

## **1.0 AIMS AND OBJECTIVES**

The British Junior Academy of Brussels is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

**Equal Opportunities:** Staff will ensure that all children have equal access to the curriculum. Children will be encouraged to enjoy contributions and experiences from different cultures and respect similarities and differences. The school will seek to develop tolerance and concern for others regardless of sex, race, culture, religion or class and to avoid stereotypical views.

The British Junior Academy of Brussels is a non-selective, co-educational school which provides British education of a high quality to international pupils. The school welcomes pupils of all nationalities whose needs can be met within a British school setting. All prospective pupils must meet the criteria required to maintain the educational and general standards for all its pupils commensurate with the ethos to which the school aspires.

Children have different needs and at the British Junior Academy of Brussels, with its cultural diversity, we pride ourselves on providing a service to our pupils that is designed to meet specific requirements. The programmes we have on offer are flexible and rigorous enough to challenge the most able, whilst offering specialist support to pupils who have specific needs. In exceptional circumstances, this may incur an additional fee, which will be confirmed when a place is offered or as the need becomes apparent.

## **2.0 ADMISSIONS**

### **2.1 Procedure**

Interviews are conducted by the Headteacher, whilst the registration process is carried out by the school office. The procedure is as follows:

- pupils may be admitted to the British Junior Academy of Brussels in the term in which they are three years old for entry into the Early Years Foundation Stage (EYFS);
- pupils begin their formal education in Reception in the year in which they are five years old;
- initial enquiries are made either via the website or from the school office. A member of staff will provide information about all sections of the school and send a prospectus with further information. Additional information for example, examples of school work, or confidential reports will be requested in addition to the information supplied;
- all applications will be considered by the Headteacher whose decision is final;
- a pupil may be offered a place following an interview with the Headteacher. The Headteacher will ask for details of the pupil's strengths, weaknesses, and interests and any relevant medical history;
- the Headteacher reserves the right, at his/her sole discretion, to request academic testing to confirm a level prior to the offer of a place and to refuse an application if he is not satisfied that the British Junior Academy of Brussels is the best educational setting for the child;
- the Headteacher also reserves the right to request that the child(ren) spend a day in class to assess their eligibility for joining the school if school reports and testing is not satisfactory;

- following a successful interview, parents will be asked to complete an application form and a medical form. They must also bring their child's vaccination certificate to the School Office to be verified, where an electronic copy will also be produced. The school will then invoice parents according to the BJAB Schedule of Fees, if there is a place available. Payment of the Registration and Deposit Fees allows a place to be reserved for a specific entry date;
- registration Fees and Deposits are non-refundable if a place is not taken up;
- parents are expected to accept and support the details outlined in the Guidelines to Parents.

The full Admissions Procedure is set out in Appendix A.

## **2.2 The offer**

An offer of a place will be made based on the information provided on the application form, at interview and the school reports supplied.

## **2.3 Waiting lists**

Occasionally, children have to be placed on a waiting list due to the unavailability of places in the relevant year group. All efforts will be made to accommodate the applicant(s) as soon as possible. Parents will naturally be advised of the time frame within which a place is likely to become available. Payment of the Registration and Deposit Fees are required to be placed on the waiting list and these fees are refunded if no place becomes available.

## **2.4 Re-enrolment**

Enrolment happens on a year on year basis but families do not have to re-apply each year. The school reserves the right to decline re-enrolment if the specific needs of a child cannot be met in the next school year. Breaches of school regulations may lead to a refusal of re-enrolment.

## **2.5 Withdrawal**

The school's Contractual Agreement specifies details of payment and procedures for withdrawal as a child moves on from BJAB. Three months' notice is required. Accordingly, leaving at the end of:

- first term (December 31<sup>st</sup>), requires notice by September 30<sup>th</sup>
- second term (March 31<sup>st</sup>), requires notice by December 31<sup>st</sup>
- third term (June 30<sup>th</sup>), requires notice by March 31<sup>st</sup>

In the absence of the above notice being received, 3 months' fees will be payable.

Prior to the pupil's departure, the administrative team will send parents a 'Transfer Form', which will ask for future contact details and the name and address of the pupil's next school. The completed and returned form shall be maintained in the pupil's file.

