



## Esh Winning Primary School

### Assessment Policy

#### **Aims:**

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment.
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents.
- Clearly set out how and when assessment practice will be monitored and evaluated.

#### **Legislation and guidance:**

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the final report of the Commission on Assessment without Levels.
- Statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1.

#### **Principles of assessment:**

At Esh Winning Primary School, fair and meaningful assessment is at the heart of our teaching and learning. Our integrated approach to assessment ensures that:

- teaching sequences are assessment led, to have maximum impact on pupils' progress and attainment with high expectations set for all learners regardless of their ability or individual need.
- pupils have the opportunity to demonstrate and review their own progress and take ownership of their learning.
- parents and carers are informed about their child's attainment and progress and know how to support their child further.
- pupils are well prepared with knowledge and skills needed to perform in national assessments and for the next stage of their learning.
- assessment is manageable and purposeful for staff and pupils.
- assessment data is fair and accurate.

#### **Assessment approaches**

At Esh Winning Primary School, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

#### **In-school formative assessment**

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons.
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve.
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

At Esh Winning Primary School, we use formative assessment in every lesson to ensure quality first teaching in all curriculum subjects which meets individual needs of all our pupils. We use a wide range of formative assessment tools, including marking, verbal feedback, quizzes, differentiated questioning, observations and pupil self-assessment.

Formative assessment provides information regarding both pupil knowledge and skills, enabling effective planning for progression in both of these, including targeted academic support where needed.

At Esh Winning Primary, we focus on fostering independent learning and pupils play an integral part in assessing their knowledge and understanding, with self-evaluation against success criteria a key part of every lesson.

### **In-school summative assessment**

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching.
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve.
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period.

At Esh Winning Primary, we use NFER summative assessments at the end of each term to inform teacher assessments of pupils' current attainment towards National Curriculum at KS1 and KS2 in the core subjects of Reading, Maths and EGPS (grammar, punctuation and spelling.) Termly teacher assessments are also made in writing and the 17 areas of the Early Years Foundation Stage profile. Phonics and times tables are assessed regularly for relevant year groups (See Appendix 1 for more detailed information regarding the assessments that take place throughout the year).

### **Collecting and using data**

#### **Use of summative assessment data**

Teacher assessments are used for a number of purposes:

- Class teachers and senior leaders use assessment data to identify pupils and groups requiring targeted academic support in order to achieve their potential. These are planned and evaluated at termly pupil progress meetings.
- Pupil progress and attainment forms part of the termly parents' meetings and the end of year report to parents and carers in the Summer Term.
- Subject leads analyse whole school and year group trends in their subjects and provide training and support where identified in order to ensure quality first teaching can impact positively on pupil progress.
- The headteacher and senior leaders evaluate school performance towards targets set at the beginning of the academic year. Targets are set against national outcomes using Fischer Family Trust data.
- Data trends over time are used to inform school improvement priorities in the School Development Plan.

### **Reporting to parents**

Pupils' attainment and progress information and data is shared with parents through parents' meetings in the Autumn and Spring Term and through the end of year report in the Summer Term.

The annual report includes information about all school subjects with comments related to the pupil's general progress, attendance, social and learning behaviours. It also outlines next steps to

support the pupil in their future learning.

Detail of the EYFS Good Level of Development, End of Key Stage Examinations in Year 2 and Year 6, Phonics screening check in Year 1 and Multiplication Check in Year 4 will also be included in the end of year report.

### **Early Years Foundation Stage**

At Esh Winning Primary School, ongoing assessment is an integral part of the learning and development process. Observations of pupils allow staff to identify levels of achievement, interests and learning styles, which in turn are used to shape planning and learning opportunities.

Within the initial 6 weeks of reception, Statutory Reception Baseline Assessments (RBA, May 2021) are administered. At the end of the Early Years Foundation Stage, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- On track (meeting expected levels of development)
- Not on track (not yet reaching expected levels of development).

The results of the profile are shared with parents/carers for their child. The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements.

### **Inclusion**

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities. Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention. We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

### **Engagement Model**

The engagement model is an assessment tool that helps schools meet their duties in supporting pupils who are working below the level of the national curriculum and who are not engaged in subject-specific study. The model has 5 areas: exploration, realisation, anticipation, persistence and initiation. Engagement can help us reflect on how well the bespoke curriculum we offer to our pupils is helping them progress. It will not replace our existing plans, assessments and reporting systems, but adds value to them by helping us assess pupils' progress from a different angle. Effective use of the engagement model is based on regular observational assessment. Progress through each of the 5 areas of engagement is measured by identifying how established the pupil is against each of the areas of engagement. This will differ for each pupil according to their profile of needs.

The engagement model will be used in conjunction with our existing planning, assessment and recording systems to provide a flexible, holistic assessment of pupils not engaged in subject-specific study. It also helps us ensure that we have high quality teaching, pedagogy and appropriate special educational needs provision in place for our pupils.

### **Training**

The Assessment Lead provides training for all staff, including support staff on the collection, analysis and reporting of assessment data. Moderation of teacher assessment takes place between the Assessment Lead and class teachers prior to submitting termly data. This ensures consistency of assessment across year groups and the school. In addition, moderation with other schools in the local area takes place on a regular basis.

Termly CPD time is allocated to enable teachers to complete data entry and analysis. Assessment and pupil progress is also included in CPD for support staff, to enable all working with pupils to understand the rationale behind the assessment policy and timetable.

### **Roles and responsibilities**

#### **Governors**

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils.
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data.

#### **Head Teacher / Assessment Lead**

The Headteacher and Assessment Lead are responsible for:

- Ensuring that the policy is adhered to.
- Monitoring standards in core and foundation subjects.
- Analysing pupil progress and attainment, including individual pupils and specific groups.
- Prioritising key actions to address underachievement.
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

#### **Subject Leads and Class Teachers**

Teachers are responsible for:

- Following the assessment procedures outlined in this policy.
- Analysing pupil progress and attainment for pupils in their classes / year groups, including individual pupils and specific groups (Appendix 1).
- Monitoring standards in core and foundation subjects.

