Spring Achievement Report

CHESSWOOD JUNIOR SCHOOL

Dream - Aspire Achieve

Chesswood Junior School
Spring Achievement Report

1. Introduction

This report is intended for parents information and not to be shared openly with children, although we recognise this is a family decision. We recommend parents read, reflect and understand the content of the report to pick out some areas for praise and encouragement and some areas to focus on taking the next steps to improve with their child.

The autumn achievement report is the first full report of the year and includes four core areas of information:

- Personal Contextual e.g. attendance, punctuality, pupil premium status, behaviour and engagement
- Teacher Assessment i.e. performance noted within the classroom, not test based
- Summative Test Outcomes i.e. results from specific standardised tests
- Wider indicators – Accelerated reader, IXL and TT rockstars

In addition to this guide, parents may wish to refer to

Termly Report Overview Guidance

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

This document provides specific guidance for each section of the school report, indicating what the section contains and how is could be interpreted.

Securing Consistent Teacher Judgements

the 'Securing Consistent Teacher Judgements' document: https://www.chesswood.w-sussex.sch.uk/page/?title=Consistent+Teacher+Judgements&pid=155. The document sets out the range of options in each area alongside the guidance for specific judgements e.g. behaviour and engagement; teacher assessment judgements; IXL skills that must be mastered to gain different Jedi status within our reward programme; likewise, the number of words that must be banked within the accelerated reader platform to gain different Jedi status.

2. Colour Codes

To provide a quick understanding of the information and risk analysis presented within the report we have used colour codes[1], in many of the categories. Broadly the colour codes[1], in any category can be understood using the guide below:

1. When you see these colours below					
2. They tell you current outcomes in relation to age related expectations	Above	In Line	Working Towards	Below	Below
3. Standardised Scores (SS)	120+	119 - 100	99 - 85	84-76	<75
4. Broadly translated, they mean	Fantastic	Good Job	There is work to do!	Priority Focus	High Priority Focus

The colour codes above are NOT intended to alarm or upset (we are aware they sometimes do – please contact your child's class teacher, who will provide help, guidance and support – or refer to a member of staff who can, if this is the case), neither do they indicate a failure of any kind. So DO NOT panic, DO NOT worry, reflect on the information available and consider where things are going well and where things could improve. After that, consider what practical next steps are needed.

They are included to identify the current position against typical expectations for the age group and for individual children. They are expected to empower a family with their child, in partnership with the school, to prioritise time and energy and take the next steps toward improvement. It is also important to note that different children have different expectations particularly with regard to expected attainment, therefore the colour coding is also relative to expectations of the child.

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[1] This does not apply to House colours!

3. Contextual Information

The areas identified below each have the ability to elevate or frustrate children achievement. We therefore include these on the parent report. Any areas falling below the normal range (indicated by colours) may need to be addressed before or at the same time as learning support in order that achievement can be successful i.e. if behaviour is challenging and attendance at school falls below 96% then this combination is likely to impact negatively on learning. It is important for families to look at achievement and context together, especially were improvement is needed.

Current free school meals	If you believe your child might be eligible please visit the following website to check the criteria: https://www.gov.uk/apply-free-school-meals
Ever 6 FSM	Any child whom has been eligible for free school meals within the past six years will be considered for additional support.
Pupil Premium	Funding to support disadvantaged children including children registered for free school meals now or in the past six years; children ever in care or adopted within United Kingdom or children of service personnel. The majority of children registered as pupil premium will need to form of support. To find out more please visit: https://www.chesswood.w-sussex.sch.uk/page/?title=Pupil+Premium+Reports&pid=23 Children Looked after, SGO and adoption: https://www.chesswood.w-sussex.sch.uk/page/?title=Children+Looked+After+and+Adoption&pid=239
Current Attendance %	Given the impact of COVID individual attendance figures are likely to be distorted in some cases. Percentage attendance since September is recorded here. The minimum expected attendance for any child is 96% (7.6 days absent per year). Below that level, it is likely that achievement will be increasingly frustrated.
Persistent Absence	The national definition identifies 10% absence as persistent. Absence above this can become a significant barrier to learning. Further information: https://www.gov.uk/government/publications/absence-statistics-guide
Attendance – Last year & difference	Attendance rates are compared between academic years to ensure parents are well informed about attendance over time. COVID absence essentially makes comparison unreliable, information included for reference only.
Unauthorised Absence (%)	The proportion of time your child has been away from school, since September, without authorization. For the vast majority of children this will remain at 0%
Punctuality - Lates	This is the number of times your child has been recorded as late. Typically, this is arriving after 8:50 a.m. For the vast majority of children this will remain at 0. Like you, we expect children to build good habits as required in the working world, and enjoy a cohesive school experience at all times, therefore any more than a handful of late arrivals (1or2), without exceptional reason or agreement, is eroding those good habits.
SEN Status	The vast majority of children will have 'No SEN' (Special Educational Needs). However, they may be recorded at the initial SEN stage of 'School Support'. If there are severe and complex needs an 'EHCP' (Education and Health Care Plan) may have been secured. Parents will already be aware of this status via the Special Educational Needs and Disabilities Co-ordinator (SENDCO). If registered - All 'Pupil Passports' are stored within your parent portal directory and are available to read and download from there.
Typical Behaviour	Based on the behaviour your child typically demonstrates within the classroom and at free times such as play and lunch. This is a rounded judgement shared without fear or favour, on that basis in response to behaviour that is less than good the focus should be on next step to improve rather than debate the judgement.
Typical Engagement	The teacher view of your child's typical engagement, motivation and enthusiasm across all aspects of school life.