The Registration Fee is not refundable. If a child is withdrawn during the academic year with the required three months' notice, the Deposit Fee will be returned after the departure date should there be no outstanding payments (such as library fees). If a child is withdrawn during the academic year without notice, the Deposit Fee will not be refunded.

## **3.0 POINTS OF ENTRY**

### **3.1 Pre-Kindergarten and Kindergarten**

In the term when children are three, they may, at the Headteacher's discretion, enrol in the Pre-Kindergarten and Kindergarten Class. The child must be fully toilet trained and dry.

### **3.2 Reception**

Pupils begin their formal schooling in Reception, in the academic year in which they turn 5 and meet all school ready milestones.

### **3.3 Years 1 and 2 (Key Stage 1)**

Pupils are aged 5 to 7 years old in Key Stage 1.

### **3.4 Years 3, 4, 5 and 6 (Key Stage 2)**

Pupils are aged 7 to 11 years old in Key Stage 2.

### **3.5 Years 7 and 8 (Key Stage 3)**

Pupils are aged 11 to 13 years old in Key Stage 3.

### **3.6 Educational level**

Children are placed in class with their chronological age group. In **extremely exceptional** circumstances they may be placed in an alternative year group subject to their needs, at the discretion of the Senior Leadership Team.

### **3.7 Special Education Needs and Disabilities (SEND)**

Pupils who learn differently or have physical disabilities are fully integrated into the school based upon the ability of the school to provide an appropriate educational plan. This recognises the small nature of the school and the nature of the premises. All reports highlighting children with additional learning needs must be submitted to the school prior to a pupil's start date. Parents of children who are EAL must complete an additional information sheet.

### **3.8 English Additional Language**

Pupils joining BJAB whose first language is not English are not discriminated against. School reports will be reviewed and the child may also be invited for a visit to ensure the school can meet their needs.

## **4.0 REGISTRATION**

The following regulations apply to all children registered in full-time primary education which at the BJAB is from Reception Class upwards. Belgian law takes precedence when registering children in full-time primary education.

### **4.1 Class registers**

Registers are to be maintained accurately each day to record attendance/absence of staff and pupils and punctuality. It is a matter of high priority that the following procedures are carried out effectively, not least as a matter of security.

## 4.2 Administrative responsibilities

It is the responsibility of the administrative staff and the Headteacher to coordinate the provision and maintenance of class registers which are to be held on iSAMS. iSAMS holds all current and archived pupil registers.

It is the responsibility of the Finance Officer to maintain a **School Admissions Register** as listed below, to be made available for inspection. The School Register is returned to the Belgian authorities for annual documentation indicating the registration of all pupils from the age of 6 years old who are in primary education.

• Pupils full name (surname, first names)
• Sex
• Nationality
• Name and address of parent with whom the child normally resides
• Home & work telephone number
• At least 1 telephone number for parental contact in case of emergency
• Date of Birth (day, month, year)
• Date of admission / readmission
• Name & Address of school last attended

## 4.3 Class teacher responsibilities

The class teacher is to:

- record attendance, punctuality and absence using the iSAMS-based register;
- identify reasons for absence using the drop-down menu.

## 4.4 Attendance

All pupils are required to be in school in line with the scholastic calendar. If pupils are absent from the school due to illness for more than 48 hours, parents are required to send in a medical certificate.

Parents are required to send in an email identifying the reason for absence/illness if pupils are out of school for one day or part of a day (up to 48 hours).

Parents must inform the school as soon as possible by telephone or email if a child is absent and this is to be followed by a medical certificate if over 48 hours. Details of all absences will be noted on iSAMS.

If attendance is not adequately explained, it may be registered as an Unauthorised Absence on iSAMS.

Pupils may be given exceptional permission to take holidays during the published school calendar. Parents can request permission formally in writing to the Headteacher.

## 4.5 Punctuality

Pupils are required to be in school punctually, in line with the school's timetable. Teachers are to ensure that registration and lessons begin promptly.

Late arrival is to be recorded formally on the iSAMS register. The class teacher should request that the Administration Office sends a 'Punctuality Notice' home to parents when a child is repeatedly late (see Appendix B). This is also monitored by the Designated Safeguarding Lead, who will follow up with parents.

#### **4.6 Pre-Kindergarten and Kindergarten Pupils**

The register is to be taken at 9am and at the beginning of the afternoon session.