### **Monitoring**

This policy will be reviewed every 3 years by the Assessment Lead. At every review, the policy will be shared with the governing body.

All teaching staff are expected to read and follow this policy. The Assessment Lead is responsible for ensuring that the policy is followed.

The Headteacher, Assessment Lead and Senior Leaders will monitor the effectiveness of assessment practices across the school, through:

- Pupil progress meetings
- Learning walks and lesson observations
- Book scrutinies
- Internal and external moderation with schools across the cluster.

### **Links with other policies**

This assessment policy is linked to:

- Curriculum policy
- Special Educational Needs policy
- Teaching and Learning policy
- Early Years Foundation Stage policy
- Marking and Feedback policy.

Date of policy: April 2022.

Date of review: April 2025.

## Appendix 1

### WHOLE SCHOOL ASSESSMENT TIMETABLE 2022 – 2023

YEAR GROUP	ASSESSMENTS TO BE COMPLETED
NURSERY	<ul style="list-style-type: none"><li>• Development Matters</li></ul>
RECEPTION	<ul style="list-style-type: none"><li>• Development Matters</li><li>• <b>NELI</b><ul style="list-style-type: none"><li>- October</li><li>- February</li></ul></li><li>• <b>Phonics Tracker (RWI)</b><ul style="list-style-type: none"><li>- Every 6 – 8 weeks</li></ul></li><li>• <b>Reception Baseline Assessment (Statutory Assessments)</b><ul style="list-style-type: none"><li>- To be completed within the first 6 weeks</li><li>- June</li></ul></li></ul>
YEAR 1	<ul style="list-style-type: none"><li>• <b>Phonics Screen Check</b><ul style="list-style-type: none"><li>- Baseline (September)</li><li>- End of Autumn Term</li><li>- End of Spring Term</li><li>- June (Statutory Assessment)</li></ul></li><li>• <b>Phonics Tracker (RWI)</b><ul style="list-style-type: none"><li>- Every 6 – 8 weeks</li></ul></li><li>• <b>White Rose End of Block Assessments</b></li><li>• <b>Salford Reading Ages</b><ul style="list-style-type: none"><li>- June</li></ul></li><li>• <b>Reading Fluency</b><ul style="list-style-type: none"><li>- Baseline (September)</li><li>- End of every half term</li></ul></li><li>• <b>Writing Assessment</b><ul style="list-style-type: none"><li>- Baseline (September)</li><li>- End of every half term</li></ul></li><li>• <b>NFER Reading, Spelling, SpaG and Maths</b><ul style="list-style-type: none"><li>- End of every term</li></ul></li></ul>
YEAR 2	<ul style="list-style-type: none"><li>• <b>Phonics Screen Check</b><ul style="list-style-type: none"><li>- Baseline (September)</li><li>- End of Autumn Term</li><li>- End of Spring Term</li><li>- June (Statutory Assessment for those children who didn't pass in Year 1)</li></ul></li><li>• <b>Phonics Tracker (RWI)</b><ul style="list-style-type: none"><li>- Every 6 – 8 weeks</li></ul></li><li>• <b>White Rose End of Block Assessments</b></li><li>• <b>Salford Reading Ages</b><ul style="list-style-type: none"><li>- September</li><li>- February</li><li>- June</li></ul></li><li>• <b>Reading Fluency</b><ul style="list-style-type: none"><li>- Baseline (September)</li><li>- End of every half term</li></ul></li><li>• <b>Writing Assessment</b><ul style="list-style-type: none"><li>- Baseline (September)</li><li>- End of every half term</li></ul></li></ul>

	<ul style="list-style-type: none"> <li>● <b>SATs</b> <ul style="list-style-type: none"> <li>- End of every term</li> <li>- May (Statutory Assessments)</li> </ul> </li> </ul>
<b>YEAR 3</b>	<ul style="list-style-type: none"> <li>● <b>Phonics Tracker (RWI)</b> <ul style="list-style-type: none"> <li>- Every 6 – 8 weeks (SEN Group)</li> </ul> </li> <li>● <b>White Rose End of Block Assessments</b></li> <li>● <b>Salford Reading Ages</b> <ul style="list-style-type: none"> <li>- September</li> <li>- February</li> <li>- June</li> </ul> </li> <li>● <b>Reading Fluency</b> <ul style="list-style-type: none"> <li>- Baseline (September)</li> <li>- End of every half term</li> </ul> </li> <li>● <b>Writing Assessment</b> <ul style="list-style-type: none"> <li>- Baseline (September)</li> <li>- End of every half term</li> </ul> </li> <li>● <b>NFER Reading, Spelling, SpaG and Maths</b> <ul style="list-style-type: none"> <li>- End of every term</li> </ul> </li> </ul>
<b>YEAR 4</b>	<ul style="list-style-type: none"> <li>● <b>Phonics Tracker (RWI)</b> <ul style="list-style-type: none"> <li>- Every 6 – 8 weeks (SEN Group)</li> </ul> </li> <li>● <b>White Rose End of Block Assessments</b></li> <li>● <b>Multiplication Check</b> <ul style="list-style-type: none"> <li>- June (Statutory Assessment)</li> </ul> </li> <li>● <b>Salford Reading Ages</b> <ul style="list-style-type: none"> <li>- September</li> <li>- February</li> <li>- June</li> </ul> </li> <li>● <b>Reading Fluency</b> <ul style="list-style-type: none"> <li>- Baseline (September)</li> <li>- End of every half term</li> </ul> </li> <li>● <b>Writing Assessment</b> <ul style="list-style-type: none"> <li>- Baseline (September)</li> <li>- End of every half term</li> </ul> </li> <li>● <b>NFER Reading, Spelling, SpaG and Maths</b> <ul style="list-style-type: none"> <li>- End of every term.</li> </ul> </li> </ul>
<b>YEAR 5</b>	<ul style="list-style-type: none"> <li>● <b>Fresh Start (RWI)</b> <ul style="list-style-type: none"> <li>- Every 6 – 8 weeks (SEN Group)</li> </ul> </li> <li>● <b>White Rose End of Block Assessments</b></li> <li>● <b>Salford Reading Ages</b> <ul style="list-style-type: none"> <li>- September</li> <li>- February</li> <li>- June</li> </ul> </li> <li>● <b>Reading Fluency</b> <ul style="list-style-type: none"> <li>- Baseline (September)</li> <li>- End of every half term</li> </ul> </li> <li>● <b>Writing Assessment</b> <ul style="list-style-type: none"> <li>- Baseline (September)</li> <li>- End of every half term</li> </ul> </li> <li>● <b>NFER Reading, Spelling, SpaG and Maths</b> <ul style="list-style-type: none"> <li>- End of Autumn Term</li> </ul> </li> </ul>

