

Using KLIPS and LAPS in Mathematics and English

Introduction

The National Curriculum for mathematics and English provides schools with a common vocabulary and consistent sets of criteria for describing children's achievement and evaluating attainment/progress and the impact of teaching.

Key Learning

Lancashire has developed support materials for schools, which detail the **Key Learning** for each year group (Y1-6). These outline end of year expectations for each year group which are based on the National Curriculum with additional content complementing the statutory requirements.

Key Learning Indicators of Performance (KLIPS)

Some statements within the Key Learning grids have been underlined. These have been identified as **Key Learning Indicators of Performance** (KLIPs); objectives which have the greatest impact on the further development of skills and subsequent learning. Consequently, the KLIPs play a particularly significant role in the assessment process.

Because KLIPs have the same content as the National Curriculum expectations and Lancashire Key Learning documents, they allow teachers to plan (Key Learning) and assess (KLIPs) using the same expectations and objective statements. This allows gaps to be easily identified and addressed. When planning, teachers need to focus on teaching and curriculum content, rather than where they are at in their most recent summative assessment. Focusing on gaps in learning will move children on through the stages and naturally support their progression. "Assessment should focus on whether children have understood these key concepts rather than achieved a particular level." Tim Oates (2014)

KLIPs can be used to help teachers make a judgement:

- during the year to **reflect on** whether pupils are on track to achieve the end of year expectations;
- at the end of the year as to whether the end of year expectations have been achieved.

How should KLIPs be used?

As Key Learning and KLIPs detail end of year expectations, they can be used to inform summative judgements **at the end of year**.

Judgements made at other points in the year should consider whether children are 'on track' to meet each of the statements by the end of the summer term. Statements that occur multiple times, e.g.

- Identify, represent and estimate numbers using different representations (including the number line) (Y4)
- Make inferences about characters and events using evidence from the text, e.g. *what is the character thinking, saying and feeling*. (Y2)
- Use devices to build cohesion between paragraphs in narrative, e.g. *adverbials such as: in the meantime, meanwhile, in due course, until then*. (Y6)

will give children the opportunity to revisit these, and therefore, they will make progress towards the statement as they proceed through the year.

Other statements which are not covered repeatedly, e.g.

- Read Roman numerals to 100 and know that over time, the numeral system changed to include the concept of zero and place value. (Y4)
- Use suffixes to understand meanings, e.g. *-ly, -ous*. (Y3)

- Use the determiner *a* or *an* according to whether the next word begins with a consonant or vowel, e.g. *a rock, an open box*. (Y3)

may be used to inform summative assessment in the term in which they are taught as they may not be returned to again.

Children Working Below Year Group Expectations

Some children may not be on track so the year group expectations that they are working within should be identified. For example, a child in Year 4 may be judged as 'working within Year 2'.

A child can be working within the appropriate year group expectations but not be judged as 'on track'. For example, a Year 3 child in spring term may be judged as 'working within Year 3'.

Statutory End of Key Stage Assessment

Y6 Expectations

There is a difference between tracking with KLIPs and using test papers and teacher assessment framework statements as a summative judgement. The test papers/teacher assessment framework statements are an end of key stage assessment, and as such, address content from the Key Stage Two curriculum (Years 3 to 6). Children who, in May, have attained only a few statements from Y6 KLIPs, can still attain the expected standard in the tests/teacher assessment. When assessing using KLIPS, a child who is on track at the end of Year 6 means that they are competent with the whole of the curriculum for Y6 and is likely to be indicative of attaining the greater depth standard (writing) or higher standard (reading, GPS, maths).

Assessing Writing in Y6

To avoid narrowing of the curriculum in Year 6, teachers who are using KLIPs should take these into consideration alongside the end of KS2 Teacher Assessment framework. This ensures that children have access to the full curriculum and any gaps in learning that will prevent them attaining the appropriate standard are addressed in a timely manner.