#### **4.7 Reports**

All reports are to reflect the attendance and punctuality of pupils and a report will be produced by iSAMS. Class teachers should make formal comments regarding punctuality issues in the school reports and at parent meetings.

#### **4.8 Regulations for physical education (PE)**

Pupils are required to take part in all physical education programmes. Exemption is **only permissible** if a medical note is provided in advance. A child who is not considered fit enough to take part in PE or swimming is not normally considered fit to be in school. A note from parents exempting their children from such activities is not acceptable and without a medical note pupils are expected to take part in the activity.

#### **4.9 Transfer to countries of origin**

Children returning to their native countries may require verification of their registration at the BJAB and the full-time educational course that a child has received. Documentation should indicate the dates during which the child has been in attendance and the classes undertaken; documentation is to be signed by the Finance Officer and the school stamp attached.

**Teachers are expected to read the Guidelines to Parents in conjunction with this policy document.**

### **5.0 AFTER SCHOOL PROCEDURES**

#### **5.1 Garderie**

The Garderie Supervisor maintains lists of pupils attending Garderie (see Garderie Policy). Children who attend Garderie / after school activities are to be handed over to the Garderie Supervisor by the class teacher and signed 'IN'. When pupils are collected, the time should be recorded and the parent is to sign the pupil 'OUT'.

**Notice in writing must be received by the school prior to a child being collected by anyone other than parents together with a copy of the identification card or passport.**

**MEMBERS OF STAFF SHOULD NOT HESITATE TO CHECK IDENTITY CARDS or SEEK ADVICE FROM THE HEADTEACHER, if the person is unknown to them.**

#### **5.2 After school activities**

The administrative team maintains lists of pupils attending activities, a copy of which is provided to the relevant activity organisers. The administrative team will supervise all registers. All extra-curricular activities should show a register of attendance. It is the responsibility of the activity organiser to ensure the safe departure of pupils at the end of the day

#### **5.3 Transport**

The administrative team maintains lists of all pupils leaving on school transport and this is shared with all appropriate staff members.

### **6.0 MONITORING AND REVIEW**

This policy is the responsibility of Mr Retter, the Headteacher and Madame De Maertelaere, the Proprietor.

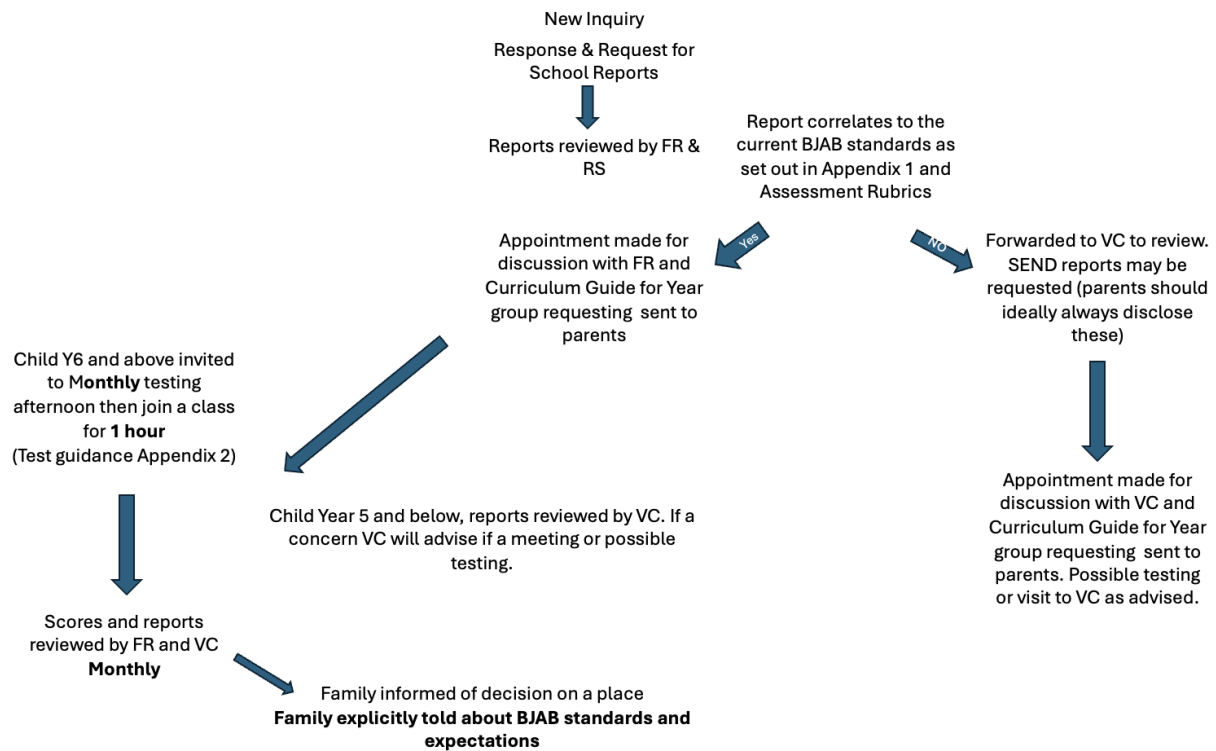
Headteacher: ..... (Francis Retter)	
School Proprietor ..... (Madame De Maertelaere)	
Updated: March 2024	To be reviewed: March 2026

