



Key Performance Indicators

Year Six

Mr Charlesworth

Grove Park Primary School,
Nightingale Close, Grove Park Terrace, Chiswick, London W4 3JN
Telephone: 020 8994 7405
www.groveparkprimary.co.uk



Key Performance Indicators

At Grove Park Primary School, we continuously draw upon a range reliable and robust assessment procedures which help us to build a clear understanding of where a child is in his or her learning journey. Continuous assessment allows for personalised teaching and individualised target setting. One of the ways in which we record performance data is against attainment and progress Key Performance Indicators. These statements, in line with the 2014 National Curriculum, set out clear expectations of what a child should know by the end of their year group. These statements may be shared with pupils to help define and guide the next steps in their learning. In order to support your child in their learning, please refer to the KPIs for Reading, Writing and Maths for each year group. If you require any additional information about this, or any other assessment procedures at Grove Park Primary School, please do not hesitate to contact your child's class teacher, or any member of the Senior Leadership Team.

Maths

KEY PERFORMANCE INDICATORS

Rounds any whole number to a required degree of accuracy.
Uses negative numbers in context and calculates intervals across zero
Multiplies multi-digit numbers up to four digits by a two-digit whole number using the formal written method of long multiplication
Divides numbers up to four digits by a two digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
Solves addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
Uses estimation to check answers to calculations and determines, in the context of a problem, an appropriate degree of accuracy
Uses written division methods in cases where the answer has up to two decimal places
Solves problems which require answers to be rounded to specified degrees of accuracy
Recalls and uses equivalences between simple fractions, decimals and percentages, including in different contexts
Solves problems involving the calculation of percentages eg of measures and calculations such as 15 per cent of 360, and the use of percentages for comparison
Solves problems involving unequal sharing and grouping using knowledge of fractions and multiples
Uses simple formulae
Uses, reads, writes and converts between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places
Compares and classifies geometric shapes based on their properties and sizes and finds unknown angles in any triangles, quadrilaterals and regular polygons
Draws and translates simple shapes on the coordinate plane and reflects them in the axes
Interprets pie charts and line graphs and uses these to solve problems
Calculates and interprets the mean as an average

Writing

KEY PERFORMANCE INDICATORS

Identifies the audience for, and purpose of, the writing

Selects the appropriate form and uses other similar writing as models for their own

Proof-reads for spelling and punctuation errors

Ensures the consistent and correct use of tense throughout a piece of writing

Uses further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining)

Can describe settings, characters and atmosphere

Uses dictionaries to check the spelling and meaning of words

Can understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (eg find out—discover; ask for - request; go in - enter)

Uses the passive voice to affect the presentation of information in a sentence (eg 'I broke the window in the greenhouse' versus 'The window in the greenhouse was broken (by me)')

Can use layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text

Uses the colon to introduce a list

Punctuates bullet points to list information

Reading

KEY PERFORMANCE INDICATORS

Applies a growing knowledge of root words, prefixes and suffixes (morphology and etymology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met

Increases familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

Checks that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context

Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

Retrieves, records and presents information from non-fiction

Participates in discussions about books that are read to the individual and those that can be read independently

Provides reasoned justifications for their views about a book