Termly Report Overview

CHESSWOOD
JUNIOR SCHOOL

Dream - Aspire
Achieve

Chesswood Junior School
Termly Parent Report Guide

1. Introduction

The termly 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.

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, we 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:

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 ensuring each child benefits from all adults around them, with a single set of comprehensive information, able to monitor achievement and take action early to optimise a child's achievement.

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 is the lowest threshold indicating performance 'as expected' for specific age.** **120 is the lowest threshold indicating performance 'above expected' (Greater Depth) 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 standardised 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.

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

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2. Report Page 1 Context and Online Access

This page is designed to provide parents with an overview of context, from the school professional perspective and against what is typical for a child in a particular age group.

An overview of risk assessment colours. Parents use to identify potential areas of improvement and areas of genuine success. DO NOT be alarmed, worried or upset by red or purple, now you know you are in a position to work with school professionals and support your child confidently.

A brief guide to colours and numbers

	Above	In Line	Working Towards	Below	Below
	120+	119 - 100	99 - 85	84-76	<75
	Fantastic	Good Job	There is work to do!	Priority Focus	High Priority Focus

Contextual Information

	Current Free School Meals (FSM)	Ever 6 FSM	Pupil Premium
5EM Ashdown	No	No	No

Current Attendance %	Persistent Absence?	Attendance last year %	Difference to Current %	Unauthorised Absence %	Punctuality - Lates
98.3	No	97.6	0.8	0.83	

Attendance comparison last year v current	SEN
Exceptional attendance currently - Amazing!	No

Typical Behaviour	Typical Engagement	Home
Good	Good	A

Termly Award	First language	English as an a... Pro...
No Award	Filipino	Flu...

EAL Registration	EAL Proficiency	EAL
EAL NFA	Fluent (8)	Not A...

Friendships	Pastoral Team Support	Pastoral
Good	Previously	Not A...

Play and Lunch Arrangements	First Aid and/or medical	Health Care Plan
Main Playgrounds	Sometimes	Not Applicable

Multiple areas of context for a child. These are important as they can and do indicate whether there are factors that might enable or frustrate achievement in a general way e.g. persistent absence (10% absence or 90% attendance) will undoubtably frustrate achievement, whereas always completing homework will enable and support a child to be the best they can be.

Online Learning

We recommend IXL is used at home for 30 minutes per day, 5 days per week. Learn with English and...

	Website	User Name	Password
Accelerated Reader	https://ar.chesswood.org.uk		
IXL	https://uk.ixl.com		
TT Rockstars	https://ttrockstars.com/login		
Duolingo	https://www.duolingo.com		

Further Information

	Website	User	Password
Parent Portal	https://foldr.chesswood.org.uk/home/files		

If you have any questions, queries or concerns, use the email contacts below:

Teacher Contact	emcconnell@chesswood.w-sussex.sch.uk
PE Contact	PE@chesswood.w-sussex.sch.uk
Music Contact	music@chesswood.w-sussex.sch.uk
General Contact	office@chesswood.w-sussex.sch.uk

The user names and passwords are included for all online access, ensuring there should be no interruption in access for the family.

Parent portal log in details – keep these safe to ensure free access to all reports online 24/7