## **Appendix A: Admissions procedure**

- **Application Packs** are to be prepared and held online. These should contain:
  - Application Form
  - Medical History
  - Agreement
- **Admissions for Current Academic Year**
- A new file is opened on iSAMS for each inquiry.
- Upon receiving an inquiry, the school is to determine whether interview is to be in person or via Skype/telephone:
- Wherever possible, the family is invited to visit the school in person
  - family meets with Headteacher who interviews the child (when possible) and parents and shows family the school.
  - family is sent a Prospectus on enquiry.
- interview is arranged via video conference/telephone if the family is too far to visit the school
  - family sent a Prospectus via email, along with the relevant curriculum guide
  - Headteacher conducts interview via Skype or a telephone interview
- parents provide reports and references from previous school(s)
- any formal reports relating to individual needs are requested
- Headteacher to inform administrative staff of Year Group arrangements and Finance Officer of any particular invoicing/ payment arrangements
- Dependent on age, child attends testing day
- Place offered
- follow up calls, changes to enrolment date, significant discussions with family pre and post interview should be noted on iSAMS and dated.
- upon school receiving notice that family intends to enrol, Headteacher or Admin staff send informal email welcoming family and outlining next steps
- application is received
  - upon receipt of application, Finance Officer sends invoice for Registration and Deposit Fees accompanied by note stating that child's place is secured when Registration and Deposit and Fees are paid
  - Admissions Officer informs family of any missing documentation / information (such as emergency telephone numbers) and ensures that items are received. Follow up calls are made as required
  - Admissions Officer completes the pupil's profile on iSAMS with all documents received
- upon receipt of payment of Deposit and Registration Fees, Finance Office is to send formal email of Welcome to the family stating that their child's place is secured
- Upon receipt of payment of Deposit and Registration Fees, Finance officer is to send an email to the Headteacher and the Admin Staff
- Newcomers will be invited to join Classlist, an online community for parents. Class representatives are moderators of Classlist and will welcome newcomers.

- Lists are to be updated as follows:
  - the administrative team revises:
    - hot lunch list
    - activities lists
  - the Health, Safety and Welfare Officer updates the Medi-Check List by reviewing the Medical History Forms and circulates the revised list to all staff each term
  - new pupils with serious health concerns (serious allergies, history of anaphylactic shock, etc) should have a Care Plan Sheet prepared
  - any required medicines are secured from the family by the School Office Assistant
- **Application for next academic year**
- Procedure is as above except:
  - Pupil information is updated on iSAMS if needed
  - A Welcome Pack is sent out over the Summer to all parents (existing and new) containing:
    - Hot Lunches form
    - Garderie form
    - Transport information
    - Friends of BJAB contact and Classlist invite
    - Permission for Excursions
    - Contact Form
    - Information on the Parent / Teacher Evening at the start of September
    - Access to the Parents Billboard
    - Permission for images, photos etc. on web site
- At the Parent/Teacher Evening normally held the first week of school, parents are to be advised of the following areas on the website:
  - BJAB Handbook
  - Lower School or Prep School Resources





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## Appendix B: Punctuality note

Date:

Dear.....,

### Punctuality

I am writing to advise you of my concern and that of **Class Teacher** regarding the late arrival in school of **XXXX**. **XXXX** for example has been marked as late in the register **XXX** times recently. As you may be aware, the **Year Group** children have registration at 8.20am and they begin their **XXXXX** lessons promptly at 8.25am. Their late arrival is proving disruptive to the start of lessons and the rest of the teaching group.

