



CHESSWOOD JUNIOR SCHOOL

Home of Bright Sparks

Chesswood Road Worthing West Sussex BN11 2AA

Head Teacher: Mr Andrew Jolley

www.chesswood.w-sussex.sch.uk

office@chesswood.w-sussex.sch.uk

Tel: Worthing (01903) 204141/2



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Autumn Achievement Reports – Update

Dear Parent,

Families will be aware that the autumn reports were recently published. After some feedback, I have redesigned the report format to make it more user friendly. Critically, guidance for the reports was missing earlier this term, as I was away due to COVID illness. We chose to send the new style of reports out without the guidance to ensure families had the information available to support their child. For some families some aspects of the report have caused confusion and/or alarm – I would like to apologise as neither was intended. However, all families should be aware of the following principles on the Chesswood reporting format:

- We seek to share technical assessment information with families so that parents may then be conscious of critical information leading to a position of strength for parents seeking the best for their child. As such the reports are designed for adults rather than for children to read. The decision to share the report content with a child sits with the family based on their expert knowledge of their own child, their maturity, their sensitivity and how to get the best out of them.
- We believe that test outcomes form a critical foundation to support professionals and families to identify what is going well and where there are areas for improvement. On that basis, I have designed a system to be used equally by professionals and families to ensure that both can know and understand the key factors for judging achievement in reading, writing and maths:
 - a) The target estimate (this represents a considerable challenge for each child)
 - b) The current attainment
 - c) The personal best attainment at Chesswood
 - d) The lowest attainment
 - e) The progress from the beginning of the year to the current term
 - f) The progress from the end of infant school to the current term
- We acknowledge that families are provided with more information more often than probably any other school in England and that information is not always easy to understand and will require time and effort for each family to make effective use of it. We believe this is absolutely the right thing to do to ensuring each and every child has all adults around them with a single set of information able to monitor achievement and take action early to keep a child on track. To that end there is comprehensive guidance on the school website, that may be found at:

Termly report overview Guidance

- HOME > LEARNING . > ASSESSMENT
- <https://www.chesswood.w-sussex.sch.uk/page/?title=Assessment&pid=150&action=saved>

Detailed autumn report guidance

- HOME > LEARNING . > ASSESSMENT > AUTUMN ACHIEVEMENT REPORT
- <https://www.chesswood.w-sussex.sch.uk/page/?title=Autumn+Achievement+Report&pid=248&action=saved>

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- **It is unlikely a full understanding of the detail can be gained by families without reference to this helpful guidance.**

- As part of the new system, I have also had to look at the amount of work, time and processing the reports undertaken by the office team. As part of this, I have taken the decision to issue one report, rather than the two (one overview and one detailed) each term. Page one and two of the new report contain the overview information. The remaining three pages focus on greater detail for each subject. Families may then review the content and depth to suit their needs.
- The termly report will no longer be sent out hard copy for families, instead we will confirm with all families when the report is available in the parent portal. This will ensure that children do not become alarmed or upset by the colour coding used to support parents identify key priorities, when peeking at the report before families have a chance to see it. If a family is unable to access the internet to read the report online we will print a copy free of charge on request.
- The achievement reports are designed for adults to read and reflect, rather than children. This distinction is important to ensure we are able to provide parents with key data and judgements, rather than risk an unclear message in a more child friendly report. We advise parents to chat through their reflection from the reports including the key area/s where a child is doing well and where there are potential areas for improvement. As ever, if there are many areas for improvement, take the opportunity to prioritise their focus in the coming weeks on a small number, this is likely to secure their interest and engagement and avoid a child being overwhelmed by expectation.

