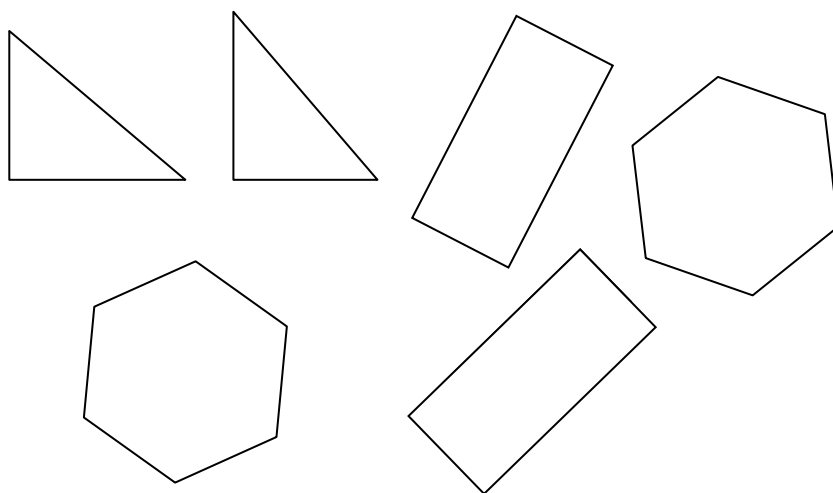
Answers to pairs for 6

1, 0 +1, 4 or +2 ,3 , or +5, 0
1,1+ 2, 2 or +3 ,1 or +4, 0
2, 0 +2, 2 or +3, 1 or +4, 0
1, 2 + 3, 0
0, 0 +1, 5 or +2, 4 or, 3+3 or 6,0

Dominoes levelling support

<p>Have system for finding the possibilities</p> <ul style="list-style-type: none"> • Can find some sets that total 6 (random) • Can find most of the sets that total 6 (random) • Notice links between the sets, use them to find other answers 	<p><i>Level 1</i> <i>Level 2</i> <i>Level 3</i></p>
<p>Organise the recording of the possibilities</p> <ul style="list-style-type: none"> • Sets recorded with a display of practical resources,(photographed) or pictures (random) • Sets recorded in pictures with some evidence of an order such as use of doubles • Sets recorded in an ordered way such as using numbers and symbols including zero to represent a blank domino e.g. $2+0+3+1=6$ 	<p><i>Level 1</i> <i>Level 2</i> <i>Level 3</i></p>
<p>Use a method of tracking what has been included and what has not</p> <ul style="list-style-type: none"> • Needed adult support to check work or continue looking for possibilities • Some attempt made to check for repeats or missing answers • Refers to recording system adopted to find repeats or missing answers (independently) 	<p><i>Level 1</i> <i>Level 2</i> <i>Level 3</i></p>
<p>Have a way of deciding when all possibilities have been found</p> <ul style="list-style-type: none"> • Unable to discuss the concept that all possibilities have been found • Able to describe verbally why they think all the possibilities have been found • Able to give some justification(spoken/written) for why all possibilities have been found 	<p><i>Level 1</i> <i>Level 2</i> <i>Level 3</i></p>

Making symmetrical patterns



Find these shapes in your shapes box.

- 2 identical right angled triangles
- 2 identical rectangles
- 2 identical hexagons

Put them **all** in a straight line to make a symmetrical pattern. Don't forget to show the line of symmetry.

(It doesn't matter how you orientate them but remember to keep the orientation the same as you explore further.)

Now rearrange the shapes to make as many new symmetrical patterns along the straight line as you can.

How many symmetrical patterns can you make using these 6 shapes?

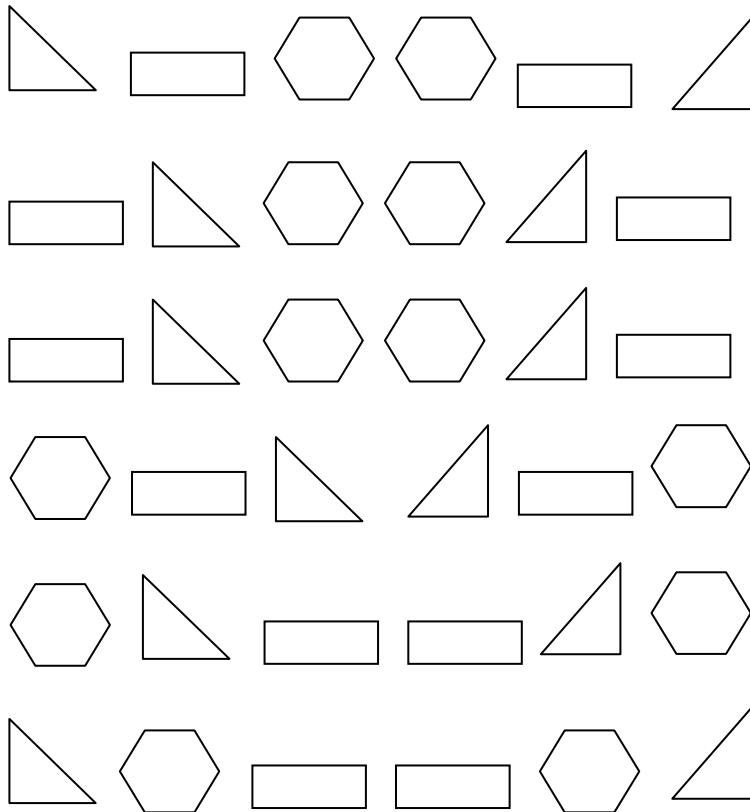
Extension

What would happen if you change the orientation of the shapes?

What would happen if you introduced another shape?

Can you make a pattern with 2 lines of symmetry?

one possible set of answers



NB: – in this case the orientation of each shape is the same in each new example until the 6 possibilities are found.

However your children may also like to explore the range of symmetrical patterns they can create if they do change the orientation.

For example –Can you create new patterns if you stand the rectangle on one of its shorter sides or the hexagon on one of its corners?

Symmetrical patterns levelling support

<p>Have system for finding the possibilities</p> <ul style="list-style-type: none"> • Can find some sets that are symmetrical (random) • Can find all of the sets that symmetrical (random) • Notices links between the sets such as the 2 with hexagon in the centre, uses them to find other answers 	<p><i>Level 1</i> <i>Level 2</i> <i>Level 3</i></p>
<p>Organise the recording of the possibilities</p> <ul style="list-style-type: none"> • Patterns s recorded with a display of practical resources, (photographed) or pictures (random) • Sets recorded in pictures with some evidence of an order such as those starting with triangles recorded first • Sets recorded in an ordered way such as using diagrams or symbols 	<p><i>Level 1</i> <i>Level 2</i> <i>Level 3</i></p>
<p>Use a method of tracking what has been included and what has not</p> <ul style="list-style-type: none"> • Needed adult support to check work or continue looking for possibilities • Some attempt made to check for repeats or missing answers • Refers to recording system adopted to find repeats or missing answers (independently) 	<p><i>Level 1</i> <i>Level 2</i> <i>Level 3</i></p>
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Exploring growing patterns

L3 investigation

Allow children to explore “multi-link” or similar cubes and show them how to make a series of shapes that they can see growing as they add more cubes. Ensure that they realise that the colour of the cubes they use doesn’t matter.