I should advise you that the School Guidelines are specific about punctuality. The regulations laid down for registration require that I formally advise you that your child should be in school at the prescribed times.

I would ask that you have **XXXXX** at school in the mornings so that **he/she** benefits from a positive and supportive start to the day. The school doors are open from 8.00am to give the children time to arrange their belongings.

Yours sincerely,

Francis Retter  
Headteacher

## Appendix 1

### School ready EYFS Characteristics

(For entry to Reception children should be along the continuum. **For entry for Y1 should be all complete independently**)

<p>I can</p> <ul style="list-style-type: none"> <li>- Recognise my name</li> <li>- Write the first letter of my name</li> <li>- Copy my name</li> <li>- Write my name</li> </ul>	<p>I can</p> <ul style="list-style-type: none"> <li>- Hold a pencil carefully</li> <li>- Draw a face</li> <li>- Colour in carefully</li> <li>- Name the colours I use</li> </ul>
<p>I can</p> <ul style="list-style-type: none"> <li>- Put on my socks</li> <li>- Find my shoes</li> <li>- Put on my shoes</li> <li>- Fasten my shoes</li> </ul>	<p>I can</p> <ul style="list-style-type: none"> <li>- Count to at least 10</li> <li>- Count objects one to one correspondence to 5 items</li> <li>- Recognise some items</li> <li>- Recognise spot patterns on a dice</li> <li>- Recognise some 2D shapes</li> </ul>
<p>I can</p> <ul style="list-style-type: none"> <li>- Sing simple rhymes</li> <li>- Sing and clap to a beat</li> <li>- Move to music</li> </ul>	<p>I can</p> <ul style="list-style-type: none"> <li>- Find my coat</li> <li>- Put my arms in my coat</li> <li>- Fasten. My coat</li> <li>- Fasten buttons on my clothes</li> </ul>
<p>I can</p> <ul style="list-style-type: none"> <li>- Eat with a knife and fork</li> <li>- Pour myself a drink</li> <li>- Open my own lunchbox / water bottle</li> <li>- Wash and dry my hands</li> </ul>	<p>I can</p> <ul style="list-style-type: none"> <li>- Go to the toilet by myself</li> <li>- Wipe and clean myself after going to the toilet</li> </ul>
<p>I can</p> <ul style="list-style-type: none"> <li>- Tidy away things I have used</li> <li>- Separate from my parent independently</li> <li>- Talk about how I am feeling</li> <li>- Select resources by myself</li> </ul>	<p>I can</p> <ul style="list-style-type: none"> <li>- Cut along a line</li> <li>- Cut snips into paper</li> <li>- Cut out a shape</li> <li>- Cut out shapes to make a picture</li> </ul>
<p>I can</p> <ul style="list-style-type: none"> <li>- Say please and thank you</li> <li>- Take turns</li> <li>- Share toys</li> </ul>	

Phonics ([Assessment A.pdf](#))

For Entry to Year 1 should know, be able to blend and write all Set 2 sounds (not letter names).

<p>Set 1 single-letter Sounds</p> <p>d a s m t o n p g i</p> <p>k u b c f e</p> <p>l h r j x y w z v</p> <p>ch qu sh th ng nk ff ll ss ck</p>
<p>Set 2</p> <p>oo ee ay ow oo igh ou or air ir ar oy</p>

For entry to Year 2 children should know, be able to blend and write all Set 1, 2 & 3 sounds (not letter names).

<p>Set 3</p> <p>ea oi a-e i-e o-e u-e</p> <p>aw are ur er ow ai oa</p> <p>ew ire ear ure au e-e ue ie ph wh kn tious tion cious e</p>
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No phonics support should be required for entry to Year 3 (unless SEND). Children should be reading fluently short chapter books.

