

# MATHEMATICS: NUMBER: P8 PROFORMA

School:

DOB (Month &amp; Year) 3.02 NC Year 2

Context/Setting/Class: (Circle and/or add further details) Y2

Level of Support/Independence:

1:1 staffing / small group eg 1 to 4 / whole class with teacher / Teaching Assistant / Class Teacher

Type of Support:

Prompts: – physical / gesture / verbal / visual / Modelling / demonstration / scaffolding

Resources:- word bank / symbols / key words / equipment / apparatus

LARGE PLAY MAT - PARK SCENE, STAND UP FIGURES, NUMBERS TO 10

Context of lesson/task/activity

A asked to perform a series of tasks verbally.

Observation and Comment

Very little additional prompting needed. Anthony was very confident until asked to record, when he became reluctant (this was at the end of the assessment) concentration and engagement was otherwise good.

Performance Criteria

**P7** Pupils join in rote counting to 10, for example, saying or signing number names to 10 in counting activities. They count at least 5 objects reliably, for example, candles on a cake, bricks in a tower. They recognise numerals from one to five and to understand that each represents a constant number or amount, for example, putting correct number of objects (1-5) into containers marked with the numeral; collecting the correct number of items up to five. Pupils demonstrate an understanding of 'less', for example, indicating which bottle has less water in it. In practical situations they respond to 'add one' to a number of objects, for example, responding to requests such as add one pencil to the pencils in the pot, add one sweet to the dish.

**P8** Pupils join in with rote counting to beyond 10, for example, they say or sign number names in counting activities. They continue to rote onwards from a given small number, for example, continuing the rote count onwards in a game using dice and moving counters up to 10; continuing to say, sign or indicate the count aloud when adult begins counting the first two numbers. Pupils recognise differences in quantity, for example, in comparing given sets of objects and saying which has more or less, which is the bigger group or smaller group. They recognise numerals from one to nine and relate them to sets of objects, for example; labelling sets of objects with correct numerals. In practical situations they respond to 'add one' to or 'take one away' from a number of objects, for example, adding one more to three objects in a box and say, sign or indicate how many are now in the box; at a cake sale saying, signing or indicating how many cakes are left when one is sold. They use ordinal numbers (first, second, third) when describing the position of objects, people or events, for example, indicating who is first in a queue or line; who is first, second and third in a race or competition. Pupils estimate a small number (up to 10) and check by counting, for example, suggesting numbers that can be checked by counting, guessing then counting the number of: pupils in a group; adults in the room; cups needed at break time.

**1C** Pupils read most numbers up to 10 in familiar contexts. They make attempts to record numbers up to 10. They count from one to ten objects, for example, counting chairs around a table, cups on a tray, people on a bus. In practical situations they use the vocabulary involved in adding and subtracting and demonstrate an understanding of addition as the combining of two or more groups of objects, for example, using everyday objects, the pupil finds how many there are in two groups by combining and counting them.

Initial Assessment	P8	Date agreed: 8.6.09
Within School Moderation	P8	Date agreed: 10.6.09
Inter School Moderation		Date agreed:
LA Moderation	P8	Date agreed: 23.06.09.

### Activity to assess- P8/ 1C numeracy

A large activity mat was used. This had a park scene on with swings, slides, sandpit, picnic area. Stand up people were used and a set of numbers to 10

Task	Notes
Say what each number is. Numbers shown in a random order.	Anthony could recognise all the numbers to 10
Order the numbers to ten	Anthony did this, finding each number in turn.
Adult counted aloud to a certain number then stopped. Anthony had to continue the count.	Anthony continued counting up to 29.
Anthony was asked to place the stand up people in the park in groups eg, some on swings, some in sandpit etc. He had to label each group with the appropriate numeral.	Anthony put the figures into obvious groups. He then found the appropriate numerals to match each group
The people were lined up behind the slides. Anthony had to indicate which was first, third, fourth, second. He then was asked to give position of figures.	Anthony correctly identified first, second, third, fourth. He could say the position of the figures up to the fifth one (random order)
A group of people were placed near the swings. Were there enough swings for each person?	Anthony got counted each figure then counted the swings. He realised there would not be enough swings. He then placed the figures on the swings to show adult.
Anthony had to say what if one more person went on the roundabout- how many would there be.	He could do this mentally.
Anthony had to estimate groups of people.	He estimated 7 for 8. 9 for 11, 6 for 6, 22 for 25. He counted to check each one. He lined up the figures to make it easier to count them without prompting.
Anthony was asked to add two small groups to find how many altogether.	He added 3 and 2 to total 5, then 2+5 to total 7, then 3+2+5 to total 10 without help. When asked how he might record this he very reluctantly wrote $2+ =5$ . When prompted he realised he had left out 3 and wrote it back to front in correct place. He was not happy to record any more.