	<ul style="list-style-type: none"><li>- End of Spring Term</li><li>• <b>SATs</b><ul style="list-style-type: none"><li>- End of Summer Term</li></ul></li></ul>
<b>YEAR 6</b>	<ul style="list-style-type: none"><li>• <b>White Rose End of Block Assessments</b></li><li>• <b>Salford Reading Ages</b><ul style="list-style-type: none"><li>- September</li><li>- February</li><li>- June</li></ul></li><li>• <b>Reading Fluency</b><ul style="list-style-type: none"><li>- Baseline (September)</li><li>- End of every half term</li></ul></li><li>• <b>Writing Assessment</b><ul style="list-style-type: none"><li>- Baseline (September)</li><li>- End of every half term</li></ul></li><li>• <b>SATs</b><ul style="list-style-type: none"><li>- Baseline</li><li>- End of every term</li><li>- May (Statutory Assessments)</li></ul></li></ul>

### **End of Year Assessment for Science – Year 2**

Can ask simple questions and recognise that they can be answered in different ways.

Can observe closely, using simple equipment

Can perform simple tests.

Can identify and classify.

Can use their observations and ideas to suggest answers to questions

Can gather and record data to help in answering questions.

Can observe and describe how seeds and bulbs grow into mature plants

Can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Can notice that animals, including humans, have offspring which grow into adults

Can find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

Can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Can explore and compare the differences between things that are living, dead, and things that have never been alive

Can identify that most living things live in habitats to which they are suited

Can describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other

Can identify and name a variety of plants and animals in their habitats, including micro- habitats

Can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

Can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

### **End of Year Assessment for Art – Year 2**

Can use various items to create a collaborative collage

Can work collaboratively to create a natural collage

Can use tone and make a variety of lines

Can use oil pastels (inspired by Klee) to create abstract art

Can mix primary colours to form secondary colours

Can apply simple colour washes to form backgrounds

Can use paint brush to use dots, stipple, brush, stroke (Pointillism)

### **End of Year Assessment for Computing – Year 2**

Can understand that algorithms are implemented as programs on digital devices.

Can use logical reasoning to predict the behaviour of simple programs.

Can understand that programs execute by following precise and unambiguous instructions.

Can debug simple programs.

Can use logical reasoning to predict the behaviour of simple programs.

Can save a Word document.

Can keep personal information private.

Can recognise common uses of information technology beyond school.

Can type into a safe search engine.

Can confidently log on to their own areas of the network.

Can create and sequence a simple PowerPoint.

Can use technology safely.

**End of Year Assessment for DT – Year 2**

Has completed a healthy pizza project

Has completed an Axel/wheel Toy project

Has completed a money box project

Can design purposeful, functional, appealing products for themselves and others based on design criteria

Can generate, develop, model and communicate their ideas through talking, drawing, templates and mock ups

Can select and correctly use a range of tools and equipment

Can select from a range of materials and components according to their characteristics

Can explore and evaluate a range of existing products

Can describe a number of strengths and weaknesses of their product

Can build structures, exploring how they can be made stronger, stiffer and more stable

Can explore and use mechanisms in their products

Can use the basic principles of a healthy and varied diet to prepare dishes

Can understand where food comes from

**End of Year Assessment for Geography – Year 2**

Has completed the units ‘Why is my world wonderful?’, ‘Whatever next?’ and ‘Holidays – where shall we go?’

Can locate and name the world’s 7 continents.

Can locate and name the world’s 5 oceans.

Can understand human and physical features of the United Kingdom and a non-European country.

Can compare similarities and differences of geographical features of the United Kingdom.

Can locate hot and cold areas of the world in relation to the Equator and the North and South Poles.

Can use Year 2 Human and Physical Geographical vocabulary accurately.

Can create a simple map and use basic key symbols to recognise landmarks and human and physical features.

Can use aerial photographs or digital/computer mapping to recognise landmarks and basic human and physical features.

Can use directional language to describe the location of features on a map.

Can use World maps, atlases and globes to identify countries, continents and oceans.

**End of Year Assessment for History – Year 2**

Has completed the units ‘Why are some places special?’, ‘Fantastic Firsts’ and ‘All change, holidays now and then’.

Can use Year Two (and One) vocabulary accurately.

Can describe the difference between what happened in the past and present.

Can use a given timeline to order events or objects.

Can recount changes over time (such as own life, village life, event).

Can use sources of evidence (artefacts, books, visits) to answer questions about the past.

Can recount or write a story from the past accurately.

Can identify different ways history is represented (eye witness accounts, pictures, books, artefacts).

Knows facts about people and events studied in Year Two.

Can use evidence to suggest reasons why people acted as they did in the past and what happened as a result.

Can identify similarities and difference between ways of life in the past.

