

Assessment Overview

Subject: Maths

Year Group: Year 7

Week Number	Assessment Details	Methods used to Assess	Assessment Framework Aspects covered
1 2	Autumn 1 Pretest (to see which of the upcoming aspects that the group has great strength with and to clearly identify gaps for the next month's lessons). Include questions dealing with some key topics coming up through the year as well.	Milestone Assessment (Pretest)	G001-G001; N001-N007 For later in year: S001; S002; A002
3 4	Set up bar models to solve problems (then solve them) X: Easy to read bar models and clear structures to using these models to solve problems. [Note- CLEAR WORKING OUT with CLEAR methods used to solve problems is ESSENTIAL at becoming an EXCELLENT mathematician] G: Easy to read bar models and SOME structure used to solve problems D: Bar models may not yet be neat enough and may not always lead to the correct solutions. Some problems are solved accurately. M: Not yet developing	Home Learning	A001
5 6	Autumn 1 Post-test X: All of good (see below) [90%+ accuracy] as well as some fluency in working with numbers in bases other than 10 (i.e. $24_7 + 35_7 = ?$) as well as some fluency in working out the upper and lower bounds of rounded numbers. G: Be able to do almost all of the following: Accurately calculate perimeter of rectangular (and compound rectangular) shapes, understand place value, accurately multiply and divide whole and decimal numbers by 10, 100, 1000, solve worded problems, and use rounding to estimate solutions to worded problems. [75%+ accuracy] D: Be able to do about half of good (see above). Most hangups will occur with dividing by 10, 100, and 1000, worded problems, and estimation	End of topic written exam	G001-G002; N001-N007 NEW: XN997-XN999

	M: Not yet developing		
7	<p>Starter – 4 questions (quiz style) on pupils multiplying and dividing integers (whole numbers).</p> <p>X: 100% accuracy (one minor slip up allowed) in both multiplication and division: 2-digit x 2-digit; 3-digit x 2-digit; 3-digit ÷ 1-digit; 3-digit ÷ 2-digit</p> <p>G: 100% accuracy (one minor slip up allowed) in multiplication: 2-digit x 2-digit; 3-digit x 2-digit; and some accuracy in division: 3-digit ÷ 1-digit; 3-digit ÷ 2-digit</p> <p>D: Basic structures in place to multiply (although may have issues with accuracy) and a basic understanding of how to divide two numbers.</p> <p>M: Not yet developing</p>	Milestone Assessment (could be in books or printed)	N008-N010
Half Term			
8	Review 1 – centrally collected data will be reported via SIMS.		
9			
10	<p>Starter – 4 questions (quiz style) on pupils multiplying and dividing DECIMAL NUMBERS by integers.</p> <p>X: 100% accuracy (one minor slip up allowed) in both multiplication and division: 2-digit x 2-digit; 3-digit x 2-digit; 3-digit ÷ 1-digit; 3-digit ÷ 2-digit. Final decimals are all in the correct location.</p> <p>G: 100% accuracy (one minor slip up allowed) in multiplication: 2-digit x 2-digit; 3-digit x 2-digit; and some accuracy in division: 3-digit ÷ 1-digit; 3-digit ÷ 2-digit. Most final decimals are in the correct location.</p> <p>D: Basic structures in place to multiply (although may have issues with accuracy) and a basic understanding of how to divide two numbers. Some understanding shown as to where the final decimal needs to be located.</p> <p>M: Not yet developing</p>	Milestone Assessment (could be in books or printed)	<p>NEW: N011</p> <hr/> <p>OLD: N008-N010</p>
11	Autumn 2 Post-Test + WHOLE YEAR REVIEW	End of topic written exam	NEW: G004-G008; N008-N014; S001