Encourage them to talk about their pattern and how it is changing as it grows.

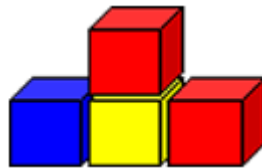
Now

-introduce this “up-and-down staircase” pattern from www.nrich.maths.org if no one has already made it -:

1 block is needed to make an up and down staircase with 1 step up and 1 step down.



4 blocks are needed to make an up and down staircase with 2 steps up and 2 steps down



.....and so on.

How many blocks are needed for a 3 step up-and-down staircase?

How many blocks would be needed to build an up-and-down staircase with 5 steps up and 5 steps down?

Ask the children to make the first 3 patterns in this sequence and then predict how many cubes will be needed for the 5th pattern.

Then let them try it and see if they were correct.

Explain how you would work out the number of blocks needed to build a 100 steps staircase or one with any number of steps

Try making a table of the number of blocks needed for each numbers of steps.

Can you rearrange the blocks for each staircase to make a square pattern? How might this help?

Answers

1 step - 1 block
2 steps - 4 blocks
3 steps - 9 blocks
4 steps - 16 blocks
5 steps - 25 blocks

So ...if you multiply the number of steps by itself (generating square numbers) you will find out the number of blocks needed.

You can prove this by taking one half of the staircase and putting on top of the other half which will make a square.

6 steps would be $6 \times 6 = 36$ etc.

100 steps would be $100 \times 100 = 10\,000$ (if you have enough bricks.)

Any number of steps would be any number...let's call that N multiplied by itself, so $N \times N$

Extension - explore another growing pattern of their own, in the same way, and look for the rule.

Exploring growing patterns levelling support

<p>Decide on the information needed to describe and continue a pattern</p> <ul style="list-style-type: none"> • Can devise the first shape for a growing pattern and then continue it, using apparatus • Follow a line of enquiry to continue the pattern using apparatus, drawings or diagrams and use first, second etc to describe their work 	<p><i>Level 2</i></p> <p><i>Level 3</i></p>
<p>Describe the rule of their pattern in pictures, words, mathematical symbols or diagrams</p> <ul style="list-style-type: none"> • Recognise and explain a pattern in words (orally) and record the results as simple diagrams • Use diagrams and symbols to represent their pattern and to describe a simple rule found in their results 	<p><i>Level 2</i></p> <p><i>Level 3</i></p>
<p>Give examples to match a given statement and ones which will not</p> <ul style="list-style-type: none"> • Predict with some accuracy how the pattern will develop as it continues, with reference to results already found • Suggest a simple rule to decide whether a given number of cubes will be needed to make a shape to continue the sequence. 	<p><i>Level 2</i></p> <p><i>Level 3</i></p>

The Moderation Process

Mathematics: making a level judgment

Use these steps to formalise your assessment of pupils' Mathematics into attainment target level judgements.

You will need:

- Evidence of pupil's Mathematics that shows most independence, e.g. from work in other subjects as well as in Mathematics lessons.
- Other evidence about the pupil as a Mathematician, e.g. notes on plans, pupil's own reflections, your own recollections of classroom interactions, oral answers given during mental starters.
- A copy of the assessment guidelines for the level borderline that is your starting point.

Step 1: Making assessment focus judgements in Ma2 Number.

Begin with the assessment guidelines for Ma2 Number

- Look at the criteria within each AF. Decide which level describes the pupil best.
- Record the level of each AF in the appropriate box.
- Record 'insufficient evidence' (IE) if you do not know enough about this aspect of the pupil's Mathematics to make a judgement. This has implications for planning.
- If you feel the pupil is operating below the level, check the criteria on the assessment guidelines for the level below.



Step 2: Making an overall level judgement for Ma2 Number.

Now make your level decision for Ma2 Number:

- Your AF judgements give an impression for the best-fit level for Ma2.
- Read the complete level descriptions for both levels to confirm your impression of the best fit level for Ma2

Decide whether the level is Low, Secure or High. Do this by thinking about what the pupil demonstrates:

- How much of the level?
- How consistency?
- How independently?
- In what range of contexts?

Tick the relevant Low, Secure or High box for the level



Step 3: Repeat the process for Ma1.

For the Ma1 judgement, consider how the pupil uses and applies the Mathematics of Ma1, Ma3 and Ma4

ASSESSING PUPIL PROGRESS GRIDS

LEVELS 1, 2 and 3

Mathematics

Reading

Writing

Using and applying Mathematics

	Problem solving	Communicating	Reasoning
L3	<ul style="list-style-type: none"> ◆ Select the Mathematics they use in a wider range of classroom activities, e.g. <ul style="list-style-type: none"> - use classroom discussions to break into a problem, recognising similarities to previous work. - put the problem into their own words. - choose their own equipment appropriate to the task, including calculators. ◆ Try different approaches and find ways of overcoming difficulties that arise when they are solving problems e.g. <ul style="list-style-type: none"> - check their work and make appropriate corrections, for example decide that two numbers less than 100 cannot give a total more than 200 and correct the addition. <p><i>Begin to look for patterns in results as they work and use them to find other possible outcomes.</i></p> 	<ul style="list-style-type: none"> ◆ Begin to organise their work and check results, e.g. <ul style="list-style-type: none"> - begin to develop own ways of recording - develop an organised approach as they get into recording their work on a problem ◆ Discuss their mathematical work and begin to explain their thinking, e.g. <ul style="list-style-type: none"> - use appropriate mathematical vocabulary - talk about their findings by referring to their written work ◆ Use and interpret mathematical symbols and diagrams. 	<ul style="list-style-type: none"> ◆ Understand a general statement by finding particular examples that match it, e.g. <ul style="list-style-type: none"> - make a generalisation with the assistance of probing questions and prompts ◆ Review their work and reasoning, e.g. <ul style="list-style-type: none"> - respond to "What if?" questions - when they have solved a problem, pose a similar problem for a partner
	Level 3	Level 3	Level 3
L2	<ul style="list-style-type: none"> ◆ Select the Mathematics they use in some classroom activities, e.g. with support <ul style="list-style-type: none"> - find a starting point, identifying key facts / relevant information - use apparatus, diagrams, role play etc to represent and clarify a problem - move between different representations of a problem e.g. a situation described in words, a diagram etc. - adopt a suggested model or systematic approach - make connections and apply their knowledge to similar situations 	<ul style="list-style-type: none"> ◆ Discuss their work using mathematical language, e.g. with support. <ul style="list-style-type: none"> - describe the strategies and methods they use in their work - listen to others' explanations, try to make sense of them, compare... evaluate... ◆ Begin to represent their work using symbols and simple diagrams, e.g. with support. <ul style="list-style-type: none"> - use pictures, diagrams and symbols to communicate their thinking, or demonstrate a solution or process - begin to appreciate the need to record and develop their own methods of recording 	<ul style="list-style-type: none"> ◆ Explain why an answer is correct, e.g. with support. <ul style="list-style-type: none"> - test a statement such as, 'The number twelve ends with a 2 so 12 sweets can't be shared equally by 3 children' ◆ Predict what comes next in a simple number, shape or spatial pattern or sequence and give reasons for their opinions.
	Level 2	Level 2	Level 2
L1	<ul style="list-style-type: none"> ◆ Use Mathematics as an integral part of classroom activities, e.g. with support <ul style="list-style-type: none"> - engage with practical mathematical activities involving sorting, counting and measuring by direct comparison 	<ul style="list-style-type: none"> ◆ Represent their work with objects or pictures ◆ Discuss their work, e.g. with support <ul style="list-style-type: none"> - refer to the materials they have used and talk about what they have done 	<ul style="list-style-type: none"> ◆ Draw simple conclusions from their work e.g. with support <ul style="list-style-type: none"> - describe how they have sorted objects - talk about which set has most, which object is biggest, smallest, tallest etc ◆ Recognise and use a simple pattern or relationship, e.g. with support <ul style="list-style-type: none"> - copy and continue a simple pattern
	Level 1	Level 1	Level 1
	Below level 1	Below level 1	Below level 1
	Insufficient evidence	Insufficient evidence	Insufficient evidence

