

"WORKING TOGETHER FOR THE SUCCESS OF ALL"

Assessment Policy

Context

In April 2014 the Department for Education released 'Assessment Principles', a document outlining the core values all effective assessment systems should implement as part of the changes introduced with the 2014 National Curriculum. As the *'Government will not impose a single system for ongoing assessment'*, it is up to schools to implement a system that can: *'Give reliable information to parents about how their child, and their child's school, is performing, help drive improvement for pupils and teachers and make sure the school is keeping up with best practice and innovation.'*

Our Philosophy of Assessment

Assessment should have a purpose at every level for everyone involved:

- Pupils should be given appropriate feedback on their learning from the formative assessments carried out by class teachers.
- Class teachers should be able to use formative assessment to support planning and implementation of a curriculum designed to meet the needs of learners.
- Teachers and school leaders should be able to use assessment to help ensure that the pupils who need specified intervention are quickly identified, appropriately supported and monitored so that all can fully achieve their potential and no one is left to struggle behind.
- School leaders should be able to use summative assessment as a tool for monitoring the progress and attainment pupils make to ensure the school is helping pupils achieve their potential.
- Parents should be able to get a clear and accurate sense of their child's achievement and progress as well as areas where they can support development.
- Governors should be able to use data to ensure the school is supporting pupils learning effectively.
- Schools can provide data for inspection teams to show how children are performing.

Our Assessment Approach

Our Assessment Approach has at its heart Assessment for Learning (AfL); this is when teachers assess children's learning in the classroom and provide feedback and next steps for the child. This type of assessment is happening every day in our classrooms.

Key characteristics of AfL

1. Learning Intention
2. Success Criteria
3. Questioning
4. Feedback and Marking
5. Adjusting teaching to take account of results

1. Learning Intention

Effective learning takes place when learners understand what they are trying to achieve and why it is important. Staff, therefore, share with the children the learning intention for each lesson as this gives the children a focus, enabling them to understand what they are learning and to review their own progress. The learning intention focuses on learning, not activities. To emphasise the learning process, typically we use child friendly language and begin with phrases like: 'To know that..... To understand how To develop.....'. The learning intention is often referred to and reviewed regularly throughout the lesson.



2. Success Criteria

Developing success criteria to achieve learning intention helps provide children with a framework against which they can focus their efforts, evaluate their progress and discuss their difficulties. Success criteria can be generated by the teacher, but it has been recognised that where children are involved in generating success criteria they develop a better understanding of what they are striving to achieve. Success criteria provide a framework for dialogue with children. Discussions focus on how well the agreed expectations have been met.

3. Questioning and Next Steps (see examples in Appendix 1)

Questioning (shallow, deep and profound) lies at the heart of learning and teaching and we use it in a variety of ways, e.g. to assess a child's starting point so that teaching can be adapted to meet their needs or to probe their understanding of a new area of learning. Each classroom has a Questioning Working Wall (based on the OLEVI model) to reflect shallow, deep and profound questions which are typically updated reflecting the current learning theme and used by both teachers and children. We recognise that although there is a place for closed questions, open questions are best for encouraging more complex and higher-order thinking, e.g. :

- What do you think ...?
- How do you know ...?
- Why do you think that ...?
- What if ...?
- What do you think happens next? Why?

We use a variety of methods for selecting which children will answer questions, e.g. random selection, framing specific questions for individual children and the thumbs-up approach. We also use 'talk partners' or 'buddies' and approaches such as 'think, pair, share' so that children can discuss and rehearse their answers.

4. Feedback and Marking

The purpose of AfL is to provide feedback in such a way that children will move on in their learning. Teachers and children identify the next steps to learning as well as responding to the misconceptions they make. We mark children's work and provide feedback on their learning in order to:

- promote self-assessment, whereby children recognise their difficulties and achievements and are encouraged to accept guidance from others
- promote reflection and lifelong learning behaviours
- provide them with specific information on the extent to which they have met the success criteria and/or their individual targets
- give them a clear understanding of how far they have come in their learning and what they need to do next to make them even more successful in their learning
- show that we value their work
- boost their self-esteem and aspirations through the use of praise and encouragement
- share expectations
- provide a basis for summative and formative assessment
- provide the ongoing assessment that informs our future lesson planning

Feedback is given in a variety of ways.

