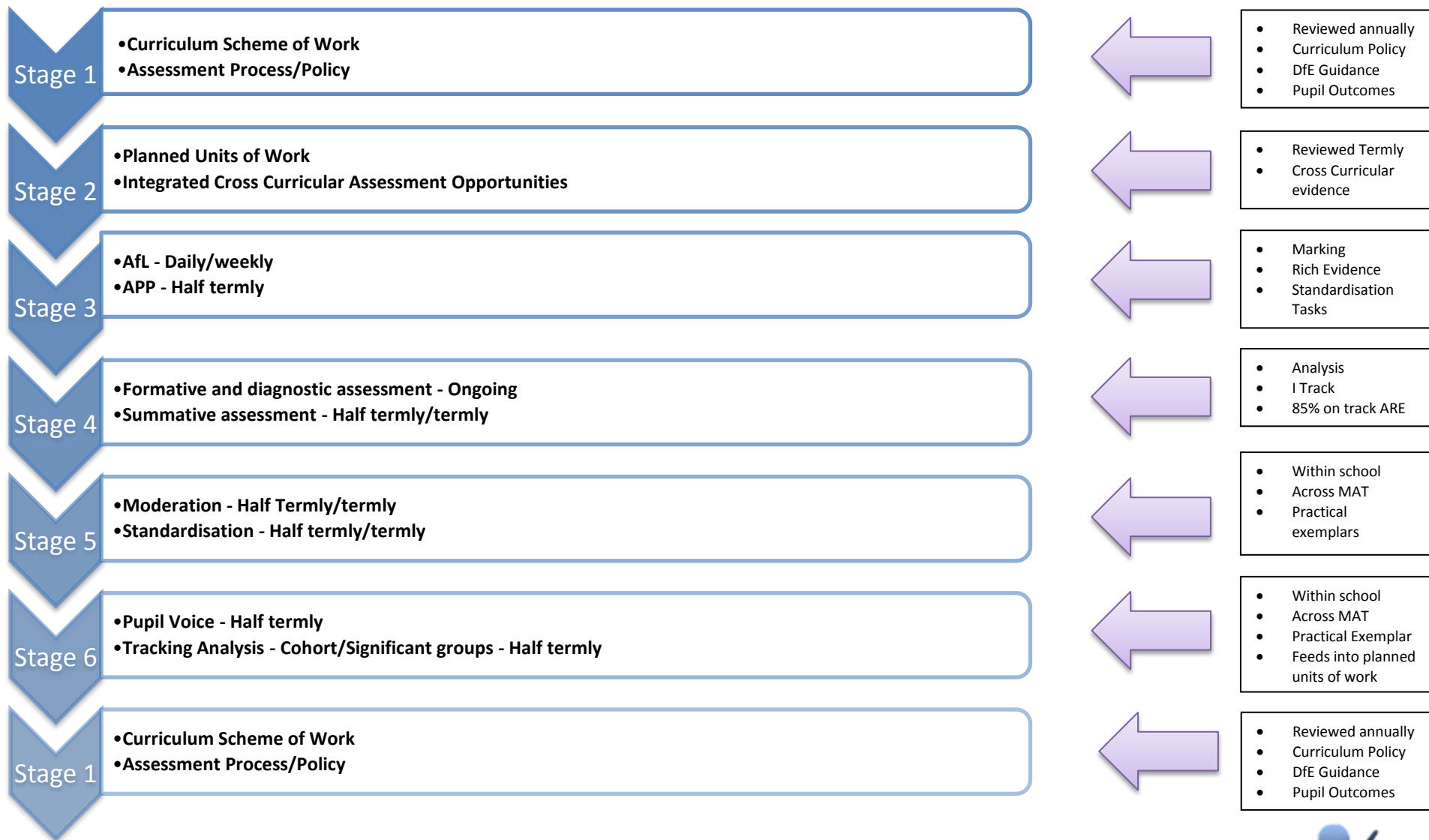# An Daras Multi Academy Trust
Assessing Pupil Progress – Mathematics (Y1)

