

Each year group is depicted by a colour you will see from the sample on the right - RED is Year 4 colour. This is just for reference for staff.

YELLOW = Year 1  
 ORANGE = Year 2  
 LILAC = Year 3  
 RED = Year 4  
 GREEN = Year 5  
 BLUE = Year 6

(B)

(C) At the bottom of the sheet you will see a decimal number alongside a description of what that number means. You will notice the decimal numbers are colour filled.

**Emerging** - RED  
**Developing** - AMBER  
**Secure** - GREEN  
**Mastery** - BLUE

The HAROLD COURT SYMPHONY Decimal System Process:

Year 4 SYMPHONY HAROLD COURT - Maths

**Working towards expected standard**

- identify, represent and estimate numbers using different representations
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- estimate and use inverse operations to check answers to a calculation
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 9 and 1; dividing by 1; multiplying together three numbers
- solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit; integer scaling problems and harder comparison problems such as n objects are connected to m objects
- estimate, compare and calculate different measures, including money in pounds and pence
- read, write and convert time between analogue and digital 12- and 24-hour clocks
- solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days
- complete a simple symmetric figure with respect to a specific line of symmetry

**Working at expected standard**

- count in multiples of 4, 7, 9, 25 and 1000
- find 1000 more or less than a given number
- count backwards through zero to include negative numbers
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- round any number to the nearest 10, 100 or 1000
- read, Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.
- recognise and show, using diagrams, families of common equivalent fractions
- count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten
- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- add and subtract fractions with the same denominator
- recognise and write decimal equivalents of any number of tenths or hundredths
- recognise and write decimal equivalents to  $\frac{1}{4}$ ,  $\frac{3}{4}$ ,  $\frac{1}{8}$
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answers as ones, tenths and hundredths
- round decimals with one decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to two decimal places
- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why
- recall multiplication and division facts for multiplication tables up to  $12 \times 12$
- recognise and use factor pairs and commutativity in mental calculations
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- Convert between different units of measure (for example, kilometres to metres; hour to minutes)
- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- find the area of rectilinear shapes by counting squares
- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and size
- identify acute and obtuse angles and compare and order angles up to two right angles by size
- identify lines of symmetry in 2-D shapes presented in different orientations
- describe positions on a 2-D grid as coordinates in the first quadrant
- describe movements between positions as translations of a given unit to the left/right and up/down
- interpret and present data using bar charts, pictograms and tables
- solve simple measure and money problems involving fractions and decimals to two decimal places
- plot specified points and draw sides to complete a given polygon
- solve one-step and two-step questions (for example, 'How many more?' and 'How many fewer?') using information presented in scaled bar charts and pictograms and tables

**Exceeding expected standard:** Exceeding children show deeper and more knowledge of basic knowledge of skills through using and applying - recall tasks

Statement	Emerging	Developing	Secure	Mastery
1000 of objects				
1000 of objects				
1000 of objects				

(a) This is the Year 4 Maths tracking sheet. THIS IS AN EXAMPLE: If teaching Year 4, you are wanting majority of children working from this sheet. ONLY SEN should be working on the previous year group sheet.

The reason for DECIMAL and sequence is so children can see they need to get to green. Parent feedback from summer reports was to see progress so we can now provide a progress figure each half term you can summarise with a decimal number and ticking off the appropriate decimal at that point.

BLACK OR YEAR GROUP

RED STATEMENTS ARE KEY PERFORMANCE INDICATORS (NAHT)

The daily teaching directs the assessment strands as depicted above - Our teachers have a master copy beside them weekly when planning so that they can ensure that every area is being covered with the necessary rigour and if appropriate from lessons taught if aspects or skills needs revisiting a note can be made and the intervention put in place.

As a school we work tirelessly to ensure that our children are being assessed against the age appropriate assessment sheet for their year group (a) however as an inclusive school we want to ensure all of our learners are making good progress

And therefore depending on a specific need or ability, staff may judge it appropriate to use a lower assessment sheet to support their learning journey however this would not be common practice.

Yellow is Year 1, Orange is Year 2 and so on with Blue being Year 6

Key information regarding how the statements need to be considered include;

- Next steps in red are Key performance indicators
- Key Next Steps** (in red font) should be almost 100% consistently met to be highlighted/dated.
- Key Next Steps** (in red font) should also be the first **Next Steps** set for a pupil as they form the **Initial Requirements** for higher year groups.
- Next Steps** underlined and in red are found in the **Interim Assessment Framework published 2016**.

(B) Once skills are acquired staff highlight the expected **Next Steps** and date them to the date the skills has been achieved in their books. When the skill has been met we use a different highlighted colour for each term to show progress over time visually:

Autumn – Orange

Spring – Blue

Summer – Yellow

As a general rule, the pupil must show at least 80% confidence (“few errors”) for it to be ticked/dated although this depends on the **next step** itself. Higher performing pupils should have no errors.

- ☛ Half termly teachers then ‘turn’ the number of highlighted steps into a decimal score (c):

The first number represents the year group, with the second number showing the finer stage within that year group.

For example: A score of 3.0 to 3.3 shows the pupil is Emerging against the Year 3 Expectations. 3.4 to 3.6 shows the pupil is Expected against the Year 3 Expectations. 3.7 and higher means they are Exceeding.

### **PROGRESS MEASURES**

Good progress – 2 bands of development

Emerging to developing = 1 band movement

Developing to secure = 2 band movement

Good progress decimal scores = 1

Good progress as children travel through phases

Year 1-2 = 2

Year 3-6 = 4

Outstanding progress – 3 bands of development

Secure from previous year and catching up to ARE of current year group = 3 band movements

Secure to Emerging = 1 band movement

Emerging to developing = 2 band movement

Developing to secure = 3 band movement

Outstanding progress = 1.2

Good progress as children travel through phases

Year 1-2 = 2.4

Year 3-6 = 4.8

### **ATTAINMENT**

Good attainment – on track to secure and expected outcomes at the end of phases.

Outstanding attainment – from end of Key stage outcomes children make above expected outcomes from prior attainment e.g EYFS Secure judgment at Ks1

Greater depth. KS2 is measured from their KS1 outcomes so any child assessed under the old national curriculum to be working at a Level 2A/3 in Reading/Maths would be expected to be working at greater depth by the end of phase in Year 6.

If a child is working below the expected standard teachers are checking to ensure they have met the ‘red’ statements from the year group before – once met they can move onto the next age related assessment sheet. At all times teacher use their professional opinion to consider if children may have met the ‘red’ statements but need some more of the black skills to be able to tackle the next year groups skills.

A pupil should **not** be moved to a higher year group's sheet but should deepen and extend (through using and applying) on the current year group's next steps. We apply this to the exceeding criteria rather than move up a year group.

Our mastery criteria is currently being reviewed following the first SATS testing cycle 2016. Over the coming term subject leaders in consultation with our other school partnerships and Local authority senior inspectors for Maths and English will be creating a 'challenge curriculum'.

It is vital children are being taught on the whole to the age related skills and that the common goal is to get all learners to secure understanding so they are on track to success at the end of Key stages.

END