4.1 Verbal Feedback

Verbal feedback in any lesson will focus on the learning intention, success criteria, learning behaviours and, where relevant, a child's individual targets. When detailed verbal feedback is given to a child about their written work the teacher will write **VF** on the child's work, possibly accompanied by



a brief note. LSAs should also write **VF** but give more detail on a post-it or sticky label which they will give to the teacher or attach to the plans.

Verbal feedback is the primary method of providing feedback to children in the EYFS. As with all children, it is used to enable the children to understand where they have been successful in their learning and what they need to do next to be more successful learners. Mini plenaries are an important part of verbal feedback which may take place at any time during the lesson. They should have a notable impact on the quality of the learning; when the children return to their learning they should be applying new skills or understanding with greater authority or confidence. They may be chosen to give a chance for reflection, to challenge thinking, to help identify next steps or to address whole class misconceptions.

We recognise that children benefit from discussing their learning and articulating their needs. In order to do this they need to be given time to reflect on their learning. Teachers and LSAs could use the following types of prompts to promote this:

- What did you find difficult about learning to...?
- What helped you when something got tricky when you were learning to ...?
- What do you need more help with about learning to...?
- What are you most pleased with about learning to...?
- What have you learnt that is new about...?
- What do you need to do next to get better at ...?

Where learning is challenging, Teachers and LSAs could use the following prompts:

- I know you are finding this difficult - I'm going to help you.
- When you find something challenging, it's an opportunity to learn something new.

4.2 Pupil Self- Assessment, review and improve (see examples in Appendix 2)

Children should self-assess their work at the end of each lesson using the agreed self-assessment code and teachers or LSAs will respond to this self-assessment. Where a child has made a self-assessment which shows a misconception of their success or progress within the lesson they will be asked to speak to the teacher or LSA. When this communication has occurred it will be recorded with **VF** and dated. Planned opportunities for children to review and improve their work independently or with a buddy should be built into lessons and sequences of lessons.

4.3 Marking (see marking prompts in Appendix 3)

Marking may be done by the teacher, LSA or child. It should be done using a pen of contrasting colour, when the marking is not done by the usual class teacher, it should be initialled. In addition the following non-negotiables are:

- All work in exercise books is marked
- Work is marked frequently and typically on the same day to inform the next lesson/sequence of lessons
- All marking is to be completed in a clear legible handwriting
- Basic skills are always corrected (date, Learning Intention and any technical vocabulary)
- Adult marking models high expectations (spelling and grammar correct)
- Marking prompts are to be used where appropriate and children need to be fully aware of the marking prompt. (see appendix 3)

Summative Marking

This consists of ticks and crosses and is associated with a closed task. Children will at times self-mark, mark with their buddy, mark in a group or mark as a class. This type of marking enables staff and children to gain a quick insight into a child's ability or understanding in a particular area of the curriculum e.g. times tables.



Formative Marking

This is focused marking which gives children feedback on how successful they have been in meeting the learning intention and success criteria. It is carried out by the teacher and/or the children (peer and self-assessment) as follows:

- Plan in time for a suitable session within the teaching sequence.
- Record in a different colour where the child has demonstrated a good understanding of the learning (pink 'tickled pink') and key next steps (green 'green for growth')
- Through self-reflection, children's use of feedback shows where some improvement can be made or how well the child has succeeded
- It may be appropriate to plan in time during the next lesson for the children to improve their work and respond to the closing the gap comment.

