



Report
to **PARENTS**



THE DEAN TRUST
Believe Achieve Succeed



Expectations

As a school we report to parents or carers, five times a year.

- Two of these are through parents evenings in the Autumn and Summer terms
- Three of these are reports sent home at the end of each term.

The reason we do this is to keep you informed on your child's progress and attainment throughout the year.



Expectations

Within the school, children are assessed at 3 points of the year, December, March and June.

This helps the teacher to be able to plan lessons, ensure children are understanding what has been taught and plan for any booster or intervention groups if necessary.



Testing at PCA

- In Y3, Y4 & Y5 children sit NFER tests in reading, grammar and Maths.



Testing at PCA

- In Y2 & Y6 children sit SATs papers from previous years.

2016 national curriculum tests

Key stage 2

Mathematics

Paper 2: reasoning

- This test is timed.
- Hints are not available.
- Overall mark is given at the end.

First Name	<input type="text"/>
Middle Name	<input type="text"/>
Last Name	<input type="text"/>
School Name	<input type="text"/>

2016 national curriculum tests

Key stage 1

Mathematics

Paper 2: reasoning

First Name	<input type="text"/>
Middle Name	<input type="text"/>
Last Name	<input type="text"/>
School Name	<input type="text"/>

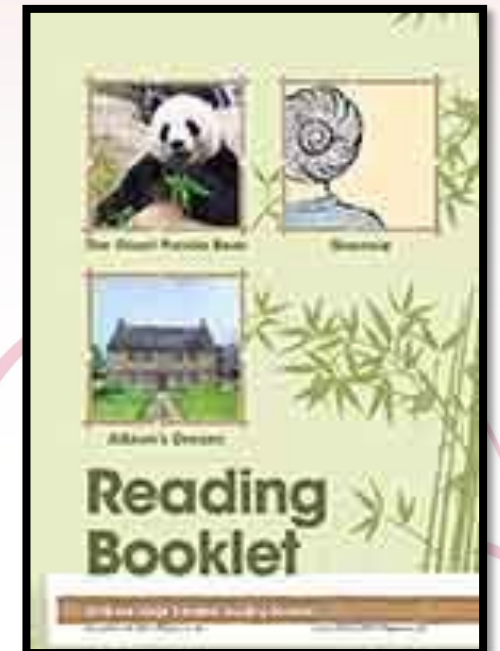
2016 national curriculum tests

Key stage 2

English reading

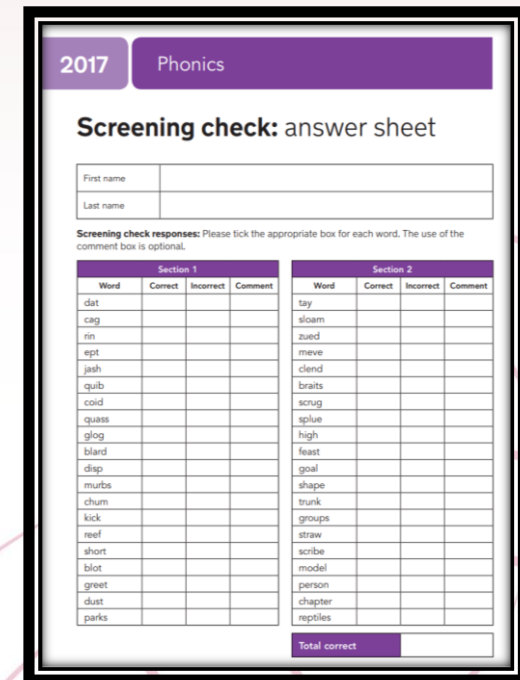
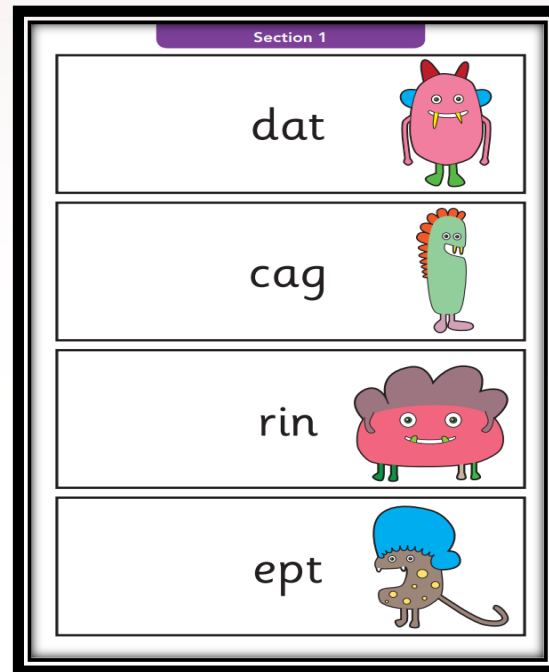
Reading answer booklet

