Bryan Slater
Director of Education

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Assessment

MANAGEMENT INFORMATION

SUBJECT: Reporting and Transfer of Information 2000

WORKING TITLE: Reporting and Transfer of Information 2000

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DISTRIBUTION.. Headteachers of all Norfolk LEA Schools
Dr. Bryan Slater
Fred Corbett
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FORMAT Letter plus updated County guidance

SUMMARY:
Updated County guidance on the transfer of curriculum information between schools. This year the 2000 pack contains only the sheets that have been amended.

ACTION REQUIRED:
As detailed in the attached letter.

DATE DOCUMENT OBSOLETE

ASSOCIATED DOCUMENTS:
Reporting and Transfer Documents 1999.

RELEVANT ASPECT OF EDUCATION DEVELOPMENT PLAN OR OFSTED LEA ACTION PLAN

CONTACT: Sue Cosson TEL: (01 603) 433276

1st March 2000

To Headteachers of all Norfolk LEA Schools

Dear Headteacher,

REPORTING AND TRANSFER OF INFORMATION - 2000

This letter accompanies the updated County guidance on the transfer of curriculum information between schools. This year, all schools are being sent the same pack, containing only the sheets that have been amended. Please use the 1999 documents, except where indicated below.

Changes to the documents for 2000:

- A change to the format of the mathematics information transfer sheets, to reflect the introduction of the National Numeracy Strategy;
- SEN alert sheet (with revised date);
- Year 2 and Year 6 End of Key Stage reports (with national comparative data updated);
- Although there are no changes to the general report formats, a copy of them is included in the pack. The formats for reporting to parents are available on Esinet. For those schools unable to access the Internet, the formats are available on disc. Details are in the pack.

Changes to procedures for 2000:

The statutory introduction of the DfEE transfer sheet for all schools has meant that some of the former procedures are no longer applicable. For this year, schools/clusters will need to consider the available options to meet DfEE requirements for the transfer of individual pupils' National Curriculum assessment results. (These options are detailed in Dr Slater's letter to schools of 18th February 2000 – Management Information Sheet Ref: MI 34/00). In the long term, it can only be beneficial that that there is a basic minimum amount of information transferred in the same format for every pupil in the country. In the short term, however, this change to statutory requirements has a number of implications for Norfolk LEA's recommendations on transfer and for schools and clusters which have agreed their own formats for the transfer of information.

As a result of new DfEE requirements, recommended procedures for Norfolk Schools in 2000 are:

1. Information to be transferred about individual pupils' achievements (for each child)

- The DfEE statutory transfer form (statutory requirement) *(method to be locally agreed***)**
- A copy of the end of year report (statutory requirement)
- SEN information (where relevant) (LEA recommended good practice)

N.B. The completion of the DfEE transfer sheet means that it will no longer be appropriate to include National Curriculum Teacher assessment levels on reports for Year 3 and Year 7 pupils (unless the school wishes to give parents this information).

2. Information to be transferred about the curriculum (for the class/year group) (LEA recommended good practice)

- Curriculum Information Sheets provide one sheet for each subject, in order to inform coordinators/heads of department of the range of experiences the pupils have had so that these can be taken into account when planning work for the pupils and when reviewing schemes of work *(use 1999 sheets, except for mathematics).*

3. Timescales

The deadlines for the receipt of information by receiving schools, which were agreed last year, are unchanged for 2000. They are detailed in the pack and are the latest dates possible for planning purposes. Some clusters will have agreed earlier dates to aid planning in the receiving school(s). This practice is encouraged.

As you are probably aware, the LEA is currently setting up IT systems which in the next few years will enable all the data to be transferred electronically. There will be a review group set up to ensure the transfer system takes full account of this important development and continuity and progression are improved for our pupils.

If you have any other queries about developing your procedures for the transfer of information please contact Sue Cosson on 01603 433276.

Yours sincerely,

Bryan Slater
Director of Education

To download a copy of each progress report click here.

Class or year group transfer of curriculum information sheet for Y2

Subject: Mathematics **Date:**

Feeder School: **Receiving School:**

Class(es): **Teacher(s):**

The purpose of this sheet is to give a brief summary of the attainment of the **majority of pupils in a class or year group** to assist the transfer of curriculum information between schools and aid planning. Please indicate which Key Objectives from the National Numeracy Strategy's Framework for Teaching Mathematics the majority of pupils know, understand and can do. If you wish, attach a copy of your medium term planning grids. There is space for additional information on the reverse.