Closing the gap prompts (See examples in Appendix 4)

- Reminder prompt: most suitable for more able children, this simply reminds the child of what could be improved, e.g. *'Say more about how you feel about this character'*
- Scaffold Prompt: most suitable for children who need more structure than a simple reminder prompt, this prompt provides some support, e.g. *'Describe how this character is a good friend'. 'Describe something that happened that showed you this character was a good friend'. 'He showed he was a good friend when.....'*
- Example Prompt: successful with all children, but especially with average or below average children, this prompt gives the child a choice of actual words or phrases, e.g.: *'Choose one of these or use your own', 'He is a good friend because he never says unkind things about me'. Or 'My friend is a good friend because he is always nice to me'.*

Examples of possible maths comments can be found in appendix 4 – In a Nutshell

Peer Marking

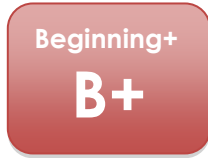
From KS1, children are encouraged to support each other and feedback on learning and achievement. Children should be given the opportunity to act as response partners and pair mark work. Children may point out things they like then suggest ways to improve the work against the learning intention or success criteria. The pairing of children should be based on ability and trust. Children may highlight evidence of success or write comments in another child's book in a different colour pen, which is then initialled.

5. Adjusting teaching to take account of marking and feedback

Pupil feedback and marking is used to inform future lessons and sequences of lessons in the planning. This takes the form of annotations on weekly or medium term plans, notes in Learning Journeys (Tapestry) in the EYFS, comments in Pupil books. Children's self-assessment should always be acknowledged.

Tracking progress and attainment (Y1 – Y6)

To record, monitor and inform pupil progress we are using a piece of software called Target Tracker. This is based on a carefully considered logical approach to assessment which performs the function of communicating progression and attainment in a simple format that may be aggregated to produce reports of overall and average progress. Target tracker operates using bands (1-6) that typically correspond to Year groups e.g. it is expected that Year 4 children will be working within band 4. Within each band, the progressive expectations for the band have been broken down into six steps. Typically, children should make 5 – 6 steps of progress during the course of an academic year from their respective starting points.



Beginning and Beginning+:

B = Meeting 0-10%

B+ = Meeting 11%-25% of the expectations

To be on track to be at the expected standard for the end of the academic year, typically children will be working towards or achieving the assessments in these steps during in the Autumn term and be at least secure at step **B** by the end of the Autumn term.

Working Within and Working Within+:

WW = Meeting 25%-60% of the expectations

WW+ = Meeting 61%-85% of the expectations

To be on track to be at the expected standard for the end of the academic year, typically children will be working towards or achieving the assessments in these steps during in the Spring term and be at least secure at step **W** by the end of the Spring term.

Secure and Secure + (Mastery)

S = Meeting 85+% of the expectations

To be on track to be at the expected standard for the end of the academic year, typically children will be working towards or achieving the assessments in these steps during in the Summer term and be at least secure at step **S** by the end of the Summer term.

S+ = Meeting 100% of the expectations

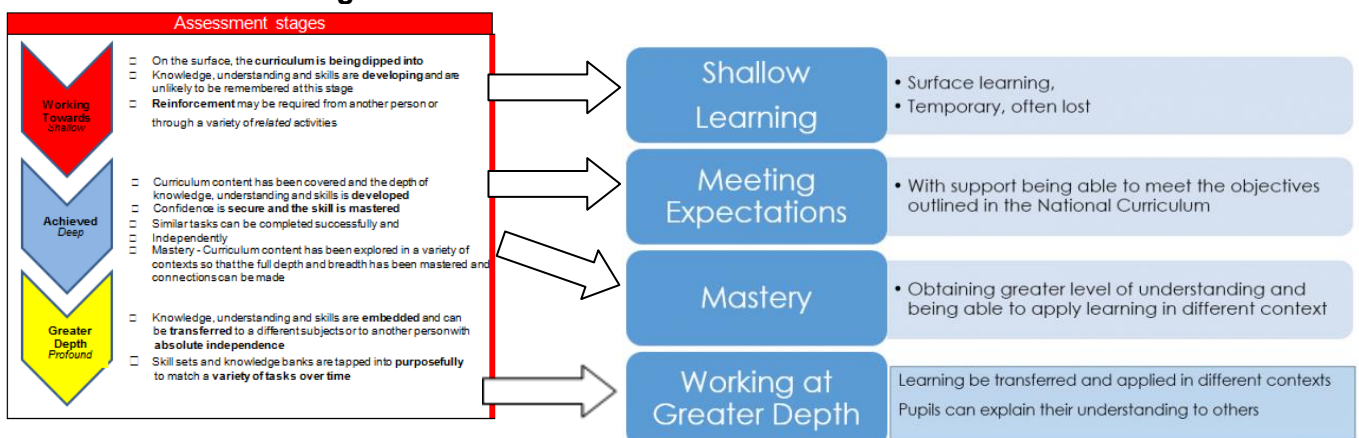
This represents the consolidation of a band and it allows us to identify pupils who, while still operating at age related expectations, have a greater level of understanding and are beginning to apply them in different contexts in order to demonstrate their mastery of a particular skill. Target Tracker expects that those children who are secure in the band of statements at the end of the academic year also have these experiences and therefore be working at the secure + step before being assessed against the following year band statements.

