

## Key Principles

This non-statutory assessment framework for Year 4 is aligned with the 2016-17 Interim Key Stage 1 and Key Stage 2 teacher assessment frameworks for Years 2 and 6 and is intended for making summative teacher assessments at end of the year.

This assessment framework for Year 4 does not include full coverage of the content of the National Curriculum.

Pupils achieving the standard within this assessment framework will be able to demonstrate a broader range of skills than those being assessed.

Teachers should base their judgements on a broad range of evidence from across the curriculum, which reflects the National Curriculum aims of fluency, reasoning and communication. This should include evidence of pupil voice, with children being able to elaborate and explain clearly their understanding, methods and ideas.

### Working at expected standard (EXS)

- The pupil can recognise the place value of each digit in Th H T U numbers, within a range of contexts, including rounding, ordering, comparing
- The pupil can round decimals with one decimal place to the nearest whole number
- The pupil can add/subtract numbers up to 4 digits using formal written methods, within the context of a two-step problem, deciding which operation to use and why
- The pupil can estimate and use inverse operations to check answers to a calculation
- The pupil can use place value knowledge and known and derived facts to multiply and divide mentally (factor pairs)
- The pupil can use mathematical reasoning to solve problems involving multiplying and adding (e.g. area and perimeter) and including the distributive law,  $HTU \times U$ ,  $TU \times U$
- The pupil can solve problems using an understanding of the connections between hundredths, tenths, place value and decimal measures e.g. money and decimals to 2 decimal places
- Use factors and multiples to recognise equivalent fractions and simplify where appropriate
- The pupil can solve problems by making connections between fractions of a length, of a shape and as a representation of one whole or a set of quantities
- The pupil can measure and calculate using different metric units of measure in a range of contexts e.g. time, distance, money
- The pupil can use mathematical reasoning to compare and classify geometric shapes (incl. quadrilateral triangles), identify and compare acute and obtuse angles and complete simple symmetric figures in different orientations
- The pupil can plot specified points and draw sides to complete a given polygon and describe movements between positions as translations
- The pupil can interpret and present discrete and continuous data using appropriate graphical methods including bar charts and time graphs

## West Sussex End of Lower Key Stage 2 (Year 4) Assessment – Mathematics

<b>School</b>			
<b>Name of Pupil</b>			
<b>WORKING AT THE EXPECTED STANDARD (EXS)</b>	<b>EVIDENCE</b>	<b>Overall</b>	
<b>The pupil can use the following procedures or skills to solve a variety of problems.</b>	(Tick the box each time a piece of evidence relating to the statement is seen)		
<ul style="list-style-type: none"> <li>• Recognise the place value of each digit in Th H T U numbers, within a range of contexts, including rounding, ordering, comparing</li> </ul>	<input type="checkbox"/>		
<ul style="list-style-type: none"> <li>• Round decimals with one decimal place to the nearest whole number</li> </ul>	<input type="checkbox"/>		
<ul style="list-style-type: none"> <li>• Add/subtract numbers up to 4 digits using formal written methods, within the context of a two-step problem, deciding which operation to use and why</li> </ul>	<input type="checkbox"/>		
<ul style="list-style-type: none"> <li>• Estimate and use inverse operations to check answers to a calculation</li> </ul>	<input type="checkbox"/>		
<ul style="list-style-type: none"> <li>• Use place value knowledge and known and derived facts to multiply and divide mentally (factor pairs)</li> </ul>	<input type="checkbox"/>		
<ul style="list-style-type: none"> <li>• Use mathematical reasoning to solve problems involving multiplying and adding (e.g. area and perimeter) and including the distributive law, <math>HTU \times U</math>, <math>TU \times U</math></li> </ul>	<input type="checkbox"/>		
<ul style="list-style-type: none"> <li>• Solve problems using an understanding of the connections between hundredths, tenths, place value and decimal measures e.g. money and decimals to 2 decimal places</li> </ul>	<input type="checkbox"/>		
<ul style="list-style-type: none"> <li>• Use factors and multiples to recognise equivalent fractions and simplify where appropriate</li> </ul>	<input type="checkbox"/>		
<ul style="list-style-type: none"> <li>• Solve problems by making connections between fractions of a length, of a shape and as a representation of one whole or a set of quantities</li> </ul>	<input type="checkbox"/>		
<ul style="list-style-type: none"> <li>• Measure and calculate using different metric units of measure in a range of contexts e.g. time, distance, money</li> </ul>	<input type="checkbox"/>		
<ul style="list-style-type: none"> <li>• Use mathematical reasoning to compare and classify geometric shapes (incl. quadrilateral triangles), identify and compare acute and obtuse angles and complete simple symmetric figures in different orientations</li> </ul>	<input type="checkbox"/>		
<ul style="list-style-type: none"> <li>• Plot specified points and draw sides to complete a given polygon and describe movements between positions as translations</li> </ul>	<input type="checkbox"/>		
<ul style="list-style-type: none"> <li>• Interpret and present discrete and continuous data using appropriate graphical methods including bar charts and time graphs</li> </ul>	<input type="checkbox"/>		
<b>Comments:</b>			