**MATHEMATICS: NUMBER: P8 PROFORMA**

School: **PRIMARY**

DOB (Month & Year) **12/01** NC Year **2**

Context/Setting/Class: (Circle and/or add further details)

Level of Support/Independence:

1:1 staffing / small group eg 1 to 4 / whole class with teacher / Teaching Assistant / Class Teacher

Type of Support:

Prompts: – physical / gesture / verbal / visual / Modelling / demonstration / scaffolding

Resources:– word bank / symbols / key words / equipment / apparatus

Context of lesson/task/activity

*Ongoing work and assessment in very small group working directly with teacher.*

Observation and Comment

*See attached sheets.*

**Performance Criteria**

**P7** Pupils join in rote counting to 10, for example, saying or signing number names to 10 in counting activities. They count at least 5 objects reliably, for example, candles on a cake, bricks in a tower. They recognise numerals from one to five and to understand that each represents a constant number or amount, for example, putting correct number of objects (1-5) into containers marked with the numeral; collecting the correct number of items up to five. Pupils demonstrate an understanding of 'less', for example, indicating which bottle has less water in it. In practical situations they respond to 'add one' to a number of objects, for example, responding to requests such as add one pencil to the pencils in the pot, add one sweet to the dish.

**P8** Pupils join in with rote counting to beyond 10, for example, they say or sign number names in counting activities. They continue to rote onwards from a given small number, for example, continuing the rote count onwards in a game using dice and moving counters up to 10; continuing to say, sign or indicate the count aloud when adult begins counting the first two numbers. Pupils recognise differences in quantity, for example, in comparing given sets of objects and saying which has more or less, which is the bigger group or smaller group. They recognise numerals from one to nine and relate them to sets of objects, for example; labelling sets of objects with correct numerals. In practical situations they respond to 'add one' to or 'take one away' from a number of objects, for example, adding one more to three objects in a box and say, sign or indicate how many are now in the box; at a cake sale saying, signing or indicating how many cakes are left when one is sold. They use ordinal numbers (first, second, third) when describing the position of objects, people or events, for example, indicating who is first in a queue or line; who is first, second and third in a race or competition. Pupils estimate a small number (up to 10) and check by counting, for example, suggesting numbers that can be checked by counting, guessing then counting the number of: pupils in a group; adults in the room; cups needed at break time.

**1C** Pupils read most numbers up to 10 in familiar contexts. They make attempts to record numbers up to 10. They count from one to ten objects, for example, counting chairs around a table, cups on a tray, people on a bus. In practical situations they use the vocabulary involved in adding and subtracting and demonstrate an understanding of addition as the combining of two or more groups of objects, for example, using everyday objects, the pupil finds how many there are in two groups by combining and counting them.

Initial Assessment	P8	Date agreed: 24. 4. 09
Within School Moderation	P8	Date agreed: 20. 5. 09
Inter School Moderation		Date agreed:
LA Moderation	P8	Date agreed: 23. 06. 09.

## Reference 45

### Number, P8

Pupil suffers from brain damage following an accident. This impairs his ability to concentrate and stay on task without support. He also struggles with fine motor control which means that recording work on paper is hard for him.

It is therefore hard to distinguish his degree of mathematical understanding from his on-task difficulties and determine what he can do independently.

*This is what was done within school to assess his understanding of number accurately:*

The pupil transferred from Y1 to Y2 with an assessment of P7.

Y1 and Y2 staff met in October 2008 to moderate levels between the year groups.

In school target setting and tracking is in line with these assessments.

Pupil was assessed for 1c capability April 2009. A score of 12+ was necessary to achieve 1c and he scored 7.

Taken together, this suggested that he was working between P7 and 1c, ie P8.

He works in a small group (4-6) with a qualified teacher. She uses P-Steps materials to assess and inform target setting. His P-Steps assessment sheets for mathematics are attached.

Alongside her ongoing assessment, she has devised individual assessments specifically to measure his attainment against the P Steps statements.

There has also been a moderation meeting in which Group 3 teachers swapped work/assessment data to check each others' judgements.

Assessment shows he can

- rote count to at least 20
- rote onwards from a small number
- count with 1:1 correspondence to 9
- add/take away 1 with numbers to 5
- recognise, sequence and match numerals to 10
- compare sets and identify which has more
- check an estimate by counting
- use/identify 'first'

He is not yet fully secure with

- taking away –see below
- estimating with accuracy (though he can check)

The key moderation issue for us was whether his inconsistency responding to 'take one away' should prevent an assessment of P8. As the text states pupils should "respond to *add one* OR *take one away* from a number of objects, " ('or' rather than 'and') and he **can** add consistently, the judgement was that P8 described his attainment most accurately.