Ma1 Using and Applying, Level 3

Pupils try different approaches and find ways of overcoming difficulties that arise when they are solving problems. They are beginning to organise their work and check results. Pupils discuss their mathematical work and are beginning to explain their thinking. They use and interpret mathematical symbols and diagrams. Pupils show that they understand a general statement by finding particular examples that match it

Ma1 Using and Applying, Level 2

Pupils select the Mathematics they use in some classroom activities. They discuss their work using some mathematical language and are beginning to represent it using symbols and simple diagrams. They explain why an answer is correct.

Ma1 Using and Applying, Level 1

Pupils use Mathematics as an integral part of classroom activities. They represent their work with objects or pictures and discuss it. They recognise and use a simple pattern or relationship.

	Counting and understanding numbers		Knowing and using number facts			
	Numbers and the number system	Fractions	Operations, relationships between them	Mental methods	Solving numerical problems	Written methods
L3	<ul style="list-style-type: none"> Understand place value in numbers to 1000 e.g. <ul style="list-style-type: none"> represent / compare numbers using number lines, 100-squares, base 10 materials etc recognise that some numbers can be represented as different arrays use understanding of place value to multiply/ divide whole numbers by 10 (whole number answers) Use place value to make approximations Recognise negative numbers in contexts such as temperature Recognise a wider range of sequences, e.g. <ul style="list-style-type: none"> recognise sequences of multiples of 2, 5 and 10 	<ul style="list-style-type: none"> Use simple fractions that are several parts of a whole and recognise when two simple fractions are equivalent e.g. <ul style="list-style-type: none"> understand and use unit fractions such as $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, $\frac{1}{10}$ and find those fractions of shapes and sets of objects recognise and record fractions that are several parts of the whole such as $\frac{3}{4}$, $\frac{2}{5}$ recognise some fractions that are equivalent to $\frac{1}{2}$ Begin to use decimal notation in contexts such as money, e.g. <ul style="list-style-type: none"> order decimals with one dp, or two dp in context of money know that £3.06 equals 306p 	<ul style="list-style-type: none"> Derive associated division facts from known multiplication facts, e.g. <ul style="list-style-type: none"> given a number sentence, use understanding of operations to create related sentences, e.g. given $14 \times 5 = 70$, create $5 \times 14 = 70$, $70 \div 5 = 14$, $70 \div 14 = 5$, $14 \times 5 = 10 \times 5$ add 4×5 use inverses to find missing whole numbers in problems such as, 'I think of number, double it and add 5. The answer is 35. What was my number?' Begin to understand the role of '=' , the 'equals' sign e.g. <ul style="list-style-type: none"> solve 'balancing' problems such as $7 \times 10 = 82 - \square$ 	<ul style="list-style-type: none"> Add and subtract 2-digit numbers mentally e.g. <ul style="list-style-type: none"> calculate $36 + 19$, $63 - 26$, and complements to 100 such as $100 - 24$ Use mental recall of the 2, 3, 4, 5 and 10 multiplication tables, e.g. <ul style="list-style-type: none"> multiply a 2-digit number by 2, 3, 4 or 5 understand finding a quarter of a number of objects as halving the number and halving again. begin to know multiplication facts for 6, 8, 9 and 7x tables 	<ul style="list-style-type: none"> Use mental recall of addition and subtraction facts to 20 in solving problems involving larger numbers, e.g. <ul style="list-style-type: none"> choose to calculate mentally, on paper or with apparatus solve one-step whole number problems appropriately solve two-step problems that involve addition and subtraction Solve whole number problems including those involving multiplication or division that may give rise to remainders, e.g. <ul style="list-style-type: none"> identify appropriate operations to use round up or down after simple division, depending on context 	<ul style="list-style-type: none"> Add and subtract 3-digit numbers using written method, e.g. <ul style="list-style-type: none"> use written methods that involve bridging 10 or 100 add and subtract decimals in the context of money, where bridging is not required Multiply and divide 2-digit numbers by 2, 3, 4 or 5 as well as 10 with whole number answers and remainders e.g. <ul style="list-style-type: none"> calculate $49 \div 3$
L2	<ul style="list-style-type: none"> Count sets of objects reliably, e.g. <ul style="list-style-type: none"> group objects in tens, twos or fives to count them Begin to understand the place value of each digit, use this to order numbers up to 100, e.g. <ul style="list-style-type: none"> know the relative size of numbers to 100 use 0 as a place holder demonstrate knowledge using a range of models/images Recognise sequences of numbers, including odd and even numbers, e.g. <ul style="list-style-type: none"> continue a sequence that increases or decreases in regular steps recognise numbers from counting in tens or twos 	<ul style="list-style-type: none"> Begin to use halves and quarters, e.g. <ul style="list-style-type: none"> use the concept of a fraction of a small quantity in a practical context such as sharing sweets between two and getting $\frac{1}{2}$ each , among four and getting $\frac{1}{4}$ each work out halves of numbers up to 20 and beginning to recall them Relate the concept of half of a small quantity to the concept of half of a shape, e.g. <ul style="list-style-type: none"> shade one half or one quarter of a given shape including those divided into equal regions 	<ul style="list-style-type: none"> Use the knowledge that subtraction is the inverse of addition e.g. <ul style="list-style-type: none"> given 14, 6 and 8, make related number sentences $6 + 8 = 14$, $14 - 8 = 6$, $8 + 6 = 14$, $14 - 6 = 8$ Understand halving as a way of 'undoing' doubling and vice versa. 	<ul style="list-style-type: none"> Use mental recall of addition and subtraction facts to 10 e.g. <ul style="list-style-type: none"> use addition/subtraction facts to 10 and place value to add or subtract multiples of 10 e.g. know $3 + 7 = 10$ and use place value to derive $30 + 70 = 100$. Use mental calculation strategies to solve number problems including those involving money and measures, e.g. <ul style="list-style-type: none"> recall doubles to 10+10 and other significant doubles e.g. double 50p is 100p or £1 use knowledge of doubles to 10 + 10 to derive corresponding halves 	<ul style="list-style-type: none"> Choose the appropriate operation when solving addition and subtraction problems <ul style="list-style-type: none"> use repeated addition to solve multiplication problems begin to use repeated subtraction or sharing equally to solve division problems Solve number problems involving money and measures e.g. <ul style="list-style-type: none"> add/subtract two-digit and one-digit numbers, bridging tens where necessary in contexts using units such as pence, pounds, centimetres 	<ul style="list-style-type: none"> Record their work in writing, e.g. <ul style="list-style-type: none"> record their mental calculations as number sentences
L1	<ul style="list-style-type: none"> Count up to 10 objects, e.g. <ul style="list-style-type: none"> estimate and check a number Read, write numbers to 10 <ul style="list-style-type: none"> perhaps with some reversal Order numbers to 10 <ul style="list-style-type: none"> say what number comes next, is one more / less count back to zero place 1-10 into ascending order point to first, second... object etc 	<ul style="list-style-type: none"> Begin to use the fraction, one-half, e.g. <ul style="list-style-type: none"> halve shapes including folding paper shapes, lengths of string put water in a clear container so that it is about 'half-full' halve an even number of objects 	<ul style="list-style-type: none"> understand addition as finding the total of two or more sets of objects understand subtraction as 'taking away' objects from a set and finding how many are left 	<ul style="list-style-type: none"> add and subtract numbers of objects to 10 begin to know some addition facts e.g. <ul style="list-style-type: none"> doubles of numbers to double 5 	<ul style="list-style-type: none"> Solve addition / subtraction problems involving up to 10 objects, e.g. <ul style="list-style-type: none"> given a number work out 'how many more to make...' choose which of given pairs of numbers add to a given total solve measuring problems such as how many balance with... recognise coin values to 10p, solve money problems 	<ul style="list-style-type: none"> Record their work, e.g. <ul style="list-style-type: none"> record their work with objects, pictures or diagrams begin to use the symbols '+' and '=' to record additions
	Level 3	Level 3	Level 3	Level 3	Level 3	Level 3
	Level 2	Level 2	Level 2	Level 2	Level 2	Level 2
	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1
	Below level 1	Below level 1	Below level 1	Below level 1	Below level 1	Below level 1
	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence

Ma2 Number, Level 3

Pupils show understanding of place value in numbers up to 1000 and use this to make approximations. They begin to use decimal notation and to recognise negative numbers, in contexts such as money and temperature. Pupils use mental recall of addition and subtraction facts to 20 in solving problems involving larger numbers. They add and subtract numbers with two digits mentally and numbers with three digits using written methods. They use mental recall of the 2, 3, 4, 5 and 10 multiplication tables and derive the associated division facts. They solve whole number problems involving multiplication or division, including those that give rise to remainders. They use simple fractions that are several parts of a whole and recognise when two simple fractions are equivalent.

Ma2 Number, Level 2

Pupils count sets of objects reliably, and use mental recall of addition and subtraction facts to 10. They begin to understand the place value of each digit in a number and use this to order numbers up to 100. They choose the appropriate operation when solving addition and subtraction problems. They use the knowledge that subtraction is the inverse of addition. They use mental calculation strategies to solve number problems involving money and measures. They recognise sequences of numbers, including odd and even numbers.

Ma2 Number, Level 1

Pupils count, order, add and subtract numbers when solving problems involving up to 10 objects. They read and write the numbers involved.

Handling data and Using and applying mathematics

	Processing and representing data	Interpreting data
L3	<ul style="list-style-type: none"> ◆ Gather information, e.g. <ul style="list-style-type: none"> - <i>decide what data to collect to answer a question e.g. what is the most common way to travel to school</i> - <i>make appropriate choices for recording data, e.g. a tally chart or frequency table</i> ◆ Construct bar charts and pictograms, where the symbol represents a group of units, e.g. <ul style="list-style-type: none"> - <i>decide how best to represent data, for example whether a bar chart, Venn diagram or pictogram would show the information most clearly</i> - <i>decide upon an appropriate scale for a graph, for example labelled divisions of 2, or, for a pictogram, one symbol to represent 2 or 5</i> ◆ Use Venn and Carroll diagrams to record their sorting and classifying of information, e.g. <ul style="list-style-type: none"> - <i>represent sorting using one or two criteria typical of level 2 and 3 mathematics e.g. shapes sorted using properties such as right angles and equal sides</i> 	<ul style="list-style-type: none"> ◆ Extract and interpret information presented in simple tables lists, bar charts and pictograms, e.g. <ul style="list-style-type: none"> - <i>use a key to interpret represented data</i> - <i>read scales labelled in twos, fives and tens, including reading between labelled divisions such as a point halfway between 40 and 50 or 8 and 10</i> - <i>compare data e.g. say how many more... than... and recognise the category that has most/least.</i> - <i>respond to questions of a more complex nature such as 'How many children took part in this survey altogether?' or 'How would the data differ if we asked the children in year 6?'</i> - <i>in the context of data relating to everyday situations, understand the idea of 'certain' and 'impossible' relating to probability</i>
	Level 3	Level 3
L2	<ul style="list-style-type: none"> ◆ Sort objects and classify them using more than one criterion e.g. <ul style="list-style-type: none"> - <i>sort a given set of shapes using two criteria such as triangle / not triangle and blue / not blue</i> ◆ Understand vocabulary relating to handling data e.g. <ul style="list-style-type: none"> - <i>understand vocabulary such as sort, group, set, list, table, most common, most popular</i> ◆ Collect and sort data to test a simple hypothesis, e.g. <ul style="list-style-type: none"> - <i>count a show of hands to test the hypothesis 'most children in our class are in bed by 7.30pm'</i> ◆ Record results in simple lists, tables, pictograms and block graphs, e.g. <ul style="list-style-type: none"> - <i>present information in lists, tables and simple graphs where one symbol or block represents one unit</i> - <i>enter data into a simple computer database</i> 	<ul style="list-style-type: none"> ◆ Communicate their findings, using the simple lists, tables, pictograms and block graphs they have recorded, e.g. <ul style="list-style-type: none"> - <i>respond to questions about the data they have presented, e.g. how many of our names have 5 letters?</i> - <i>pose similar questions about their data for others to answer</i>
	Level 2	Level 2
L1	<ul style="list-style-type: none"> ◆ Sort and classify objects, e.g. <ul style="list-style-type: none"> - <i>sort using one criterion or sort into disjoint sets using two simple criteria such as boy / girl or thick / thin</i> - <i>sort objects into a given large scale Venn or Carroll diagram</i> ◆ Represent their work, e.g. <ul style="list-style-type: none"> - <i>use the objects they have sorted as a record</i> - <i>use objects/pictures to create simple block graphs</i> 	<ul style="list-style-type: none"> ◆ Demonstrate the criterion they have used, e.g. <ul style="list-style-type: none"> - <i>respond to questions about how they have sorted objects and why each object belongs in a set</i> - <i>talk about which set has most, for example 'most children stayed at school for lunch'</i>
	Level 1	Level 1
	Below level 1	Below level 1
	Insufficient evidence	Insufficient evidence

Ma2 Handling data, Level 3 (included in programme of study for Ma2 Number in key stage 1)

Pupils extract and interpret information presented in simple tables and lists. They construct bar charts and pictograms, where the symbol represents a group of units, to communicate information they have gathered, and they interpret information presented to them in these forms

Ma4 Handling data, Level 2 (included in programme of study for Ma2 Number in key stage 1)

Pupils sort objects and classify them using more than one criterion. When they have gathered information, pupils record results in simple lists, tables and block graphs, in order to communicate their findings.

