

Pre Key Stage Standards

Moderated examples for Maths



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Time Line for changes to Pre Key Stage Assessments

	2017/18	2018/19
Subject-specific study	Interim pre-key stage standard <ul style="list-style-type: none"> • Growing development of the expected standard • Early development of the standard • Foundations for the expected standard 	Final Pre Key stage standards <ul style="list-style-type: none"> • Standard 6 (working at KS1 expected) • Standard 5 (working towards KS1 expected) • Standard 4 • Standard 3 • Standard 2 • Standard 1
	<ul style="list-style-type: none"> • P scales 5-8 	
Not subject – specific study	<ul style="list-style-type: none"> • P Scales 1-4 	<ul style="list-style-type: none"> • P Scales 1-4

Comparability over time

Schools, and those reviewing school performance, should note that judgements made against these new standards will not be directly comparable to those made in previous years against the interim pre-key stage standards and P scales.

Moderated by:

All of the examples provided have been moderated by the following schools:

Birkby I&N, Castle Hill, Engage Academy, Fairfield, Fixby, Headfield, Hillside, Kirklees LA, Shelley First School, Meltham Moor Primary, Mount Pleasant Primary, Niels J&I, Norristhorpe, Oak CE Primary, Old Bank. Paddock, Purlwell Infant and Nursery, Ravenshall, Reinwood Infant and Nursery, South Crosland Juniors, Southgate, Woodley, Birstall Primary, Netherton Infants.

Pre Key Stage Standard 1:

Pre Key Stage Standards Moderation Sheet

School:	DOB:	NCYR: 9
Pupil: 3	Date of Assessment: 18.10.18	

Teaching objectives/focus of work To follow instructions to make gingerbread	Example comments that could be used to annotate evidence-Highlight only those that inform the assessment.
Task/Activity (note how the task is presented/directions given/questions asked/choices given as appropriate) Detailed in observation statement. Symbols were used to locate the weighing scales but the learner followed the verbal instruction to give one set to each group independently without support.	Location: Whole classroom. Distraction free environment. Specific support group. 1:1.
Level of pupil involvement: 1 2 3 4 5 Passive -----Engaged	Level of support: NS- No support VS-Verbal support SP-Signed prompt SU-Symbols used GS-Gesture support HOH-Hand on hand.
This work contributes to PKS <u>1</u> because It evidences the following from the level descriptor: 1-1 correspondence Distinguishing between one and lots	Type of support Support prompts: Physical/general/verbal/visual/other. Duration of prompt: Initial/intermittent/continual. Reason for prompt: Attention to task / concentration /comprehension modelling e.g. demonstration scaffolding e.g. writing frame.
Exemptions:	Wordbank e.g. key words/symbols. Equipment/apparatus e.g. counting cubes etc. ICT e.g. Clicker, switch device. Other (specify).
It is NOT PKS 2 above because: No evidence above 1-1 correspondence No size, sorting or understanding of numbers/patterns Cannot count groups and collect the same amount of objects at the same time.	Exemptions Physical Cognitive Emotional
It is NOT P3ii below because: PKS is the lowest standard and the work equates to a higher level of understanding than P3ii	Task completed : At the end of a unit of work. At the start of a unit of work. Set in isolation without revision of topic.

Evidence: (Please attach evidence to this page)

Date: 18-Oct-2018



Notes

LO: to follow instructions to make gingerbread

Key skill: rubbing in

Tayyiba knew to wash her hands and get her apron when she came into the cooking room. She was able to follow the instruction 'give the flour to mrs Holmes'.

I asked Tayyiba to give out the weighing scales. She opened the cupboard took out 1 set of scales and gave it to group 1, returned to the cupboard and completed the pattern until all groups had a set of scales demonstrating 1:1 correspondence.

When she had watched a demonstration of rubbing in she then copied the action but needed to be reminded frequently not to squeeze the butter and flour with her whole hand