Name \_\_\_\_\_

Started ..... Completed.....

Counting	Calculations	Activity
<input checked="" type="checkbox"/> Joins in rote counting to 12	Compares two numbers to 10 -	<input type="checkbox"/> Estimate objects with a degree of accuracy
<input checked="" type="checkbox"/> Joins in rote counting to 15	<input checked="" type="checkbox"/> larger <input checked="" type="checkbox"/> smaller	<input checked="" type="checkbox"/> Check estimate by counting
<input checked="" type="checkbox"/> Joins in rote counting to 20	<input type="checkbox"/> fewer <input checked="" type="checkbox"/> more	<input type="checkbox"/> Uses 1p coins to 10p
<input checked="" type="checkbox"/> Rote count to 8 consistently	From a given number to 10 find -	<input type="checkbox"/> Uses logic people to indicate own family
<input checked="" type="checkbox"/> Rote count to 10 consistently	<input type="checkbox"/> number before <input type="checkbox"/> number after	<input type="checkbox"/> Record data through pictures—ie sun / rain
<input checked="" type="checkbox"/> Count objects to 8	<input checked="" type="checkbox"/> one more <input type="checkbox"/> one less	<input checked="" type="checkbox"/> Recognise links between objects—ie car / garage, leaf / tree
<input type="checkbox"/> Count objects to 10	<input checked="" type="checkbox"/> Add 1 more counter and count how many now to 5	<input checked="" type="checkbox"/> Name a set of children—ie those wearing brown shoes
<input checked="" type="checkbox"/> Continue rote count from given point	<input checked="" type="checkbox"/> Remove 1 counter and count how many now to 5	Ordinal numbers
<input checked="" type="checkbox"/> Match numerals to 10	<input type="checkbox"/> Add 1 more counter and count how many now to 8	<input checked="" type="checkbox"/> first <input type="checkbox"/> last
<input checked="" type="checkbox"/> Puts out quantities to 10 with some inconsistently	<input type="checkbox"/> Remove 1 counter and count how many now to 8	<input type="checkbox"/> second <input type="checkbox"/> third
Uses the computer to -	<input type="checkbox"/> Add 1 more counter and count how many now to 10	<input type="checkbox"/> Make a simple tally chart
<input checked="" type="checkbox"/> Match numerals	<input type="checkbox"/> Remove 1 counter and count how many now to 10	<input type="checkbox"/> Make a pictogram
<input checked="" type="checkbox"/> Sequence numerals to 8		<input checked="" type="checkbox"/> Compare data in pictogram or tally chart
<input checked="" type="checkbox"/> Counts objects to 10 on computer screen		<input type="checkbox"/>
<input checked="" type="checkbox"/> Match quantities to 8		<input type="checkbox"/>
<input checked="" type="checkbox"/> Begin to recognise numbers to 10		<input type="checkbox"/>
<input checked="" type="checkbox"/> Finds numbers on number line to 10		<input type="checkbox"/>
<input checked="" type="checkbox"/> Write numbers to 5		<input type="checkbox"/>
<input checked="" type="checkbox"/> Uses numbers to 5 to record		<input type="checkbox"/>
<input checked="" type="checkbox"/> Sorts numerals from other shapes		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>

P8 Number. Pupils join in with rote counting of numbers to beyond ten. They continue the rote count onwards from a given small number. They begin to count up to ten objects. They compare two given numbers of objects saying which is more and which is less. They begin to recognise numerals from 1 to 9 and relate them to sets of objects. In practical situations they add one to or take one away from a number of objects. They begin to use ordinal numbers ( first, second or third ) when describing the position of objects, people or events. Pupils estimate a small number and check by counting.

Date \_\_\_\_\_

Notes: -

Great difficulty recaching numerals - very poor pencil control.  
Quite secure with quantities to 5 - but inaccurate counting beyond.  
Inaccurate use of 1p coins though able to cope when helped.  
Completes very little work independently.

# MATHEMATICS: NUMBER: P8 PROFORMA

School:

PRIMARY

DOB (Month &amp; Year) 07/02 NC Year 2

Context/Setting/Class: (Circle and/or add further details)

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1:1 staffing / small group eg 1 to 4 / whole class with teacher / Teaching Assistant / Class Teacher

## Type of Support:

Prompts: - physical / gesture / verbal / visual / Modelling / demonstration / scaffolding

Resources: - word bank / symbols / key words / equipment / apparatus

## Context of lesson/task/activity

Count groups of objects reliably. Put objects into groups and combine to make a total. Pupil attempted example for subtraction practically and recorded answer with support. (Pupil used counters and fingers to scaffold activity.)