Ma4 Handling data, Level 1 (included in programme of study for Ma2 Number in key stage 1)

Pupils sort objects and classify them, demonstrating the criterion they have used.

Reading: flow chart for completing assessment guidelines

Step 1: Making assessment focus judgements

For each AF, starting with **AF1 for level 2 and level 3** and **AF2 for all other levels**:

- look at the evidence in relation to all the criteria for both the higher and lower levels at this borderline and highlight those that have been met.
- make a best-fit judgement whether the higher or lower level has been achieved and tick the appropriate level-related box.
- if there is some evidence for an AF but not enough to make a judgement at the lower level, tick the BL (Below Level) box.
- if there is no evidence for a particular AF, tick the IE (Insufficient Evidence) box.

If you ticked BL for more than one AF, check whether you should be using the assessment guidelines for the level borderline below.

If you have ticked all, or almost all, the criteria for the higher level, check whether you should be using the assessment guidelines for the level borderline above.



Step 2: Making an overall level judgement

Check your AF judgements against the requirements for each level:

For **level 2**: ticks at level 2 for AF1, AF2 and some highlighting at level 2 for AF3

For **level 3**: ticks at level 3 for AF2, AF3 and one other AF out of AFs 1, 4, 5, 6, 7.

AF 1 is not assessed separately beyond level 3

For **level 4**: ticks at level 4 for AF2 and AF3 and at least one other AF.

For **level 5**: ticks at level 5 for any four AFs provided there is level 4 for AF3.

For **all other levels**: ticks for any four AFs at the target level.

If you have ticked IE for more than two AFs, there may be insufficient evidence to make an overall level judgement, in which case IE should be awarded.

Now finalise the overall level judgement by deciding whether the level is **low, secure or high**.

Low – meets the minimum requirements for the level.

Secure – meets the minimum requirements for the level with some additional highlighting of criteria at the level in most other AFs.

High – the criteria for the level are highlighted across all, or almost all, the AFs, with some criteria in the level above likely to be highlighted as well.

Your decision should take account of how fully and consistently the criteria have been met and how far the pupil demonstrates independence and choice across a range of evidence.



Step 3: Checking the overall level judgement

Finally, check the overall judgement by comparing the evidence with the relevant standard files.

Reading assessment guidelines: levels 1 and 2

Pupil name _____

Class / Group _____

Date _____

	AF1 - use a range of strategies, including accurate decoding of text, to read for meaning	AF2 - understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	AF3 - deduce, infer or interpret information, events or ideas from texts	AF4 - identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level	AF5 - explain and comment on writers' use of language, including grammatical and literary features at word and sentence level	AF6 - identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader	AF7 - relate texts to their social, cultural and historical traditions
Level 2	<p>In some reading</p> <ul style="list-style-type: none"> range of key words read on sight unfamiliar words decoded using appropriate strategies, eg <i>blending sounds</i> some fluency and expression, eg <i>taking account of punctuation, speech marks</i> 	<p>In some reading</p> <ul style="list-style-type: none"> some specific, straightforward information recalled, eg <i>names of characters, main ingredients</i> generally clear idea of where to look for information, eg <i>about characters, topics</i> 	<p>In some reading</p> <ul style="list-style-type: none"> simple, plausible inference about events and information, using evidence from text eg <i>how a character is feeling, what makes a plant grow</i> comments based on textual cues, sometimes misunderstood 	<p>In some reading</p> <ul style="list-style-type: none"> some awareness of use of features of organisation, eg <i>beginning and ending of story, types of punctuation</i> 	<p>In some reading</p> <ul style="list-style-type: none"> some effective language choices noted, eg <i>'slimy' is a good word there</i> some familiar patterns of language identified, eg <i>once upon a time; first, next, last</i> 	<p>In some reading</p> <ul style="list-style-type: none"> some awareness that writers have viewpoints and purposes, eg <i>'it tells you how to do something', 'she thinks it's not fair'</i> simple statements about likes and dislikes in reading, sometimes with reasons 	<p>In some reading</p> <ul style="list-style-type: none"> general features of a few text types identified, eg <i>information books, stories, print media</i> some awareness that books are set in different times and places
Level 1	<p>In some reading, usually with support</p> <ul style="list-style-type: none"> some high frequency and familiar words read on sight phonic strategies used to decode some unfamiliar words some awareness of punctuation marks, eg <i>pausing at full stops</i> 	<p>In some reading, usually with support</p> <ul style="list-style-type: none"> some simple points from familiar texts recalled some pages/sections of interest located, eg <i>favourite characters/events/information/pictures</i> 	<p>In some reading, usually with support</p> <ul style="list-style-type: none"> reasonable inference at basic level, eg <i>identifying who is speaking in a story</i> comments/questions about meaning of parts of text, eg <i>details of illustrations, opening, impact of cover</i> 	<p>In some reading, usually with support</p> <ul style="list-style-type: none"> some awareness of meaning of simple text features, eg <i>font style, labels, titles</i> 	<p>In some reading, usually with support</p> <ul style="list-style-type: none"> comments on obvious features of language, eg <i>rhymes and refrains, significant words and phrases</i> 	<p>In some reading, usually with support</p> <ul style="list-style-type: none"> some simple comments about preferences, mostly linked to on own experience 	<p>In some reading, usually with support</p> <ul style="list-style-type: none"> a few basic features of well known story and information texts distinguished, eg <i>good and bad characters, photos and drawings</i>
BL							
IE							

Overall assessment (tick one box only)