Working at Greater Depth within the expected standard

GDS = 60+% of the gold band completed and all the Key Performance Indicators (KPIs).

For a child to be assessed as Working at Greater Depth, they need a deep and thorough understanding enabling learning to be transferred and applied in different contexts. They can also explain their understanding to others.

Teacher Assessment stages





Formative Assessment

Teachers are expected to regularly update Target Tracker as part of their formative assessment at the end of lessons, sequences of lessons or at the end of units of work as part of the AfL strategy.

Summative Assessment

Target Tracker is updated each half term following an assessment week during which summative teacher assessments are made using a range of tools including pupil work, pupil conferencing, pupil observation and relevant tasks/tests.

Tracking progress and attainment (Foundation Stage)

In Foundation Stage on going observations by the teacher and LSAs are routinely recorded using Tapestry software. These observations are then verified by the teacher and these **formative assessments** are used at the end of lessons, sequences of lessons or at the end of units of work as part of the AfL strategy. For **Summative Assessments** Tapestry is updated each half term following an assessment week during which summative teacher assessments are made using a range of tools including pupil work, pupil conferencing, pupil observation and relevant tasks. From September 2017 these summative assessments will be transferred onto Target Tracker (Early Years).

Pupil Progress Interviews (PPIs)

These are held half termly following the assessment weeks when the summative assessments have been updated in Target Tracker. They are attended by the class teacher, Inclusion leader and Headteacher. The focus of these meetings is:

- Attainment and progress of each cohort using teacher assessments and Target Tracker analysis
- Progress towards the challenging end of year pupil targets
- Pupils who may require an intervention or additional support to stay on track to achieve their challenging targets and devise plans for how these will be achieved.
- Impact of interventions/ additional support that are in place, progress made and next steps (e.g. intervention / support no longer required, to continue or requirement for Individual Education Plan (IEP) to be drawn up as part of the SEND stepped approach etc.

Assessment Moderation

Staff Meetings, Closure Days and attendance at MOD Schools Monitoring and Assessment days are used for assessment moderation to ensure that all teachers have a shared understanding of assessment practices and that there is consistency across the year groups and schools. Moderation is also carried out with other MOD Schools and Key stages, to ensure consistency. Subject leaders undertake moderation in the form of book looks, learning walks, pupil conferencing and data analysis.

Data Analysis

English and Maths Subject leaders analyse data from Target Tracker and undertake data analysis together with pupil work, planning etc. and provide a termly report for the Headteacher. This information is utilised to inform:-

- Pupil Progress Interviews
- Staff Meetings
- School Self Evaluation
- School Improvement Plan
- Headteacher report to School Governance Committees
- Performance Management



Reporting to Parents

Reports to parents are given verbally at Parent Consultations in the Autumn and Spring terms during which progress summaries drawn from Target Tracker to illustrate progress and attainment and their next step targets are shared. A comprehensive written report is provided at the end of the summer term. The reports are written in a clear, straightforward manner and are personal to the child. They inform parents of: -

- How their child is performing in relation to their respective starting points each school year and to national standards
- Their child's strengths and any particular achievements
- Areas of development and improvement
- How they can help
- Whether the child is happy, settled and behaving well

In addition, meetings with parents to discuss their child's progress can be arranged at a mutually convenient time.

S.E.N.D (Special Educational Needs and Disabilities)

Early identification of children with special educational needs is essential. The school's S.E.N.D policy gives details of the procedures for identification and assessment.