Home Learning	The extent to which home-learning has been completed by the due date over the course of the term and a child has prepared for any weekly test.
Termly Award	Based on the house points awarded in class, children are awarded Gold, Silver or Bronze certificates. At the end of the year any child securing Gold in each term will receive a Platinum award.
First Language	The language identified by parents as the main language spoken at home or the dominant language.
EAL – Registration, Proficiency & Progress	When the first language is not English, schools must assess proficiency against a national scale. Children who are not yet fluent with English will be placed and monitored for development on the EAL register.
Friendships	An observation of friendship stability is included as this is often correlates with learning frustrations. Helping to resolve friendship issues can and does have an impact on a child's attainment.
Pastoral Team Support and impact.	From time to time children require support beyond teaching and learning to address their pastoral needs. These needs arise from a wide range of challenges children may have to contend with. When there are significant concerns (safeguarding, domestic violence, divorce, bereavement, school avoidance, long term illness) either, one off or over time, it is likely a child will have some form of support by the pastoral team. Once supported by the pastoral team there will be a judgment regarding impact of that support each term.
Playtime arrangements	The overwhelming majority of children play on the main playgrounds with general supervision. However, where individual children present a notable risk to themselves or others they will be placed on the high supervision playground. In doing this, children are support to play, communicate and interact with other children and staff positively. In addition, we also support children on our pastoral [playground who would otherwise be overwhelmed with the noise, and activity on the main playground. In making these arrangements all children have a play experience that is appropriate for them and others. In a small number of cases a child may require 1to1 support to engage in positive play – this will be noted on the report if that arrangement is in place.
First Aid, Medical and health care plans	The frequency a child requires attention from the first aid or medical team is monitored in school. Whilst we fully expect to see most children from time to time due to not feeling well or having an accident, some children visit significantly more. This may indicate a number of things e.g. they are accident prone, or lonely among other things. We note whether a child has a health care plan. Every child that requires routine medication or has a notable medical condition that may require the support of school staff must have a health care plan e.g. any child with asthma.

4. Standardised Scores

To ensure parents hold a broadest view of their child's achievement we include all test results available over time, outcomes may be a useful starter for discussion of next steps and guidance.

The standard score provides a good view of attainment and progress outcomes for a child's age group. Typically, standardised scores range from 60 to 140. **100 would indicate performance 'as expected' for specific age.** The table below provides a guide to the standard score outcomes (SS) outcomes. It is important to note that large variations from term can and do occur (+/- 10, especially for high scores above 120), the broad pattern over time is the most significant factor and it is important to balance this information with teacher assessment. Each of the tests undertaken by children provides a range of information that helps a teacher and parents review the 'match' between outcomes in class and what a child is able to do independently under test conditions. Typically, teacher assessment and test outcomes align well but occasionally differences do occur, and some of

them may be quite large. Where there is a notable difference, a class teacher will consider factors that may have led to that e.g. unexpected low test score – child may be unduly nervous within test conditions or just had an off day; test outcomes significantly higher than class performance – child may be coasting in class but absorbing information and skills nevertheless.