Low 1

Secure 1

High 1

Low 2

Secure 2

High 2

Reading assessment guidelines: levels 2 and 3

Pupil name _____

Class / Group _____

Date _____

	AF1 - use a range of strategies, including accurate decoding of text, to read for meaning	AF2 - understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	AF3 - deduce, infer or interpret information, events or ideas from texts	AF4 - identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level	AF5 - explain and comment on writers' use of language, including grammatical and literary features at word and sentence level	AF6 - identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader	AF7 - relate texts to their social, cultural and historical traditions
Level 3	In most reading <ul style="list-style-type: none"> range of strategies used mostly effectively to read with fluency, understanding and expression 	In most reading <ul style="list-style-type: none"> simple, most obvious points identified though there may also be some misunderstanding, eg <i>about information from different places in the text</i> some comments include quotations from or references to text, but not always relevant, eg <i>often retelling or paraphrasing sections of the text rather than using it to support comment</i> 	In most reading <ul style="list-style-type: none"> straightforward inference based on a single point of reference in the text, eg <i>'he was upset because it says "he was crying"'</i> responses to text show meaning established at a literal level eg <i>"walking good" means "walking carefully"</i> or based on personal speculation eg <i>a response based on what they personally would be feeling rather than feelings of character in the text</i> 	In most reading <ul style="list-style-type: none"> a few basic features of organisation at text level identified, with little or no linked comment, eg <i>'it tells about all the different things you can do at the zoo'</i> 	In most reading <ul style="list-style-type: none"> a few basic features of writer's use of language identified, but with little or no comment, eg <i>'there are lots of adjectives'</i> or <i>'he uses speech marks to show there are lots of people there'</i> 	In most reading <ul style="list-style-type: none"> comments identify main purpose, eg <i>'the writer doesn't like violence'</i> express personal response but with little awareness of writer's viewpoint or effect on reader, eg <i>'she was just horrible like my nan is sometimes'</i> 	In most reading <ul style="list-style-type: none"> some simple connections between texts identified, eg <i>similarities in plot, topic, or books by same author, about same characters</i> recognition of some features of the context of texts, eg <i>historical setting, social or cultural background</i>
Level 2	In some reading <ul style="list-style-type: none"> range of key words read on sight unfamiliar words decoded using appropriate strategies, eg <i>blending sounds</i> some fluency and expression, eg <i>taking account of punctuation, speech marks</i> 	In some reading <ul style="list-style-type: none"> some specific, straightforward information recalled, eg <i>names of characters, main ingredients</i> generally clear idea of where to look for information, eg <i>about characters, topics</i> 	In some reading <ul style="list-style-type: none"> simple, plausible inference about events and information, using evidence from text eg <i>how a character is feeling, what makes a plant grow</i> comments based on textual cues, sometimes misunderstood 	In some reading <ul style="list-style-type: none"> some awareness of use of features of organisation, eg <i>beginning and ending of story, types of punctuation</i> 	In some reading <ul style="list-style-type: none"> some effective language choices noted, eg <i>'slimy' is a good word there</i> some familiar patterns of language identified, eg <i>once upon a time; first, next, last</i> 	In some reading <ul style="list-style-type: none"> some awareness that writers have viewpoints and purposes, eg <i>'it tells you how to do something', 'she thinks it's not fair'</i> simple statements about likes and dislikes in reading, sometimes with reasons 	In some reading <ul style="list-style-type: none"> general features of a few text types identified, eg <i>information books, stories, print media</i> some awareness that books are set in different times and places
BL							
IE							

Overall assessment (tick one box only)

Low 2

Secure 2

High 2

Low 3

Secure 3

High 3

Writing: flow chart for completing assessment guidelines

Step 1: Making assessment focus judgements

For each AF, starting with **AF5**:

- look at the evidence in relation to all the criteria for both the higher and lower levels at this borderline and highlight those that have been met.
- make a best-fit judgement whether the higher or lower level has been achieved and tick the appropriate level-related box.
- if there is some evidence for an AF but not enough to make a judgement at the lower level, tick the BL (Below Level) box.
- if there is no evidence for a particular AF, tick the IE (Insufficient Evidence) box.

If you ticked BL for more than one AF out of AFs 1 to 6, check whether you should be using the assessment guidelines for the level borderline below.

If you have ticked all, or almost all, the criteria for the higher level, check whether you should be using the assessment guidelines for the level borderline above.



Step 2: Making an overall level judgement

Check your AF judgements against the requirements for each level:

For **level 2**: ticks at level 2 for three out of AF5, AF6, AF1 and AF2 and either AF7 or AF8.

For **all other levels**: ticks at the level for any four AFs out of AFs 1 to 6.

If you have ticked IE for more than two AFs, there may be insufficient evidence to make an overall level judgement, in which case IE should be awarded.

Now finalise the overall level judgement by deciding whether the level is **low, secure or high**.

Low – meets the minimum requirements for the level.

Secure – meets the minimum requirements for the level with some additional highlighting of criteria at the level in most other AFs.

High: the criteria for the level are highlighted across all, or almost all, the AFs, with some criteria in the level above likely to be highlighted as well.

Your decision should take account of how fully and consistently the criteria have been met and how far the pupil demonstrates independence and choice across a range of evidence. Where evidence for AF7 and AF8 is significantly better/worse than the evidence for other AFs, it is likely to influence your judgement of low, secure or high.



Step 3: Checking the overall level judgement

Finally, check the overall judgement by comparing the evidence with the relevant standard files.

