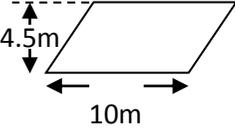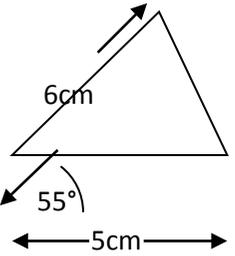| A: Place Value, Add, Subtract, Multiply and Divide		B: Fractions, Ratio, Proportion and Algebra		C: Measure and Geometry	
1. Write **nine million, seven thousand, three hundred and eight** in digits.	6:1	11. Which is the $\dfrac{2}{}$, $\dfrac{5}{}$ or $\dfrac{7}{}$ largest fraction?	6:7	21. How many **miles** are approximately equal to 4 **kilometres**?	6:18
2. What is the value of the **8** in this number? 1,384,721	6:1	12. $\dfrac{5}{}$ + $\dfrac{1}{}$ =	6:8	22. Give the length and width of **two** rectangles that have an area of 20m².	6:20
3. Round 7.186 to 2 decimal places.	6:1	13. Simplify $\dfrac{2}{}$ x $\dfrac{1}{}$ = your answer.	6:9	24. Find the **area** of this **parallelogram**. 4.5m 10m	6:21
4. What is the largest possible crowd? Attendance: 25,000 (to the nearest thousand)	6:2	14. 0.5738 x 1000	6:10	24. Calculate the **volume** of a cube with a 3cm side length. 3cm	6:22
5. 1,482 x 15	6:3	15. 2.15 x 3	6:11	25. Draw this triangle accurately below: Use a ruler and a protractor. 6cm 55° 5cm	6:23
6. 392 ÷ 14	6:3	16. Write this fraction as $\dfrac{1}{}$ a **decimal** and a **percentage**.	6:12		
7. Which is a **common multiple** of 4 and 6? 2 3 8 12 18	6:4	17. Find **35%** of 180.	6:13		
8. Which **factor** of 25 is also a **prime number**?	6:4	18. In a class of 25 pupils, $\dfrac{3}{}$ are boys. How many girls are there?	6:14		

5cm

9. $68 - 24 \div 2$	*6:5*	19. How much will a 5 minute call cost? Call charge: 30p + 7p per minute.	*6:15*		
10. I have £10. I buy 2 coffees at £2.89 each. How much do I have left?	*6:6*	20. What is the **10th term** of this sequence? 3, 7, 11, 15, 19, …	*6:16*		
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)		Y (10-19)	G (20-25)

Appendix 2 – Assertive Mentoring Half Termly Test Example

Stage 6 Maths Assessment   **Test 1**

Name: **Class:**   **Date:**

Raw Score (40):   **Criteria Score (30):**   **Level Awarded:**

A   Place Value

1. What is the value of the 5 and the 7 in the number $5,207,420$?

5 [   ] 7 [   ]

1 mark (6:1)

2 Circle **two** temperatures with a **difference** of **8°C**.

-5°C   -4°C   -3°C   -2°C   -1°C   0°C   1°C   2°C   3°C   4°C   5°C

1 mark (6:2)

B   Add, Subtract, Multiply and Divide

3. Calculate 357×28

You **must** show your working.

2 marks (6:3)

4. Circle the number which is a **common factor** of 18 and 15.
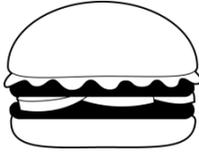
2   3   5   6   9

5.   Complete the following sum.

$$8 + 2 \times 5 = $$

6.   The prices shown below are the cost of buying these items separately.

| Burger £2.45 | Fries £1.15 | Cola 95p |

You can buy all 3 together in a 'meal deal' for £3.99

How much would you save if you bought 2 'meal deals'?

Show your working. You may get a mark.

