

St John's Green Primary School

Learn to Live, Live to Learn

Headteacher Mr Simon Billings
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We ♥ Maths

Reading Is the Key!

We are all writers ...

We are growing our learning

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Assessment Period Reports

Learning Dispositions

These targets are based on how your child learns. Learning dispositions are characteristics or attitudes to learning that are life skills. For children to succeed, it is important that they develop and embed the following characteristics:

- Motivation – be keen to succeed; try your best
- Reflection- learn from experience; build on your learning
- Collaboration – work well together; support each other
- Make Links – make connections across all areas of your learning
- Resilience – keep going even when it's hard; never give up

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.**

In the Foundation stage the 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.

On the school website in 'Curriculum Information' – 'Foundation Stage' is a document called 'Foundation Stage Early Learning Goals – A Parents' Guide.' This is an overview of how the prime areas and specific areas develop.

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

Developing/Embedding/Mastery

Developing/Embedding/Mastery is how we are now assessing the attainment of your children.

Since September 2015 assessment against the revised national curriculum is linked directly to year groups.

Therefore each of Developing, Embedding and Mastery needs to be considered against the year group your child is working in. Your child's development against the year group national curriculum requirements also progresses through the course of the year.

At St John's Green we have three assessment periods, each one of approximately 13 weeks.

The first assessment period runs from September to December, the second assessment period from December to March and the third assessment period from March to July. Children are expected to progress through the year group curriculum, gaining a deeper and deeper level of understanding and increasing their reasoning, fluency and the application of their skills.

The expectation therefore, is that by the end of the academic year, a child will have reached a mastery level of understanding for the year group they are in.

A child's attainment through an academic year should look like this:

Assessment Period 1 (September to November) – Developing, represented by a 'B' in the reports. The 'B' means they are beginning or developing their learning around their current year group curriculum.

Assessment Period 2 (November to March) – Embedding, represented by a 'W' in the reports. The 'W' means they are working comfortably within or embedding their learning around their current year group curriculum.

Assessment Period 3 (March to July) – Mastery, represented by an 'S' in the reports. The 'S' means they are at a secure level of understanding/have a mastery of the year group curriculum and are ready to move to the next year groups curriculum.

Some children may have a '+' after the letter. The '+' means that they are working at a deeper level of knowledge and understanding with that band.

No child though totally conforms to a set standard of development. Children are unique and individual, which is what makes them and us so special.

Therefore some of our children will be shown as working at a different level, at a different year group's curriculum.

Subject

This section gives a brief overview of how your child has attained in the Foundation Subjects. If they have a 'D' then they are 'Developing' their knowledge at the National Curriculum for their academic year. If they have an 'E' then they are embedding their knowledge at the National Curriculum for their academic year. If they have an 'M' then they have 'Mastery' of the curriculum for their academic year.

At Home

Perhaps the most important section of the final Assessment Period Report. Fifteen minutes a day over the summer break will have a significant impact on your child's learning and development and will also mean that they are ready for school when they return in September.

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.