## Curriculum Expectations

Detailed National Curriculum and EYFS expectations can be found here: [EYFS & Primary](#)

- This is UK basic minimum – majority of exsiting BJAB pupils enter each year group working above this standard.
- Bare minimum in Mathematics for pupils in:  
Y5 Times tables/ division facts and number fact recall up to 12x12  
Y1 starter, as table below

Number
<ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul>
Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Without this they will struggle to access the Curriculum

## Secondary Guidance

### For pupil entering Year 7 – Expected Standard

#### Transcription at end Year 6

- Uses further prefixes and suffixes and understand the guidance for adding them
- Spells some words with 'silent' letters (e.g. knight, psalm, solemn)
- Continues to distinguish between homophones and other words which are often confused
- Uses spelling knowledge to understand how some words cannot be spelt phonically
- Uses dictionaries to check the spelling and meaning of words
- Uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- Uses a thesaurus.
- Spells words with suffixes that sound like /fəs/ spelt -cious or -tious
- Spells words with suffixes that sound like /fəl/
- Words ending in -ant, -ance/-ancy, -ent, -ence/-ency
- Spells words with the suffix in -able and -ible
- Spells words with the suffix -ably and -ably
- Spells words by adding suffixes beginning with vowel letters to words ending in -fer
- Spells words with the /i:/ sound spelt ei after c
- Spells words containing the letter-string ough
- Spells words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
- Spells homophones and other words that are often confused, e.g. advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy, farther/father, guessed/guest, heard/herd, led/lead, morning/mourning, past/passed, precede/proceed, principal/principle, profit/prophet, stationary/stationery, steal/steel, wary/weary, who's/whose
- Spells words from the years 5/6 word list: accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience\*, conscious\*, controversy, convenience, correspond, criticise (critic + ise), curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical,

prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht

- Writes legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- Writes legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task
- Spells most words from the year 3 & 4 and the year 5 & 6 word list correctly
- Identifies spelling patterns independently and applies them correctly within spelling, including exceptions to the rules

### **Writing at end Year 6**

- Chooses the appropriate vocabulary for formal and informal speech and writing, (e.g. find out – discover; ask for – request; go in – enter)
- Uses synonyms and antonyms (e.g. big, large, little)
- Uses the passive to affect the presentation of information in a sentence (e.g. The window in the greenhouse was broken.)
- Chooses the appropriate structures for formal and informal writing, (e.g. question tags: He's your friend, isn't he?, or the subjunctive: If I were...)
- Uses a wider range of cohesive devices to link ideas across paragraphs, (e.g.: repetition and grammatical connections such as adverbials and ellipsis)
- Uses layout devices to structure text (e.g. headings, sub-headings, columns, bullets, or tables)
- Uses semi-colons, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up)
- Uses colons and semi-colons in lists
- Uses bullet points to list information
- Uses hyphens to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover]
- Identifies the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Notes and develops initial ideas, drawing on reading and research where necessary
- Considers how authors have developed characters and settings in narratives
- Selects appropriate grammar and vocabulary and understands how such choices can change and enhance meaning
- Describes settings, characters and atmosphere and integrates dialogue to convey character and advance the action in narratives
- Précises longer passages
- Uses further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- Assesses the effectiveness of their own and others' writing
- Proposes changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning
- Ensures the consistent and correct use of tense throughout a piece of writing

- Ensures correct subject and verb agreement when using singular and plural
- Proof-reads for spelling and punctuation errors
- Performs their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
- Writes effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- Chooses the appropriate register & exercises an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary
- Uses the range of punctuation taught at key stage 2 correctly and, when necessary, uses it to enhance meaning and avoid ambiguity

### **Reading at end Year 6**

- Talks positively about reading to peers and younger children recommending books that they have read, giving reasons for their choices
- Demonstrates 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
- Discusses themes and conventions in and across a wide range of writing
- Prepares poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- Discusses and evaluate how authors use language, including figurative language, considering the impact on the reader
- Can answer questions (in written form) on and around texts, including non-fiction texts, succinctly
- Summarises the main ideas drawn from across a text
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- Provide reasoned justifications for their views on books and use the text to focus answers
- Reads avidly, and by now, is able to discuss a large range of books and authors, stating preferences as well as being able to criticise a style or genre that is not within preference
- Has enough experience of unusual & archaic words to tackle any text and be able to precis and present, drawing on grammatical and lexical knowledge

**Mathematics at Year 6** (This is UK expectations - Our Curriculum is ISEB and most children are working in advance of this through challenge activities)

Number, place value, approximation and estimation/rounding

- I can read, write, order and compare numbers up to 10,000,000.
- I can determine the value of each digit in numbers up to 10,000,000.
- I can round any whole number to a required degree of accuracy.

