



Thursday, 22 July 2021

Annual Learning and Pastoral Development Report

Dear Parent,

The Annual Learning and Pastoral Development report seeks to provide two important perspectives for parents. Firstly, it provides a personal commentary linked to your child's personal development and aligned to our ACRO program (Attitude, Creativity, Relationships and Organisation). Secondly, it provides an overview of achievement, target acquisition and attitude within the foundation subjects i.e. those not undertaken within the core curriculum – English, maths and science.

1. ACRO – Attitude, Relationships, Creativity and Organisation

The ACRO skills are vitally important as they, once proficient, enable a child to use their developing curriculum knowledge, skills and conceptual understanding more effectively and efficiently in real life. In addition, children's ability to learn becomes more efficient and effective, accelerating their progress. The table below illustrates the specific group of skills considered within each area. As can be seen they are all essential life skills and most, if not all are found when success is secured in adult life:

Attitude	Creativity	Relationships	Organisation
Try New Things Managing Distractions Perseverance Self-Knowledge Motivation Absorption Aspiration Competition	Making Choices Imagining Enquiring Reasoning Problem Solving Ideas Generation Lateral Thinking Innovation Spotting and Creating Opportunities	Team Working Building Friendships Empathy Learning from Others Persuasion & Negotiation Communication Participation Managing Situations Difficult	Self-management Managing Resources Decision Making Vision & Goal Setting Planning Research Managing Risk Reflectiveness

2. Foundation Subjects Achievement & Engagement

Foundation subjects are the ten subject areas that provide essential learning breadth within the primary school curriculum. These are the subjects beyond the core subjects of reading, writing, maths and science. Achievement in all subjects is measured against age related expectations (ARE) from the National Curriculum <https://www.gov.uk/government/collections/national-curriculum>. Further information on Chesswood's organisation for the foundation subjects may be found at:



<https://www.chesswood.w-sussex.sch.uk/page/?title=Curriculum&pid=53>

Information for each subject includes, curriculum content and sequence; curriculum celebration and curriculum knowledge organisation.

Within each of the ten foundation subject areas teachers will assess children's attainment across all units within the school year. They will determine each child's performance against 'age related expectations' (ARE). Class teachers have set challenging target estimates for each child as new information this year, the extent to which a child has reached that target is noted under 'target acquisition'. Progress a child has made during the year from September until July is included. Finally, the extent to which a child has been motivated and engaged with the subject content and activities throughout the year.

1. When you see these colours within the report →				
2. They tell you current outcomes in relation to				
age related expectations →	Above	In Line/ Meeting	Working Towards	Below
Progress →	Well above & Above	Expected	Below expected	Well below expected
Engagement →	Exceptional & very good	Good	Not Good yet	Below and Well below
Target Acquisition →	Well above & Above	In Line	Working Towards	Below
3. Broadly translated, they mean →	Fantastic 😊😊😊	Good Job 👍👍👍	There is work to do!	High Priority Focus
4. What Next?	Keep going!		Small adjustment and improvement needed	Reflect on adjustments that could be made to improve – liaise with class teacher initially

Should you have any questions queries or concerns regarding the content of the report please contact your child's class teacher in the first instance.

Yours sincerely,