

Performance Information in English & Maths – What the table means Year 6

The way in which we are required to assess at the statutory assessment points in Year 2 and 6 have had big implications for how we assess across the other year groups. The old system of 'levels' has been removed and the new system involves assessing children against age-related expectations for the end of each year group. In order for you to see a broader context for the overall assessment, we have broken the judgement down into aspects (which relate to content in the National Curriculum). Here is the expectation for year 6:

Reading	What does this aspect mean?	End of Year Expectation Criteria:
Word Reading	Decoding language, saying & recognising words (including phonics)	<i>Read age-appropriate books with confidence and fluency (including whole novels). Read aloud with intonation that shows understanding.</i>
Themes and Clarity	Understanding the different types of book/ text and how language is used in them.	<i>Work out the meaning of words from the context.</i>
Monitor and Summarise	An aspect of comprehension – understanding main content	<i>Summarise main ideas, identifying key details and using quotations for illustration.</i>
Select and Retrieve	Comprehension – locating specific information in a text	<i>Retrieve information from non-fiction.</i>
Respond and Explain	Comprehension – justify own thoughts and ideas by referencing against what they have read	<i>Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence.</i>
Inference	Understanding beyond the literal language	<i>Predict what might happen from details stated and implied.</i>
Language for Effect	How particular language creates meaning	<i>Evaluate how authors use language, including figurative language, considering the impact on the reader . Make comparisons within and across books.</i>
Writing		
Writing	What does this aspect mean?	End of Year Expectation Criteria:
Transcription	Accuracy of spelling in writing	<i>Spelling most words correctly, including common exception words* (years 5 and 6).</i>
Handwriting	Specific letter formation and how letters are joined	<i>Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.</i>
Composition and effect	Making the purpose of writing clear eg who the audience is.	<i>Creating atmosphere, and integrating dialogue to convey character and advance the action.</i>
Text Structure and Organisation	Using language features and organisation eg paragraphs appropriate to the type of writing eg letter/ story	<i>Identifies the audience for, and purpose of, the writing.</i>
Sentence Structure and Punctuation	Use of a range of different sentence structures and control of the language	<i>Using a wide range of clause structures, sometimes varying their position within the sentence selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly. Using a range of cohesive devices, including adverbials, within and across sentences and paragraphs.</i>
Grammar, Punctuation and Spelling	Use of grammatical elements of writing with accuracy	<i>Using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens. Using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.</i>

Maths	What does this aspect mean?	End of Year Expectation Criteria:
Numbers and Place Value	Number recognition, understanding of place value and how digits are used.	<i>Demonstrate an understanding of place value, including large numbers and decimals (e.g. what is the value of the '7' in 276,541?; Find the difference between the largest and smallest whole numbers that can be made from using three digits; $8.09 = 8 + 9?$; $28.13 = 28 + 0.03$). Substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle).</i>
Addition and Subtraction	Skills used to add and subtract numbers of increasing complexity.	<i>Calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation (e.g. $53 - 82 + 47 = 53 + 47 - 82 = 100 - 82 = 18$; $20 \times 7 \times 5 = 20 \times 5 \times 7 = 100 \times 7 = 700$; $53 \div 7 + 3 \div 7 = (53 + 3) \div 7 = 56 \div 7 = 8$). Use formal methods to solve multi-step problems (e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?).</i>
Multiplication and Division	Skills used to multiply and divide numbers of increasing complexity.	
Fractions, Including Decimals	Understanding the relationships between fractions, decimals and percentages and using/ finding them.	<i>Recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities (e.g. one piece of cake that has been cut into 5 equal slices can be expressed as 15 or 0.2 or 20% of the whole cake). Calculate using fractions, decimals or percentages (e.g. knowing that 7 divided by 21 is the same as 7 21 and that this is equal to 13; 15% of 60; $112 + 34$; 79 of 108; 0.8×70).</i>
Measurements	Calculations and measurements of time, length, volume, mass and money.	<i>Calculate with measures (e.g. calculate length of a bus journey given start and end times; convert 0.05km into m and then into cm).</i>
Properties of Shape	Naming 2D and 3D shapes and understanding properties	<i>Compares and classifies geometric shapes based on their properties and sizes and finds unknown angles in any triangles, quadrilaterals and regular polygons</i>
Position and Direction	Coordinates, aspects of symmetry and angle	<i>Use mathematical reasoning to find missing angles (e.g. the missing angle in an isosceles triangle when one of the angles is given; the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles).</i>
Statistics	Interpreting and producing charts and graphs to explore information.	<i>Interprets pie charts and line graphs and uses these to solve problems</i>

When assessing against this criteria we will use the following codes:

- M** **Met** the criteria
- GD** Has met the criteria and is able to work at **Greater Depth** with the standard, ie is learning additional breadth beyond the standard.
- C** Has not met the standard but is very **close to** meeting – ie is demonstrating aspects and elements of the standard just not quite consistently or fully enough.
- W** Is **working towards** the standard – ie has not yet met the standard.

It is worth noting that at Year 2 and Year 6, the statutory testing requires a different set of codes with other certain areas being reported against – these parents will also receive separate guidance regarding this.

In order for a child to have 'met' the expectation, they must have met every single aspect. Therefore if a child has not met the expectation then you may find it helpful to see the broader achievement within the aspects. For example:

Maths

Numbers and Place Value	M
Addition and Subtraction	M
Multiplication and Division	M
Fractions including Decimals	C
Measurements	GD
Properties of Shape	M
Position and Direction	C
Statistics	C
Overall Maths	C

This 'imaginary child' has met the calculative elements of number and addition, subtraction, multiplication and division but finds fractions really tricky and is only 'close to meeting' ie not met. They are particularly strong at measuring and working at 'greater depth' on this. They also find the position and direction elements and statistics (graphs) difficult.

The overall grade is not an average, it has to be 'close to' as not every aspect is met.

It would however be very easy to draw the wrong conclusion from the overall grade, there is much that the child is doing very well at, they are genuinely very close to meeting the expectation.