Year 1 Key Objectives

Count reliably at least 20 objects	
Count on and back in ones from any small number, and in tens from and back to zero	
Read, write and order numbers from 0 to at least 20; understand and use the vocabulary of comparing and ordering these numbers	
Within a range 0 to 30, say the number that is 1 or 10 more or less than any given number	
Understand the operation of addition, and of subtraction (as 'take away' or 'difference'), and use the related vocabulary	
Know by heart all pairs of numbers with a total of 10	
Use mental strategies to solve simple problems using counting, addition, subtraction, doubling and halving, explaining methods and reasoning orally	
Compare two lengths, masses or capacities by direct comparison	
Suggest suitable standard or uniform non-standard units and measuring equipment to estimate, then measure, a length, mass or capacity	
Use everyday language to describe features of familiar 3-D and 2-D shapes	

Year 2 Key Objectives

Count, read, write and order whole numbers to at least 100; know what each digit represents (including 0 as a place holder)	
Describe and extend simple number sequences (including odd/even numbers, counting on or back in ones or tens from any two-digit number, and so on)	
Understand that a subtraction is the inverse of addition; state the subtraction corresponding to a given addition and vice versa	
Know by heart all addition and subtraction facts for each number to at least 10	
Use knowledge that addition can be done in any order to do mental calculations more efficiently	
Understand the operation of multiplication as repeated addition or as describing an array	
Know and use halving as the inverse of doubling	
Know by heart facts for the 2 and 10 multiplication tables	
Estimate, measure and compare lengths, masses and capacities, using standard units; suggest suitable units and equipment for such measurements	
Read a simple scale to the nearest labelled division, including using a ruler to draw and measure lines to the nearest centimetre	
Use the mathematical names for common 2-D and 3-D shapes; sort shapes and describe some of their features	
Use mathematical vocabulary to describe position, direction and movement	
Choose and use appropriate operations and efficient calculation strategies to solve problems, explaining how the problem was solved	

If a school is using the Norfolk NNS class record sheets for recording the attainment of individuals pupils against the National Numeracy Strategy Key Objectives, then it is recommended that these records be used for the transfer of information if this is agreed between schools. In either case, it would be useful to include more detailed records on those children who have either exceeded or not attained the expected objectives.

Class or year group transfer of curriculum information sheet for Y3

Subject: Mathematics **Date:**

Feeder School: **Receiving School:**

Class(es): **Teacher(s):**

The purpose of this sheet is to give a brief summary of the attainment of the **majority of pupils in a class or year group** to assist the transfer of curriculum information between schools and aid planning. Please indicate which Key Objectives from the National Numeracy Strategy's Framework for Teaching Mathematics the majority of pupils know, understand and can do. If you wish, attach a copy of your medium term planning grids. There is space for additional information on the reverse.

Year 2 Key Objectives

Count, read, write and order whole numbers to at least 100; know what each digit represents (including 0 as a place holder)	
Describe and extend simple number sequences (including odd/even numbers, counting on or back in ones or tens from any two-digit number, and so on)	
Understand that a subtraction is the inverse of addition; state the subtraction corresponding to a given addition and vice versa	
Know by heart all addition and subtraction facts for each number to at least 10	
Use knowledge that addition can be done in any order to do mental calculations more efficiently	
Understand the operation of multiplication as repeated addition or as describing an array	
Know and use halving as the inverse of doubling	
Know by heart facts for the 2 and 10 multiplication tables	
Estimate, measure and compare lengths, masses and capacities, using standard units; suggest suitable units and equipment for such measurements	
Read a simple scale to the nearest labelled division, including using a ruler to draw and measure lines to the nearest centimetre	
Use the mathematical names for common 2-D and 3-D shapes; sort shapes and describe some of their features	
Use mathematical vocabulary to describe position, direction and movement	
Choose and use appropriate operations and efficient calculation strategies to solve problems, explaining how the problem was solved	

Year 3 Key Objectives

Read, write and order whole numbers to at least 1000; know what each digit represents	
Count on or back in tens or hundreds from any two- or three- digit number	
Recognise unit fractions such $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{10}$, and use them to find fractions of shapes and numbers	
Know by heart all addition and subtraction facts for each number to 20	
Add and subtract mentally a 'near multiple of 10' to or from a two-digit number	
Know by heart facts for the 2,5 and 10 multiplication tables	
Understand division and recognise that division is the inverse of multiplication	
Use units of time and know the relationships between them (second, minute, hour, day, week, month, year)	
Understand and use £.p notation	
Choose and use appropriate operations (including multiplication and division) to solve word problems, explaining methods and reasoning	
Identify right angles	
Identify lines of symmetry in simple shapes and recognise shapes with no lines of symmetry	
Solve a given problem by organising and interpreting numerical data in simple lists, tables and graphs	

If a school is using the Norfolk NNS class record sheets for recording the attainment of individuals pupils against the National Numeracy Strategy Key Objectives, then it is recommended that these records be used for the transfer of information if this is agreed between schools. In either case, it would be useful to include more detailed records on those children who have either exceeded or not attained the expected objectives.