Integrated Curriculum Scheme of Learning - 2015	
Document:	**ADMAT Assessing Pupil Progress (APP)**
National Curriculum Subjects:	**Maths**
Year Group:	**Year 1**
Agreed and Approved:	**Sept 15 (v3)**
Leader In Year Review Dates:	**Sept 17**
Related Documents and Guidance:	National Curriculum 14/15
	Dimensions Skill Ladders 14
	Maths Scheme of Learning 15
	Non-Negotiable 14
	Maths Policy 15
	Calculation Policy 15
	Assessment Policy 15
	Marking Policy 15

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

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

A/Number: place value	B/Number: addition and subtraction	C/Number: multiplication and division	D/Fractions	E/Measurement	F/Geometry	G/	H/
A1. Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	B1. Represent and use number bonds and related subtraction facts within 20	C1. Count in multiples of 2, 5 and 10	D1. Recognise, find and name a half as one of two equal parts of an object, shape or quantity	E1. Compare, describe and solve practical problems for: **lengths and heights** [for example, long/short, longer/shorter, tall/short, double/half] **mass/weight** [for example, heavy/light, heavier than, lighter than] **capacity and volume** [for example, full/empty, more than, less than, half, half full, quarter] **time** [for example, quicker, slower, earlier, later]	F1. Properties of Shape: Recognise common 2-D shapes in different orientations and sizes i.e. including rectangles (including squares), circles and triangles		

EM	TI	EXP	EXC	EM	TI	EXP		EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC								
1	2	3	4	1	2	3		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4								

A2. Count - given a number, identify one more and one	**B2. Mentally add and subtract one- and two-digit numbers to 20, including zero**	C2. Mentally double numbers up to 10	D2. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	**E2. Measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) money recognise and know the value of different denominations of coins and notes** sequence events in chronological order using language [for example, before and after, next, first, today, yesterday,	**F2. Properties of Shape: Recognise and name common 3-D shapes in different orientations and sizes i.e. including cuboids (including cubes), pyramids and spheres**		

EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

Column A	Column B	Column C	Column D	Column E	Column F
A3. Count in multiples of twos, fives and tens	**B3.** Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7=? -9	C3. Begin to understand multiplication, division and doubling through grouping and sharing small quantities		E3. Recognise and use language relating to dates, including days of the week, weeks, months and years	**F3. Position and Direction:** Describe movement in straight lines using everyday language and describe turns, including half, quarter and three-quarter turns in both directions and connect turning clockwise with movement on a clock face

EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC					EM	TI	EXP	EXC	EM	TI	EXP	EXC
1	2	3	4	1	2	3	4	1	2	3	4					1	2	3	4	1	2	3	4

Column A	Column B	Column C	Column E
A4. Represent number, read and write numbers to 100 in numerals	**B4.** Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=)signs	**C4.** Make connections between arrays, number patterns, and counting in twos, fives and tens	**E4. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times**

EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

Column A	Column C	Column E
A5. Represent number, read and write numbers from 1 to 20 in words	C5. Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	E5. Time - compare, describe and solve practical problems for time

EM	TI	EXP	EXC	EM	TI	EXP	EXC
1	2	3	4	1	2	3	4

Column A	Column E
A6. Represent number, identify and represent numbers using objects and pictorial representations	**E6.** Money - recognise and know the value of different denominations of coins and

including the number line																						
EM	TI	EXP	EXC									EM	TI	EXP	EXC							
1	2	3	4									1	2	3	4							
												E7. Money - begin to handle coins and become familiar with coins up to 20 pence										
												EM	TI	EXP	EXC							
												1	2	3	4							
												E8. Use non-standard units to measure length, mass and capacity										
												EM	TI	EXP	EXC							
												1	2	3	4							
												E9. Measure and begin to record lengths and heights, mass/weight, capacity and volume										
												EM	TI	EXP	EXC							
												1	2	3	4							
												E10. Compare, describe and solve practical problems for lengths and heights, mass or weight and capacity/volume										
												EM	TI	EXP	EXC							
												1	2	3	4							

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