VF given

Next steps

To retain the skill of rubbing in to mix ingredients

Observed by

K Hodson

Pre Key Stage Standard 2

Pre Key Stage Standards Moderation Sheet



School:	DOB:	NCYR:
Pupil: 16	Date of Assessment: Sept 18	

Teaching objectives/focus of work I know my number bonds to 20	<p>Example comments that could be used to annotate evidence-Highlight only those that inform the assessment.</p> <p>Location: Whole classroom. Distraction free environment. Specific support group. 1:1.</p> <p>Level of support: NS- No support VS-Verbal support SP-Signed prompt SU-Symbols used GS-Gesture support HOH-Hand on hand.</p> <p>Type of support Support prompts: Physical/general/verbal/visual/other. Duration of prompt: Initial/intermittent/continual. Reason for prompt: Attention to task / concentration /comprehension modelling e.g. demonstration scaffolding e.g. writing frame. Wordbank e.g. key words/symbols. Equipment/apparatus e.g. counting cubes etc. ICT e.g. Clicker, switch device. Other (specify).</p> <p>Exemptions Physical Cognitive Emotional</p> <p>Task completed : At the end of a unit of work. At the start of a unit of work. Set in isolation without revision of topic.</p>
Task/Activity (note how the task is presented/directions given/questions asked/choices given as appropriate) All work completed independently. No support required	
Level of pupil involvement: 1 2 3 4 5 Passive -----Engaged	
This work contributes to PKS <u> 2 </u> because It evidences the following from the level descriptor: Understanding of numbers up to 5	
Exemptions:	
It is NOT PKS 3 above because: No evidence for numbers up to 10	
It is NOT PKS <u> 1 </u> below because: More than one and lots	



Moderated at:



Evidence: (Please attach evidence to this page)

2019/18

✓   123 1 - 5 m

LO: I can order numbers 1 - 5 (m)





① 2019/18 FD

Martha order the numbers 1-5 independently.

Pre Key Stage Standard 3

Pre Key Stage Standards Moderation Sheet

School:	DOB:	NCYR: 5
Pupil: 7	Date of Assessment: July 18	

Teaching objectives/focus of work B will demonstrate an understanding of subtraction sentences (to 10)	Example comments that could be used to annotate evidence-Highlight only those that inform the assessment.
Task/Activity (note how the task is presented/directions given/questions asked/choices given as appropriate) B can place numeral/symbol cards in the appropriate position on a subtraction strip when modelled, and listens as the adult 'reads' the sentence aloud. He currently needs support to cover (take away) one 'hole' on Numicon shape and count remaining 'holes'. B understands the process of subtraction. He is currently making the transition from using real objects to more representative Numicon shapes, although in these sessions the 'sausages' in the pan remain available for B to count and check, particularly with the higher numbers.	<p>Location: Whole classroom. Distraction free environment. Specific support group. 1:1.</p> <p>Level of support: NS- No support VS-Verbal support SP-Signed prompt SU-Symbols used GS-Gesture support HOH-Hand on hand.</p> <p>Type of support Support prompts: Physical/general/verbal/visual/other.</p> <p>Duration of prompt: Initial/intermittent/continual.</p> <p>Reason for prompt: Attention to task / concentration /comprehension modelling e.g. demonstration scaffolding e.g. writing frame.</p> <p>Wordbank e.g. key words/symbols.</p> <p>Equipment/apparatus e.g. counting cubes etc.</p> <p>ICT e.g. Clicker, switch device. Other (specify).</p> <p>Numicon Exemptions Physical Cognitive Emotional</p> <p>Task completed : At the end of a unit of</p>
Level of pupil involvement: 1 2 3 4 5 Passive -----Engaged	
This work contributes to PKS <u>3</u> because It evidences the following from the level descriptor: Subtraction of real life objects	
Exemptions:	
It is NOT PKS 4_above because: No evidence of consistency with numbers and symbols No evidence	

It is **NOT** PKS 2 below because:

Better understanding of concepts of number
Higher skills evident

work. At the start of a unit
of work.
Set in isolation without revision of topic.

Moderated at:

Evidence: *(Please attach evidence to this page)*



Pre Key Stage Standards Moderation Sheet

School:	DOB:	NCYR:
Pupil: 5	Date of Assessment: Autumn 2017	

<p>Teaching objectives/focus of work</p> <p>A will take 'one away' each time, finding total remaining, and correct numeral and Numicon tile.</p>	<p>Example comments that could be used to annotate evidence-Highlight only those that inform the assessment.</p>
<p>Task/Activity (note how the task is presented/directions given/questions asked/choices given as appropriate)</p> <p>A was familiar with the counting song, and clearly understood the concept of subtraction. She found each numeral independently from a set of numerals 1-7, and found correct Numicon tile unprompted.</p>	<p>Location: Whole classroom. Distraction free environment. Specific support group. 1:1.</p>
<p>Level of pupil involvement:</p> <p>1 2 3 4 5</p> <p>Passive -----Engaged</p>	<p>Level of support: NS- No support VS-Verbal support SP-Signed prompt SU-Symbols used GS-Gesture support HOH-Hand on hand.</p>
<p>This work contributes to PKS <u>3</u> because It evidences the following from the level descriptor:</p> <p>Using real life materials to subtract 1</p> <p>Clear evidence of three of the PKS 3 bullet points</p>	<p>Type of support Support prompts: Physical/general/verbal/visual/other. Duration of prompt: initial/intermittent/continual. Reason for prompt: Attention to task / concentration /comprehension modelling e.g. demonstration scaffolding e.g. writing frame.</p>
<p>Exemptions:</p>	<p>Wordbank e.g. key words/symbols. Equipment/apparatus e.g. counting cubes etc. ICT e.g. Clicker, switch device. Other (specify).</p>
<p>It is NOT PKS <u>4</u> above because:</p> <p>Not solving addition/subtraction of single digit numbers up to 10</p> <p>No evidence of using numerals beyond 10 or symbols</p> <p>No understanding of mathematical symbols</p>	<p>Exemptions Physical Cognitive Emotional</p>
<p>It is NOT PKS <u>2</u> below because:</p> <p>They are subtracting 1</p> <p>Demonstrated a greater skill than PKS 2 as completing mathematical calculations</p>	<p>Task completed : At the end of a unit of work. At the start of a unit of work. Set in isolation without revision of topic.</p>