## Observation and Comment

Pupil counted groups of objects (counters) up to 10.  
Pupil not yet consistent with 1:1 correspondence.  
Pupil supported for each calculation by Teaching Assistant.  
Pupil reversed numbers when recording calculation.  
Pupil could identify which number was the total and grouped objects to match number.

## Performance Criteria

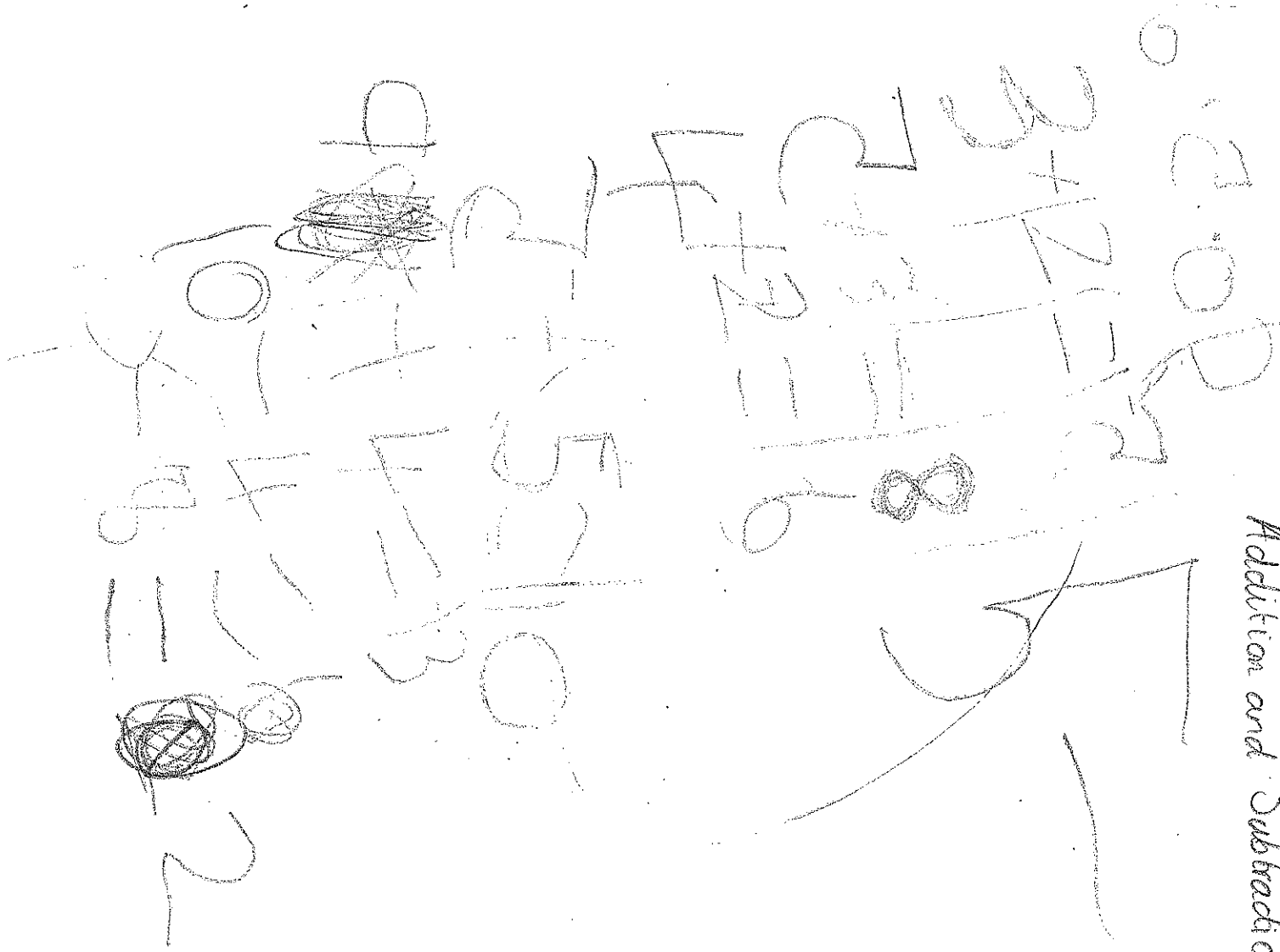
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Initial Assessment	P8	Date agreed: 18/06/09
Within School Moderation		Date agreed:
Inter School Moderation		Date agreed:
LA Moderation	P8	Date agreed: 26.06.09.

# Addition and Subtraction



used counters and fingers  
 some prompts for 1-1 corresp. when counting  
 ~ worked well ~ good understanding.