

# Parent Voice

10<sup>th</sup> October 2022- Attainment and Progress

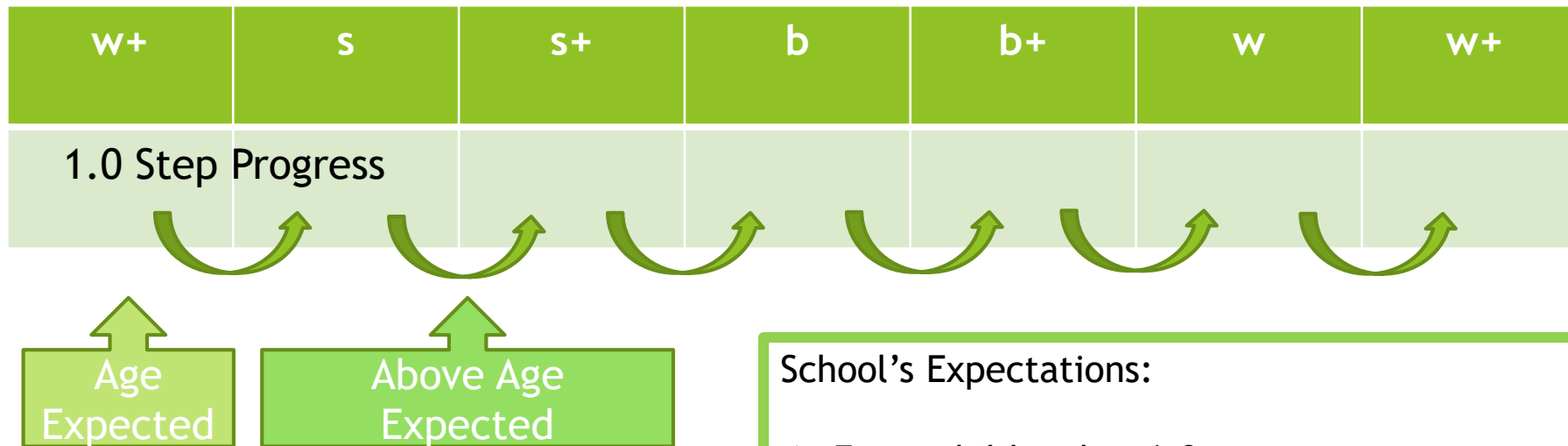


# What information do we share with parents?

- ▶ 1. Attainment and Progress - what do they refer to?
- ▶ 2. Consultation Evenings - information shared
- ▶ 3. Mid Year Report
- ▶ 4. End of Year Report
- ▶ 5. Learning Behaviours
- ▶ 6. Statutory Assessments



# 1. Attainment and Progress - what do they mean?



## School's Expectations:

- ❖ Every child makes 6.0 steps progress per year
- ❖ This enables 'Age Expected' attainment to be maintained
- ❖ If a child is 'Below Age Expected' then they are targeted, through additional interventions' to achieve more than 6.0 steps progress.



## 2. Consultation Evenings

### ▶ Term 1

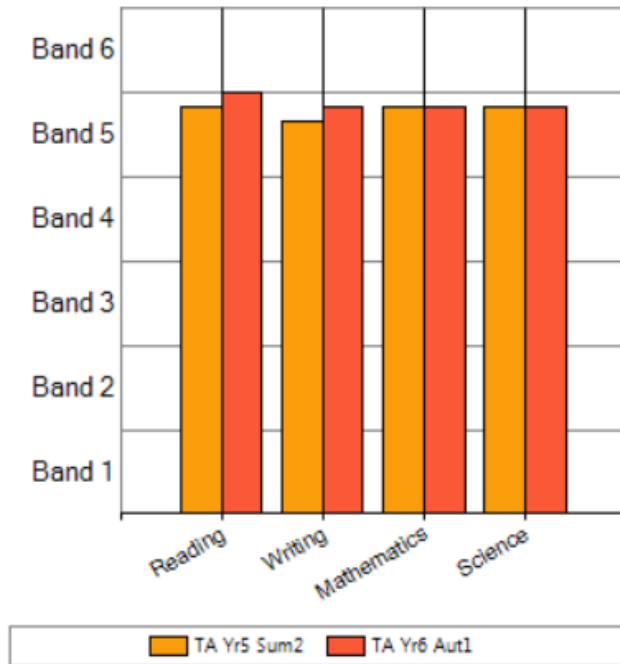
- ▶ Settling into the new academic year
- ▶ Starting point - is your child/ren 'Age Expected' for this point in their Learning Journey
- ▶ Any specific concerns raised