### **End of Year Assessment for Music – Year 2**

Has developed their control of pitch and duration when singing with accompaniments

Can perform simple patterns and accompaniments on tuned and untuned instruments keeping to a steady beat

Responds to graphic notation for pitch for pitch, duration and rhythm

Can recognise changes in mood, character and contrasts in pieces

Is using age related vocabulary in discussions

### **End of Year Assessment for PE – Year 2**

Can copy, repeat and remember moves and shapes.

Can move with some control and coordination

Can perform a dance phrase with 2 or more joined movements and shapes.

Can move and jump with some control and awareness of space.

Can create a sequence using two or more linked actions

Can show contrasts on use of body and shape (such as small, tall, straight, curved)

Can balance on different points of the body, holding a still position.

Can improve their own work through watching and commenting on others work.

### **End of Year Assessment for RE – Year 2**

Can identify some beliefs and features of religion and their importance to some people.

Can begin to show awareness of similarities in religions.

Can retell religious stories and suggest meanings for religious actions and symbols.

Can identify how religion is expressed in different ways.

Can express views and give simple reasons to support these.

Can recognise that some questions cause people to wonder and are difficult to answer.

Can reflect on their own feelings, ideas and values and be aware of the feelings and experiences of others.

## **Appendix 3**

### **End of Year Assessment for Science - Year 3**

Can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

Can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Can gather, record, classify and present data in a variety of ways to help in answering questions

Can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

Can ask relevant questions and using different types of scientific enquiries to answer them

Can set up simple practical enquiries, comparative and fair tests

Can make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

Can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

Can explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant

Can investigate the way in which water is transported within plants

Can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

Can identify that humans and some other animals have skeletons and muscles for support, protection and movement

Can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

Can describe in simple terms how fossils are formed when things that have lived are trapped within rock

Can recognise that they need light in order to see things and that dark is the absence of light

Can notice that light is reflected from surfaces

Can recognise that light from the sun can be dangerous and that there are ways to protect their eyes

Can recognise that shadows are formed when the light from a light source is blocked by a solid object

Can find patterns in the way that the size of shadows change

Can compare how things move on different surfaces

Can notice that some forces need contact between two objects, but magnetic forces can act at a distance

Can observe how magnets attract or repel each other and attract some materials and not others

Can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials

Can describe magnets as having two poles

Can predict whether two magnets will attract or repel each other, depending on which poles are facing

### **End of Year Assessment for Art – Year 3**

Can draw and mark make using wide range of pencils

Can produce observational drawing (of Esh Winning)

Can control depth of colour by using different pressures

Can position the primary and secondary colours correctly on the colour wheel

Can experiment with intensity of shades and use black and white to lighten and darken.

Can weave, including natural items to create a woven piece of art

Can sculpt a coil pot, including decoration

Can use different grades of pencil at different angles to show different tones

Can use hatching and cross hatching to show tone and texture and develop shadows

### **End of Year Assessment for Computing – Year 3**

Can write programs that accomplish specific goals.

Can use sequence in programs.

Can work with various forms of input.

Can work with various forms of output.

Can write a simple blog to share ideas with others.

Can create a PowerPoint with animated effects.

Can edit pictures for a specific use.

Can create a PowerPoint with a sound or video effect.

Can use technology responsibly and can identify a range of ways to report concerns about contact.

Can identify a range of ways to report concerns about contact.

### **End of Year Assessment for DT – Year 3**

Has completed a project on Spanish Omelettes - (made a healthy salad)

Has completed a project on moving characters/burger box pneumatics

Has completed a simple textile project (sewing a book mark)

Can begin to use research and develop design criteria to inform the design of products that are fit for purpose aimed at particular individuals or groups

Can generate, model and communicate their ideas through discussion and annotated sketches

Can select from and use a range of tools and equipment to perform practical tasks

Can select from and use a range of materials and components

Can analyse a range of existing products

Can understand how design and technology has shaped the world in relation to their project

Can begin to evaluate their ideas and products against their own criteria

Can begin to apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Can begin to understand and use mechanical systems in their products

Can begin to use the basic principles of a healthy and varied diet to prepare dishes - including different cooking techniques and savoury foods.

Can begin to prepare and cook a variety of predominantly savoury dishes using different cooking techniques

Can begin to understand seasonality, know where and how a variety of ingredients are grown

### **End of Year Assessment for Geography – Year 3**

Has completed the units 'UK Discovery – is the UK the same everywhere?', 'Why do we have cities?' and 'We've got it all! Why is the North East special?'

Can locate 6 European countries accurately.

Can describe environmental regions and key physical and human characteristics of an EU country.

Can describe environmental regions and key physical and human characteristics of North America.

Can understand geographical similarities and differences through the study of human and physical geography of an EU country.

Can understand geographical similarities and differences through the study of human and physical geography of North America.

Can use and understand Year 3 Human and Physical Geographical vocabulary accurately.

Can use the eight points of the compass accurately.

Can understand simple symbols on an Ordnance Survey map using the key.

Can use maps, atlases, globes and digital computing maps to locate countries and describe features studied.

Can use Year 3 fieldwork skills to observe, measure and record the human and physical features in the local area.

Can use Year 3 fieldwork skills to measure and record the human and physical features in the local area.

### **End of Year Assessment for History – Year 3**

Has completed the units 'Who were Britain's first builders?', 'Why did the Ancient Egyptians build pyramids?' and 'How have the Greeks shaped our world?'

Can use Year Three (and KS1) vocabulary accurately.

Can understand BC and AD.

Can place dates from times studied onto a timeline.

Can devise questions for the period studied.

Can suggest sources of evidence for answering questions

Can use sources of evidence to find out about the past.

Can describe similarities and differences between the people, events and objects they have studied.

Knows facts about people and events studied in Year Three.

Can use evidence to suggest reasons why people acted as they did in the past and what happened as a result.

Can identify similarities and differences between ways of life in the past.

### **End of Year Assessment for MFL – Year 3**

Can understand a few familiar spoken words and phrases e.g. teacher instructions, colours, days of the week, numbers

Can say or repeat a few words and short simple phrases e.g. I'm very well, thank you.

