



Addington

Addington School

Small Steps of Progress through the Sublevels of Mathematics

(Guidance)





Supporting Information for these Maths Summative Assessment Sheets

- + These levels / sublevels are designed to support the summative assessment process
- + Assessment should be part of the teaching process that supports independent learning -
 - ❖ It reflects curriculum requirements
 - ❖ It plays a crucial role in improving learning and raising standards
 - ❖ It provides information that has a key role in knowing how pupils are performing and helping teachers to improve outcomes
 - ❖ It should give students a deeper appreciation of what they know and understand, their skills and capabilities and what their learning experiences enable them to do
- + Summative assessment gives pupils, parents and teachers valuable information about a pupil's overall performance and achievement at a specific point in their learning.
- + To make a summative judgement about a level a pupil has reached you must establish that the pupil has demonstrated competence in the area or aspect you are assessing
- + To help you make accurate judgements you should gather information over time; information gathered during a single activity will not be sufficient to determine the level at which a pupil is working
- + You will probably need to make a 'best fit' judgement; it is unlikely that a pupil will demonstrate all the aspects of a particular level. They should achieve at least 75% of the statement
- + The information that you gather from assessment should inform your planning and help to determine ways to provide interesting and varied experiences
- + You will need to draw on your **whole knowledge of the pupil** to make a judgement – this may include:-
 - ❖ Referring to Maths Skills Sheets
 - ❖ Referring to Programmes of Study
 - ❖ Looking at pupil's Maths books
 - ❖ Talking to pupils about their Mathematical understanding
 - ❖ Observing pupils in independent situations
 - ❖ Talking to others who have knowledge of the pupil
- + If you find a clear disparity with a level awarded previously then you should talk to the teacher concerned and discuss the difference; remember here the importance of setting **clear, measurable targets** so that we are sure we are all assessing using the same criteria

Guidance for Completing Maths Assessment of Learning (AoL) Sheets

P Scales will keep the original Attainment Target headings

| Reference | Using and Applying P8 | Autumn Term | Spring Term | Summer Term | Comment |
|-----------|--|-------------|-------------|-------------|---------|
| P8.1 | Continue a 2 step sequence | | | | |
| P8.2 | Continue a 3 step sequence | | | | |
| P8.3 | Identify next shape from a choice of 3 | | | | |
| P8.4 | Describe repeating patterns | | | | |
| P8.5 | Take turns with adult led game | | | | |
| P8.6 | With adult help takes turns on the computer | | | | |
| P8.7 | Understands the idea of a lot | | | | |
| P8.8 | Understands the idea of not many | | | | |
| P8.9 | Identifies the largest object from 5 | | | | |
| P8.10 | Identifies the smallest object from 5 | | | | |
| P8.11 | Identifies similarities and differences in objects | | | | |
| P8.12 | Guesses there are 3 objects without counting | | | | |
| P8.13 | Names colours consistently | | | | |
| P8.14 | Rotates puzzle pieces to fit into place | | | | |

All these steps lead into each of the final P Level descriptors, so you would expect a pupil to be achieving at least 75% of these before awarding the final level.
Levels P1 – P3 will still be recorded using the 'Access Skills Sheets'

It is **very important** that you add comments to supplement / evidence the level you award.

This especially applies if pupils require support / have health issues / require specific communication systems to achieve / access the level.

There are no changes to any of the P Level statements

P8 – Mathematics - Pupils talk about, recognise and copy simple repeating patterns and sequences, for example, recognising and describing simple repeating patterns on textiles or necklaces from different cultures; recognising and describing a pattern of socks on a line; joining in a pattern of hand claps; talking about and copying patterns such as beats in familiar music; shapes made by hand and feet in damp sand; sponge prints. Pupils use their developing mathematical understanding of counting up to ten to solve simple problems encountered in play, games or other work, for example, using tokens or marks to tally events or scoring in games; counting in the school environment; using ordinal words to describe positions and turns. Pupils make simple estimates, for example, estimating the number of cubes that will fit into a box or the number of strides across a room.

Each level (from level 1 to level 5) is now divided into c, b, and a. (Level 'c' being the lowest level and level 'a' the highest)

The phrases 'Attainment Target' and 'Level Descriptor' will no longer apply. Shape, Space and Measures is now 'Geometry and Measures' and Handling Data now 'Handling Data and Statistics'

USING AND APPLYING MATHEMATICS – LEVEL 1

| Reference | Using and Applying | Autumn Term | Spring Term | Summer Term | Comment |
|-----------|---|--|-------------|-------------|---|
| 1c | Talk about, recognise and recreate simple patterns | ∠ 12/13 | △ 3/14 | ▲ 7/14 | |
| 1c | Sort and match objects pictures or children themselves; justify the decision | | | | |
| 1c | Pupils recognise and use a simple pattern or relationship | We will use our standard triangle system – please make sure you add the month and the year i.e. ∠ 3/14 | | | It is very important that you add comments to supplement / evidence the level you award. This especially applies if pupils require support / have health issues / require specific communication systems to achieve / access the level. |
| 1b | Solve simple problems or puzzles in a practical context and respond to 'What could we try next?' | | | | |
| 1b | Pupils represent their work with objects or pictures and discuss it. | | | | |
| 1a | Make simple estimate and predictions; for example of the number of cubes that will fit in a box or strides across the room | | | | |
| 1a | Use developing mathematical ideas and methods to solve practical problems involving counting and comparing in real life or role play context. | The bold text is the wording from the old level descriptors | | | |
| 1a | Pupils use mathematics as an integral part of classroom activities | | | | |

