



# Assessment Systems



**Achievement Statements**

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## Achievement Statements



Year 2						
Index	Curriculum Code	Power Statement	Conceptual Achievement Statements	With support	By myself	Supporting someone else
2C1	npv		I can solve word problems using place value and number facts with two digit numbers with some accuracy			
2C2	npv		I can choose if it is best to work out an answer using a mental method or a written method			
2C3	npv		I can estimate an answer to an addition, subtraction, multiplication or division up to 100			
2C4	+/-	√	I can solve simple one step addition and subtraction problems where a number is missing within 20			
2C5	+/-	√	I can show that I can add two numbers in any order and get the same answer			
2C6	+/-	√	I can check the answer to a subtraction by adding the answer to the amount that is being subtracted			
2C7	x/÷	√	I can use objects to calculate half of an odd number of objects, giving the answer as a remainder and fraction			
2C8	x/÷	√	I can check my answer for a division by multiplying the answer by the divider i.e. because multiplication and division calculations are the inverse of each other			
2C9	x/÷	√	I can check my answer for a multiplication by dividing the answer by one of the multipliers i.e. because multiplication and division calculations are the inverse of each other			
2C10	x/÷	√	I can prove that I can multiply two numbers in any order and get the same answer			
2C11	x/÷	√	I can prove that changing the order of numbers in a division calculation makes the answer change			
2C12	x/+		I can solve one-step word problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts			
2C13	fr		I can write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of two quarters to one half			
2C14	m	√	I can compare intervals of time and sequence them in the right order (seconds, minutes, hours, days, weeks, months, years)			



# Compass Assessment Programme

4F1: I can name, order and compare numbers above 1000	4F2: I can read and write Roman numerals from 1 to 100 (I to C)	4F3: I can add multiples of 10, 100 or 1 000 to any number up to 9 999 mentally	4F4: I can count backwards through zero to include negative numbers	4F5: I can round any number to 10, 100 or 1 000 and add multiples of 10, 100 or 1 000 mentally	4C1: I can explain, using place value knowledge, the effect of dividing any number by 10 and...	4C2: I can estimate the answer to, and solve, number and practical problems that involve making...	4C3: I can check my answers using estimates and by applying inverse operations	4C4: I can explain how the number system has changed over time to include the concept of zero...	4F6: I can use column addition and column subtraction to add and subtract numbers with up to...	4C5: I can solve addition and subtraction two-step problems in contexts, deciding which...	4F7: I can multiply or divide 2-digit and 3-digit numbers by a 1-digit number using efficient...	4F8: I can recall and use multiplication and division facts for multiplication tables up to 12...	4F9: I can use place value, known and derived facts to multiply and divide mentally, including...
✓ all	✓ all	✓ all	✓ all	✓ all	✓ all	✓ all	✓ all	✓ all	✓ all	✓ all	✓ all	✓ all	✓ all
Green	Green	Orange	Green	Orange	Orange	Green	Green	White	Green	Orange	Orange	White	White
Purple	Green	Green	Green	Purple	Purple	Green	Purple	Green	Purple	Purple	Purple	White	White
Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	White	White
Purple	Green	Purple	Purple	Purple	Purple	Green	Purple	Green	Purple	Purple	Purple	White	White
Green	Green	Green	Green	Green	Orange	Green	Green	Orange	Green	Orange	Green	White	White
Green	Orange	Orange	Orange	Orange	Orange	Green	Orange	Orange	Orange	Orange	Orange	White	White
Green	Green	Green	Green	Green	Green	Green	Green	Green	Purple	Purple	Purple	White	White
Green	Green	Green	Purple	Green	Green	Green	Green	Green	Purple	Purple	Purple	White	White
Green	Orange	Orange	Orange	Orange	Orange	Green	Orange	Orange	Orange	Orange	Orange	White	White
Green	Green	Green	Green	Green	Orange	Green	Green	Orange	Green	Green	Green	White	White
Purple	Green	Purple	Purple	Purple	Purple	Green	Green	Purple	Purple	Purple	Purple	White	White
Green	Green	Green	Green	Orange	Orange	Green	Green	Purple	Green	Orange	Green	White	White



## Compass Assessment Programme

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	14 30.4%		0 0%	0 0%	13 28.3%	1 2.2%	32 69.6%	Working At ARE (Secure) ▼	<input type="text"/>
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	14 30.4%		0 0%	3 6.5%	11 23.9%	0 0%	32 69.6%	Working At ARE ▼	<input type="text" value="Ria JONES, Spr mid-term, NC Maths"/>



## Pupil Progress Meetings

Termly meeting with Mrs Hart and/or Mr Denchfield where year groups discuss the attainment and progress of their children.

