

Understanding Your Child's School Attainment

Understanding the attainment language used in school can be difficult. As with most primary schools, our system is based on an 'age-related expectations' grading system. You will receive a mid-year progress report and end of year detailed report for your child. An example of the attainment levels you might see in these are:

- Working towards the expected standard for their age.
- Working at the expected standard for their age
- Working above the expected standard for their age (also called 'Greater Depth' level)
- Working below the expected standard for their age.

To make any assessment, teachers will look at a variety of evidence. This may include books, records of discussions, end of unit tests/quizzes or more formal PIRA (reading) and PUMA (maths) tests.

Any assessment is based on the child's understanding and application of the curriculum they have been taught – are they able to draw upon knowledge from their long term memory and apply it to a range of contexts? Our curriculum is carefully planned and taught to help facilitate this change in long term memory.

To ensure teacher judgements are secure, our data is moderated in a variety of ways. Staff within school will moderate judgements, with the support of senior leaders. We will also moderate across the 11 schools within the Gosforth Schools' Trust and with Local Authority moderators.

In addition to our internal data, there is also statutory data which the government asks us to complete at various points in a child's education.

Reception

Assessment is ongoing throughout the EYFS, but the official EYFS Profile for each child is completed in the final term of Reception.

The EYFS profile is a summary of your child's attainment at the end of Reception. The profile measures your child's attainment in areas of learning known as Early Learning Goals (ELGs). It takes place through teacher observation of children's learning and development as they take part in everyday activities, and planned observations, where teachers spend time on a specific task with an individual child or small group. It is not a test children can pass or fail.

In your Reception child's EYFS profile, for each of the ELGs, they'll be given one of the following gradings:

- Expected: your child is working at the level expected for their age
- Emerging: your child hasn't quite reached the age-expected level yet

On leaving the Foundation Stage at the end of Reception, a child is considered to have a 'good level of development' if they have achieved at least the expected level in the Early Learning Goals in all aspects of Personal, Social and Emotional Development (PSE), Physical Development, Communication and language, Literacy and Mathematics.

Year 1

Near the end of Year 1, your child's class teacher will administer the Phonics Screening Check. It is designed to confirm whether children have learnt phonic decoding to an appropriate standard. It will identify pupils who need extra help to improve their decoding skills. The check consists of 20 real words and 20 pseudo-words (nonsense) that pupils read aloud to their class teacher.

The government set the threshold for 'passing' this test each year – it is usually around 32/40. Any child who does not pass in Year 1 will be offered further phonics teaching at an appropriate level, and will repeat the test in Year 2.

We hold a meeting each year for parents to help them to understand this test and how they can support their child to learn phonics.

Year 2

The Key Stage 1 (KS1) tests are designed to assess children's knowledge and understanding of the KS1 programmes of study of the National Curriculum. Your child's class teacher will administer the English reading and mathematics tests to help make a secure judgement for their final Teacher Assessment at the end of KS1.

The tests make up one piece of evidence for the overall Teacher Assessment judgement.

The KS1 tests consist of:

- English reading
- Mathematics Paper 1: arithmetic
- Mathematics Paper 2: reasoning

Some children may not yet be able to access the national curriculum tests in year 2 and be working below this standard.

The engagement model replaces P scales and is a new statutory teacher assessment tool for pupils working below the standard of the national curriculum who are not engaged in subject-specific study. It is used to assess pupils' learning regularly throughout the year, enabling these pupils' achievements and progress to be measured over time. If your child will be assessed using the engagement model, we will discuss this with you in your regular meeting with your child's teacher and the school SENDCo.

Year 4

The multiplication tables check (MTC) is statutory for all year 4 pupils.

The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which will support future learning in maths. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided.

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The Multiplication Times Tables Check takes place in June. It is an online test where the pupils are asked 25 questions on times tables 2 to 12. For each question, the children will have 6 seconds to answer.

We will hold a parent meeting in the Spring Term of Year 4 to explain this test in more detail. You can help your child by regularly practising their tables, especially focusing on those they find more difficult. We use the online programme, Timetables Rockstars to support children's development and each child will have their own log in to this which they can access at home.