Additional important emails are included to ensure parents are confident they can contact key staff
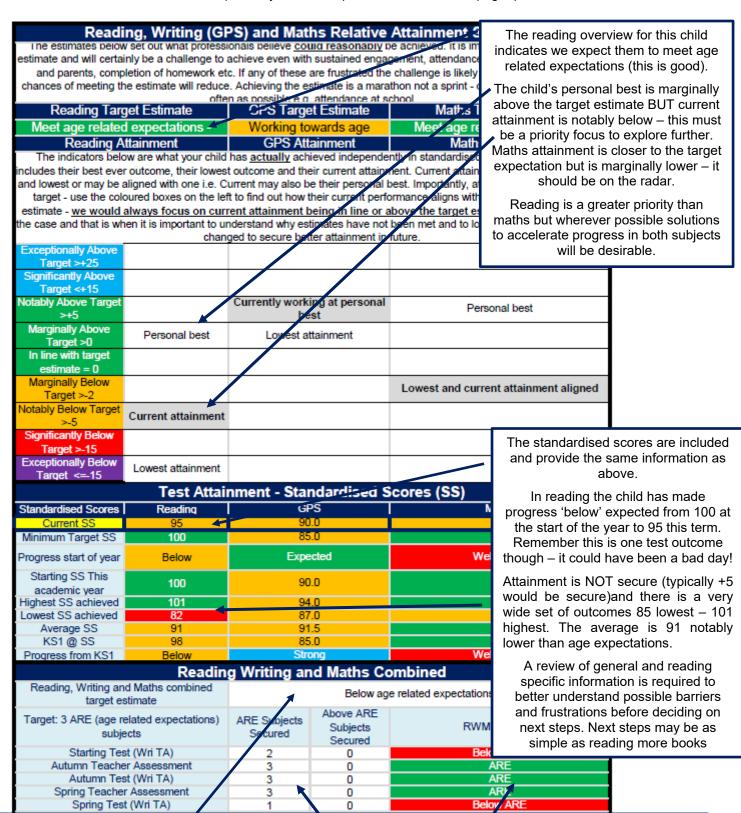
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3. Report Page 2 Achievement Overview

This achievement overview initially confirms the target estimates that professionals have agreed would, with the information available be the highest threshold that can be secured with all resources, time and energy available between the school, the home and, importantly, the child. (Not the same child as page1)

Reading, Writing (GPS) and Maths Relative Attainment 3

The estimates below set out what professionals believe could reasonably be achieved. It is im... estimate and will certainly be a challenge to achieve even with sustained engagement, attendance... and parents, completion of homework etc. If any of these are frustrated the challenge is likely... chances of meeting the estimate will reduce. Achieving the estimate is a marathon not a sprint - ... often as possible e.g. attendance at school

Reading Target Estimate	GPS Target Estimate	Maths T...
Meet age related expectations	Working towards age	Meet age re...
Reading Attainment	GPS Attainment	Math...

The indicators below are what your child has **actually** achieved independently in standardised... includes their best ever outcome, their lowest outcome and their current attainment. Current attainment... and lowest or may be aligned with one i.e. Current may also be their personal best. Importantly, a... target - use the coloured boxes on the left to find out how their current performance aligns with... estimate - we would always focus on current attainment being in line or above the target es... the case and that is when it is important to understand why estimates have not been met and to lo... changed to secure better attainment in future.

	Reading	GPS	Maths
Exceptionally Above Target >+25			
Significantly Above Target <+15			
Notably Above Target >+5		Currently working at personal best	Personal best
Marginally Above Target >0	Personal best	Lowest attainment	
In line with target estimate = 0			
Marginally Below Target >-2			Lowest and current attainment aligned
Notably Below Target >-5	Current attainment		
Significantly Below Target >-15			
Exceptionally Below Target <=-15	Lowest attainment		

Test Attainment - Standardised Scores (SS)

Standardised Scores	Reading	GPS	M...
Current SS	95	90.0	
Minimum Target SS	100	85.0	
Progress start of year	Below	Expected	Wel...
Starting SS This academic year	100	90.0	
Highest SS achieved	101	94.0	
Lowest SS achieved	82	87.0	
Average SS	91	91.5	
KS1 @ SS	98	85.0	
Progress from KS1	Below	Strong	Wel...

Reading Writing and Maths Combined

	ARE Subjects Secured	Above ARE Subjects Secured	RWM...
Reading, Writing and Maths combined target estimate		Below age related expectations	
Target: 3 ARE (age related expectations) subjects	ARE Subjects Secured	Above ARE Subjects Secured	RWM...
Starting Test (Wri TA)	2	0	Bel...
Autumn Teacher Assessment	3	0	ARE
Autumn Test (Wri TA)	3	0	ARE
Spring Teacher Assessment	3	0	AR...
Spring Test (Wri TA)	1	0	Below ARE

[Annotation - top right] The reading overview for this child indicates we expect them to meet age related expectations (this is good).

