

### Using the GRTS (Gypsy, Roma, Traveller & Showmen) Assessment Framework:

The GRTS Assessment Framework has been developed as an assessment tool to track and monitor the progress of GRT pupils in schools. Originally produced by Salford EMTAS, we are very pleased to introduce the GRT Assessment Framework for Schools to Wigan. It offers a classroom-friendly approach so that EMAS and class teachers can gauge pupil learning and identify gaps in learning. The Assessment Framework is based on Develop Matters and Statutory Guidance to map progress for those pupils who are not working at age-related expectations.

To gain an overview of where the pupil is up to in terms of Teaching & Learning, we need you to complete the document, and return it to us prior to our assessment visit.

#### How to fill in:

- This assessment tracks progress in Reading, Writing and Numeracy for GRT pupils who are newly returning to school, or who have a disrupted schooling history.
- Begin with Reading.
- Identify the set of descriptors that match the Year Group the pupil is in.
- Highlight those descriptors that describe what the pupil can do.
- If the pupil achieves all of the descriptors matching their Year Group, proceed on to the next Year Group's statements.
- If the pupil does not achieve all the descriptors, proceed to the preceding Year Group and repeat. Continue to work back if necessary to identify what the pupil can / can't do.
- Repeat for Writing and Numeracy.
- **Please return to your EMTAS Teacher when complete.**

Any questions? Don't hesitate to contact us for further clarification!

Kind regards,

**Julie Dixon** (EMTAS Manager)

# GRT (Gypsy Roma Traveller & Showmen) Assessment Framework



KS3 / KS4

Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

School: \_\_\_\_\_

## Key Stage 2 SATs results:

- Reading: \_\_\_\_\_
- Writing: \_\_\_\_\_
- SPaG: \_\_\_\_\_
- Mathematics: \_\_\_\_\_

## Cognitive Abilities Test (CATs)

- Verbal: \_\_\_\_\_
- Non-verbal: \_\_\_\_\_
- Triple: \_\_\_\_\_
- Quantitative: \_\_\_\_\_

### Reading: Step 1

The pupil:

- Apply their growing knowledge of root words, prefixes and suffixes.
- Re-assess alphabet knowledge naming and sounding letters.
- Identify and use correct vowels and know alternative graphemes.
- Using dictionaries to check the meaning of new words they have read.
- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some these orally.
- Asking questions to improve their understanding of a text.
- Drawing inferences such as inferring characters' feelings, thought and motives from their actions.

### Reading: Step 2

The pupil:

- Continuing the growing knowledge of root words, prefixes and suffixes.
- Recommending books that they have read to their peers, giving reasons for their choices.
- Making comparisons within and across books.
- Checking that the books make sense to them, discussing their understanding and exploring the meaning of words in context.
- Asking questions to improve understanding.
- Drawing inferences such as inferring characters' feelings, thought and motives from their actions in justifying inferences with evidence.
- Predicting what might happen from details stated and implied.
- Distinguish between statements of facts and opinion.
- Retrieve, records and present information from non-fiction.
- Explain and discuss their understanding of what they have read.
- Provide reasoned justifications from their views.

### Writing: Step 1

The pupil:

- Learn to spell common exception words, set 2.
- Place the possessive apostrophe accurately in words with regular plurals) for example, girls', boys' (and in words with irregular plurals (for example, children's).
- Write for memory simple sentences, that include words and punctuation taught so far.
- Write narratives that include:
  1. Appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
  2. Describe settings, characters and atmosphere.
  3. Well organised paragraphs.
  4. Mainly consistent and correct use of tenses throughout writing.
- Proofread for spelling and punctuation and edit accordingly.
- Handwriting is legible and appropriately sized with ascenders and descenders accurately formed.
- Produce a piece of writing with taught punctuation and grammar correctly used.
- Using and punctuating direct speech.
- Using conjunctions, adverbs, prepositions to express time and cause.
- Use a range of synonyms, antonyms and homophones.

### Writing: Step 2

The pupil:

- Spell some words with silent letters.
- Using dictionaries to check the spelling and meaning of words.
- Use a thesaurus.
- Plan their writing by identifying the audience for and purpose of the writing.
- Use and can understand:
  1. Brackets
  2. Dashes
  3. Semi-colons and colons.

### Numeracy: Step 1

The pupil:

- Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- Find 10 or 100 more or less than a given number
- Compare and order numbers up to 1000
- add and subtract numbers mentally, including:
  1. a three-digit number and ones
  2. a three-digit number and tens
  3. a three-digit number and hundreds
- Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- Add and subtract fractions with the same denominator within one whole [for example,  $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$ ]
- Measure, compare, add and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- Add and subtract amounts of money to give change, using both £ and p in practical contexts
- Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks

- Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- Know the number of seconds in a minute and the number of days in each month, year and leap year.

### Numeracy: Step 2

The pupil:

- Count in multiples of 6, 7, 9, 25, 50, 100 and 1000
- Find 1000 more or less than a given number
- Count backwards through zero to include negative numbers
- Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones)
- Round any number to the nearest 10, 100 or 1000
- Read Roman numerals to 100 (I to C)
- Add and subtract numbers with up to 4 digits using the formal written methods and columnar addition and subtraction where appropriate
- Recall multiplication and division facts for multiplication tables up to 12 x 12
- Multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- Recognise and write decimal equivalents of any number of tenths or hundreds
- Recognise and write decimal equivalents to  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$
- Round decimals with one decimal place to the nearest whole number
- estimate, compare and calculate different measures, including money in pounds and pence
- read, write and convert time between analogue and digital 12- and 24-hour clocks
- solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

### Numeracy: Step 3

The pupil:

- Count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000
- Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000, 100,000
- Read Roman numerals to 1000 (M) and recognise years in written Roman numerals
- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers
- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- divide numbers up to 4 digits by a two-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
- identify common factors, common multiples and prime numbers
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- solve problems involving addition, subtraction, multiplication and division.