Moderated at:

Evidence: *(Please attach evidence to this page)*



Pre Key Stage Standard 4

Pre Key Stage Standards Moderation Sheet

School:	DOB: 30.6.04	NCYR: 10
Pupil: 2	Date of Assessment: 19.9.18	

Teaching objectives/focus of work To add numbers up to a total of 10 by interpreting the + symbol correctly	Example comments that could be used to annotate evidence-Highlight only those that inform the assessment.
Task/Activity (note how the task is presented/directions given/questions asked/choices given as appropriate) After whole class questioning (i.e. what does this symbol mean? What can we do to find the answer?) of how to interpret two numerals with an add symbol between by drawing dots to represent the numbers and then counting ALL the dots, the learner was able to then do many examples independently. Evidence provided is one example.	Location: Whole classroom. Distraction free environment. Specific support group. 1:1.
Level of pupil involvement: 1 2 3 4 5 Passive -----Engaged	Level of support: NS- No support VS-Verbal support SP-Signed prompt SU-Symbols used GS-Gesture support HOH-Hand on hand.
This work contributes to PKS <u>4</u> because It evidences the following from the level descriptor: They identify the symbol + as 'all together' Read and write numbers 0-9 Awareness of mathematical symbols + = Solve number problems involving addition of single digit numbers to 10	Type of support Support prompts: Physical/general/verbal/visual/other. Duration of prompt: initial/intermittent/continual. Reason for prompt: Attention to task / concentration /comprehension modelling e.g. demonstration scaffolding e.g. writing frame.
Exemptions:	Wordbank e.g. key words/symbols. Equipment/apparatus e.g. counting cubes etc. ICT e.g. Clicker, switch device. Other (specify).
It is NOT PKS <u>5</u> above because: Not using 2 digit numbers No counting in 2's, 5's Not counting up to 100	Exemptions Physical Cognitive Emotional Task completed : At the end of a unit of work. At the start of a unit of work.

It is **NOT** PKS 3 below because:

Using symbols/dots for counting not objects
Adding more than 1 – uses numbers as well as objects

Set in isolation without revision of topic.

Moderated at:

Evidence: (Please attach evidence to this page)

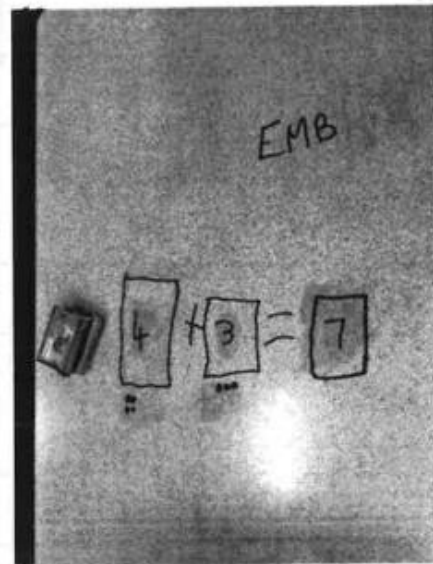
Date: 19.9.18

S.6

Learning Objective:

To add numbers

- ① Representing numbers to 10 pictorially
- ① Recognising & identifying the + symbol as finding 'how many altogether?'
- ① Representing practical addition by writing an addition sentence
- ① Solving addition by counting ALL.