C   Fractions, Decimals and Percentages

7.   Which of these fractions is the **largest**? $\dfrac{2}{3}$ or $\dfrac{3}{5}$

You **must** show your working.

The largest fraction is

8.   Add the fractions.

$$\frac{3}{10} \; + \; \frac{2}{5}$$

9. Multiply the fractions and **simplify** your answer.

$$\frac{3}{8} \quad X \quad \frac{4}{5}$$

—

2 marks (6:9)

10. Complete the following number sentences.

a) | 0.165 | X | 10 | = |

b) | 357 | ÷ | 100 | = |

2 marks (6:10)

11. Calculate 1.45×6

1 mark (6:11)

12. Complete this table by filling in **equivalent** fractions, decimals and percentages.

The first row has been completed for you.

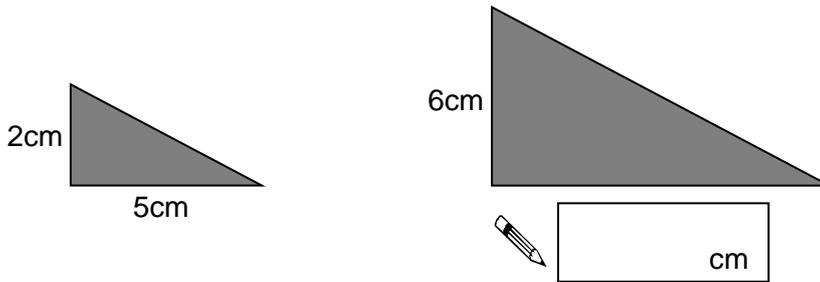| Fraction	Decimal	Percentage
$\frac{1}{2}$	0.5	50%
	0.25	
		75%
$\frac{1}{10}$		

2 marks (6:12)

D   Ratio and Proportion

13. Find 15% of 360.

1 mark (6:13)

14. These two triangles are scaled in a ratio of 1:3.

Find the missing side length on the larger triangle.

2cm

5cm

6cm

cm

1 mark (6:14)

E   Algebra

15. The cost, in pounds (£), of hiring a car can be worked out using the following rule:

Add 3 to the number of days hire.
Multiply your answer by 10.

Work out the cost of hiring a car for 9 days.

£

1 mark (6:15)

16. Below is a number sequence.

term no.	1	2	3	4	5
sequence no.	3	5	7	9	11

Choose **two** functions from this list that generate the sequence number from the term number and write them in the rule below:

```
x 1       x 2       x 3       + 1       + 2       + 3
```

sequence number = term nu

1 mark (6:16)

17. Find a **pair** of numbers which satisfy this number sentence.

a   +   b   =   25

a =   , b =

1 mark (6:17)

F   Measure

18.   Put the correct number in the box to make the statement correct.

3   5   8   11

5 miles is **approximately** equal to [ ] kilometres.
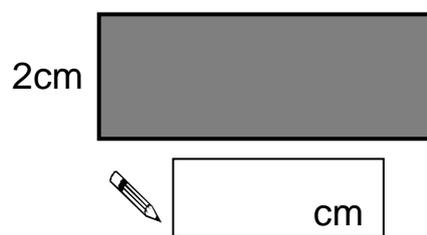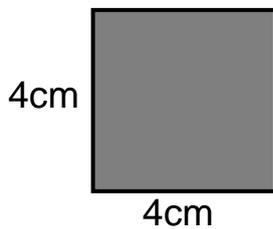
19.   Complete the statements.