Can imitate correct pronunciation with some success

Can recognise and read out a few familiar words or phrases e.g. in stories, labels.

Can write simple words e.g. personal information age, favourite colour, etc.

Understands and respects different people and places in the world and that some people speak a different language to their own.

Can match sound to print and read aloud words and phrases

### **End of Year Assessment for Music – Year 3**

Can sing in rounds and partner songs (in tune).

Can keep to a steady beat in 2, 3 and 4 metre.

Has started to develop rehearsal routines and strategies

Can respond to graphic notation for pitch, duration and rhythm.

Is beginning to compare and contrast different pieces of music in mood, character and changes.

Can use age related vocabulary in discussions about music

### **End of Year Assessment for PE – Year 3**

Can experiment with actions, dynamics, directions and levels during a dance. This includes remembering and repeating dance phrases

Can demonstrate control and coordination when performing a range of actions with transitions

Devise, repeat and perform a short sequence that shows changes in speed, level and direction. This should also include apparatus.

Can use basic maps and diagrams to orientate themselves and to move from one place to another.

Can run at a speed appropriate to the distance

Can jump from a standing position (balance, distance, coordination)

Can throw a ball under and over arm with technique.

Can swim competently, confidently and proficiently over a distance of at least 25m

Can use a range of strokes effectively (front crawl, breaststroke, backstroke)

Can perform safe self-rescue in different water based situations

Can describe the similarities and difference and evaluate the effectiveness and quality of a performance.

### **End of Year Assessment for RE – Year 3**

Can describe some of the beliefs and features of religion, recognising similarities and differences.

Can make links between beliefs and sources including religious stories and sacred texts.

Can begin to identify the impact religion has on believers' lives.

Can describe some forms of religious expression.

Can express their views and support them using plausible reason or reasons.

Can show some awareness of other people's views.

Can reflect on own feelings and values, appreciating that not all think, feel and believe the same.

Can reflect on what influences them, linking aspects of their own experiences.

### **Appendix 4**

#### **End of Year Assessment for Science – Year 4**

Can ask relevant questions and using different types of scientific enquiries to answer them

Can set up simple practical enquiries, comparative and fair tests

Can make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

Can gather, record, classify and present data in a variety of ways to help in answering questions

Can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

Can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

Can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Can describe the simple functions of the basic parts of the digestive system in humans

Can identify the different types of teeth in humans and their simple functions

Can construct and interpret a variety of food chains, identifying producers, predators and prey

Can recognise that living things can be grouped in a variety of ways

Can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

Can recognise that environments can change and that this can sometimes pose dangers to living things

Can compare and group materials together, according to whether they are solids, liquids or gases

Can observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)

Can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

Can identify how sounds are made, associating some of them with something vibrating

Can recognise that vibrations from sounds travel through a medium to the ear

- Can find patterns between the pitch of a sound and features of the object that produced it
- Can find patterns between the volume of a sound and the strength of the vibrations that produced it
- Can recognise that sounds get fainter as the distance from the sound source increases
- Can identify common appliances that run on electricity
- Can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- Can identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- Can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- Can recognise some common conductors and insulators, and associate metals with being good conductors

**End of Year Assessment for Art - Year 4**

- Can sketch lightly so no need for a rubber
- Can use water colours to colour wash paper
- Can use water colour paints to add depth and detail to an observational painting
- Can draw on a range of scales
- Can use techniques and tools to sculpt an African Mask (including ModRoc)
- Can create texture, feeling, expression or movement in sculpture
- Can add embellishments and decoration to mask
- Can design and make a tessellating polystyrene tile inspired by Escher
- Can use tile to tessellate/print across paper with colour choices inspired by Escher

**Computing End of Year Assessment - Year 4**

- Can design programs that accomplish specific goals.
- Can design and create programs.
- Can debug programs that accomplish specific goals, using logical reasoning to detect and correct errors in programs.
- Can use repetition in programs.
- Can appreciate how search results are selected
- Change its actions by using the switch.
- Can understand how computer networks can provide multiple services, such as the World Wide Web.
- Can understand the opportunities computer networks offer for communication.
- Can use Microbit to display simple messages.
- Can control or simulate physical systems.
- Can appreciate how search results are selected and understand the opportunities computer networks offer for communication.
- Can begin to understand how data passes around the internet.
- Can create an animation with several timed events on one page.
- Can recognise acceptable /unacceptable behaviour.

**End of Year Assessment for DT - Year 4**

- Has completed a pasta and healthy sauce project
- Has completed a burglar alarm/sensor/electrical project
- Has completed a musical instrument project
- Can use research and develop design criteria to inform the design of products that are fit for purpose aimed at particular individuals or groups

Can generate, develop, model and communicate their ideas through discussion and cross-sectional diagrams

Can select from and use a range of tools and equipment to perform practical tasks accurately

Can select from and use a wider range of materials and components

Can investigate and analyse a range of existing products

Can understand how design and technology has shaped the world in relation to their project

Can evaluate their ideas and products against their own criteria

Can begin to understand and use mechanical systems in their products

Can understand and use electrical systems in their product

Can use the basic principles of a healthy and varied diet to prepare dishes including different cooking techniques and savoury dishes

Can prepare and cook a variety of predominantly savoury dishes using different cooking techniques

Can begin to understand seasonality, know where and how a variety of ingredients are grown and reared

#### **End of Year Assessment for Geography – Year 4**

Has completed the units 'What can we discover about Europe?', 'Why does Italy shake and roar?', 'What happens when land meets sea?'

Can recall locational knowledge for Key Stage One curriculum.

Can identify human and physical characteristics, key topographical features and how they have changed over time.

Can identify the position and significance of latitude, longitude, Equator, Hemispheres, Tropics and both Poles.

Can understand geographical similarities and differences through the study of human and physical geography of countries studied (in relation to Locational Knowledge).