Class or year group transfer of curriculum information sheet for Y6

Subject: Mathematics **Date:**

Feeder School: **Receiving School:**

Class(es): **Teacher(s):**

The purpose of this sheet is to give a brief summary of the attainment of the **majority of pupils in a class or year group** to assist the transfer of curriculum information between schools and aid planning. Please indicate which Key Objectives from the National Numeracy Strategy's Framework for Teaching Mathematics the majority of pupils know, understand and can do. If you wish, attach a copy of your medium term planning grids. There is space for additional information on the reverse.

Year 5 Key Objectives

Multiply and divide any positive integer up to 10 000 by 10 or 100 and understand the effect	
Order a given set of positive and negative integers	
Use decimal notation for tenths and hundredths	
Round a number with one or two decimal places to the nearest integer	
Relate fractions to division and to their decimal representations	
Calculate mentally a difference such as 8006-2993	
Carry out column addition and subtraction of positive integers less than 10 000	
Know by heart all multiplication facts up to 10 x 10	
Carry out short multiplication and division of a three-digit by a single-digit integer	
Carry out long multiplication of a two-digit by two-digit integer	
Understand area measured in square centimetres (cm^2); understand and use the formula in words 'length x breadth' for the area of a rectangle	
Recognise parallel and perpendicular lines, and properties of rectangles	
Use all four operations to solve simple word problems involving numbers and quantities; including time, explaining methods and reasoning	

Year 6 Key Objectives

Multiply and divide decimals mentally by 10 or 100 and integers by 1000 and explain the effect	
Order a mixed set of numbers with up to three decimal places	
Reduce a fraction to its simplest form by cancelling common factors	
Use a fraction as an operator to find fractions of number or quantities (e.g. $^5/_8$ of 32, $^7/_{10}$ of 40, $^9/_{100}$ of 400 centimetres)	
Understand percentage as the number of parts in every 100, and find simple percentages of small whole-number quantities	
Solve simple problems involving ratio and proportion	
Carry out column addition and subtraction of numbers involving decimals	
Derive quickly division facts corresponding to multiplication tables up to 10 x 10	
Carry out short multiplication and division of numbers involving decimals	
Carry out long multiplication of a three-digit by a two-digit integer	
Use a protractor to measure acute and obtuse angles to the nearest degree	
Calculate the perimeter and area of simple compound shapes that can be split into rectangles	
Read and plot co-ordinates in all four quadrants	
Identify and use the appropriate operations (including combinations) to solve word problems involving numbers and quantities, and explain methods and reasoning	
Solve a problem by extracting and interpreting information presented in tables, graphs and charts	

If a school is using the Norfolk NNS class record sheets for recording the attainment of individuals pupils against the National Numeracy Strategy Key Objectives, then it is recommended that these records be used for the transfer of information if this is agreed between schools. In either case, it would be useful to include more detailed records on those children who have either exceeded or not attained the expected objectives.

Class or year group transfer of curriculum information sheet for Y7

Subject: Mathematics **Date:**

Feeder School: **Receiving School:**

Class(es): **Teacher(s):**

The purpose of this sheet is to give a brief summary of the attainment of the **majority of pupils in a class or year group** to assist the transfer of curriculum information between schools and aid planning. Please indicate which Key Objectives from the National Numeracy Strategy's Framework for Teaching Mathematics the majority of pupils know, understand and can do. If you wish, attach a copy of your medium term planning grids. There is space for additional information on the reverse.