Transition and Transfer

Assessment information is transferred between professionals at each stage of the child's schooling – between classes, key stages and schools. This ensures that children have the maximum opportunities to achieve. When children move schools, information is sent to the receiving school including the Pupil Information Profile (PIP). This will be via parents to International and Independent Schools and through the CTF (Common transfer file) via the School to School (S2S) secure system for state schools in England (see Transition Policy).

Equal Opportunities

Equality of opportunity is a fundamental right of all children regardless of race, culture, gender or special educational needs. This policy is written for all and recognises that every child has equal opportunities:

- We have high expectations of all pupils and all groups of pupils
- We carry out data analysis of pupil performance identifying areas of development for all pupils and groups of pupils, comparing their progress with national expectations and are committed to taking action where underachievement is identified
- We recognise and value all forms of achievement

Review

This policy will be reviewed annually to take account of further statutory and or recommended guidance from the Department for Education (DfE) and MOD Schools.

Date of Policy: July 2017

Ratified by SGC: October 2017

Review Sept 2018






Appendix 1 Questions

OLEVI: The International Centre for Leadership in Teaching & Learning Using Blooms' Taxonomy

	Clarification / Key Questions
1 Remembering SHALLOW	<p>Exhibits previously learned material by recalling facts, terms, basic concepts and answers What is . . . ? How is . . . ? Where is . . . ? When did _____ happen? How did _____ happen? How would you explain . . . ? Why did . . . ? How would you describe . . . ? When did . . . ? Can you recall . . . ? How would you show . . . ? Can you select . . . ? Who were the main . . . ? Can you list three . . . ? Which one . . . ? Who was . . . ?</p>
2 Understanding SHALLOW	<p>Demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas. How would you classify the type of . . . ? How would you compare . . . ? contrast . . . ? Will you state or interpret in your own words . . . ? How would you rephrase the meaning . . . ? What facts or ideas show . . . ? What is the main idea of . . . ? Which statements support . . . ? Can you explain what is happening . . . what is meant . . . ? What can you say about . . . ? Which is the best answer . . . ? How would you summarise . . . ?</p>
3. Applying DEEP	<p>Solving problems by applying acquired knowledge, facts, techniques & rules in a different way How would you use . . . ? What examples can you find to . . . ? How would you solve _____ using what you have learned . . . ? How would you organize _____ to show . . . ? How would you show your understanding of . . . ? What approach would you use to . . . ? How would you apply what you learned to develop . . . ? What other way would you plan to . . . ? What would result if . . . ? Can you make use of the facts to . . . ? What elements would you choose to change . . . ? What facts would you select to show . . . ? What questions would you ask in an interview with . . . ?</p>
4. Analysing DEEP	<p>Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalizations. What are the parts or features of . . . ? How is _____ related to . . . ? Why do you think . . . ? What is the theme . . . ? What motive is there . . . ? Can you list the parts . . . ? What inference can you make . . . ? What conclusions can you draw . . . ? How would you classify . . . ? How would you categorize . . . ? Can you identify the difference parts . . . ? What evidence can you find . . . ? What is the relationship between . . . ? Can you make a distinction between . . . ? What is the function of . . . ? What ideas justify . . . ?</p>
5. Evaluating PROFOUND	<p>Presenting & defending opinions by making judgments about information , quality of work etc. Do you agree with the actions . . . ? with the outcomes . . . ? What is your opinion of . . . ? How would you prove . . . ? disprove . . . ? Can you assess the value or importance of . . . ? Would it be better if . . . ? Why did they (the character) choose . . . ? What would you recommend . . . ? How would you rate the . . . ? What would you cite to defend the actions . . . ? How would you evaluate . . . ? How could you determine . . . ? What choice would you have made . . . ? What would you select . . . ? How would you prioritize . . . ? What judgment would you make about . . . ? Based on what you know, how would you explain . . . ? What information would you use to support the view . . . ? How would you justify . . . ? What data was used to make the conclusion . . . ? Why was it better that . . . ? How would you prioritise the facts . . . ? How would you compare the ideas . . . ? people . . . ? compile . . . ? Can you construct a model that would change . . . ? Can you think of an original way for the . . . ?</p>
6. Creating PROFOUND	<p>Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions. What changes would you make to solve . . . ? How would you improve . . . ? What would happen if . . . ? Can you elaborate on the reason . . . ? Can you propose an alternative . . . ? Can you invent . . . ? How would you adapt _____ to create a different . . . ? How could you change (modify) the plot (plan) . . . ? What could be done to minimize (maximize) . . . ? What way would you design . . . ? What could be combined to improve (change) . . . ? Suppose you could _____ what would you do . . . ? How would you test . . . ? Can you formulate a theory for . . . ? Can you predict the outcome if . . . ? How would you estimate the results for . . . ?</p>