Can use and understand Year 4 Human and Physical Geographical vocabulary accurately.

Can use four figure grid references.

Can understand simple symbols on an ordnance survey map.

Can use maps, atlases, globes and digital computing maps to locate countries and describe features studied.

Can use Year 4 fieldwork skills to observe, measure and record the human and physical features in the local area.

#### **End of Year Assessment for History – Year 4**

Has completed the units 'Why did the Romans march through County Durham?', 'What was daily life like for Romans?' and 'What happened when the Romans left Britain?'

Can use LKS2 vocabulary accurately.

Can understand the past is divided into centuries and can place dates from times studied onto a timeline.

Can place dates from times studied onto a timeline.

Can devise valid questions for the period studied.

Can identify why some sources of evidence might be more or less reliable when answering questions with support.

Can use sources of evidence to find out about the past.

Can give reasons why there may be different accounts of history.

Can look at different versions of the same event in history and identify difference.

Knows facts about people and events studied in Year Four.

Can describe how the time period studied has affected life today.

Can understand some reasons why an event happened.

#### **End of Year Assessment for MFL - Year 4**

Understands a range of familiar spoken phrases e.g. phrases concerning myself, family, school.

Can respond to a simple question/instruction and gives basic information (fruit and vegetables, siblings)

Shows an awareness of correct sounds when speaking

Understands familiar written phrases e.g. descriptions of objects, familiar phrases from stories

Can write 1 or 2 short sentences (with support) e.g. fill in a form, write a postcard, shopping list.

Can identify differences in culture

#### **End of Year Assessment for Music – Year 4**

Can sing rounds and partner songs in tune with increasing expression, accuracy and fluency.

Can recognise and explore the ways sounds can be combined expressively, using rhythmic and melodic ostinato.

Can improvise repeated patterns and combine several textures of sound.

Can create graphic notation for pitch, duration and rhythm.

Can compare and contrast different pieces of music recognising how different musical elements are combined and used expressively.

Can listen with increasing attention to detail and recall sounds with growing aural memory.

Can use age related vocabulary in music discussions

Can recognise how different musical elements are combined and used effectively.

#### **End of Year Assessment for PE - Year 4**

Can vary speed and levels and link movements within a dance sequence

Can plan, perform and repeat fluent gymnastic sequences, linking still shapes with travelling, showing changes in direction, speed and level and creating successful and stable balances and shapes.

Can decide on strategies, skills and equipment needed to complete a challenge based on previous experience.

Can sprint over a short distance and pace running over a longer one

Shows techniques to throw further

Can jump in a number of ways (1-1, 2-1, 1-2, 2-2) using a run up where appropriate.

Can swim competently, confidently and proficiently over a distance of at least 25m

Can use a range of strokes effectively (front crawl, breaststroke, backstroke)

Can use a range of strokes effectively (front crawl, breaststroke, backstroke)

Can describe their own and others' work, making simple judgements about the quality of performances and suggest ways to improve

#### **End of Year Assessment for RE – Year 4**

Can confidently describe some of the beliefs and features of religion recognising similarities and differences.

Can make links between different religions (with support).

Can identify the impact religion has on believers' lives.

Can suggest meanings for some forms of religious expression (with support).

Can express their views and support them using plausible reason or reasons.

Can show some awareness of other people's views.

Can ask important questions about religion and beliefs.

Can reflect on own feelings and values, appreciating that not all think, feel and believe the same.

Can reflect on what influences them, making links between aspects of their own and others experiences.

## **Appendix 5**

### **End of Year Assessment for Science – Year 5**

Can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

Can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

Can use test results to make predictions to set up further comparative and fair tests.

Can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.

Can identify scientific evidence that has been used to support or refute ideas or arguments.

Can describe the changes as humans develop to old age.

Can draw a timeline to indicate stages in the growth and development of humans.

Can describe changes experienced in puberty.

Can work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

Can describe the life process of reproduction in some plants and animals.

Can compare and group together everyday materials on the basis of their properties (hardness, solubility, transparency, conductivity electrical, thermal and response to magnets).

Can explain that some materials will dissolve in liquid to form a solution, and recover a substance from a solution.

Can decide how mixtures might be separated, including through filtering, sieving and evaporating.

Can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.

Can demonstrate that dissolving, mixing and changes of state are reversible changes.

Can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including associated with burning and the action of acid on bicarbonate of soda.

Can recognise that light appears to travel in straight lines.

Can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.

Can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.

Can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.

Can identify the effects of air resistance, water resistance and friction that act between moving surfaces.

Can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Can describe the movement of the Earth, and other planets, relative to the Sun in the solar system.

Can describe the movement of the Moon relative to the Earth.

Can describe the Sun, Earth and Moon as approximately spherical bodies.

Can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

### **End of Year Assessment for Art – Year 5**

Can make a graffiti inspired by Banksy using one colour with tones (back/middle/fore ground).

Can sketch lightly before using ink so as to combine lines and pattern to produce images that convey a purpose.

Can draw using a wide range of pencils to create light and dark.

Can use a range of skills to collaborate on a free-standing wire Marquette.

Can use embellishment to create a more life-like model.

Can use tracing.

### **End of Year Assessment for Computing – Year 5**

Can solve problems by decomposing them into smaller parts.

Can use selection in programs.

Can work with variables.

Can create a PowerPoint with hyperlinks.

Can print versions of edited work.

Can appreciate how search results are ranked

Can understand the opportunities computer networks offer for collaboration.

Can be discerning in evaluating digital content.

Can create hot spots on a map to explore the content.

Can edit a web page using X-ray goggles.

Can use logical reasoning to explain how some simple algorithms work.

Can use logical reasoning to detect and correct errors in algorithms.

Can use a blog and incorporate multimedia elements to make it more attractive to the audience.

### **End of Year Assessment for DT – Year 5**

Has completed a bread project.

Has completed a moon buggy project (motors/circuits).

