An Daras
Multi Academy Trust

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Assessing Pupil Progress – Mathematics (Y6)

Integrated Curriculum Scheme of Learning - 2015	
Document:	**ADMAT Assessing Pupil Progress (APP)**
National Curriculum Subjects:	**Maths**
Year Group:	**Year 6**
Agreed and Approved:	**Sept 15 (v3)**
Leader In Year Review Dates:	**Sept 17**
Related Documents and Guidance:	National Curriculum 14/15 Dimensions Skill Ladders 14 Maths Scheme of Learning 15 Non-Negotiable 14 Maths Policy 15 Calculation Policy 15 Assessment Policy 15 Marking Policy 15

Stage 1	•Curriculum Scheme of Work •Assessment Process/Policy	• Reviewed annually • Curriculum Policy • DfE Guidance • Pupil Outcomes
Stage 2	•Planned Units of Work •Integrated Cross Curricular Assessment Opportunities	• Reviewed Termly • Cross Curricular evidence
Stage 3	•AfL - Daily/weekly •APP - Half termly	• Marking • Rich Evidence • Standardisation Tasks
Stage 4	•Formative and diagnostic assessment - Ongoing •Summative assessment - Half termly/termly	• Analysis • I Track • 85% on track ARE
Stage 5	•Moderation - Half Termly/termly •Standardisation - Half termly/termly	• Within school • Across MAT • Practical exemplars
Stage 6	•Pupil Voice - Half termly •Tracking Analysis - Cohort/Significant groups - Half termly	• Within school • Across MAT • Practical Exemplar • Feeds into planned units of work
Stage 1	•Curriculum Scheme of Work •Assessment Process/Policy	• Reviewed annually • Curriculum Policy • DfE Guidance • Pupil Outcomes

ADMAT/ARE Year6–Maths/Key Concepts (v3)	Pupil Name: Class Teacher:	**Term 1** Autumn 1: Autumn 2:	**Term 2** Spring 1: Spring 2:	**Term 3** Summer 1: Summer 2:	**Are Related Expectation Key:**	**NE** = Not Enough Evidence **EM** = Emerging **TI** = Towards Independence **EXP** = Expected **EXP+** = Expected Plus **EXC** = Exceeding

A/Number: place value	**B/Number: addition/subtraction multiplication/division**	**C/Number: fractions**	**D/Ratio**	**E/Algebra**	**F/ Measurement**	**G/Geometry**	**H/Statistics**
A1. Read, write and order numbers to 10 000 000 and determine the value of digits	B1. Multiply multi digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication	**C1.** Use common factors to simplify fractions and use common multiples to express fractions in the same denomination	**D1.** Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.	**E1. Use simple formulae**	**F1. Use, read and write standard units with up to three decimal places, including converting from smaller to larger units and vice versa**	**G1.** Draw 2-D shapes accurately using given dimensions and angles	**H1.** Interpret and construct pie charts and line graphs and use these to solve problems
EM 1 TI 2 EXP 3 EXC 4	EM 1 TI 2 EXP 3 EXC 4	EM 1 TI 2 EXP 3 EXC 4	EM 1 TI 2 EXP 3 EXC 4	EM 1 TI 2 EXP 3 EXC 4	EM 1 TI 2 EXP 3 EXC 4	EM 1 TI 2 EXP 3 EXC 4	EM 1 TI 2 EXP 3 EXC 4
A2. Round any whole number to 10 000 000 to a required degree of accuracy	B2. Divide numbers up to 4 digits by a two-digit whole number using the formal methods of short or long division, and interpret remainders as appropriate for the context as whole numbers, fractions or by rounding	**C2.**Compare and order fractions, including fractions > 1	**D2. Solve problems involving the calculation of percentages and the use of percentages for comparison**	**E2.**Generate and describe linear number sequences.	F2. Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate	**G2.** Recognise, describe and build simple 3-D shapes, including making nets.	**H2C. C**alculate and interpret the mean as an average**.**
EM 1 TI 2 EXP 3 EXC 4	EM **1** TI 2 EXP 3 EXC 4	EM **1** TI 2 EXP 3 EXC 4	EM **1** TI 2 EXP 3 EXC 4	EM **1** TI 2 EXP 3 EXC 4	EM **1** TI 2 EXP 3 EXC 4	EM **1** TI 2 EXP 3 EXC 4	EM **1** TI 2 EXP 3 EXC 4
A3. Use negative numbers in context and calculate intervals across zero	**B3.**Divide numbers up to 4 digits by a 2 digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.	**C3.** Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions	**D3.** Solve problems involving similar shapes where the scale factor is known or can be found	**E3.** Express missing number problems algebraically	**F3.** Convert between miles and kilometres	**G3.** Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter of a circle is twice the radius.	
EM 1 TI 2 EXP 3 EXC 4	EM **1** TI 2 EXP 3 EXC 4	EM **1** TI 2 EXP 3 EXC 4	EM **1** TI 2 EXP 3 EXC 4	EM **1** TI 2 EXP 3 EXC 4	EM **1** TI 2 EXP 3 EXC 4	EM **1** TI 2 EXP 3 EXC 4	EM **1** TI 2 EXP 3 EXC 4
A4. Solve number problems and practical	**B4. Use knowledge of the order of the**	**C4.** Multiply simple pairs of proper fractions,	**D4. Solve problems involving unequal**	**E4.** Find pairs of numbers that satisfy an equation	**F4.** Recognise that shapes with the same areas can	**G4.** Compare/classify geometric shapes based	