First Name	<input type="text"/>
Middle Name	<input type="text"/>
Last Name	<input type="text"/>
School Name	<input type="text"/>



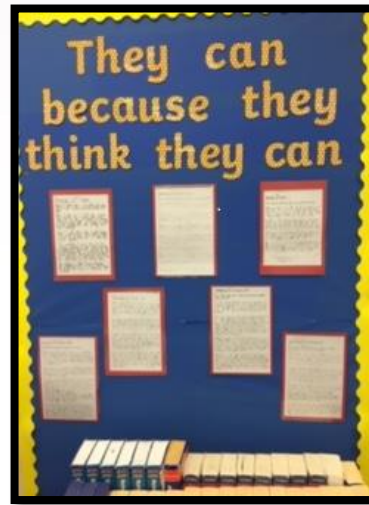
Phonics – Y1/Y2

- During testing week Year 1 and Year 2 children who did not pass the Y1 test, will sit a Mock Phonics Screening test.
- The same member of staff must complete all of the screening tests for consistency.



Tests

- These tests help inform assessment that teachers make, however it is not based purely on testing.
- The work the children produce on a daily basis and observations staff make all help to make the judgement.



Salford Reading and Comprehension tests

New **SPRT** Form A

1. My pen is red.
2. Pick up a book.
3. We must go home for dinner now.
4. He got some sweets from the shop.
5. Ella has an extra music lesson and football after break.
6. Amit travels to school in a taxi with his two younger sisters.
7. The robber tried to hide, but the police found him with his bag of stolen money.
8. If you get ready quickly, you can catch the eight o'clock bus and still arrive at work on time.

9. After a field of peas has been picked, it is important to freeze them very swiftly.
10. Hanna gripped the branches of the tree she had climbed and began worrying about how to get down.
11. Realising that he had finally won the writing competition, James grinned from ear to ear.
12. The magician received tremendous applause for the performance of his new trick.
13. Mrs Swan hesitated before announcing her decision to give the class prize for good behaviour to Jake.
14. Global communication is an incredibly successful result of the development of the Internet.
15. The museum will be hosting an exhibition of historic and contemporary paintings in January.
16. Fund-raising events and government grants enabled the rugby club to purchase land and expand its grounds.
17. A prestigious orchestra does not just require expert musicians, but a great conductor to rehearse them.

9	What has been picked? <i>What do you think happens to the peas after they are frozen?</i>	peas <i>put in bags or fridge, sent to shop or cooked (if 'eaten' given, say 'When frozen?')</i>
10	Where is Hanna? <i>What do you think happens next?</i>	up a tree or on a branch <i>finds way down or falls, calls for help or is rescued, etc (do not accept 'stuck')</i>
11	What did James win? <i>How do you think James felt?</i>	writing competition (prompt with 'what sort?' if only 'competition' said). If 'prize' given, ask 'What for?' <i>happy, pleased or proud, etc</i>
12	What has the magician just done? <i>Do you think the magician was pleased by his performance ... and why?</i>	a new trick (accept magic or trick) <i>yes, because of the applause or the trick worked well</i>
13	What did Mrs Swan announce? <i>Why do you think Mrs Swan hesitated?</i>	her decision or Jake had won or 'the prize' <i>a close competition or Jake doesn't usually win, etc</i>
14	What does it say is a success of the Internet? <i>What sorts of things get communicated on the Internet?</i>	(global) communication <i>pictures, documents, emails or messages, etc (accept 'texts' or 'Google')</i>
15	What is on show at the museum? <i>Do you think you will only find old paintings on show? ... Why?</i>	paintings or pictures <i>no - because contemporary or modern paintings are also on show</i>
16	What did the club do to raise money? <i>Why do you think the government grants money to sports clubs?</i>	fund-raising events or got grants <i>to encourage sport or keep people healthy (if 'to expand' given, ask 'Why?')</i>
17	Who play in prestigious orchestras? <i>What do you think might happen if the conductor of this orchestra was no good?</i>	expert musicians (if just 'musicians' given, ask 'how good are they?') <i>musicians complain or boo, conductor gets the sack or music awful, etc</i>