Has completed a draw string bag/textile project.

Can use research and develop design criteria to inform the design of functional, appealing products that are fit for purpose aimed at particular individuals or groups.

Can generate, develop, model and communicate their ideas through discussion, exploded diagrams and computer aided design.

Can select from and use wider range of tools and equipment to perform practical tasks accurately.

Can select from and use a wider range of materials and components, according to their functional properties.

Can investigate and analyse a wide range of existing products.

Can understand how design and technology has shaped the world in relation to their project.

Can evaluate their ideas and products against their own criteria and begin to consider the views of others to improve their work.

Can understand and use electrical systems in their product and apply their knowledge of computing to programme, monitor and control their products.

Can use the basic principles of a healthy and varied diet to prepare dishes.

Can prepare and cook a variety of predominantly savoury dishes using a range cooking techniques.

Can understand seasonality, know where and how a variety of ingredients are grown, reared, caught and processed.

### **End of Year Assessment for Geography – Year 5**

Has completed the units 'What shapes my world?', 'Where could we go – Fantastic journeys?', and 'Where has my food come from?'

Can understand land use patterns and how they have changed over time.

Can recall locational knowledge from previous Year groups.

Can understand geographical similarities and differences through the study of human physical geography in the UK.

Can use and understand Year 5 Human and Physical Geographical vocabulary accurately.

Can confidently read and understand symbols using the key from an ordnance survey map.

Can use maps, atlases, globes and digital computing maps to locate countries and describe and explain features studied.

Can use Year 5 fieldwork skills to observe, measure and record the human and physical features in the local area.

### **End of Year Assessment for History – Year 5**

Has completed the units 'Were the Vikings vicious?', 'Who was making history in faraway places in the Year 1000' and 'Esh Winning – Now and Then'.

Can use Year 5 (and LKS2) vocabulary accurately.

Can create a timeline to place dates from times studied and can begin to understand that a timeline is divided into periods of history.

Can begin to understand that a timeline is divided into periods of history.

Can devise historically valid questions for the period studied.

Can identify why some sources of evidence might be more or less reliable when answering questions.

Can give clear reasons why there may be different accounts of history.

Can look at different versions of the same event in history and identify differences.

Knows facts about people and events studied in Year Five.

Can explain how the time period studied has affected life today.

Can explain different reasons why an event happened.

Can understand what makes some events and people more significant than others with support.

### **End of Year Assessment for MFL – Year 5**

Can understand the main points from a spoken passage made up of familiar language (weather forecast, telephone message).

Can ask and answer simple questions and talk about their interests e.g. take part in an interview, survey, talking about family, pets, food.

Can pronounce some letter strings correctly.

Can understand the main points from a short written text (postcard, email, text message)

Can use a simple dictionary or glossary to find out the meaning of new words.

Can match sound to print and read aloud words and phrases.

Can write a few short sentences e.g. postcard, identity card, caption, label.

Respects and understands the cultural diversity, naming some symbols, objects and pictures that represent the countries.

### **End of Year Assessment for Music – Year 5**

Can listen to songs and is starting to sing songs in parts.

Can play pieces with simple parts with developing control of pitch, duration, tempo and dynamics.

Can improvise and compose melodic and rhythmic phrases through rehearsals.

Can understand and is starting to use the staff and other musical notations.

Can compare and contrast a range of pieces showing awareness of dimensions, context and purpose.

Can suggest improvements to their own and others' work.

Can use age related vocabulary in musical discussions.

### **End of Year Assessment for PE – Year 5**

Can dance in different styles, controlling their actions and expressing emotion.

Can perform a range of gymnastic actions with consistency, fluency and clarity of movement. Also shows body tension and extension with good weight transference

Can combine dynamics when making sequences using changes of speed, level and direction

Can use a map and compass to orientate themselves, work in a team to plan actions, adjust plan when required to solve a given problem.

Can choose the best pace for running over a variety of distances.

Can use a range of throws accurately to hit a target over a range of distances.

Can combine running and jumping in athletic activities (long jump).

Can swim competently, confidently and proficiently over a distance of at least 25m.

Can use a range of strokes effectively (front crawl, breaststroke, backstroke).

Can use a range of strokes effectively (front crawl, breaststroke, backstroke).

Can compare and contrast the skills and ideas shown in their own and others work. They can also develop their own criteria to evaluate their own and others' work based on previous learning.

### **End of Year Assessment for RE – Year 5**

Can demonstrate an understanding of some beliefs and features of religion and begin to link to the RE concepts.

Can describe similarities and differences both within and between religions.

Can begin to describe the impact of religion on people's lives.

Can suggest meanings for forms of religious expression.

Can express own views using sound reasons.

Can show an understanding of differing views.

Can begin to give reasons to support an opposing view.

Can reflect on own beliefs, ideas, feelings and values and begin to develop empathy for people with differing beliefs.

## **Appendix 6**

### **End of Year Assessment for Science – Year 6**

- Can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- Can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Can use test results to make predictions to set up further comparative and fair tests.
- Can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
- Can identify scientific evidence that has been used to support or refute ideas or arguments.
- Can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- Can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- Can describe the ways in which nutrients and water are transported within animals, including humans.
- Can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.
- Can give reasons for classifying plants and animals based on specific characteristics.
- Can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- Can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
- Can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- Can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.
- Can use recognised symbols when representing a simple circuit in a diagram.

**End of Year Assessment for Art – Year 6**

- Can combine visual and tactile qualities in a collage inspired by Nancy Standlee.
- Can use pastel to create movement (inspired by Monet’s ballet dancers).
- Can use shading to add interesting effects.
- Can use a variety of different shaped lines to indicate movement.
- Can begin to use texture in painting gained through paint mix or brush technique.
- Can combine colours and create tints, tones and shades to reflect the purpose of learning.
- Can use water colours to create a self-portrait. inspired by Kahlo.
- To use layering of colour/choice of colour to create a self-portrait.