5. Standardised Scores (SS)

Below 85	85 - 99	100 - 114	115 and above
Increasingly below and well below (<75) achievement expected for age. Registration for special educational needs will be considered at this stage.	Achievement in line but likely to be below expectations for age.	Achievement above but in line with typical expectations for age 100 is the threshold for meeting	Increasingly above and well above (>125) achievement typical for age 120 is the threshold for greater depth

6. Target Estimates

Target Estimates	A target estimate is determined for a child based on a wide range of information available. Targets are set for reading, writing and maths using both infant school and test outcomes at Chesswood Junior School. The targets represent a realistic challenge. The targets for reading, writing and maths are then combined to give and overall estimate for the main measure used by the Department for Education on primary age children. Target estimates will be one of 'below' (minimum SS 75), 'working towards' (minimum SS 85) 'meet' (minimum SS 100) or above age-related expectations (minimum SS 120). The target estimates can change overtime it may be revised upwards or downwards based on the information available. The future is not fixed, disappointment with current achievement may be a huge motivator to address achievement going forwards, equally overconfidence with current attainment may lead to lower effort and resulting fall in attainment. It is important to note the fundamental importance of the target estimates and how carefully and seriously we take the setting of these. Most children will have an estimate to meet or exceed age related expectations but will need to sustain good learning and engagement to either reach the initial target or secure an uplift in the expected target . Where targets estimates indicate a child will be working towards or below; significant thought will have been given – as that assumes that whatever school professionals, the family and the child can provide, it is unlikely to be sufficient to meet or exceed age related expectations, based on current information and the finite resources available. Therefore, without accelerated progress overtime, they then cannot catch up and will not be fully ready for the demands of secondary school. This is one of the key drivers for the school reports being so transparent, in order that each family can work in close partnership with school professionals to accelerate the progress wherever possible and at the earliest stage possible. Where it is possible that a child may meet or be above age-related expectations (ARE) but it is likely to require considerable challenge; the term 'challenge' is indicated. Professionals, parents and children, if working as a strong partnership and conditions for learning are particularly good, may secure these higher levels but it is highly likely to be a persistent challenge for all – anything less is likely to lead to the target being missed..

7. Achievement (Attainment and Progress Summary)

Attainment & Progress Summary	There are a number of perspectives on how successful a child's achievement is. Each perspective can provide a slightly better or worse view.

	### Attainment
	
	Attainment is where a child is currently at (test or teacher assessment) regardless of how much progress has been made over time i.e. a child may be currently meeting age related expectations – which is good. However, if they previously where working above age related expectations their progress will have stalled. Therefore, attainment + progress must be considered together to give a rounded judgement of achievement.
	
	### Progress
	
	Progress is the improvement or otherwise overtime. A child may be make great progress in one timeframe, whilst considering a longer time frame they may be making outstanding progress. At Chesswood we consider two timeframes for progress.
	1. The progress, from the end of key stage one (infant school) to the current term
	2. The progress during the academic year from the summer outcomes of the previous year.
	
	To maintain the same standardized score each term and year indicates good progress, as the tests assess the expectations for each year group. So 100 in Year 4 and Year 5 indicates good progress and that the child was meeting demands in Y4 as expected and is now meeting demands similarly in Y5. A move from 100 to 105 indicates strong progress (although this will need to be sustained rather than taking a single test). Equally a fall from 100 to 95 indicates progress to be below expectations. Again, one test outcome is NOT sufficient as the child may have had an off day.
	In order of importance for families:
	1. Is child meeting their target? If YES, and as the target will always be a challenge, this should be considered to be good.
	2. Is progress over time indicating that the child is broadly posting the same standardized score (see example above)
	    a. If YES and child is meeting target then keep up the good work
	    b. If YES, but the target is below meeting, then continued challenge is required to narrow the gap between child's attainment and age expected attainment
	    c. If no, and child is meeting target then reflect on any aspects that could be adjusted to return to good progress
	    d. If no, and child is close to or has fallen below the target then this should be prioritized by all immediately, considering factors that may be affecting progress and the next steps that could be taken by the child, the family and the school to accelerate once again.