2.5 meters   =   [ ]   mm
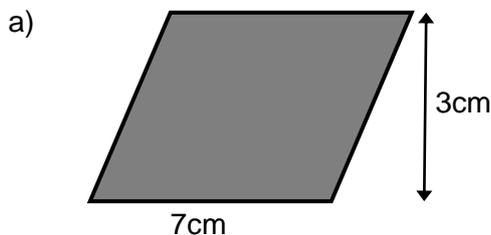
[ ] litres   =   3,400 ml

5.7 kilograms   =   [ ]   g

20.   The square and rectangle below both have the **same area.**

Find the missing side length.
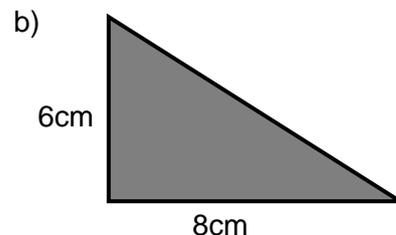
4cm

4cm

2cm

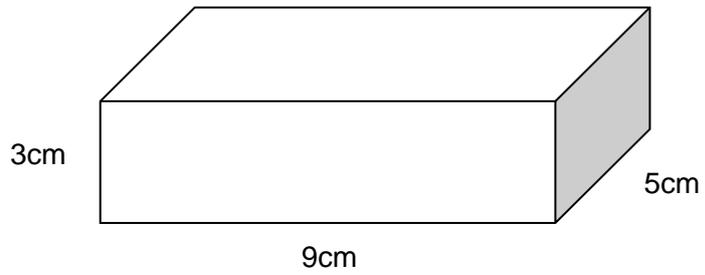[ ] cm

21.   Calculate the **area** of the shapes below.

a)

3cm

7cm

Area = [ ] cm^2

b)

6cm

8cm

Area = [ ] cm^2

22. Calculate the **volume** of the cuboid.

3cm
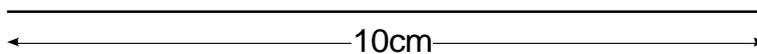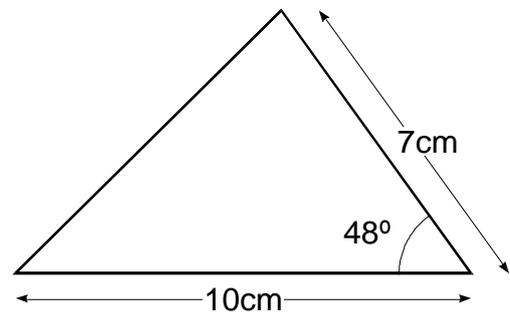
5cm

9cm

✏️ [_____] cm³

☐ 1 mark (6:22)

G   Geometry

23. Here is a sketch of a triangle *(not to scale)*.

Draw the full size triangle **accurately**, below.

Use an angle measurer (protractor) and a ruler.

One line has been done for you.

7cm

48⁰

←—————10cm—————→

————————————————————————————
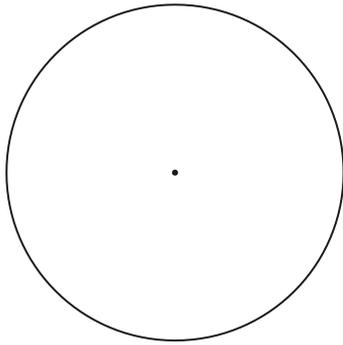←———————————10cm———————————→

☐ 2 marks (6:23)

24. Write the name of the **quadrilateral** that is being described.

I have two pairs of parallel sides.

I have no right-angles.

I have two pairs of sides that are equal in length.

✏️ [_____]

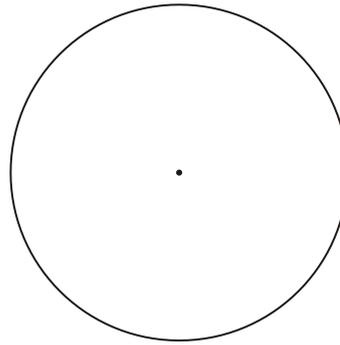☐ 1 mark (6:24)

25. a) On the circle below, draw a line to show the **diameter**.

b) On the circle below, draw a line to show the **radius**.