- ✚ From September 2014 the old 'Level Descriptors' and 'Attainment Targets' will no longer apply. We have decided that we will continue to use the old level descriptor content and supplement this with our own material to meet our specific needs
- ✚ In Maths each level beyond P8 has been broken down into c, b and a.
- ✚ **Assessment is still 'best fit' and you need to always refer to Maths Skills Sheets and Programmes of Study to support the final level you award.**
- ✚ **If you are awarding a higher level then you must check that skills from previous levels have already been achieved and are established**
- ✚ **We will use our standard triangle system – please make sure you add the month and the year i.e. ∠ 3/14 ***

Recording: Experienced / With Help ∠ Independent △ Consolidated ▲ (Add star * if comment added overleaf)

Achievement Continuum

The following chart shows the range of responses that pupils **might** demonstrate at specific levels, but that you need to consider when awarding a level (Taken from: 'Personal Progress')

| DEVELOPMENTAL STAGES | STAGE CHARACTERISTICS | STAGE DESCRIPTOR |
|--|---|--|
| 1. Encounter (P1) | Characterised by presence and reflex responses | Learners are present during an activity or experience. Any participation is fully prompted by facilitators. Learners may remain passive or they may resist. For some learners, being able to tolerate a shared activity may, in itself, be significant. Learners may show simple, reflex responses to encounters but it will be difficult to tell if any learning has occurred. |
| 2. Early Awareness (P2) | Characterised by fleeting attention and inconsistent responses | Learners begin to show that they are aware of activities and experiences. They may notice, fleetingly focus on or attend briefly to an object, event or another person. Learners may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects. They may begin to respond, although not consistently, to what is happening. |
| 3. Interest (P3) | Characterised by more consistent and differentiated reactions | Learners begin to show interest in people, events and objects. They respond more consistently to familiar people, events and objects. Learners begin to give reactions that show that they can tell the difference between specific people objects, places and events in their surroundings |
| 4. Supported Participation (P4) | Characterised by co-operation and engagement | Learners accept supported participation. They co-operate with shared exploration. Learners engage in activities. They participate in shared activity, although their responses may be supported by staff or other learners. |
| 5. Active Involvement (P5) | Characterised by recognition, anticipation and proactive responses | Learners begin to be proactive in their interactions. They may actively strive to reach out, join in or comment in some way on the activity itself or on the actions or responses of other people. Learners recognise familiar people, events and objects. They may acknowledge familiar sequences of events and communicate consistent preferences and affective responses. |
| 6. Development (P6) | Characterised by remembered responses and intentional communication | Learners begin to develop and refine actions and reactions, often by trial and improvement. They remember responses over short periods of time. Learners begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities. |
| 7. Exploration (P7) | Characterised by concentration, | Learners begin to explore materials in increasingly complex ways. They concentrate for longer periods and participate in shared activities with less support. |

| DEVELOPMENTAL STAGES | STAGE CHARACTERISTICS | STAGE DESCRIPTOR |
|--|--|--|
| | recall and observation | Learners remember responses over more extended periods and participate in shared activities with less support. They observe the results of their actions with interest. |
| 8. Initiation (P8) | Characterised by established responses and conventional communication | Learners begin to initiate activities. They may respond to options and choices with actions or gestures. They greet known people and use emerging conventional communication. Learners maintain established responses over increasing periods of time and anticipate more and more known events. They actively explore objects and events for more extended periods. |
| 9. Consolidation (Level 1) | Characterised by the formation of skills, knowledge, concepts and understandings | Learners gain, strengthen or make general use of skills, knowledge, concepts or understandings that relate to their experience of the world around them. They are aware of cause and effect and know that certain actions produce predictable results. Learners apply potential solutions systematically to problems. They use single words, gestures, signs or symbols to identify or request familiar objects or to communicate about events and express their feelings. |
| 10. Application (Level 2) | Characterised by the application of skills, knowledge, concepts and understandings | Learners apply their skills, knowledge and understanding to a range of familiar experiences. They carry out simple tasks in familiar settings and are able to engage in familiar, straightforward routines, anticipating some of the stages. They are aware of cause and effect and are able to anticipate the effects of a range of familiar actions. They can review activities, identifying what they enjoy and what they don't. They are able to access appropriate sources of help when carrying out routine activities. Learners can apply knowledge or skills used in one familiar activity to another familiar activity, using this ability to solve simple problems. Learners can speak or otherwise communicate in simple exchanges and discussions, make requests, ask questions and make statements. They can listen and respond to requests and follow single-step instructions. |
| 11. Creative / Organised (Level 3 and beyond) | Characterised by the ability to adapt and modify knowledge, skills, concepts and understandings already acquired | Learners take responsibility for their own learning across a wide range of contexts; explore complex ideas and feelings; show insight and develop own strategies when solving more complex problem. Learners are aware of the attitudes and responses of others and can adapt their response to be considerate of others Learners show insight and make deliberate choices and responses; they search for a solution by trying out ideas of their own Learners begin to identify and obtain necessary information; they check results considering if these are reasonable. Learners begin to draw simple conclusions |