12	<p>X: All of good (see below) at 90%+ accuracy.</p> <p>G: 75% accuracy in: Calculate areas of rectangles, triangles, parallelograms, compound shapes; multiply and divide decimal and whole numbers accurately, calculate the mean of a set of data.</p> <p>D: Be able to do about half of good (see above). Most hangups will occur with division.</p> <p>M: Not yet developing</p>		G001, N001-N005, N007, A001
13 14	<p>Starter / in-class quiz – various questions on estimating, measuring and drawing accurate angles.</p> <p>X: All angles drawn and measured correctly ($\pm 1^\circ$)</p> <p>G: Angles measured correctly ($\pm 2^\circ$) ; Angles drawn correctly ($\pm 3^\circ$)</p> <p>D: Angles measured correctly ($\pm 2^\circ$); however, occasionally may read the wrong number off the protractor. (i.e. 121° instead of 59°). Drawing angles may have the same issues and occasionally the protractor may not be held properly to draw these angles in.</p> <p>M: Not yet developing</p>	Milestone Assessment (could be in books or printed)	G009
15			
Christmas			
16 (1)	<p>Slides from unit 11 lesson 5 (solving problems using properties of triangles) as problem solving for home learning to assess.</p> <p>X: All of <good> with correct answers as well as ‘higher level’ questions which involve algebraic expressions of angles.</p> <p>G: All triangles can be classified correctly (scalene, isosceles, equilateral) and all correct <u>methods</u> are used to solve missing angle problems on straight lines, around a point, vertical angles and angles in a triangle. (There may be errors in calculations)</p> <p>D: Most triangles classified correctly and usually correct methods for solving missing angle problems.</p> <p>M: Not yet developing</p>	Home Learning	G011, G013

17 (2)	Quadrilateral Assessment (pages 52-63 of Spring workbook)	Milestone Assessment	G015
18 (3)	<p>X: All of <good> with 90% of answers correct as well as 75% of STAR questions answered correctly too.</p> <p>G: Quadrilaterals (square, trapezium, rhombus, parallelogram, rectangle, kite) can all be identified correctly based on definitions; angles can be found in all regular questions (80%+ correct; star questions count as 'bonus').</p> <p>D: Most quadrilaterals can be identified by definitions, and questions involving angles are at least 50% correct.</p> <p>M: Not yet developing</p>		
19 (4)	<p>Spring 1 Post-Test</p> <p>X: All of good (see below) at 90%+ accuracy.</p> <p>G: 75% accuracy in: measuring and drawing angles; solving angle problems, special triangles and quadrilaterals, converting among metric measures; working with lines of symmetry, and drawing accurate ASA or SAA triangles.</p> <p>D: Be able to do about half of good (see above). Most hangups will occur with division.</p> <p>M: Not yet developing</p>	End of topic written exam	G009-G017
20 (5)	Review 2 – centrally collected data will be reported via SIMS.		
21 (6)			
Half Term			
22 (7)	<p>Equivalent fractions, ordering fractions and mixed numbers</p> <p>X: All of <good> with methods used for simplifying 'harder' fractions such as 504/693.</p> <p>G: Shading fractions of a shape, finding equivalent fractions and simplifying fractions with correct methods and mostly correct answers. Able to convert improper fractions to and from mixed numbers.</p>	Home Learning	N015, N018-N020

	<p>D: Able to find fractions of a shape and find equivalent fractions, but struggling to get to grips with simplifying fractions correctly (unless using '2' or '10' as a common factor)</p> <p>M: Not yet developing</p>		
23 (8)	Reciprocals, multiplying and dividing fractions	Milestone Assessment	N016-N017; N023-N026
24 (9)	<p>X: All of <good> with all correct methods and mostly correct answers as well as able to multiply and divide mixed number fractions.</p> <p>G: Find the whole given a fractional part; use reciprocals; multiply and divide two fractions where simplification may be necessary. Correct methods usually used.</p> <p>D: An understanding of finding the whole given a fractional part (usually 1/n) and able to multiply two fractions with correct methods.</p> <p>M: Not yet developing</p>		
25 (10)	Spring 2 Post-Test + WHOLE YEAR REVIEW	End of topic written exam	NEW: N021-N022
26 (11)	<p>X: All of good (see below) at 90%+ accuracy.</p> <p>G: 75% accuracy in: multiplying a dividing fractions; simplifying fractions, equivalent fractions as well as topics from earlier in the year: perimeter, area, angle problems, triangle problems, and bar models</p> <p>D: Be able to do about half of good (see above). Most hangups will occur with division.</p> <p>M: Not yet developing</p>		OLD: G001, G003, G004, G005, G011, G013, G015, G017, N003, N005, N009-N013, N015, N018-N020, N023-N026, A001
27 (12)			
Easter			
28 (1)			
29 (2)	Simplify algebraic expressions – addition, subtraction, multiplication and division	Milestone Assessment	A002-A004
30 (3)	<p>X: All of <good> with no errors.</p> <p>G: Simplifying algebraic expressions involving addition and subtraction (a slip may occur when subtracting a term) and multiplying and dividing.</p>		