SWST (Single Word Spelling Test)

GL Assessment
the measure of potential

SWST

Test D
SINGLE WORD SPELLING TEST

ANSWER SHEET

First name _____
 Family name _____
 Date of birth _____ Age _____
 School _____
 Class _____ Year _____
 Date of testing _____ Boy/Girl _____

Practice word _____

Raw score
Standardised score
Percentile rank
Progress score
Spelling age
90% confidence band

90% confidence band for standardised score

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SPELLINGS

1		26
2		27
3		28
4		29
5		30
6		31
7		32
8		33
9		34
10		35
11		36
12		37
13		38
14		39
15		40
16		41
17		42
18		43
19		44
20		45
21		46
22		47
23		48
24		49
25		50

Subtotal _____

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Test D - 9 years

SWST

SINGLE WORD SPELLING TEST

SENTENCES

Practice word	FROM	Sentences	Write
	FROM	Mary got a letter from her friend.	FROM
1	TODAY	It is Amy's birthday today.	TODAY
2	JUMP	The horses jump over fences.	JUMP
3	THINK	Nada had to think of the answer to the question.	THINK
4	WENT	The girls went swimming together.	WENT
5	TEAM	Sam joined the girls' football team.	TEAM
6	SHOWER	The players had a shower after the rugby match.	SHOWER
7	KICKING	Rose was kicking the ball.	KICKING
8	DEFROST	The freezer was switched off so that it could defrost.	DEFROST
9	AGAIN	Peter wanted to go to the zoo again.	AGAIN
10	FOUND	Maria found 50 pence.	FOUND
11	CLASSES	The junior classes are having their Sports Day next week.	CLASSES
12	WOULD	The children would like to win the competition.	WOULD
13	USED	Anil used a pencil to draw his picture.	USED
14	TRES	Charlie tries to learn his spellings each week.	TRES
15	MATCH	The cup final match kicked off at 7.30.	MATCH
16	TOGETHER	Simon and Yasmin built the model together.	TOGETHER
17	INVENTED	Alexander Bell invented the telephone.	INVENTED
18	FRIENDS	Ryan talks to his friends at playtime.	FRIENDS
19	VOICE	The teacher spoke with a clear voice.	VOICE
20	WRITING	Sarah's writing is neat.	WRITING
21	ADVENTURE	The children had a wonderful adventure on the island.	ADVENTURE
22	STOPPED	Harry stopped playing when he was tired.	STOPPED
23	DANCING	The teenagers were dancing at the disco.	DANCING
24	HEARD	Helen heard the bell ringing.	HEARD
25	EVERYWHERE	Romola looked everywhere for the book she had lost.	EVERYWHERE