Pre Key Stage Standards Moderation Sheet

School:	DOB:	NCYR:
Pupil: 6	Date of Assessment: Autumn 2017	

<p>Teaching objectives/focus of work</p> <p>*will read and understand addition and subtraction number sentences, eg '7+2= '</p>	<p>Example comments that could be used to annotate evidence-Highlight only those that inform the assessment.</p>
<p>Task/Activity (note how the task is presented/directions given/questions asked/choices given as appropriate)</p> <p>* has become confident when carrying out this routine activity, as we count how many boys and how many girls are in class each day. * has developed good recall of number facts, and knows that 3+2=5, or 4+4=8, without the need for counting. Recently, * has started to add sets of boys, girls and adults together, with some prompting at present.</p>	<p>Location: Whole classroom. Distraction free environment. Specific support group. 1:1.</p> <p>Level of support: NS- No support VS-Verbal support SP-Signed prompt SU-Symbols used GS-Gesture support HOH-Hand on hand.</p>
<p>Level of pupil involvement:</p> <p>1 2 3 4 5</p> <p>Passive -----Engaged</p>	<p>Type of support Support prompts: Physical/general/verbal/visual/other.</p>
<p>This work contributes to PKS <u>4</u> because It evidences the following from the level descriptor:</p> <p>Confidently using objects and numerals to 10 Demonstrates some understanding of add and equal to symbols Solve number problems including addition</p>	<p>Duration of prompt: Initial/intermittent/continual. Reason for prompt: Attention to task / concentration /comprehension modelling e.g. demonstration scaffolding e.g. writing frame. Wordbank e.g. key words/symbols. Equipment/apparatus e.g. counting cubes etc. ICT e.g. Clicker, switch device. Other (specify).</p>
<p>Exemptions:</p> <p>It is NOT PKS <u>5</u> above because: Not adding 2 digit numbers</p>	<p>Exemptions Physical Cognitive Emotional</p> <p>Task completed :</p>

It is **NOT** PKS 3 below because:

Understands concept of subtraction

Can add numbers and complete addition problems

At the end of a unit of work. At the start of a unit of work.

Set in isolation without revision of topic.

Moderated at:

Evidence: *(Please attach evidence to this page)*



Pre Key Stage Standards Moderation Sheet

School:	DOB:	NCYR:
Pupil: 11	Date of Assessment: Sept 18	

Teaching objectives/focus of work I can demonstrate commutative law	Example comments that could be used to annotate evidence-Highlight only those that inform the assessment.
Task/Activity (note how the task is presented/directions given/questions asked/choices given as appropriate)	Location: Whole classroom. Distraction free environment. Specific support group. 1:1.
Level of pupil involvement: Passive 1 2 3 4 5 Engaged	Level of support: NS- No support VS-Verbal support SP-Signed prompt SU-Symbols used GS-Gesture support HOH-Hand on hand.
This work contributes to PKS <u>4</u> because It evidences the following from the level descriptor: Shows composition of numbers Understanding of inverse (missing numbers) Reading and writing numbers Understanding of symbols and starting to solve problems	Type of support Support prompts: Physical/general/verbal/visual/other. Duration of prompt: Initial/intermittent/continual. Reason for prompt: Attention to task / concentration /comprehension modelling e.g. demonstration scaffolding e.g. writing frame.
Exemptions:	Wordbank e.g. key words/symbols. Equipment/apparatus e.g. counting cubes etc. ICT e.g. Clicker, switch device. Other (specify).
It is NOT PKS 5 <u> </u> above because: No numbers above 9	
It is NOT PKS <u>3</u> below because:	Exemptions Physical Cognitive Emotional Task completed : At the end of a unit of work. At the start of a unit of work. Set in isolation without revision of topic.





Moderated at:

Evidence: (Please attach evidence to this page)

12/09/18


Making 5 and 6

LO: I can make 5 and 6.

 $3 + \boxed{2} = 5$ <small>Needs work on writing 2's</small>	 $\boxed{1} + 4 = 5$
 $4 + \boxed{2} = 6$ <small>Needs work writing 2's</small>	 $\boxed{3} + 3 = 6$ <small>Needs work writing 2's</small>

$\rightarrow 4 + \boxed{1} = 5$ $\rightarrow 5 + \boxed{0} = 5$
looks like LO: I can make 5 and 6 ↓

$\boxed{3} + 2 = 5$ $1 + \boxed{4} = 5$
little support $2 + \boxed{4} = 6$
used $5 + \boxed{1} = 6$
keep focus $\boxed{3} + 3 = 6$
the add
empt

needed some help to establish how to use number to add.


Complete the additions and draw the dots to match.

ACTION Use cubes to help you find out how many more to make 5 or 6.

THINK Find the dominoes in the set that have a total of 6 dots. Sort, count and write additions to match them.