- I can use negative numbers in context, and calculate intervals across zero.
- I can solve number problems and practical problems with the above.

## Calculations

- I can use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
- I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- I can identify common factors, common multiples and prime numbers.
- I can perform mental calculations, including with mixed operations and large numbers.
- I can multiply multi-digit numbers up to 4 digits by a 2 digit whole number using the formal written method of long multiplication.
- I can divide numbers up to 4 digits by a 2 digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.
- I can divide numbers up to 4 digits by a 2 digit number using the formal written method of short division where appropriate.
- I can solve problems involving addition, subtraction, multiplication and division.
- I can use my knowledge of the order of operations to carry out calculations involving the four operations.

## Fractions, decimals and percentages

- I can use common factors to simplify fractions and use common multiples to express fractions in the same denomination.
- I can compare and order fractions, including fractions  $>1$ .
- I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
- I can multiply simple pairs of proper fractions, writing the answer in the simplest form.
- I can divide proper fractions by whole numbers.
- I can associate a fraction with division to calculate decimal fractions equivalents for a simple fraction.
- I can identify the value of each digit to 3 decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to 3 decimal places.
- I can multiply 1-digit numbers with up to 2 decimal places by whole numbers.
- I can use written division methods in cases where the answer has up to 2 decimal places.
- I can solve problems which require answers to be rounded to specified degrees of accuracy.



- I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

### Ratio and proportion

- I can solve problems involving the relative sizes of two quantities, where missing values can be found using integer multiplication and division facts.
- I can solve problems involving the calculation of percentages and the use of percentage comparisons.
- I can solve problems involving similar shapes where the scale factor is known or can be found.
- I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

### Algebra

- I can express missing number problems algebraically.
- I can use a simple formulae.
- I can generate and describe linear number sequences.
- I can find pairs of numbers that satisfy an equation with two unknowns.
- I can enumerate possibilities of combinations of two variables

### Measurement

- I can use, read, write and convert 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 of up to 3 decimal places.
- I can convert between miles and kilometres.
- I recognise that shapes with the same areas can have different perimeters and vice versa.
- I can calculate the area of parallelograms and triangles.
- I recognise when it is possible to use the formulae for the area of shapes.
- I can calculate, estimate and compare volume of cubes and cuboids, using standard units.
- I recognise when it is possible to use the formulae for the volume of shapes.
- I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate.

### Geometry – properties of shapes

- I can compare and classify geometric shapes based on the properties and sizes.
- I can describe simple 3D shapes.
- I can draw 2D shapes given dimensions and angles.
- I recognise and build simple 3D shapes, including making nets.
- I can find unknown angles in any triangles, quadrilaterals and regular polygons.

- I recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
- I can illustrate and name parts of circles, including radius, diameter and circumference.
- I know the diameter is twice the radius.

#### Geometry – position and direction

- I can draw and translate simple shapes on the co-ordinate plane, and reflect them in the axes.
- I can describe positions on the full co-ordinate grid (all four quadrants).

#### Statistics

- I can interpret and construct pie charts and line graphs and use these to solve problems
- I can calculate and interpret the mean as an average.

**For pupils entering Year Groups above Year 7 consult the assessment Rubrics when they are complete.**

## Appendix 2

	Autumn						Summer			
							Spring			
	NVR	VR	PTE	PTM	NGRT		PTE	PTM		NGRT
Year 1	Reasoning 5		N/A	N/A	1		6	6		1B
Year 2	6	6	6	6	2A		7	7		2B
Year 3	7	7	7	7	2B		8	8		2A
Year 4	8-9	8-9	8	8	2A		9	9		2B
Year 5	10-11	10-11	9	9	3A		10	10		3B
Year 6	CAT4	CAT4	10	10	3B		11	11		3A
Year 7, 8 & 9	MIDYIS									