Assessing Reading, Writing and Mathematics in Y2

To avoid narrowing of the curriculum in Year 2, teachers who are using KLIPs should take these into consideration alongside the end of KS1 Teacher Assessment framework. This ensures that children have access to the full curriculum and any gaps in learning that will prevent them attaining the appropriate standard are addressed in a timely manner.

What are Learning and Progression Steps (LAPS)?

The Learning and Progression Steps (LAPS) have been designed to support teachers with planning for learning. They are derived from the objectives in the National Curriculum/KLIPs and identify the smaller progressive steps which support learning towards end of year expectations. These key pieces of learning will support pupils in becoming fluent in the knowledge and skills of the curriculum and ensure that the learning is effective and sustained.

Reading / Writing	Mathematics
There are up to three steps which build to each end of year statement.	There are a varying number of steps which build to each end of year statement.
Where there are three steps, these are not indicative of termly expectations since judgements of a child's progress considers the subject as a whole, rather than individual objective statements.	
The LAPS for English are not colour coded because progression in skills and understanding depend on the context of the units in that term, e.g. inverted commas would not be taught in a non-fiction unit and appropriate readiness for a skill, e.g. omitted pronouns within relative clauses in Year 5 (summer term).	The LAPS for mathematics are colour coded to support with identifying the appropriate term for each step to keep children on track to achieve end of year objectives. autumn term – orange spring term – green summer term – yellow Where a block system is being used, i.e. all addition and subtraction taught in one go, the colour coding would not be relevant.
To support with assessment, at the end of the autumn term if a child is working confidently within LAP 1 for the majority of the objectives which have been taught , then they could be deemed to be on track. This would be the same for LAP 2 with the spring term and LAP 3 for the summer term. Children should be demonstrating these objectives independently, consistently and in a range of contexts.	To support with assessment, at the end of the autumn term if a child has mastered the majority of the objectives that are colour coded in orange , then they could be deemed to be on track. This would be the same for objectives which are colour coded green within the spring term and objectives which are colour coded yellow for the summer term. Children should be demonstrating these objectives independently, consistently and in a range of contexts.
LAPS grids should not be used for individual assessment purposes, e.g. one document per child. Instead, this information can be transferred to the appropriate KLIPs grid. Symbols may be used to support this, e.g. dots, ticks and full highlights to show progress as appropriate.	
LAPS should be selected according to the learning needs of the individual or group. Some children may need to progress through LAPS 1, 2 and 3 in order to meet an end of year expectation, whereas others may have a different starting point, perhaps beginning at LAP 3, thus meeting the end of year expectation sooner. Emphasis however, should always be on developing breadth and depth of learning to ensure skills, knowledge and understanding are sufficiently embedded before moving on.	LAPS should be selected according to the learning needs of the individual or group. The expectation of the National Curriculum for mathematics is that the majority of pupils will move through the programmes of study at broadly the same pace . However, some children may need more practice and consolidation on some aspects and some may be ready to move on to a greater challenge. Emphasis however, should always be on developing breadth and depth of learning to ensure skills, knowledge and understanding are sufficiently embedded before moving on.

Some children may demonstrate a greater depth of understanding of the content that has been taught in that term. They may be judged as 'on track with deeper learning'.

This may include, for example:

- a more precise use of vocabulary where words are carefully chosen for effect;
- a clearer understanding of purpose and audience which is demonstrated in differing styles of writing.
- applying grammar skills taught and making choices about their application within sentence structures;
- hypothesising and predicting about the outcome or next part of a story, using evidence implied from the text.

Some children may demonstrate a greater depth of understanding of the appropriate termly expectations and may be judged as 'on track with deeper learning'. This is defined by the NCETM as pupils' ability to:

- solve problems of greater complexity (i.e. where the approach is not immediately obvious), demonstrating creativity and imagination;
- independently explore and investigate mathematical contexts and structures, communicate results clearly and systematically explain and generalise the mathematics.

(Teaching for Mastery: questions, tasks and activities to support assessment)