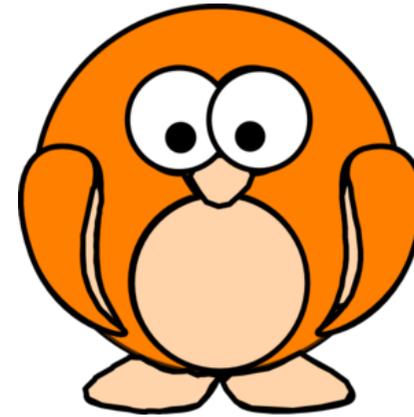**Assessment Outcomes to Track Progress**

We track progress using the following outcomes:

- **Y6 Commencing** *(where pupils should be by the end of autumn term)*
- **Y6 Developing** *(where pupils should be by the end of spring term)*
- **Y6 SECURE** *(Year group objectives achieved)*
- **Y6 Secure Advanced** *(for secure+ and more able learners)*
- **Y6 Secure Deep** *(for more able learners)*

All Saints C of E Primary

'I Can' Statements

Supporting Assessment in
MATHS

YEAR 6

INFORMATION FOR PARENTS

What are 'I can' Statements?

These are a series of statements from the programmes of study to be taught and achieved for each year group. These are used for teaching and for assessing whether children have understood particular aspects of these programmes of study.

How are they used for assessment and tracking progress?

There are *two categories* of 'I can' statements – *'essential'* and *'other'*. In order to achieve **SECURE** for Year 1 (the National Expectation), children need to have achieved ALL of the statements from the previous year plus the following essential statements **by the end of the year**:

Essential Statements for MATHS

I can read, write, order and compare numbers up to 10 million and determine the value of each digit.
I can add, subtract and use negative numbers in context, and calculate intervals across zero.
I can use my knowledge of the order of operations to carry out calculations involving the four operations.
I can multiply numbers with at least 4-digits by a 2-digit whole number using long multiplication.
I can divide numbers up to 4-digits by a 2-digit whole number using long division, and interpret remainders as whole number remainders, fractions, decimals or by rounding as appropriate for the context.
I can identify common factors, common multiples and prime numbers.
I can compare and order any fraction, including fractions >1.

I can multiply and divide numbers up to three decimal places by 10, 100 and 1 000 where the answers are up to three decimal places.
I can recall and use equivalences between simple fractions, decimals and percentages including in different contexts.
I can generate and extend linear number sequences.
I can find pairs of numbers that satisfy number sentences involving two unknowns.
I can recognise and name angles and find unknown angles involving angles at a point, on a straight line, in a triangle (180°), in a quadrilateral (360°) and vertically opposite angles.
I can use estimation to check answers to calculations and determine an appropriate level of accuracy.
I can calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. 3/8) and explain how I've done it.
I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
I can use written division methods in cases where the answer has up to 3 decimal places.
I can solve problems which require answers to be rounded to specified degrees of accuracy.
I can solve problems involving similar shapes where the scale factor is known or can be found.
I can solve different types of problems using averages.
I can illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.
I can recognise when it is necessary to use the formulae for area and volume of shapes.