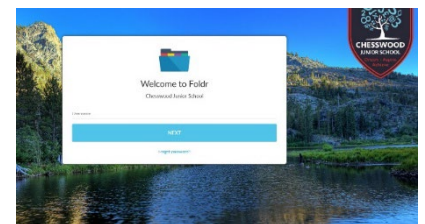
Parent Portal

All reports, past and present, may be accessed within the parent portal:

- <https://foldr.chesswood.org.uk/home/files>

Help and guidance for parents to log into the parent portal and to find the reports may be found at:

- HOME > PARENTS > PARENT PORTAL
- <https://www.chesswood.w-sussex.sch.uk/page/?title=Parent+Portal+%28FOLDER%29&pid=201>



Risk Assessment

The report uses the Chesswood Junior School risk assessment colour coding system designed to alert both school staff and families to specific areas for further attention.

1. When you see these colours within the report →					
2. They tell you current outcomes in relation to age related expectations →	Above	In Line	Very close	Working Towards	Below
3. Broadly translated, they mean →	Fantastic 😊😊😊	Good Job 👍👍👍	Nearly there 👉	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	

IMPORTANT NOTE: to sustain frequent and comprehensive information sharing with families, the colour codes are automatically applied. We are aware that seeing 'red' can be alarming and potentially upsetting however the benefits of holding a clear understanding between home and school of the

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current outcomes, outweighs the choice to send reports that are more ambiguous and that potentially would lead to a false sense of security. Very often there is an understandable reason for a specific outcome, including when it is red. We believe it is important that families know their child's relative position when compared to typical expectations. These elements rather than being alarming should then form the priority and foundation to reflect and consider whether everything that can be done is being done by the school, the family and the child to address the specific area. On that basis please do not be upset or worried by the colours – even if there is a lot of red and amber, use it as a guide to priorities and positive action needed.

Consistent Teacher Judgements

Further information may also be found on how we seek to ensure 'consistent teacher judgements' and the range of options available to a class teacher against different criteria e.g.

Behaviour

Selection	Guidance
Exceptional	The child exceeds age-appropriate expectations as part of their normal daily routine and this is sustained throughout the course of the year. The selection of 'exceptional' will be combined with engagement and homework submission judgements for the always and exceptional award (Exceptional Behaviour, engagement and always submit homework)
Very Good	Child exceeds age-appropriate expectations the overwhelming majority of the time, this is typically sustained with minor slips occasionally.
Good	Child meets age-appropriate expectations the overwhelming majority of the time. As with the vast majority of children, there may be slips, some notable but they are typically well behaved, meet expectations and follow rules. It is possible they have had an occasional detention, including after school.
Not Good Yet!	Behaviour cannot yet be considered good as it has not been sustained for a sufficient amount of time in class, within other areas of the school or both.
Challenging	Against age-appropriate expectations typical behaviour is frequently below expectations within all or some of the school environment. Child is likely to have experienced several lunch and after school detentions possibly without significant impact.
Very Challenging	Against age-appropriate expectations child's behaviour presents significant and serious challenges. It is likely that significant negative behaviours are sustained over a period of time and despite positive support and use of sanctions behaviour remains difficult to manage. Child is likely to have been excluded or at the risk of exclusion.

For the full detail of the consistent teacher judgements guide that is used by all staff, please follow the link below, this is not essential reading but may help understanding and the reason for different judgements being made:

- <https://www.chesswood.w-sussex.sch.uk/page/?title=Consistent+Teacher+Judgements&pid=155>

Should you have any questions, queries or concerns regarding the content of this report and you have looked at the more detailed report and the guidance please contact your child's class teacher by email to help resolve these. If you do not have access to email please call 01903 204141, leave a message to request a discussion with the teacher and wherever possible the questions or concerns.

As ever, there is a great deal of information available to parents and a significant amount of guidance. We know this can be a little overwhelming but we will always seek to ensure transparent information sharing. We want to place parents in the best possible position to support their child. Without the information, we do not believe parents would be in that position and may rightly, in years to come, state 'why didn't you tell us this earlier and we could have done something', ultimately we hope that no family at Chesswood will have that experience.

Yours sincerely



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