	<p>D: A basic understanding of how to add like terms.</p> <p>M: Not yet developing</p>		
31 (4)	Summer 1 Post Test	End of topic written exam	N027, A005-A009
32 (5)	<p>X: All of good (see below) at 90%+ accuracy. Brackets inside of brackets as well as indices should be a key skill to be labelled 'eXcellent'.</p> <p>G: 75% accuracy in: simplifying algebraic expressions [including multiplying brackets like $6(2x+4)$]; factorising expressions, working out term-to-term rules; and evaluating numerical expressions using the correct order of operations.</p> <p>D: Be able to do about half of good (see above). Most hangups will occur with division.</p> <p>M: Not yet developing</p>		A002, A003, G001, G002
Half term			
33 (6)	<p>Percentages home learning (finding percentages of quantities)</p> <p>X: Can calculate whole numbered percentages as well as decimal percentages (i.e. 43.2% of £9000)</p> <p>G: Can calculate whole numbered percentages of quantities</p> <p>D: Can calculate 10%, 50%, 1% and 25% of a quantity.</p> <p>M: Not yet developing</p>	Home Learning	<p>N028</p> <p><any of the above></p>
34 (7)	<p>End of year exams: All pupils to complete the "Essentials" exam. Most pupils should attempt the 'depth' paper. Lower attaining pupils could take the 'fluency' paper. Some pupils would be advantaged to attempt both.</p> <p>X: Pupils take the 'depth' paper. Overall score between 'Essentials' and 'Depth' is 80%+ across all four aspects.</p> <p>G: Pupils take the 'depth' paper. Overall score between 'Essentials' and 'Depth' is 70%+ across all four aspects. OR Pupils take the 'fluency' paper. Overall score between 'Essentials' and 'Fluency' is 85%+ across all four aspects.</p> <p>D: Score on 'Essentials' is 35% or higher OR score on 'Fluency' is 50% or higher.</p>		NEW (ALL): S002
35 (8)			OLD (ALL): G001, G004, G005, G009-G011, G013, G015, N001-N005, N007, N008, N010-N012, N014, N015, N019, N021, N022, N024, N026-N028, A001, A002, A005-A007, S001
36 (9)			DEPTH TEST ONLY: (NEW-XS999), OLD: N002, N004, N012,

	M: Not yet developing		N022, N023, N026, N028, A001, A004, G004, G005, G007, G011, G016, FLUENCY TEST ONLY: (NEW-S004) N001, N004, N009, N012, N014, N019, N021, N023, G001, G003, G004, G007, G011, G013, A003, A009,
37 (10) 38 (11)	Review 3 – centrally collected data will be reported via SIMS.		
39 (12)	<p>Create pie charts (May need to also assess ability to read information from bar charts – those that did not do ‘fluency’ test)</p> <p>X: Accurate pie charts to represent ANY NUMBER of people or objects</p> <p>G: Accurate pie charts to represent ‘60’, ‘90’, ‘120’, ‘180’ or ‘360’ people or objects</p> <p>D: Correct methods for drawing an accurate pie chart for ‘60’, ‘90’, ‘120’, ‘180’ or ‘360’ people or objects; however, errors may occur when drawing these.</p> <p>M: Not yet developing</p>	Milestone Assessment or Home Learning	S003; S004 ASSESSMENT DATA COLLECTED AS PART OF REVIEW 1 OF YEAR 8.
Summer Holiday			

NB: All assessed pieces of work, including milestone assessments, to be completed or stuck into pupils’ exercise books.

X: eXcellece – Skills required to enable children to be ready to target top grades (7-9) at GCSE.

G: Good – Skills required to be “GCSE READY” – ready to target grades (5-7) at GCSE

D: Developing – There are gaps in the skills required to be “GCSE READY”. These children should be aspiring for at least a grade 4 at GCSE, but will require minor intervention to achieve higher than this.

M: eMerging – There are significant gaps in required skills to be “GCSE READY”. To improve – see criteria for what is required to be ‘Developing’. These are the pupils that will require MAJOR INTERVENTION in order to be successful at GCSE.

BEFORE REVIEW 1 – 4 PIECES OF ASSESSED WORK

BEFORE REVIEW 2 – 4 PIECES OF ASSESSED WORK

BEFORE REVIEW 3 – 7 PIECES OF ASSESSED WORK PLUS ASSESSED END OF YEAR EXAM

TEACHERS WILL BE ENCOURAGED (DURING GROUP PLANNING SESSIONS) TO SET ‘GO GREEN’ WORK TO ENABLE CHILDREN TO IMPROVE PREVIOUSLY POORLY ASSESSED OBJECTIVES AND SET HIGH LEVEL “CHALLENGE WORK” FOR PUPILS ALREADY ACHIEVING EXCELLENCE.