2 marks (6:25)

26. Find the missing angle.

125°

95°
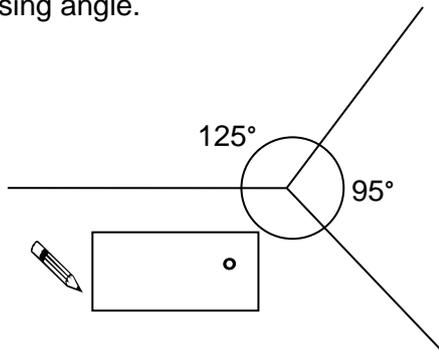
1 mark (6:26)

H   Position and Direction

27. Write the co-ordinates of the 3 points labelled on the co-ordinate grid.
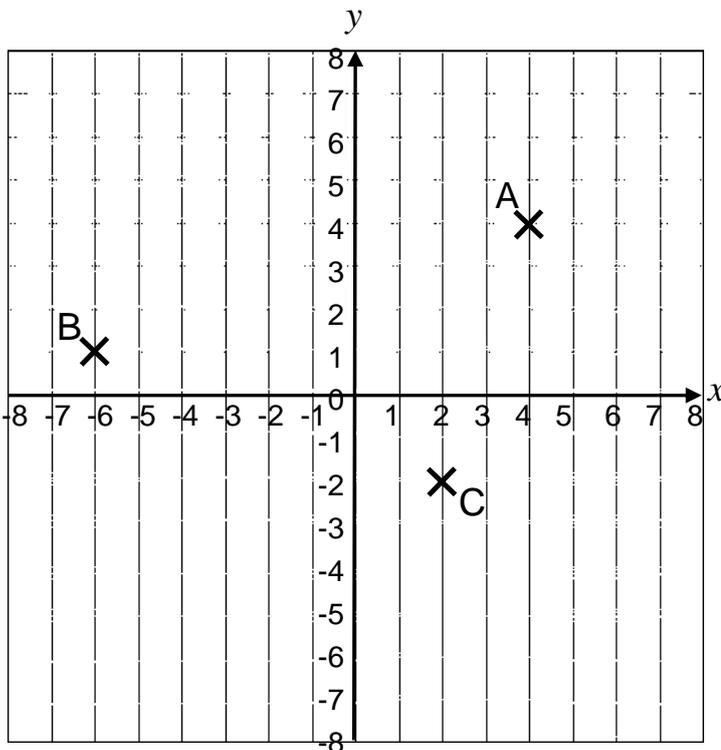
A (,   )

B (,   )

C (,   )

2 marks (6:27)

28. On the co-ordinate below, **translate** the shape **7 squares right** and **3 squares down.**
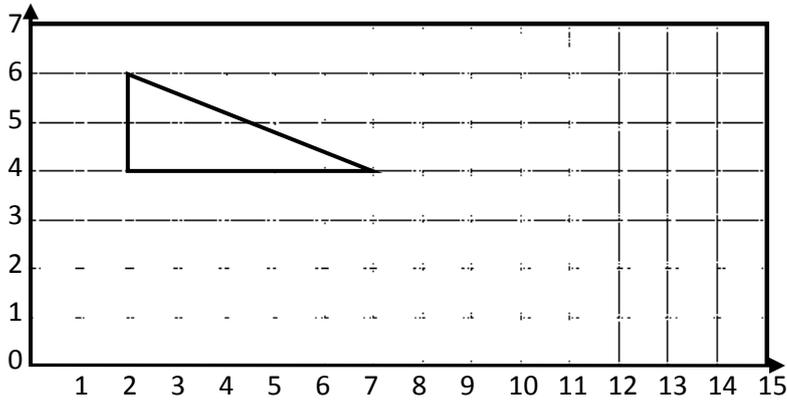
1 mark (6:28)