### ▶ End of Term 3 or beginning of Term 4

- ▶ Is your child/ren maintaining expected progress/attainment?
- ▶ Are there any areas for development?
- ▶ Are there any areas where they are making above expected progress/attainment?
- ▶ Areas to target before the end of the academic year.



# 3. Mid Year Report



This graph visually represents the progress your child/ren have made since the beginning of this academic year.

**Expected Age Attainment Range**

Subject	Working Towards	Age Expected	Age Expected	Greater Depth
Reading			●	
Writing		●		
Mathematics		●		
Science		●		

● Current Attainment

- This table provides a ‘Point in Time’ assessment of your child/ren attainment at the time of the report.
- This allows you to track if your child/ren are maintaining attainment and making progress (compare the attainment recorded in the End of Year report, from the previous year, or comments shared at the 1<sup>st</sup> Parent Consultation).



# 3. Mid Year Report

- ▶ Recent achievements - brief overview of objectives achieved since beginning this academic year.

## Recent Achievements

### Reading

I can read aloud and understand the meaning of the words on the Year 5/6 list.  
I can read whole books, including novels, with confidence.  
I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts.

### Writing

I can plan my writing by recording my first thoughts and building on those ideas using what I have read or need to find out about as necessary.  
I can spell some more complex words correctly including words that are often misspelt.  
I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.

### Mathematics

I can read, write, order and compare numbers to at least 10,000,000 (ten million) and say the value of each digit.  
I can round any number to a required degree of accuracy.  
I can use negative numbers in context when looking at temperature or money; counting in jumps forwards and backwards through 0.

- ▶ Things we are working on - brief overview of objectives where learning has begun but understanding is not yet secure.

## Things we are working on

### Reading

I can read, enjoy, understand and discuss books that are written by different authors, in different styles. I can read books that are structured in different ways for different purposes e.g. for fun or research.  
I can read, enjoy and understand a wide range of books, including from our literary heritage and books from other cultures and traditions.  
I can discuss ideas, events, structures, issues, characters and plots of the texts across a wide range of writing.

### Writing

I can add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference.  
I can use dictionaries to check the spelling and meaning of words.  
I can use a dictionary to check the spelling of less common or interesting words I want to use.

### Mathematics

I can solve number and practical problems that involve ordering and comparing numbers to 10 000 000, rounding to a required degree of accuracy, using negative numbers and calculating intervals across zero.  
I can show an understanding of place value including decimals.



# 4. End of Year Report

- The Effort and Attainment table provides another opportunity to compare your child/ren attainment and progress in relation to information shared at both the consultations and Mid Year Report.
- For this report Effort gradings are also provided which reflect how you child has applied their Learning behaviours to each subject.

## EFFORT AND ATTAINMENT

Subject	Effort	Working Towards	Age Expected -	Age Expected	Greater Depth
Reading	E			●	
Writing	G		●		
Mathematics	G		●		
Science	G		●		

Key:

● Current attainment

Effort:

E: Excellent G: Good

S: Satisfactory NI: Needs improvement

- ▶ Comments
- ▶ General comment
- ▶ Subject specific comments - an overview of the year's content is provided and then specific child focused comments on achievements and areas for development.