problems with number and place value from the Year 6 curriculum				**operations to carry out calculations involving the four operations.**				writing the answer in its simplest form.				**sharing and grouping using knowledge of fractions and multiples**				with two unknowns.				have different perimeters and vice versa				on their properties and sizes **and find unknown angles in any triangles, quadrilaterals and regular polygons**							
EM 1	**TI** 2	**EXP** 3	**EXC** 4	**EM** 1	**TI** 2	**EXP** 3	**EXC** 4	**EM** 1	**TI** 2	**EXP** 3	**EXC** 4	**EM** 1	**TI** 2	**EXP** 3	**EXC** 4	**EM** 1	**TI** 2	**EXP** 3	**EXC** 4	**EM** 1	**TI** 2	**EXP** 3	**EXC** 4	**EM** 1	**TI** 2	**EXP** 3	**EXC** 4	**EM** 1	**TI** 2	**EXP** 3	**EXC** 4
				B5. Solve addition, subtraction, multiplication and division problems.				**C5.**Divide proper fractions by whole numbers								**E5.** Enumerate possibilities of combinations of two variables.				**F5. Recognise when it is possible to use formulae for area and volume of shapes**				**G5. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles**							
EM 1	**TI** 2	**EXP** 3	**EXC** 4	**EM** 1	**TI** 2	**EXP** 3	**EXC** 4	**EM** 1	**TI** 2	**EXP** 3	**EXC** 4	**EM** 1	**TI** 2	**EXP** 3	**EXC** 4	**EM** 1	**TI** 2	**EXP** 3	**EXC** 4	**EM** 1	**TI** 2	**EXP** 3	**EXC** 4	**EM** 1	**TI** 2	**EXP** 3	**EXC** 4	**EM** 1	**TI** 2	**EXP** 3	**EXC** 4
				B6. Solve multi step addition and subtraction problems in less familiar contexts, deciding which operations and methods to use and why				C6. Associate a fraction with division, calculate decimal fraction equivalents for a simple fraction												**F6.** Calculate the area of parallelograms and triangles				**G6.** Describe positions on the full coordinate grid (all 4 quadrants)							
				EM 1	**TI** 2	**EXP** 3	**EXC** 4	**EM** 1	**TI** 2	**EXP** 3	**EXC** 4									**EM** 1	**TI** 2	**EXP** 3	**EXC** 4	**EM** 1	**TI** 2	**EXP** 3	**EXC** 4				
				B7. Check answers to calculations with mixed operations/large numbers, choosing the most appropriate method, including estimation/ determining, in the context of a problem, an appropriate degree of accuracy				**C7.** Identify the value of each digit in numbers given to 3dp and multiply and divide numbers by 10, 100 and 1000 giving answers up to 3dp.												**F7.** Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3]				**G7.** Draw and translate simple shapes on the coordinate plane, and reflect them in the axes							
				EM 1	**TI** 2	**EXP** 3	**EXC** 4	**EM** 1	**TI** 2	**EXP** 3	**EXC** 4									**EM** 1	**TI** 2	**EXP** 3	**EXC** 4	**EM** 1	**TI** 2	**EXP** 3	**EXC** 4				
				B8. Perform mental calculations, including with mixed operations and large numbers				**C8.** Multiply 1 digit numbers with up to 2 dps by whole numbers																									
				EM	**TI**	**EXP**	**EXC**	**EM**	**TI**	**EXP**	**EXC**																				

				1	2	3	4	1	2	3	4																		
				B9. Identify common multiples and prime numbers.				**C9.** Use written division methods in cases where the answer has up to 2dp.																				
				EM 1	**TI** 2	**EXP** 3	**EXC** 4	**EM** 1	**TI** 2	**EXP** 3	**EXC** 4																		
								C10. Solve problems which require answers to be rounded to specified degrees of accuracy																			
								EM 1	**TI** 2	**EXP** 3	**EXC** 4																		
								C11. Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.																			
								EM 1	**TI** 2	**EXP** 3	**EXC** 4																		

Rich Evidence – Guidance Year 6	**Autumn Term** (Terms 1+2)	**Spring Term** (Terms 3+4)	**Summer Term** (Terms 5+6)
Formative	Elicitation tasks Problem solving activities: at least 1 per week. Convince me/Prove it activities. Maths across the curriculum. Weekly Arithmetic Tests	Elicitation tasks Problem solving activities: at least 1 per week. Convince me/Prove it activities. Maths across the curriculum. Weekly Arithmetic Tests	Elicitation tasks Problem solving activities: at least 1 per week. Convince me/Prove it activities. Maths across the curriculum. Weekly Arithmetic Tests
Summative	Assessment tasks as per Headstart books (at distance min of 2 weeks)	Assessment tasks as per Headstart books (at distance min of 2 weeks)	Assessment tasks as per Headstart books (at distance min of 2 weeks)