Appendix 2 Pupil Self-Assessment Code

	I found it easy (I'm ready to move on)
	It was OK but I needed some help
	I found it hard



Appendix 3 Marking prompts

✓	Correct
✓ ✓	Learning Intention Met
?	Incorrect – doesn't make sense
Λ	Missing word
Ⓒ	Capital letter
⦿	Full Stop
<u>Word underlined</u> sp	Key spelling error
//	Start new paragraph
→ ←	Indent reminder
Assessment Prompts	
LI	Learning intention
I	Independent Work
S	Supported Work
VF	Verbal Feedback
<i>EM</i> -	Initials of marker
green pen or highlighter	Next steps (Green for growth)
Pink pen or highlighter	Wow (Tickled pink)
Different Coloured pen or highlighter	Independently corrected work (used by children)

Appendix 4 In a Nutshell



Feedback Marking

- ✓ Feedback should be both verbal and written
 - ✓ The mathematical learning intention is shared with the children and provides the focus of the feedback
 - ✓ Feedback should take account of success criteria where appropriate
 - ✓ Feedback highlights good features of mathematical learning as well as identifying areas for development
 - ✓ Feedback provides clear pointers for next steps in mathematics to move the learner forward
 - ✓ Written feedback can take many forms, e.g. mathematics questions to answer, teacher's comments and child responses, symbols to indicate suggested developments
 - ✓ Opportunities should be provided for children to give constructive feedback in relation to their own and other children's mathematical work
 - ✓ Mathematics teaching is modified as a result of verbal and written feedback
 - ✓ Praise should be specific to the mathematics and qualified so the child knows what aspect of their mathematics work has earned this praise
- Moving on with assessment in mathematics – developing classroom practice**
DfES 2009

OFSTED - Good teaching
Pupils are provided with detailed feedback, both orally and through marking.



Effective feedback:

- ✓ focuses on the learning objective / success criteria
- ✓ lets the child know how well they've achieved
- ✓ lets the child know what they need to do to improve or extend learning
- ✓ lets the child carry out improvement on the work or revisit the skill or apply their learning

Reflect on your own practice:

- ✓ Does the feedback (both oral and written from appropriate adults and peers) to children, focus on the learning?
- ✓ Does feedback make children aware of the achievements they have made in relation to learning objective?
- ✓ Does feedback provide clear pointers for next steps to move the learner forward?
- ✓ Do you use a range of strategies for feedback marking?
- ✓ Do the children understand/use the feedback to improve their work?
- ✓ Are children given time to respond to feedback?
- ✓ Is there evidence that children act upon the feedback to improve their work?
- ✓ How often do you use feedback marking in mathematics?

It would be impossible, impractical and unmanageable for every piece of work to be used for formative assessment and 'quality marked'. Teachers will need to decide which pieces of work to give detailed attention and which they are simply going to acknowledge.

Shirley Clarke – 2001

Remember in mathematics:

- ✓ is still a symbol that shows success and has a purpose

For further details contact the Maths Team on:
024 7652 7452



What could feedback marking look like in mathematics...

Rewrite or remodel an example

$52 - 38 =$
 $50 - 30 = 20$
 $8 - 2 = 6$
 $52 - 38 = 26$ Child recorded

 $52 - 38 =$
 $52 - 30 = 22$ Corrected
 $22 - 2 - 6 = 14$ receding
Now you try this one...