Writing Assessment Guidelines: Levels 1 and 2



Pupil name _____

Class / Group _____

Date _____

	AF5 - vary sentences for clarity, purpose and effect	AF6 - write with technical accuracy of syntax and punctuation in phrases, clauses and sentences	AF3 - organise and present whole texts effectively, sequencing and structuring information, ideas and events	AF4 - construct paragraphs and use cohesion within and between paragraphs	AF1 - write imaginative, interesting and thoughtful texts	AF2 - produce texts which are appropriate to task, reader and purpose	AF7 - select appropriate and effective vocabulary	AF8 - use correct spelling	Handwriting and presentation
Level 2	<p>In some forms of writing</p> <ul style="list-style-type: none"> ▪ some variation in sentence openings, <i>eg not always starting with name or pronoun</i> ▪ mainly simple sentences with <i>and</i> used to connect clauses ▪ past and present tense generally consistent 	<p>In some forms of writing</p> <ul style="list-style-type: none"> ▪ sentence structure mostly grammatically correct ▪ sentence demarcation with capital letters and full stops usually accurate ▪ some accurate use of question and exclamation marks, and commas in lists 	<p>In some forms of writing</p> <ul style="list-style-type: none"> ▪ some basic sequencing of ideas or material, <i>eg time-related words or phrases, line breaks, headings, numbers</i> ▪ openings and/or closings sometimes signalled 	<p>In some forms of writing</p> <ul style="list-style-type: none"> ▪ ideas in sections grouped by content, some linking by simple pronouns 	<p>In some forms of writing</p> <ul style="list-style-type: none"> ▪ mostly relevant ideas and content, sometimes repetitive or sparse ▪ some apt word choices create interest ▪ brief comments, questions about events or actions suggest viewpoint 	<p>In some forms of writing</p> <ul style="list-style-type: none"> ▪ some basic purpose established, <i>eg main features of story, report</i> ▪ some appropriate features of the given form used ▪ some attempts to adopt appropriate style 	<p>In some forms of writing</p> <ul style="list-style-type: none"> ▪ simple, often speech-like vocabulary conveys relevant meanings ▪ some adventurous word choices, <i>eg opportune use of new vocabulary</i> 	<p>In some forms of writing</p> <ul style="list-style-type: none"> ▪ usually correct spelling of <ul style="list-style-type: none"> ○ high frequency grammatical function words ○ common single morpheme content/lexical words ▪ likely errors <ul style="list-style-type: none"> ○ <i>inflected endings, eg past tense, plurals, adverbs</i> ○ <i>phonetic attempts at vowel digraphs</i> 	<p>In some forms of writing</p> <ul style="list-style-type: none"> ▪ letters generally correctly shaped but inconsistencies in orientation, size and use of upper/lower case letters ▪ clear letter formation, with ascenders and descenders distinguished, generally upper and lower case letters not mixed within words
Level 1	<p>In some writing, usually with support</p> <ul style="list-style-type: none"> ▪ reliance on simple phrases and clauses ▪ some sentence-like structures formed by chaining clauses together 	<p>In some writing, usually with support</p> <ul style="list-style-type: none"> ▪ mostly grammatically accurate clauses ▪ some awareness of use of full stops and capital letters, <i>e.g. beginning/end of sentence</i> 	<p>In some writing, usually with support</p> <ul style="list-style-type: none"> ▪ some formulaic phrases indicate start/end of text, <i>e.g. once upon a time, one day, the end</i> ▪ events/ideas sometimes in appropriate order, <i>e.g. actions listed in time sequence, items numbered</i> 	<p>In some writing, usually with support</p> <ul style="list-style-type: none"> ▪ simple connections between ideas, events, <i>e.g. repeated nouns, pronouns</i> 	<p>In some writing, usually with support</p> <ul style="list-style-type: none"> ▪ basic information and ideas conveyed through topic-related word choice ▪ little descriptive language 	<p>In some writing, usually with support</p> <ul style="list-style-type: none"> ▪ some indication of basic purpose, particular form or awareness of reader, <i>e.g. story, label, message</i> 	<p>In some writing, usually with support</p> <ul style="list-style-type: none"> ▪ mostly simple words, frequent repetition 	<p>In some writing, usually with support</p> <ul style="list-style-type: none"> ▪ usually correct spelling of <ul style="list-style-type: none"> ○ high frequency single morpheme words ○ non-inflected grammatical words ▪ likely errors <ul style="list-style-type: none"> ○ word division ○ phonetically plausible attempts at single and multiple morpheme words ○ use of letter names to approximate syllables and words 	<p>In some writing, usually with support</p> <ul style="list-style-type: none"> ▪ some letters formed clearly ▪ spaces between words ▪ a few ascenders /descenders and upper and lower case sometimes distinguished
BL									
IE									

Overall assessment (tick one box only)

Low 1

Secure 1

High 1

Low 2

Secure 2

High 2

Writing assessment guidelines: levels 2 and 3

Pupil name

Class / Group

Date

	AF5 – vary sentences for clarity, purpose and effect	AF6 – write with technical accuracy of syntax and punctuation in phrases, clauses and sentences	AF3 – organise and present whole texts effectively, sequencing and structuring information, ideas and events	AF4 – construct paragraphs and use cohesion within and between paragraphs	AF1 – write imaginative, interesting and thoughtful texts	AF2 – produce texts which are appropriate to task, reader and purpose	AF7 – select appropriate and effective vocabulary	AF8 – use correct spelling	Handwriting and presentation
Level 3	<p>In most writing</p> <ul style="list-style-type: none"> reliance mainly on simply structured sentences, variation with support, <i>eg some complex sentences</i> and, but, so are the most common connectives, subordination occasionally some limited variation in use of tense and verb forms, not always secure 	<p>In most writing</p> <ul style="list-style-type: none"> straightforward sentences usually demarcated accurately with full stops, capital letters, question and exclamation marks some, limited, use of speech punctuation comma splicing evident, particularly in narrative 	<p>In most writing</p> <ul style="list-style-type: none"> some attempt to organise ideas with related points placed next to each other openings and closings usually signalled some attempt to sequence ideas or material logically 	<p>In most writing</p> <ul style="list-style-type: none"> some internal structure within sections of text <i>eg one-sentence paragraphs or ideas loosely organised</i> within paragraphs / sections, some links between sentences, <i>eg use of pronouns or of adverbials</i> movement between paragraphs / sections sometimes abrupt or disjointed 	<p>In most writing</p> <ul style="list-style-type: none"> some appropriate ideas and content included some attempt to elaborate on basic information or events, <i>eg nouns expanded by simple adjectives</i> attempt to adopt viewpoint, though often not maintained or inconsistent, <i>eg attitude expressed, but with little elaboration</i> 	<p>In most writing</p> <ul style="list-style-type: none"> purpose established at a general level main features of selected form sometimes signalled to the reader some attempts at appropriate style, with attention to reader 	<p>In most writing</p> <ul style="list-style-type: none"> simple, generally appropriate vocabulary used, limited in range some words selected for effect or occasion 	<p>In most writing</p> <ul style="list-style-type: none"> correct spelling of <ul style="list-style-type: none"> some common grammatical function words some common content/lexical words with more than one morpheme, including compound words likely errors <ul style="list-style-type: none"> some inflected endings, <i>eg past tense, comparatives, adverbs</i> some phonetically plausible attempts at content/lexical words 	<p>In most writing</p> <ul style="list-style-type: none"> legible style, shows accurate and consistent letter formation, sometimes joined
Level 2	<p>In some forms of writing</p> <ul style="list-style-type: none"> some variation in sentence openings, <i>eg not always starting with name or pronoun</i> mainly simple sentences with <i>and</i> used to connect clauses past and present tense generally consistent 	<p>In some forms of writing</p> <ul style="list-style-type: none"> clause structure mostly grammatically correct sentence demarcation with capital letters and full stops usually accurate some accurate use of question and exclamation marks, and commas in lists 	<p>In some forms of writing</p> <ul style="list-style-type: none"> some basic sequencing of ideas or material, <i>eg time-related words or phrases, line breaks, headings, numbers</i> openings and/or closings sometimes signalled 	<p>In some forms of writing</p> <ul style="list-style-type: none"> ideas in sections grouped by content, some linking by simple pronouns 	<p>In some forms of writing</p> <ul style="list-style-type: none"> mostly relevant ideas and content, sometimes repetitive or sparse some apt word choices create interest brief comments, questions about events or actions suggest viewpoint 	<p>In some forms of writing</p> <ul style="list-style-type: none"> some basic purpose established, <i>eg main features of story, report</i> some appropriate features of the given form used some attempts to adopt appropriate style 	<p>In some forms of writing</p> <ul style="list-style-type: none"> simple, often speech-like vocabulary conveys relevant meanings some adventurous word choices, <i>eg opportune use of new vocabulary</i> 	<p>In some forms of writing</p> <ul style="list-style-type: none"> usually correct spelling of <ul style="list-style-type: none"> high frequency grammatical function words common single morpheme content/lexical words likely errors <ul style="list-style-type: none"> inflected endings, <i>eg past tense, plurals, adverbs</i> phonetic attempts at vowel digraphs 	<p>In some forms of writing</p> <ul style="list-style-type: none"> letters generally correctly shaped but inconsistencies in orientation, size and use of upper/lower case letters clear letter formation, with ascenders and descenders distinguished, generally upper and lower case letters not mixed within words
BL									
IE									

