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

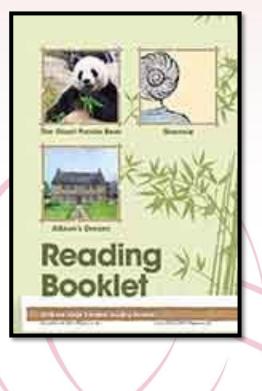- In Y3, Y4 & Y5 children sit NFER tests in reading, grammar and Maths.

Testing at PCA

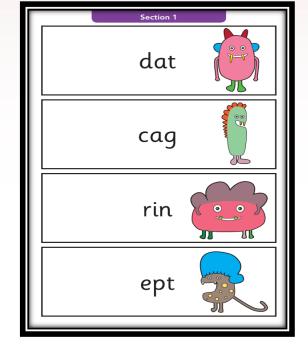- In Y2 & Y6 children sit SATs papers from previous years.

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.

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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.
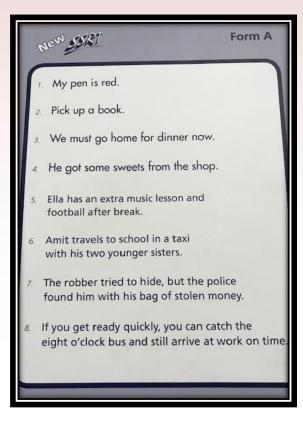
Salford Reading and Comprehension tests

Form A

New SRT

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.
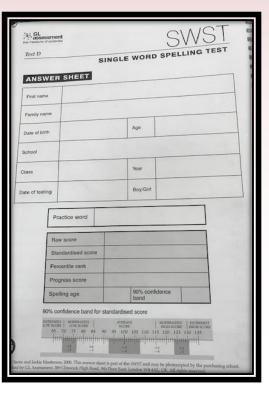8. If you get ready quickly, you can catch the eight o'clock bus and still arrive at work on time.

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

SWST (Single Word Spelling Test)

Salford Reading and Comprehension tests

How old they were when they sat the tests.

What the test gave them when analysing their answers.

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.

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	7/6	7/11	8/0
		11.00	16.00	17.00

Summer Term	Chronological Age at Test	Reading Age	Comprehension Age	Spelling Age

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Progress reports

This is called a Pupil Progress and Attainment report.

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

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

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

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

Mathematics

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

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.

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.

Mathematics

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

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

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