Self-correcting

- Can you see where you have made your mistake?
- Check your 'place value in question 5'
- I make the answer to this question... check that I'm right
- 2 of your answers are wrong... spot which ones they are and correct them

Remember...

- 'one hundred and two is 102 not 1002'
- 'to count on from the larger number'

Using a symbol or Code

- e.g.
- 😊 learning objective achieved
 - ✓ correct answer
 - try this one again
 - 💬 oral feedback given

Check your schools marking policy!

Ask a closed question...

- If you start with 93 and count back in tens, what would be the smallest number you would reach on a 1-100 grid? Would 14 be one of the numbers you say?
- Put these numbers in order:
836, 636, 638, 388, 608.
- What would the third number be?
- Which of these numbers is closest to the answer of $342 - 119$?
- 200 220 230 260 300
- I buy 6 books that cost £4.99 each. How much will I pay to the nearest pound?
- There are 28 children in the class. $\frac{3}{7}$ are girls. How many girls is this?
- A film starts at 6.30 p.m and ends at 8.10 p.m. How many minutes does the film last?
- What is the difference between 1999 and 4003?
- What number is 30 less than 64?
- What is the missing digit?

$$\begin{array}{r} 50 \\ \times 8 \\ \hline 400 \end{array}$$

Shade $\frac{1}{2}$ of this shape

Fill in numbers on the 100 grid

		57
	45	

How big this one
 what fact can you find?
 $4 + 7 = 11$
 $18 \times 2 = 1100$ ✓
 $10 \times 100 = 11000$ ✓
 $10 \times 100 = 11000$ ✓

Evaluate with
 Double it then
 lower an equation
 for 4? $\frac{1}{10}$ ✓

Ask an open question...

- Tell me two two-digit numbers with a difference of 12
- What even numbers lie between 10 and 20?
- Find 3 ways of completing $\frac{1}{2}$ of $\frac{1}{2} = 30$
- $\square \times 0 = 20$ What could the missing numbers be?
- These numbers are in order, largest to smallest: 66, 46, 37, 33. Think of a number that could go into each of the empty boxes.
- Draw a triangle with a line of symmetry that does not have a right angle
- If $7 \times 8 = 56$ what is 0.07×8 ? Give some other decimal facts that are linked to this fact
- Give me 3 division questions that have a remainder of 1
- Suggest sensible units you might use to measure the height of your table
- Tell me two lengths that together make 1 metre
- Write what the missing digits could be:
 $\square\square\square + 10 = 3\square\square$

Can you walk down rows multiplied by 4
 100 that $\rightarrow 4, 8, 12, 16, 20, 24, \dots$
 $4092 = 4000$ and 90 and 2
 $35 - 22 = 13$ ok it is ✓
 Can you find another way to partition 8
 8 = 4 + 4 ✓
 $55 = 40 + 15$ ✓
 $55 = 30 + 25$ ✓
 You try

5, 14, 23, 32, 41, 50, 59, 68, 77, 86, 95, 104
 all ok ✓
 Can you get the end you would use?

Finishing a sentence...

- 36 can be partitioned into and
- Two numbers $\times 200$ are and
- All multiples of 6 end in and
- Two fractions equivalent to a half are and
- Capacity can be measured in or
- Acute angles are
- A pencil weighs about
- Squares have and
- 16 is between and
- 3 of the factors of 24 are and

Ask for an explanation

- Would a chocolate lover rather have $\frac{1}{2}$ or $\frac{3}{5}$ of a bar of chocolate? Explain your answer
- What tips would you give someone who is learning how to round numbers to the nearest 10 or 100?
- Explain why a number which ends in 3 cannot be a multiple of 4
- Explain why two of the three angles in my triangle can't be obtuse
- Explain why 16 is a square number
- How could you subtract 37 from 82?
- How could we test a number to see if it is divisible by 6?

Encouraging reflection

- Could there be a quicker way of doing this?
- Do you think that this would work with other numbers?
- When could you use this strategy?
- Have you thought of all the possibilities? How can you be sure?
- Why did you decide to use this method?
- Can you think of another method that might have worked?
- Why did you decide to use this method?