8. Report Guidance – Target estimate, attainment and progress

The example below from the parent report provides a brief guide to interpret a child's attainment in reading, writing (Grammar Punctuation and Spelling GPS) and maths. The top part of the table seeks to compare current attainment with personal best and the lowest performance whilst at Chesswood. The lower part of the table communicates the actual standardised scores and the progress from the start of the academic year and from the end of Year 2, key stage 1, infant school. Make no mistake the tests and the test outcomes are overwhelmingly accurate and provide vital information for professionals and families. The data DOES NOT provide the reason for the performance , it simply, and critically, allows everyone to look for priorities for improvement; identify these, reflect on the factors influencing performance and consider next steps.

Reading, Writing (GPS) and Maths Relative Attainment Summary

Reading Target Estimate	GPS Target Estimate	Maths Target Estimate
Meet age related expectations	Working towards age related expectations	Meet age related expectations - Challenge
Reading Attainment	**GPS Attainment**	**Maths Attainment**
Exceptionally Above Target >+25		
Significantly Above Target <+15		
Notably Above Target >+5		Currently working at personal best
Marginally Above Target >0		
In line with target estimate = 0		
Marginally Below Target >-2		
Notably Below Target >-5		
Significantly Below Target >-15		
Exceptionally Below Target <=-15		Lowest attainment

> Maths target estimate – it is expected to be a challenge for the child to meet. Child is working at personal best (at CJS) and this is above their target. The child's previous lowest attainment is far below the current.
>
> GREAT ACHIEVEMENT!

Most Recent Test Attainment - Standardised Scores

Standardised Scores (SS)	Reading	GPS	Maths
Starting SS This academic year			91
Progress from start of year			Very Strong
Current SS			107
Minimum Target SS			100
Highest SS			107
Lowest SS			91
Average SS			98
KS1 @			114
Progress from KS1			Below

> Maths attainment at the start of the year was below 100 and a concern given previous highs. Progress in year to personal best is very strong. However, even though the target is now being met comfortably – taking the next steps to meet and exceed the high from KS1 (infant school) will be the challenge

9. Summative Assessment

9.1. Test Outcomes

The following test programme is in place at Chesswood:				
Test	Method	Focus	Frequency	Year Group
Star Reader Test	Online	Reading comprehension	Termly (Y3 complete 'starting points' 3rd week of September)	Y3-6
NFER Spelling Test	Paper	Spelling – year group focus	Termly(Y3 complete 'starting points' 3rd week of September)	Y3-5 Not Y6
NFER Grammar & Punctuation Test	Paper	Grammar and punctuation – year group focus	Termly(Y3 complete 'starting points' 3rd week of September)	Y3-5 Not Y6
PUMA Maths	Paper	Maths related to termly teaching units	Termly (Y3 complete 'starting points' 3rd week of September)	Y3-6

10. Reading, writing and maths combined

Subjects secured	The reading, writing and maths (RWM) measure is the key national measure for all children. It is important as it confirms the extent to which children have secured the broad range of skills necessary to be successful at secondary school. The target for all children is to secure 3 subjects – nationally 2019 65% children in England secured this outcome. The RWM outcome is determined separately by both teacher assessment (TA – see more about this below) and tests. It is possible that the TA and test outcomes will be different – where this is the case an initial discussion with the class teacher would be appropriate. At the end of year 6 RWM is measured by the reading and maths test combined with the writing teacher assessment – for consistency we use this calculation in all year groups. When a child is working above age related expectations (ARE) in all three subjects, they will be considered to be working above ARE as a combined measure –@ 10% of pupils reach this standard nationally.
Outcome	Securing 3 subjects would meet age related expectations (ARE), anything less than that would be 'Below ARE'. Where the outcome is 'Below ARE' it is important for parents to understand how far below the met threshold their child is. Parents will then be in a position to provide effective additional support at home, in any given subject. It is possible not to be working at 'Age related expectations' in any subject but be very close in all three; equally it is possible to secure two subjects but remain significantly below age related expectations in one area. Armed with this knowledge, parents can use their finite time, available at home, to supplement learning at school with the greatest effect. By looking in more detail at each of the reading, writing and maths sections more detailed information is available to support this process. The number of subjects secured above age related expectations is also recorded to ensure the high expectations are also known and monitored by all.