To celebrate the successes of children making good progress.



To discuss children causing concern and what can be put in place to support.

To provide the Senior Leadership Team with an attainment overview of every child.

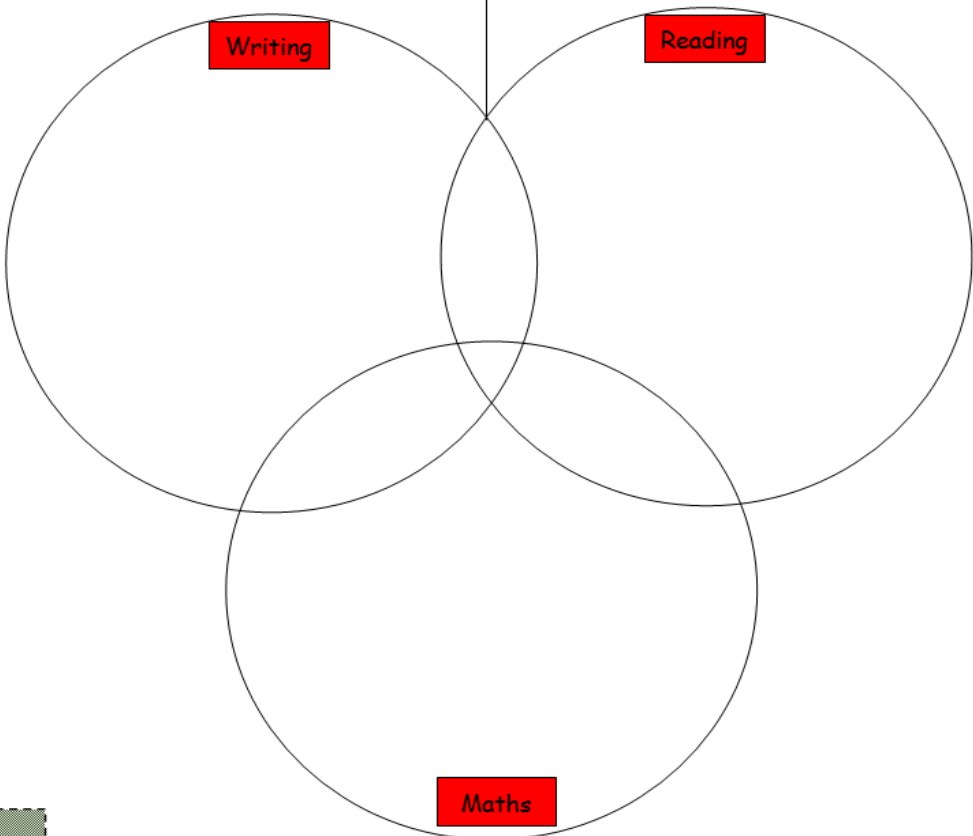
To support the school when making strategic decisions on the deployment of resources.



## Venn Diagrams

 **Benhurst Primary School**  
**Pupil Progress Venn Diagrams (Attainment)**  
*'Only my best is good enough for me'* 

**Above ARE**      **Writing**      **Reading**      **ARE (Secure)**



**Maths**

**Colour Key**  
Pink highlighter - Disadvantaged  
Yellow highlighter - More Able



## Whole School Data Overview

# School Data Pack



*'Only my best is good enough for me'*

**Data Pack  
2016 - 2017  
Autumn Term**

### Contents

Each of the year group analysis sections contain: attainment and progress data, strengths, actions arising and a year group response. All percentages recorded have been rounded to the nearest whole number.

- Assessment Cycle
- Attainment and Progress Summary
- YR Analysis
- Y1 Analysis
- Y2 Analysis
- Y3 Analysis
- Y4 Analysis
- Y5 Analysis
- Y6 Analysis





## Questions