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Pre Key Stage Standard 5

Pre Key Stage Standards Moderation Sheet

School:	DOB:	NCYR:
Pupil: 12	Date of Assessment: Sept 18	

Teaching objectives/focus of work I can order 2 digit numbers between 1-100	Example comments that could be used to annotate evidence-Highlight only those that inform the assessment.
Task/Activity (note how the task is presented/directions given/questions asked/choices given as appropriate) All work completed independently No support required	Location: Whole classroom. Distraction free environment. Specific support group. 1:1.
Level of pupil involvement: Passive 1 2 3 4 5 Engaged	Level of support: NS- No support VS-Verbal support SP-Signed prompt SU-Symbols used GS-Gesture support HOH-Hand on hand.
This work contributes to PKS <u>5</u> because It evidences the following from the level descriptor: Can read and write numbers to 100 Can demonstrate and understanding of place value – tens and ones	Type of support Support prompts: Physical/general/verbal/visual/other. Duration of prompt: Initial/intermittent/continual. Reason for prompt: Attention to task / concentration /comprehension modelling e.g. demonstration scaffolding e.g. writing frame.
Exemptions:	Wordbank e.g. key words/symbols. Equipment/apparatus e.g. counting cubes etc.
It is NOT PKS <u>6</u> above because: No evidence of counting in divisions	

It is **NOT** PKS 4 below because:

Working with numbers above 20

ICT e.g. Clicker, switch device.
Other (specify).

Exemptions
Physical
Cognitive
Emotional

Task completed :

At the end of a unit of work. At the start of a unit of work.
Set in isolation without revision of topic.

Moderated at:

Evidence: (Please attach evidence to this page)

Ordering 05/09/18

Lo: I can order 2 digit numbers between 100

34 38
30

21 27
23

56
52
59

11 17
12 15

77 74
71 76

73
67 69

Write the numbers in order onto the caterpillars, smallest to largest.

ACTION Write your age. Write the age of an older brother, sister or friend. Write the numbers in between.

THINK Find pairs of numbers on a 100-square that have exactly nine numbers in between.

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Pre Key Stage Standards 6

Pre Key Stage Standards Moderation Sheet

School:	DOB:	NCYR: 10
Pupil: 4	Date of Assessment: 15.10.18	

Teaching objectives/focus of work	Example comments that could be used to annotate evidence-Highlight only those that inform the assessment.
To identify the time on an analogue and 12-hour digital clock	Location: Whole classroom.
Task/Activity (note how the task is presented/directions given/questions asked/choices given as appropriate)	Distraction free environment. Specific support group. 1:1.
Set as part of a baseline assessment of understanding of time concepts. Learner was asked to complete this after a very brief explanation of expectations of how to complete the task. Keyword spellings were provided when asked for them after an initial attempt by the learner.	Level of support: NS- No support VS-Verbal support SP-Signed prompt SU-Symbols used GS-Gesture support HOH-Hand on hand.
Level of pupil involvement: 1 2 3 4 5 Passive -----Engaged	Type of support Support prompts: Physical/general/verbal/visual/other.
This work contributes to PKS <u>6</u> because It evidences the following from the level descriptor: Reading time on the clock to nearest 15 mins	Duration of prompt: Initial/intermittent/continual. Reason for prompt: Attention to task / concentration /comprehension modelling e.g. demonstration scaffolding e.g. writing frame.
Exemptions:	Wordbank e.g. key words/symbols.
It is NOT PKS _____above because: Not working at age related expectations	Equipment/apparatus e.g. counting cubes etc. ICT e.g. Clicker, switch device. Other (specify).
It is NOT PKS <u>5</u> below because: Used knowledge of counting in 5's and applied practically	Exemptions Physical Cognitive Emotional Task completed : At the end of a unit of work. At the start of a unit of work. Set in isolation without revision of topic.

Moderated at:


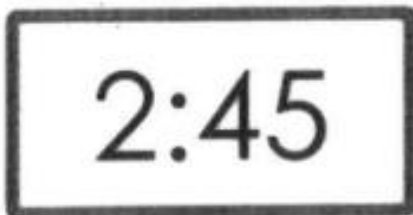

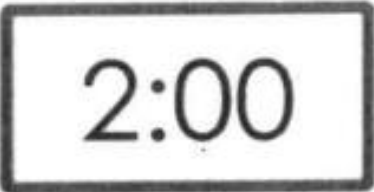


Date: 15.10.18 Zain



Learning Objective: To identify the time

Write the correct time in words.

① quarter hour intervals on 12-digital & analogue.

		
half past 12 ✓	Quarter to 3 ✓	Quarter past 9 ✓
		
2 o'clock ✓	Quarter past 4 ✓	half past 6 ✓

Evidence: (Please attach evidence to this page)