# 4. End of Year Report

- This table only provides Effort grades for the subjects not covered in the first table.
- Again these grades reflect how you child has applied their learning behaviours to each subject.

## ALL SUBJECTS

Subject	Effort	Subject	Effort
Art and Design	G	Languages	G
Computing	G	Music	G
Design and Technology	G	Physical Education	S
Geography	G	Religious Education	G
History	G	PSHE	G

- ▶ Headteacher comment
- ▶ Additional reports are provided for attendance, Learning Behaviours and any statutory assessments completed in that specific year group.





# 5. Learning Behaviours -

copies are provided in both the Mid Year and End of Year Report.

The Learning Behaviour report focuses on the behaviours expected for children in KS1 and KS2 (Year 1-6)

Below you will find a report giving details of the learning behaviours that your child exhibits in all areas across the Early Years curriculum. These learning behaviours are central to our teaching and we encourage them in all lessons through use of the Learning Ladder.

The teaching staff have reported on whether your child shows these behaviours:

- At all times (A)
- Mostly (M)
- Occasionally (O)
- Rarely (R)

Early Years Learning Behaviours and Involvement	
<i>Playing and Exploring</i>	
Is keen to investigate and experience, and 'have a go'	M
<i>Active Learning</i>	
Concentrates well and keeps on trying if they encounter difficulties, and enjoy achievements	M
<i>Creating and Thinking Critically</i>	
Has and develops their own ideas, makes links between ideas and develops strategies for doing things.	O

Below you will find a report giving details of the learning behaviours that your child exhibits in all lessons across the curriculum. These learning behaviours are central to our teaching and we encourage them in all lessons through use of the Learning Ladder.

The teaching staff have reported on whether your child shows these behaviours:

- At all times (A)
- Mostly (M)
- Occasionally (O)
- Rarely (R)

Learning Behaviours and Involvement	
<i>Changing and Learning</i>	
Enjoys a challenge and has a belief that they can learn and improve with effort. Are open-minded and flexible.	M
<i>Strategic Thinking</i>	
Makes plans and follows them, thinking carefully about the next steps. Is organised, prepared and analytical.	A
<i>Creativity</i>	
Is imaginative and comes up with original ideas. They are adaptable and will think of an alternative suggestion to problems.	A
<i>Making Links</i>	
Makes links between ideas and spots similarities and relationships. Can apply their learning to different settings.	A
<i>Curiosity</i>	
Asks many questions and is keen to find out the answer to problems. Enjoys discovering and exploring new things.	A
<i>Teamwork and Co-operation</i>	
Works well in a team or with a partner, sharing ideas and compromising where needed. They are supportive of others and a good listener.	A
<i>Perseverance</i>	
Is persistent and doesn't give up when faced with things that are difficult. Tries different approaches to find out what works.	M
<i>Independence</i>	
Can work alone, focusing on the task and ignoring disruptions. Is self-confident and can make their own decisions.	A

This Learning Behaviour Report focuses on the behaviours expected for children in EYFS (Year R)



# 6. Statutory Assessments

- additional reports are sent with the End of Year Report

- ▶ YEAR 1 (and possibly YEAR 2)
- ▶ Phonics Screening - administered by the school in June
- ▶ If children do not achieve the pass mark in Year 1 they are retested in Year 2.

- ▶ YEAR 4 - Multiplication Test Check (MTC)
- ▶ The MTC is completed in June.
- ▶ There is no pass mark but the results provided give an indication of whether your child can fluently recall times table facts, which is essential for future success in maths.

- ▶ YEAR 2 - KEY STAGE 1 Statutory Assessments
- ▶ Report of Assessments completed during May/June are provided.
- ▶ This report provides both Teacher Assessment results and Scaled Scores from the statutory assessments.

- ▶ YEAR 6 - KEY STAGE 2 Statutory Assessments
- ▶ Report of Assessments completed during May are provided.
- ▶ This report provides both Teacher Assessment results and Scaled Scores from the statutory assessments.