I   Statistics

29. The line graph shows the number of ice creams sold by an ice cream van in one week.
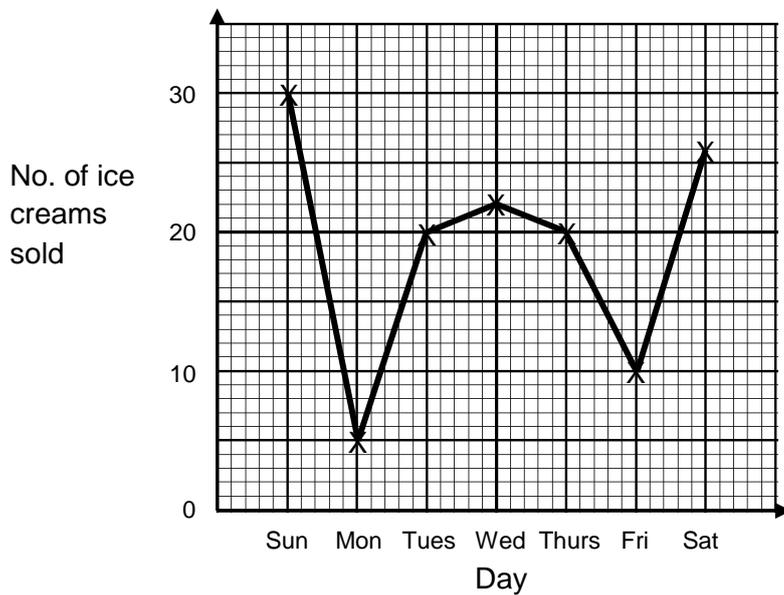
How many more ice creams were sold on **Tuesday** than **Monday**?

1 mark (6:29)

30. Calculate the **mean** of the values below.

6   8   5   4   7

Show your working out.

1 mark (6:30)

Appendix 3 - Maths Key Instant Recall Facts (KIRFs)

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 6+
Counting/Place Value							
To recite the numbers forwards and backwards 0-20 Recognise and order numbers to 20	To recognise and order numbers to 150 and know what each digit is worth	To recognise and order numbers to 500 and know what each digit is worth	To recognise and order numbers to 1000 and know what each digit is worth	To recognise and order numbers to 10,000 and know what each digit is worth	To recognise and order numbers to 1000000 (one million) and know what each digit is worth	To recognise and order tenths and hundredths and know what each digit is worth	To recognise and order thousandths and know what each digit is worth
Number Bonds, Adding and Subtracting							
Say which number is one more than and one less than a given number up to 20 Add and subtract 2 single digit numbers and count on or back to find the answer To know numbers bonds to 5/10	Know all the number bonds to 10 and 20	Know number bonds to 100 (multiples of 10)	Know number bonds to 1000 (multiples of 100)	Know number bonds to 100 (multiples of 5) Know number bonds to 1000 (multiples of 50)	Know all decimals that total 1 or 10 (1 decimal place)	Know all previous number bonds including decimals	Know the two place decimal complements of 1
Doubles and Halves							
To begin to double and halve numbers to	Know all doubles and	Know the doubles and halves of all	Know doubles and	Know doubles and	Know doubles and	Know the doubles and halves of all	Know the doubles and halves of all

10	halves to 10	numbers to 20	halves of: All multiples of 10 to 500 All multiples of 100 to 1000.	halves of: All whole numbers to 50 All multiples of 10 to 1000 All multiples of 100 to 5000.	halves of: All whole numbers to 100 All multiples of 5 to 1000 All multiples of 50 to 10,000	multiples of 10 to 10,000	multiples of 1000 to 100,000
Fractions							
To know halves to 10	Recognise & use ½ & 1/4	Find & write simple fractions Understand equivalence of 1/2s	Use & count in tenths Recognise common equivalents for halves, quarters and tenths. Pairs of fractions up to 1	Recognise tenths & hundredths Identify equivalent fractions Pairs of fractions up to 1 with regards to hundredths Round decimals to whole numbers	Multiply fractions by units Write decimals as fractions Order & round decimals Link percentages to decimals & fractions with regards to , 0.1, 0.25, 0.5, 0.75	Use equivalents to add fractions Link percentages to decimals & fractions with regards to ⅓, ⅔.	Know the decimal and percentage equivalents of the fractions ½, ¼, ¾, ⅓, ⅔, tenths and fifths
Times Tables							
To count in 2s up to 20	To begin to know the 2 times tables	Know multiplication facts for 2x, 10x, 5x tables	Know all multiplication and division facts for 3x, 4x, 6x and 8x table	Know all multiplication and division facts for all tables up to 12 x 12	Know the tests for divisibility for 2,3,5,9 and 10 Square numbers	Know the square roots of square numbers to 12 x 12 Identify factors, multiples and primes	Know the square roots of square numbers to 15 x 15