Single Word Spelling Test

Table A16: Test D spelling ages

Raw score	Spelling age	90% confidence band	Raw score	Spelling age	90% confidence band
0-1	6:04-	6:00- to 6:11	24	8:04	7:08 to 9:02
2	6:05	6:00 to 7:00	25	8:06	7:09 to 9:03
3	6:06	6:00 to 7:01	26	8:07	7:10 to 9:05
4	6:07	6:02 to 7:03	27	8:09	8:00 to 9:07
5	6:08	6:03 to 7:04	28	8:10	8:01 to 9:09
6	6:09	6:03 to 7:05	29	8:11	8:02 to 9:10
7	6:10	6:04 to 7:05	30	9:01	8:03 to 10:00
8	6:11	6:05 to 7:06	31	9:02	8:04 to 10:02
9	6:11	6:06 to 7:07	32	9:03	8:06 to 10:04
10	7:01	6:07 to 7:09	33	9:06	8:08 to 10:07
11	7:02	6:08 to 7:10	34	9:07	8:09 to 10:09
12	7:03	6:09 to 7:11	35	9:09	8:10 to 10:11
13	7:04	6:10 to 8:00	36	9:10	8:11 to 11:02
14	7:05	6:11 to 8:01	37	10:00	9:01 to 11:06
15	7:05	6:11 to 8:02	38	10:02	9:02 to 11:06
16	7:07	7:01 to 8:04	39	10:05	9:05 to 12:09
17	7:08	7:02 to 8:06	40	10:07	9:05 to 13:04
18	7:09	7:03 to 8:07	41	10:09	9:06 to 13:11
19	7:10	7:04 to 8:07	42	10:11	9:07 to 14:06+
20	7:11	7:05 to 8:08	43	11:02	9:09 to 14:06+
21	8:00	7:05 to 8:09	44	11:06	9:10 to 14:06+
22	8:02	7:06 to 8:11	45-50	12:00+	10:02 to 14:06+
23	8:03	7:07 to 9:01			

N.B. The symbol '+' after the spelling age of xxxx indicates that the spelling age is equal to or greater than xxxx but it cannot be calculated to a suitable degree of accuracy. Similarly, the symbol '-' indicates that the spelling age is equal to or less than yyyy.



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Salford Reading and Comprehension tests

How old they were when they sat the tests.

What the test gave them when analysing their answers.

Reading Comprehension and Spelling Report

Autumn Term	Chronological Age at Test	Reading Age	Comprehension Age	Spelling Age
	6/4	6/5	6/8	6/8
		1.00	4.00	4.00
Reading Target 1	To be able to blend sounds in words that contain the graphemes you have learnt.			
Reading Target 2	To be able to read accurately words of two or more syllables that contain the same GPCs.			
Comprehension Target 1	To be able to discuss the sequence of events in books and how items of information are related.			
Comprehension Target 2	To be able to discuss the sequence of events in books and how items of information are related.			
Spelling Target 1	To be able to spell the /l/ or /el/ sound spelt ?le at the end of words.			
Spelling Target 2	To be able to spell the /l/ or /al/ sound spelt ?el at the end of words.			
Spring Term	Chronological Age at Test	Reading Age	Comprehension Age	Spelling Age
	6/7	7/8	7/11	8/0
		11.00	16.00	17.00
Summer Term	Chronological Age at Test	Reading Age	Comprehension Age	Spelling Age

These are the targets, your child has been set to help them improve next term.

This shows how many months the child is working at above or below their actual age.



Progress reports

This is called a Pupil Progress and Attainment report.

These are objectives, your child will be throughout the year, from the National Curriculum.

Mathematics	
I can calculate and interpret the mean as an average.	Green
I can divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.	Yellow
I can divide numbers up to 4-digits by a 2-digit whole number using formal written methods of long division and interpret remainder in various ways.	Yellow
I can enumerate possibilities of combinations of two variables.	Green
I can express missing number problems algebraically.	Yellow
I can find pairs of numbers that satisfy number sentences involving two unknowns.	Yellow
I can generate and describe linear number sequences.	Green
I can multiply 1-digit numbers with up to two decimal places by whole numbers.	Yellow
I can multiply multi-digit numbers up to 4 digits by a two-digit number using the formal written method of long multiplication.	Yellow
I can perform mental calculations, including with mixed operations with large numbers.	Green
I can read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.	Green
I can round any whole number to a required degree of accuracy and solve problems, which require answers to be rounded to a specific degree of accuracy.	Green
I can solve problems involving the relative sizes of two quantities where the missing values can be found by using integer multiplication and division facts.	Yellow
I can substitute values into a simple formula to solve problems.	Yellow
I can use my knowledge of order of operations to carry out calculations involving all four operations.	Yellow
I can use negative numbers in context, and calculate intervals across zero.	Green
I can use simple formulae.	Green
I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.	Green
I can associate a fraction with division and calculate decimal fraction equivalents.	Yellow
I can calculate using fractions, decimals or percentages.	Yellow
I can divide proper fractions by whole numbers.	Yellow
I can multiply simple pairs of proper fractions, writing the answer in its simplest form.	Yellow
I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.	Yellow
I can solve problems involving the calculation of percentages.	Yellow
I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.	Green
I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination.	Green
I can calculate the area of a parallelogram and triangles and calculate, estimate and compare volume of cubes and cuboids using standard units.	Green
I can calculate with measures.	Green
I can compare and classify geometric shapes based on their properties, sizes, and find unknown angles in any triangle, quadrilateral and regular polygons.	Yellow
I can convert between miles and kilometres.	Yellow
I can describe positions on the full coordinate grid (all four quadrants).	Yellow
I can draw 2-D shapes using given dimensions and angles.	Yellow
I can draw and translate simple shapes on the coordinate plane, and reflect them in the axes.	Green
I can illustrate and name parts of circles, including radius, diameter and circumference and know that the radius is half the diameter.	Green
I can interpret and construct pie charts and line graphs and use these to solve problems.	Green