10.1. *Teacher Assessment*

	This applies to reading, writing and maths report sections in full. We do not undertake tutorials in science.
Attainment	For each of reading, writing, maths and science the class teacher has identified outcomes from the term (where is the child's learning at this moment) in relation to 'age related expectations'. For further information refer to the national curriculum https://www.gov.uk/government/collections/national-curriculum.
Engagement	Your child's class teacher has considered and reported the extent your child is typically engaged within a specific subject area – remain on task; demonstrate resilience and independence in the face of 'age related expectations'. With higher engagement and determination, over time, a child often develops confidence and supports their chances of 'strong' progress.
Tutorial Outcomes	Chesswood has chosen to use a substantial proportion of pupil premium funds to allow children's class teachers to undertake tutorial sessions with small groups of eligible children each week. If your child has had tutorial support, the impact of the tutorial is noted as judged by your child's class teacher. Prior to the start of the programme you should have received a letter detailing the arrangements for this. Where arrangements allow, children not registered for pupil premium may also included within the support program. The number of half-termly programs and average outcome is recorded on the report.

10.2. *Reading - Accelerated Reader*

Overview	Every term, children undertake the 'Accelerated Reader' reading assessment (Star Reader). As a result, children secure a standard score (see above); they also secure a reading zone. The reading zone is a broad guide to help children and parent select books that would be appropriately challenging for them (lower and upper reading zone). Class teachers double check the extent to which the test outcome fits with their knowledge of a child's current reading ability and will adjust reading zones if they believe the challenge is not appropriate – they continue to do this during the term. You should check your child is reading books within the reading zone identified (the spine of almost all fiction books from school have the AR level e.g. 2.6, 6.4.). Please contact your child's teacher if you believe challenge levels or book selection is not accurate a good partnership is vital for reading. You are also very welcome to pop into school with your child to select reading books before or after school until 4:30 p.m., we intend to operate in a similar way to a public library. We strongly advise all children in Y3-6 with a standard score below 120 to select books from the school library as their core reading diet. They can then undertake the AR quiz enabling school professionals to monitor and intervene more effectively.
AR Quiz	When your child has read a book they will typically complete a quiz. If they answer the defined proportion of questions correctly they will pass the test – the quiz pass rate is recorded for your information (typically over time the target is 85% so they need a good understanding of the book to pass!). This is important as it provides a good guide to whether your child has broadly understood the reading material sufficiently and the books are providing appropriate challenge. Where a child is undertaking substantially more quizzes than they are passing then the parent and the class teacher are alerted within the report – initially a conversation about reading the whole book, a book of an appropriate length and a book within the suggested reading range as appropriate. When a quiz has been completed successfully, the number of words in the book are banked and this forms part of the school 'Jedi' award system. A child's word count is included in the report alongside their current Jedi Status. For year 4-6 children we include the word count from the previous academic year to promote sustained and improving reading volume. We advise reading for a minimum of 30 minutes, at

least, five days per week - 15 minutes before and after school can break it up into manageable chunks.

10.3.   Wider Indicators

IXL	IXL supports both English and maths development. IXL completion and skill acquisition at home is a key priority for all children. IXL may be accessed online or via an app with a range of tablet devices. The login details for each child are included in the 'quick' and 'detailed' report – so there is no excuse! IXL is specifically aligned to the English national curriculum and provides a very high quality set of questions linked to almost all areas of the writing (spelling grammar and punctuation) and maths curriculum. Children answer questions on specific skills. Once they have managed to answer <u>all</u> questions correctly within a skill they have 'mastered' it. On the road to mastering a skill things can get challenging as an incorrect answer means more questions will be needed before the skills is mastered. We report the number of questions children have answered and the number of skills they have mastered, each term. Each term children secure 'Jedi Status' for the number of skills they have mastered and will receive a certificate when they have secured Jedi Knight; Jedi Master or, the ultimate, Jedi Grandmaster! As a minimum, we advise children undertake 30 minutes, at least, five days per week – perhaps try English one day and maths the next. It is important that parents do not answer questions for children in an attempt to 'Master' a skill – this will undermine learning. We do advise parents sit with children and when an error is made chat through the process and correct answer before allowing the child to continue (IXL also provides guidance following an incorrect answer).
TT Rockstars	Children can practice individually or get involved in online times table competitions. We report the initial speed children secured and the current speed enabling parents and children to see the speed development over time. Children are rewarded with different levels of rock status and are able to purchase badges that may be worn on school ties to share their status. Sustained use of this has enabled many children to become highly proficient at their tables a core skill required to meet 'age related expectations'.