

Fourth Level Indicators

Estimation and rounding:

Has investigated the practical impact of inaccuracy and error through a range of contexts
Is able write and interpret tolerance notation (e.g. $250C \pm 10C$) and comment on its significance in unfamiliar real life contexts.

Uses the knowledge of number processes to convert units (e.g. grams to milligrams) and to calculate % error in order to help comment on significance

Number and number processes:

Is able to carry out the necessary calculations to solve problems set in unfamiliar contexts by applying knowledge of previous types of calculations

Fractions, decimals and percentages:

Draws on their knowledge of interrelationships between fractions, decimal fractions and percentages to choose an elegant route to the solution e.g. when asked to evaluate a discount of 12.5% on an item costing £800, an elegant solution would involve the understanding that 12.5% is $\frac{1}{8}$, and that calculating $\frac{1}{8}$ of £800 will provide the size of the discount.

Calculates the change in related quantities using inverse proportion in unfamiliar but real life contexts. Can use skills from data analysis to identify direct proportion from a graph.

Money:

Recognises and understands vocabulary associated with money and financial understanding

Using this vocabulary, learners can calculate associated costs for different products or services, both short and long term where appropriate, in order to budget effectively for a number of debits and credits

Net pay can be deducted and process explained using the key vocabulary

Time:

Estimates how long different tasks will take and then build a programme of sequential tasks in order to effectively time manage.

Can calculate speed, distance or time from the equation. Can write appropriate units for the values given (i.e. cm/s, km/h) can use knowledge of number process in order to convert units for use in the equation.

Measure:

Selects an appropriate measuring tool and uses it correctly to measure a quantity to an appropriate degree of accuracy.

Appropriate to:

- degree of complexity of the equipment given
- complexity of data being used
- complexity of form

Data and analysis:

Interprets a data set or the information contained in, for example, box plots, stem and leaf diagrams, line graphs, bar graphs, histograms and pie charts

Understands key features of these different ways of presenting information in order to be able to select appropriate forms and communicate findings to others

Ideas of chance and uncertainty:

Converts between simple probability and expected frequency e.g. calculate the probability of rolling a 5 on a 6 sided die then calculating how many times you would expect a 5 to appear in a set number of rolls

Can assess the impact of a particular course of action based on risks and benefits

fold here

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Creating a Standard Together

Skills & Attributes

- Engages positively with others showing respect and demonstrating trustworthiness and reliability
- Works well as a member of a team knowing when to work with others or alone. Is able to value and see others' perspectives, assert own views and cope with conflict
- Takes on individual and shared responsibilities showing determination to achieve the best outcomes and being a good role model for others
- Is self-aware, optimistic and often demonstrates an open-mindset by being flexible, creative and resourceful
- Is confident and articulate and is able to apply and use knowledge and skills in a wide range of contexts at school and beyond school
- Is able to identify, discuss and reflect on own learning. Takes responsibility for own learning by being able to plan next steps, set learning goals, and make informed choices and decisions about future learning

Listening & Talking

- Justifies their selection of texts in terms of how they meet personal needs and preferences and is able to articulate an appreciation of a text, identifying its main purposes, taking account of genre and techniques and demonstrating an awareness of their intended effects.
- Works well with others demonstrating respect for others' opinions and, when it is appropriate, ensures that others have opportunities to contribute.Encourages others to express alternative points of view and collaborates well to solve problems.
- Is able to use questions which seek to explore or challenge others' thinking to enhance the quality and range of discussion.
- When talking in groups or presenting to an audience, is able to communicate complex information summarising and synthesising ideas.
- When presenting to familiar and unfamiliar audiences, adopts and sustains an appropriate register to suit purpose and audience. Is able to link ideas, supporting a clear line of thought through increasingly complex communications, and respond appropriately to questions from listeners.
- When listening, makes notes and, in evaluating and synthesising new information, is able to create new texts, independently, which can be communicated effectively to an audience

Reading

Has read/watched a wide range of increasingly complex texts with fluency and understanding eg texts in context such as political manifesto; research; religious text.

Understands why a particular text/s is preferred /useful to purpose and is able to explain preferences to others, illustrating these with specific references to the text/s.

Has consolidated their knowledge and understanding of structure, vocabulary, punctuation and grammar in order to deepen their comprehension skills.

Using more sophisticated context and genre clues, can independently find and extract varying kinds of information from texts, sorting, summarising and using information for a range of purposes across learning.

With increasing confidence, demonstrates detailed understanding of main ideas, themes and arguments and is able to infer from, compare and contrast different types of texts.

As a critical reader, is able to recognise persuasion, opinion and bias and evaluate how writers convey these. Is able to use this awareness to assess with increasing accuracy the value, reliability and credibility of source material across the range of their learning.

Writing

Sustains writing in more complex contexts with increasing confidence. Makes more independent choices in terms of format, genre and presentation styles when creating texts and uses sources judiciously to support this process.

Has further developed strategies for revising and editing to deliver accuracy and clarity in expression, layout, sentence and text structure; varying these to create effects, to suit purpose and audience.

Has extended the range and complexity of texts they have written across the range of their learning using at least 650 words (where appropriate).

Is able to at explain and evaluate concepts, viewpoints and lines of thought and has grown in confidence in communicating and substantiating their thinking when writing about these, using and acknowledging sources appropriately.

Is able to independently and coherently express and develop own ideas.

Has explored and experimented with a wide range of genre conventions and styles resulting in writing which is convincing and has authenticity eg journalistic writing, reports, speeches.