These six boxes are for the different half terms with a school year.

The colours show how well your child has done against the objective.

Red = not understood
 Yellow = nearly there
 Green = understood
 Purple = mastered



Progress reports

How this information can be used at home by you.

If your child has received a yellow or a red for an objective. That would be something that you could help them with at home.

Mathematics	
I can calculate and interpret the mean as an average.	Green
I can divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.	Green
I can divide numbers up to 4-digits by a 2-digit whole number using formal written methods of long division and interpret remainder in various ways.	Yellow
I can enumerate possibilities of combinations of two variables.	Green
I can express missing number problems algebraically.	Yellow
I can find pairs of numbers that satisfy number sentences involving two unknowns.	Yellow
I can generate and describe linear number sequences.	Green
I can multiply 1-digit numbers with up to two decimal places by whole numbers.	Yellow
I can multiply multi-digit numbers up to 4 digits by a two-digit number using the formal written method of long multiplication.	Yellow
I can perform mental calculations, including with mixed operations with large numbers.	Green
I can read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.	Green
I can round any whole number to a required degree of accuracy and solve problems, which require answers to be rounded to a specific degree of accuracy.	Green
I can solve problems involving the relative sizes of two quantities where the missing values can be found by using integer multiplication and division facts.	Yellow
I can substitute values into a simple formula to solve problems.	Yellow
I can use my knowledge of order of operations to carry out calculations involving all four operations.	Yellow
I can use negative numbers in context, and calculate intervals across zero.	Green
I can use simple formulae.	Green
I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.	Green
I can associate a fraction with division and calculate decimal fraction equivalents.	Yellow
I can calculate using fractions, decimals or percentages.	Yellow
I can divide proper fractions by whole numbers.	Yellow
I can multiply simple pairs of proper fractions, writing the answer in its simplest form.	Yellow
I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.	Yellow
I can solve problems involving the calculation of percentages.	Yellow
I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.	Green
I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination.	Yellow
I can calculate the area of a parallelogram and triangles and calculate, estimate and compare volume of cubes and cuboids using standard units.	Green
I can calculate with measures.	Green
I can compare and classify geometric shapes based on their properties, sizes, and find unknown angles in any triangle, quadrilateral and regular polygons.	Yellow
I can convert between miles and kilometres.	Yellow
I can describe positions on the full coordinate grid (all four quadrants).	Yellow
I can draw 2-D shapes using given dimensions and angles.	Yellow
I can draw and translate simple shapes on the coordinate plane, and reflect them in the axes.	Green
I can illustrate and name parts of circles, including radius, diameter and circumference and know that the radius is half the diameter.	Green
I can interpret and construct pie charts and line graphs and use these to solve problems.	Green

If they have all greens on their report, you can still develop their skill within the objective to help your child achieve purple.

The orange objectives will be the ones the teachers will be picking up and re-teaching after the holiday to ensure all children can achieve the objectives by the end of the year.





Thank you for attending.
If there are any questions, please see me after
the presentation.



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