Appendix 4 – Example of a Reading Grid: Year 6

Fluency/Performance	I can learn longer poems by heart	I am able to read age-appropriate books with confidence and fluency	I am able to read aloud with intonation that shows understanding	
Understanding	I am able show my understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details and using quotations as evidence to support my views	I am able understand how language, structure and presentation contribute to the meaning of a text	I am able show my understanding of texts and poems in presentations and debates and can present information using notes I have created to help me focus on the topic in my presentation	I am able read books that are structured in different ways for different purposes e.g. for fun or for research
	I am able read, enjoy, understand and discuss books that are written by different authors, in different styles.	I am able read, understand and learn from a wide range of poetry.	I am able to work out the meaning of words from the context	I am able to draw inferences and justify these with evidence
Prediction	I am able to predict what might happen from details stated and implied			
Enjoyment	I am able read, enjoy and understand a wide range of books including from our literary heritage and books from other cultures and traditions			
Group Discussions	I am able fully explain my views with reasons and evidence from the text	I am able talk about how authors use language, including figurative language and the impact it has on the reader	I am able discuss and compare themes, structures, issues, characters and plots within a book and between different books	I am able discuss ideas, events, structures, issues, characters and plots of the texts across a wide range of writing

Appendix 5 - Example Tracking Sheet Showing Book Band, National Curriculum and Phonic Phases.

	Class Tracking Sheet for Reading				
	Class: Year: Teacher:				
OLD LEVEL	NEW LEVEL	**Autumn**	**Spring**	**Summer**	**Autumn**
Lime Band 11 **NC 3c** **RR Level 25,26**	**St 3 Emerging**				
White Band 10 **NC 2a** **RR Level 23,24**	**St 2 Securing**				
Gold Band 9 **NC 2b** **Phonic Phase 6** **RR Level 21,22**	**St 2 Emerging**				
Purple Band 8 **NC 2c** **Phonic Phase 6** **RR Level 19,20**	**St 1 Securing**				
Turquoise Band 7 **NC 1a** **Phonic Phases** **5 – 6** **RR Level 17,18**	**St 1 Emerging**				
Orange Band 6 **NC 1a**	**St 1 Emerging**				

Phonic Phases **5 - 6** **RR Level 15,16**				
Green Band 5 **NC 1b** **Phonic Phase 5** **RR Level 12,13,14,**	**St 0 Securing**			
Blue Band 4 **NC 1c** **Phonic Phases** **4 – 5** **RR Level 9,10,11**	**St 0 Emerging**			
Band 3 Yellow **ELG** **Phonic Phases** **3 – 4** **RR Level 6,7,8,**				

Band 2 **Red** **Phonic Phase 3** **RR Level 3,4,5,**					
Band 1 Pink B **Phonic Phase 2** **RR Level 2**					
Band 1 Pink A **Phonic Phase 2** **RR Level 1**					

Appendix 6 – Example Writing Journey: Stage 6

Name: ....

Date: ....