Year 6 Key Objectives

Multiply and divide decimals mentally by 10 or 100 and integers by 1000 and explain the effect	
Order a mixed set of numbers with up to three decimal places	
Reduce a fraction to its simplest form by cancelling common factors	
Use a fraction as an operator to find fractions of number or quantities (e.g. $^5/_8$ of 32, $^7/_{10}$ of 40, $^9/_{100}$ of 400 centimetres)	
Understand percentage as the number of parts in every 100, and find simple percentages of small whole-number quantities	
Solve simple problems involving ratio and proportion	
Carry out column addition and subtraction of numbers involving decimals	
Derive quickly division facts corresponding to multiplication tables up to 10 x 10	
Carry out short multiplication and division of numbers involving decimals	
Carry out long multiplication of a three-digit by a two-digit integer	
Use a protractor to measure acute and obtuse angles to the nearest degree	
Calculate the perimeter and area of simple compound shapes that can be split into rectangles	
Read and plot co-ordinates in all four quadrants	
Identify and use the appropriate operations (including combinations) to solve word problems involving numbers and quantities, and explain methods and reasoning	
Solve a problem by extracting and interpreting information presented in tables, graphs and charts	

Norfolk Draft Y7 Key Objectives

Recognise prime numbers to 100 and test whether numbers larger than 100 are prime.	
Factorise numbers into prime factors using index notation	
Calculate percentages of numbers and measures without a calculator	
Use formal pencil and paper methods to support, record or explain multiplications and divisions, including long division of a three-digit by two-digit integer	
Calculate percentages of numbers and measures using a calculator	
Generalise a number pattern or sequence, initially in words, leading to symbols; use generalised rules to continue sequences of numbers	
Understand the concept of a variable, and appreciate the use of letters to represent variables	
Understand the use of a symbol or letter to represent an unknown number	
Compare the distribution of sets of data, and the relationships between two sets of data, including the median, mean, mode and range	
Classify triangles, quadrilaterals and polygons using criteria such as parallel sides, equal angles, equal sides...	
Know all the symmetry properties of polygons and other 2D shapes	
Understand and use properties of 3D shapes, including cubes, cuboids and other simple prisms	
Draw possible nets for cuboids	

If a school is using the Norfolk NNS class record sheets for recording the attainment of individuals pupils against the National Numeracy Strategy Key Objectives, then it is recommended that these records be used for the transfer of information if this is agreed between schools. In either case, it would be useful to include more detailed records on those children who have either exceeded or not attained the expected objectives.

Report of Progress and Achievement for

_____

Class Teacher **Class** **Year** **Key Stage**

Date of birth

Attendance record: Sessions **Unauthorised absences**

Language spoken other than English

Arrangements for discussing this report

This record is based on the teacher's assessments of progress
Levels for end of key stage assessments for children in Y2 and Y6 have been arrived at by statutory assessment. The are reported separately.

Curriculum Statement

The class has worked on the following topics/areas of study this year (planned from the Programmes of Study of the National Curriculum):

General Progress

English

Speaking and Listening | Reading | Writing

Mathematics

Using and Applying Mathematics
Number and algebra
Shape, Space and Measures
Handling Data

Science

Experimental and Investigative Science
Life processes and Living Things
Materials and Their Properties
Physical Processes

Information technology

Art

Design and Technology

Geography

History

Music

Physical Education

Religious Education

Future action

Areas to concentrate on in the future

Child's comments

Class teacher's signature Date

Additional Comments

Headteacher's signature Date

Report of Progress and Achievement for

_____

Class Teacher **Class** **Year** **Key Stage**

Date of birth

Attendance record: Sessions **Unauthorised absences**

Language spoken other than English

Arrangements for discussing this report

This record is based on the teacher's assessments of progress
Levels for end of key stage assessments for children in Y6 have been arrived at by statutory assessment.
The are reported separately.

Curriculum Statement

The class has worked on the following topics/areas of study this year (planned from the Programmes of Study of the National Curriculum):

General Progress

English

Speaking and Listening | Reading | Writing

Mathematics

Using and Applying Mathematics
Number and algebra
Shape, Space and Measures
Handling Data

Science

Experimental and Investigative Science
Life processes and Living Things
Materials and Their Properties
Physical Processes

Information technology

Art

Design and Technology

Geography

History

Modern Foreign Languages

Music

Physical Education

Religious Education

Future action

Areas to concentrate on in the future

Child's comments

Class teacher's signature Date

Additional Comments

Headteacher's signature Date

Report of Progress and Achievement for

_____

Class Teacher	**Class**	**Year**	**Key Stage**
Date of birth			
Attendance record: Sessions	**Unauthorised absences**		
Language spoken other than English			
Arrangements for discussing this report			

Curriculum Statement

The class has worked on the following topics/areas of study this year :

Personal and Social Development

Includes Religious Education

General Progress

Language and Literacy

English

Mathematics

Creative Development

Art and Music

Knowledge and Understanding of the World

Science, Technology, History, Geography

Physical Development

Additional Comments

Class teacher's signature Date

Headteacher's signature Date

Any other information (including use of resources, published schemes, ICT)

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