Overall assessment (tick one box only)

Low 2

Secure 2

High 2

Low 3

Secure 3

High 3

APPENDIX A

KS1/2 Maths Moderation 2011 - The Learning Group			
School:			
Child:			
Attainment Targets	Sch.	Table	Mod.
Using and Applying level			
Number level			
Overall Level			
Final moderated level			
Moderators' initials:		Date:	

KS1/2 Maths Moderation 2011 - The Learning Group			
School:			
Child:			
Attainment Targets	Sch.	Table	Mod.
Using and Applying level			
Number level			
Overall Level			
Final moderated level			
Moderators' initials:		Date:	

KS1/2 Maths Moderation 2011 - The Learning Group			
School:			
Child:			
Attainment Targets	Sch.	Table	Mod.
Using and Applying level			
Number level			
Overall Level			
Final moderated level			
Moderators' initials:		Date:	

KS1/2 Maths Moderation 2011 - The Learning Group			
School:			
Child:			
Attainment Targets	Sch.	Table	Mod.
Using and Applying level			
Number level			
Overall Level			
Final moderated level			
Moderators' initials:		Date:	

National curriculum assessment 2011

GUIDANCE FOR NOTIFICATION OF A CHILD WORKING AT THE LEVEL OF THE KEY STAGE 1 TASKS, OR TESTS, BUT UNABLE TO ACCESS THEM

Introduction

The form *Notification of a child working at the level of the tests but unable to access them* is provided to assist schools in recording details for such pupils. Schools may prefer to use their own format or one provided by their local authority (LA).

Please note, in most cases where children are not able to access an individual task or test their teacher will still be able to make an overall teacher assessment based on the work of that child throughout the year. This form is for those children. For children who need to be disapplied from teacher assessment in one or more attainment targets you should use the form *Notification of disapplication from teacher assessment at key stage 1*.

Before completing the form

Please ensure that you:

- refer to the appropriate section in the 2011 Key Stage 1 *Assessment and Reporting Arrangements* booklet, page 19., Section 4.5.
- discuss the arrangements with your LA assessment co-ordinator.

Important note

- You do NOT need to complete a form for children working at W. Such children should be recorded as W in your school's management information system

Guidance

Provide a brief explanation setting out the reasons why this child will not be able to access some or all of the key stage tasks and/or tests in 2010. The explanation should:

- include a brief description of the child's present circumstances
- refer to any action already taken, or special support already offered, and to any procedures the school has used to analyse and monitor the child's needs, or if this information is documented elsewhere, indicate where it can be found
- indicate whether these circumstances are likely to be long term or short term
- refer to discussions with the child's teachers and parents or carers
- where appropriate, refer to any consultations with educational psychologists, medical officers or other specialist staff.

Children who have been disapplied from teacher assessment should be recorded as **D** for the appropriate attainment targets in your school's management information system.

National curriculum assessment 2011

NOTIFICATION OF A CHILD WORKING AT THE LEVEL OF THE KEY STAGE 1 TASKS, OR TESTS, BUT UNABLE TO ACCESS THEM

Please ensure that you have read the guidance before completing this form.

School name

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LA/DFE
number

			/				
--	--	--	---	--	--	--	--

Child's
surname

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Child's first
name

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Reason for disappication

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Headteacher's signature

Date

/ /
DD/MM/YYYY

Copy to:

Child's parents/carers
Chair of school's Governing Body
LA Assessment Coordinator
Child's educational record

A copy of the form is available on the QCDA Tests and Exams website at: www.qcda.gov.uk/tests

APPENDIX C

END OF KEY STAGE 1 ASSESSMENT COURSES 2010/11

These courses have been advertised to schools in the “Professional Development and Training Programme 2010/11”. To attend any of the courses application should be made online at www.kenttrustweb.org.uk?askbooking or send the completed form to the Training and Development Team at Oxford Road [Tel: 01622 203800.]

ARRANGEMENTS FOR END OF KEY STAGE 1 ASSESSMENT 2010/11 – FULL DAY COURSE All day courses [aimed at newly qualified Year 2 teachers or those new to overseeing KS1 assessment]

22 November	9.15 - 4.00	The Hilton Hotel, Maidstone
23 November	9.15 - 4.00	David Lloyd Centre, Dartford
24 November	9.15 - 4.00	The Ark Christian Centre, Dover
25 November	9.15 - 4.00	The Hop Farm, Tonbridge
29 November	9.15 - 4.00	Kent Invicta Chamber of Commerce
30 December	9.15 - 4.00	Canterbury Environmental Education Centre, Canterbury
9 February	9.15 - 4.00	The Russell Hotel, Maidstone [mop up session]

NB: Please bring to each course;

- A copy of the 2011 Assessment and Reporting Arrangements (for reference)
- **All** your Mathematics evidence for three children from your class of different abilities (one high, one middle and one low ability). The evidence could be written work, annotated assessment grids, teacher's plans and observations, for example. You will need to know which level and sub-level the children are currently working at.

APPENDIX D

Dates and Venues of Maths Moderation Meetings in 2011			
Date	Venue	9.00 – 12.00	1.00 – 4.00
7 June 2011	St. Julian's Club	Tunbridge Wells	Sevenoaks
8 June 2011	Howfield Manor	Canterbury	Swale
9 June 2011	Kent Invicta Chamber of Commerce	Shepway	Ashford
13 June 2011	Acacua Hall	Gravesham	Dartford
14 June 2011	The Hilton Hotel	Maidstone	Tonbridge
15 June 2011	The Ark Christian Centre	Thanet	Dover
24 June 2011	East Malling	Postal / appeals moderation	

APPENDIX E

Dates and Venues

P Scale Inter-School Agreement Trialling session dates in January 2011:

Date	Times	Venue	District
14 January 2011	0900 -1200	Hilton Hotel, Maidstone	Maidstone & Malling
19 January 2011	0900 -1200	Acacia Hall, High Street, Dartford	North West Kent
20 January 2011	0900 -1200	St Augustine's College	Thanet, Dover, Deal & Sandwich
21 January 2011	0900 -1200	Hadlow Manor Hotel	West Kent
28 January 2011	0900 -1200	Kent Invicta Chamber of Commerce	Ashford & Shepway
2 February 2011	0900 -1200	Hadlow Manor	Canterbury & Swale

County Moderation session dates in March 2011

Date	Times	Venue	District
14 March 2011	0900 -1200	Hilton Hotel, Maidstone	Maidstone & Malling
15 March 2011	0900 -1200	Acacia Hall, High Street, Dartford	North West Kent
16 March 2011	0900 -1200	St Augustine's College	Thanet, Dover, Deal & Sandwich
17 March 2011	0900 -1200	The Hop Farm, Tonbridge	West Kent
21 March 2011	0900 -1200	Kent Invicta Chamber of Commerce	Ashford & Shepway
22 March 2011	0900 -1200	Howfield Manor	Canterbury & Swale