Sentences	I can use the passive to alter the structure of a sentence ☐	I can use a wide range of sentence structures in my writing for effect ☐	I can use the perfect form of verbs eg He had finished his homework ☐	
Punctuation	I can use the semi-colon, colon and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up ☐	I can use the colon to introduce a list, use semi-colons within lists and hyphens for clarity e.g. man eating shark or man-eating shark ☐	I can use commas in my writing to avoid confusion ☐	I can use punctuation from previous stages ie A . ? ! , ' ( ) ☐
Structure	I can use a wide range of tools such as repetition of a word or phrase and ellipsis to make my writing flow and link paragraphs ☐	I can develop ideas effectively within a paragraph and across paragraphs ☐	I can structure my writing in appropriate paragraphs ☐	
Planning	I can plan my writing by recording my first thoughts and building on those ideas using what I have read or need to find out about as necessary ☐	I can plan a detailed character and / or setting to have an effect on the reader and use ideas from books, stories, plays or films ☐		
Genre & purpose	I can draft and write by accurately précising longer passages ☐	I can use informal speech and structures appropriate for formal speech and writing ☐	I can change my writing to fit the audience and purpose and choose the correct form and change the language and sentence length for the purpose ☐	I can use grammar and vocabulary which is suited to the purpose of my writing ☐ I can set out my work using headings, sub-headings, columns, tables or bullet points to structure the text and to guide the reade ☐
Language for effect	I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character's personality or mood ☐	I can understand how words are related by meaning as synonyms and antonyms ☐		
Spelling	I can follow rules for adding prefixes and suffixes ☐	I can spell some words with silent letters ☐	I know when and how to use a dictionary to check spelling ☐	
Handwriting	I can write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ☐	I know when to use standard handwriting for a particular task eg written work in books and when a less formal style is required eg notes ☐		
Editing & improving	I can give reasoned feedback on mine and others' work or on a text and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer or to improve it ☐	I can mark and edit work to have the correct tense throughout and to have subject and verb agreement ☐	I can proof-read for spelling errors and use a dictionary to make corrections ☐	

Appendix 7 - Example Annual School Report

UPWOOD
PRIMARY SCHOOL

Name:
Year:
Date of Birth:

National Curriculum Subjects	Teacher Assessment of Classwork						
	Pupil Effort				**Year Group Attainment**		
	Very Good	**Good**	**Improving**		**A**	**B**	**C**
English	*	*	*		*	*	*
Reading							
Writing							
Spelling/Phonics							
Handwriting							
Mathematics							
Science							
Computing							
Design and Technology							
History							
Geography							
Art and Design							
Religious Education							
Physical Education							
Citizenship							
Music							
Languages							

Key to Abbreviations
A   =   Working above the expected level for age group
B   =   Working at the expected level for age group
C   =   Working below the expected level for age group

ACADEMIC PROGRESS

English –

Mathematics –

Science –

Foundation Subjects –

TARGETS

Reading –

Writing –

Mathematics –

BEHAVIOUR & GENERAL COMMENTS

Teacher: _____

HEADTEACHER'S COMMENTS

Head teacher: _____

PUPIL'S COMMENTS

Pupil: _____

Appendix 8 – Example Swimming Assessment – Skills 4 for Upwood – Year 6 Special Certificate

Name										
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										

1. BACK CRAWL 10 M, NO BACK CRAWL LEGS. 2. BACK CRAWL 10 M, BREAST STROKE LEGS. 3. SWIM 10 M, WITH CLOTHING ON IN UNDER 10 SECONDS. 4. SWIM 3 M, DUCK DIVE AND SWIM UNDERWATER FOR 7M. 5. SWIM 10M BREAST STROKE.	6. STAR FLOAT FOR 10 SECONDS, CONVERT THIS TO A 'WASHTUB' – ROTATING MUSHROOM. 7. FRONT CRAWL 10M, NO FRONT CRAWL LEGS. 8. SCULL 10m FEET FIRST. 9. SCULL 10m HEAD FIRST. 10. SWIM 40m – TURNING AT WALL, WITHOUT FEET BEING PLACED ON THE FLOOR.