**End of Year Assessment for Computing – Year 6**

- Can solve problems by decomposing them into smaller parts.
- Can use computer networks as a tool for collaboration.
- Can explain your choices - digital content- reliability and validity.
- Can recognise that networks are interconnected.
- Can use on-line presentation tools to collaborate with others to produce presentation.
- Can work with unknown variables.
- Can use Microsoft Excel to generate a table.

Can use the SUM equation within Excel, to record and work with data.

Can use logical reasoning to explain how more complex algorithms work.

Can confidently detect and correct errors in algorithms.

Can write a webpage to be published internally.

### **End of Year Assessment for DT – Year 6**

Has completed a Healthy Cereal Bar project

Has completed a paper straw/bridge project.

Has completed a cam model toy project.

Can use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose aimed at particular individuals or groups.

Can generate, develop, model and communicate their ideas through discussion, prototypes, pattern pieces and computer aided design.

Can independently select from and use wider range of tools and equipment to perform practical tasks accurately.

Can select from and use a wider range of materials and components, according to their functional and aesthetic properties.

Can independently investigate and analyse a wide range of existing products.

Can understand how design and technology has shaped the world in relation to their project and independently investigate and analyse a wide range of existing products.

Can evaluate their ideas and products against their own criteria and consider the views of others to improve their work.

Can apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

Can understand and use mechanical systems in their products.

Can use the basic principles of a healthy and varied diet to prepare dishes.

Can prepare and cook a variety of predominantly savoury dishes using a wider range of cooking techniques.

Can understand seasonality, know where and how a variety of ingredients are grown, reared, caught and processed.

### **End of Year Assessment for Geography – Year 6**

Has completed the units 'Fantastic Forests – Why are they so important?' and "Destination Sao Paulo! What do places have in common?"

Can identify the position and significance of the Prime/Meridian and time zones (including night and day).

Can describe and explain environmental regions and key physical and human characteristics of South America.

Can understand geographical similarities and differences through the study of human physical geography of South America.

Can use and understand Year 6 Human and physical geographical vocabulary accurately.

Can identify human and physical characteristics, key topographical features and how they have changed over time.

Can use 6 figure grid references accurately.

Can confidently read and understand symbols from an ordnance survey map.

Can use maps, atlases, globes and digital computing maps to locate countries and describe and explain features studied.

Can use Year 6 fieldwork skills to observe, measure and record the human and physical features in the local area.

### **End of Year Assessment for History – Year 6**

Has completed the units 'What's in a name?' and 'Has life got better for children in Britain?'

Can use Year 6 (and all KS2) vocabulary.

Can understand that a timeline is divided into periods of history and can create a detailed timeline to place dates from times studied independently.

Can create a detailed timeline to place dates from times studied independently.

Can devise historically valid questions for the period studied about a variety of historical concepts (change, cause, similarity and difference, significance).

Can understand that evidence may not always be reliable and can evaluate and select reliable sources of evidence independently.

Can use evidence to explain why there may be different accounts of history (there may not be a single answer to a historical questions).

Knows facts about people and events studied in Year Six.

Can explain how the time period studied has affected life today.

Can make links between time periods of a chosen element of society.

Can prioritise which reasons were the most important why an event took place.

Can understand what makes some events and people more significant than others.

### **End of Year Assessment for MFL – Year 6**

Understand the main points and some of the detail from a short-spoken passage e.g. what lessons others enjoy or dislike.

Can take part in a simple conversation and express an opinion.

Can substitute items of vocabulary to vary questions or statements.

Has a more accurate pronunciation, intonation is developing and knows how to pronounce a range of letter strings.

Can understand the main points and some of the detail from a short-written text and is beginning to read independently.

Can use a bilingual dictionary to look up new words.

Can write a short text on a familiar topic, using language they have learnt.

Can spell the common words correctly.

Can talk about, discuss and present information about a French speaking country.

### **End of Year Assessment for Music – Year 6**

Can sing songs in parts with increasing control and expression.

Can play parts with accurate control of pitch, duration, tempo and dynamics.

Can improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures.

Can understand and use the staff and other musical notations.

Can compare and contrast a range of pieces explaining opinions referring to dimensions, context and purpose.

Can suggest improvements to their own and others' work, commenting on how intentions have been achieved.

Can use age expected vocabulary in musical discussions.

Can discuss their views on a range of live and recorded music from different traditions and from great composers and musicians.

### **End of Year Assessment for PE – Year 6**

Can choreograph creative, imaginative and more complex dance sequences alone and with a group. Demonstrate a consistent theme throughout the dance.

Can create longer, more complex gymnastics sequences that include the taught skills of: speed, direction, levels, pathways, body rotations. They will rehearse, refine and perfect.

Can read a variety of maps and plans of the environment, recognising symbols and features.

Can take on a leadership or team role when solving a problem, demonstrating good sportsmanship and involved in planning and thinking.

Show stamina, speed and control when running a range of distances.

Can throw accurately, looking at technique (body movement and shape).

Demonstrates control, balance and power in take-off and landing when jumping in athletics.

Competes against others, recording results, setting targets and improving on performance.

Can analyse and appraise skills and techniques used by others and apply to their own work. This includes practicing, modifying and perfecting skills and techniques to improve performance.

Can swim competently, confidently and proficiently over a distance of at least 25m.

Can use a range of strokes effectively (front crawl, breaststroke, backstroke).

### **End of Year Assessment for RE – Year 6**

Can begin to demonstrate how the RE concepts connect.

Can begin to explain the impact of beliefs on individuals and communities.

Can understand that similarities and differences illustrate distinctive beliefs within and between religions.

Can begin to explain how religious sources are used to provide answers to ultimate questions and ethical issues.

Can show understanding and give sound reasons of differing views in response to questions of identity, belonging, meaning, purpose, truth, values and commitment.

Can reflect on own beliefs, ideas, feelings and values and show empathy for people with differing beliefs.