



St John's Green Primary School

Learn to Live, Live to Learn

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Additional Information for Parents about Assessment Period Reports

Individual in School Targets

These are the targets that your child is working towards in English and maths. These targets are also to be found in the front of the children's books and displayed in the classroom. Each target helps the child to progress within each level.

Foundation Stage Pupils

Children in The Foundation Stage are assessed against the 'Statutory Framework for the Early Years Foundation Stage.' Four principles shape practice in the Early Years setting. These are:

- 1, Every child is a **Unique Child**, who is constantly learning and can be resilient, capable, confident and self assured;
- 2, Children learn to be strong and independent through **Positive Relationships**;
- 3, Children learn and develop well in **Enabling Environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents;
- 4, **Children develop and learn in different ways and at different rates.**

As mentioned in the report, initial focus is on the Prime areas - Personal, Social and Emotional Development, Communication and Language, Physical Development. Out of these areas, 'The Specific areas' develop. Specific areas include essential skills and knowledge for children to participate successfully in society - Literacy, Mathematics, Understanding the World, Expressive Arts and Design.

Included with the reports for Foundation Stage children is an overview of how the Prime areas and Specific areas develop. We have also included the, 'Characteristics of Effective Learning.' The Characteristics of Effective Learning move through all areas of learning - Playing and Exploring, Active Learning and Creating and Thinking Critically. The additional information sheet will also give you, as parents, additional guidance on how you could support your child's development at home.

In total there are 17 Early Learning Goals. A good level of development by the end of the academic year is for children to reach the expected level of development in each Early Learning Goal. For each Early Learning Goal children are scored with a 1 if they are 'Emerging,' with a 2 if they have reached the 'Expected' level and with a 3 if they have 'Exceeded' the expected level of development.

Attainment

This part of the report is split into different sections.

Curriculum Level at the end of last year - This is the level your child attained at the end of the last academic year.

Current Curriculum Level - This is the curriculum level your child is currently working at.

Current Progression Towards Target - This will be colour coded. **Green** - On track to exceed end year targets, **Yellow** - On track to meet end of year targets, **Red** - not on track to reach end of year targets.

St John's Green Abbey Fields Site (Years F, I, 5, 6)
5 Circular Road East
Colchester
CO2 7SZ

St John's Green Town Site (Years 2, 3, 4)
St John's Green
Colchester
CO2 7HE

End of Year Target – Your child’s end of year targets are based on the end of year expectations. These will be revised upwards if children make very good progress. They will only be revised downwards for children who have a statement of Special Educational Needs.

Year 1 – children make up to one level of progress – therefore 1A at the end of the year could be considered the expected level.

Year 2 – children make up to one level of progress – therefore 2A at the end of the year could be considered the expected level.

Year 3 - children make up to 2/3 of a level progress – therefore 3B at the end of the year could be considered the expected level.

Year 4 - children make up to 2/3 of a level progress – therefore 4C at the end of the year could be considered the expected level.

Year 5 - children make up to 2/3 of a level progress – therefore 4A at the end of the year could be considered the expected level.

Year 6 - children make up to 1/3 of a level progress – therefore 5B at the end of the year could be considered the expected level.

It is quite possible for a child to be putting in lots of effort (green) and still be (red) for their progression towards their end of year targets.

The Foundation Stage, Year 2 and Year 6 are the year groups in which the school is currently required to submit data to the Government. It is the data by which league tables are created – although in effect this tends to be only the Year 6 data.

The important thing to remember with curriculum levels is that every child is different and therefore will make progress at a different rate. Please do not pigeon hole your children, rather ask yourself two questions,

1, Are they happy at school?

2, Are they learning and progressing?

If the answer to either of the above is no then please grab your child’s class teacher or myself on the playground and arrange a time to come and see us.

You will see in your child’s report a number followed by a letter. The number represents their current National Curriculum level. The letter shows how well within that level they are working.

A – working at the top of the level and very nearly in the next level.

B – Working securely within that level.

C – working just within that level.

If you see a ‘W’ it means that the children are currently working below level 1.

If you see a ‘P’ it means that the child is working on ‘P’ scales – these are small steps targets which are below the National Curriculum.

Effort – This will show you how hard your child is trying at school – with green meaning they are putting in lots of effort and red meaning they need to try a bit harder. For example children cannot score green for effort in reading if they are not reading at home 5x a week.

Revised Targets

You will notice on some of the children’s reports that their numerical targets have been revised. This is because the children have already attained the targets set and as such the class teachers have set a higher target to challenge them further.

Attendance

Attendance and punctuality are key to all children's learning as each time they are absent from school children miss out on important parts of their education and then have to spend time catching up. The schools attendance policy gives far more details about the schools strategies and ethos with regards to attendance and a copy of this is available from the schools website.

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