The child's personal best is marginally above the target estimate BUT current attainment is notably below – this must be a priority focus to explore further. Maths attainment is closer to the target expectation but is marginally lower – it should be on the radar.

Reading is a greater priority than maths but wherever possible solutions to accelerate progress in both subjects will be desirable.

[Annotation - middle right] The standardised scores are included and provide the same information as above.

In reading the child has made progress 'below' expected from 100 at the start of the year to 95 this term. Remember this is one test outcome though – it could have been a bad day!

Attainment is NOT secure (typically +5 would be secure)and there is a very wide set of outcomes 85 lowest – 101 highest. The average is 91 notably lower than age expectations.

A review of general and reading specific information is required to better understand possible barriers and frustrations before deciding on next steps. Next steps may be as simple as reading more books
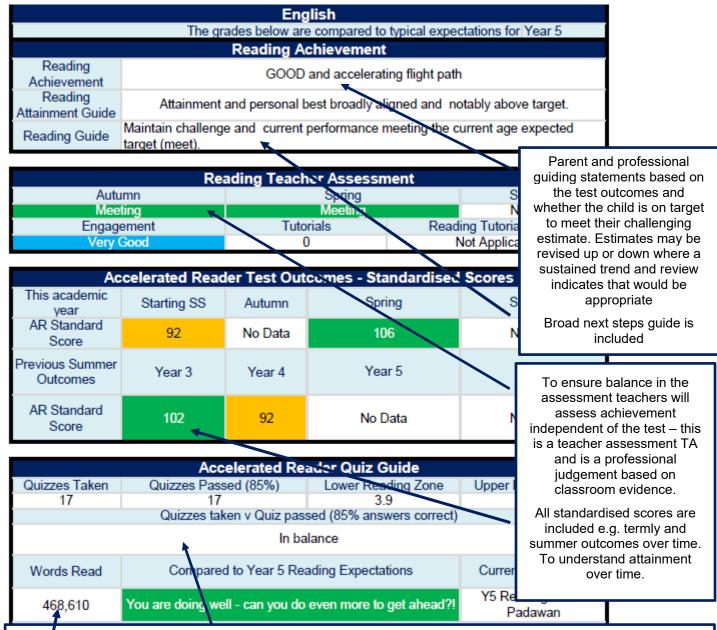
[Annotation - bottom] The most important achievement measure is the combination of reading, writing and maths. This child is targeted to be below age related expectations, due to writing estimate. However, in Spring the teacher judges the child to be meeting 'age related expectations in ALL 3 areas; even though the test outcomes indicate meeting 1 subject in spring. It is therefore always important to compare teacher judgements with test outcomes. It is even more important to know estimates are not fixed and can increase with sustained engagement and support from home and school.

4. Report Page 3 English – Reading Achievement Detail

The focus of this page is core detail currently and overtime in reading. It includes test assessment attainment, progress and teacher assessment. It also includes the effort and engagement indicated by the accelerated reader word count and quiz completion. It is important to remember that the data here provides typically indications of achievement and engagement – it does not explain or judge! The information should be used by professionals and families to reflect and seek to understand it and determine whether the child should just keep going, whether some adjustments are needed or whether it becomes a core focus. Equally, even if it is a focus a child may only take the next small steps to improve – adults must work to inspire, motivate and engage them to take the next clear steps – avoiding generalisations such as you must work harder.

English		
The grades below are compared to typical expectations for Year 5		
Reading Achievement		
Reading Achievement	GOOD and accelerating flight path	
Reading Attainment Guide	Attainment and personal best broadly aligned and notably above target.	
Reading Guide	Maintain challenge and current performance meeting the current age expected target (meet).	

Reading Teacher Assessment		
Autumn	Spring	S
Meeting	Meeting	N
Engagement	Tutorials	Reading Tutoria
Very Good	0	Not Applica

Accelerated Reader Test Outcomes - Standardised Scores			
This academic year	Starting SS	Autumn	Spring
AR Standard Score	92	No Data	106
Previous Summer Outcomes	Year 3	Year 4	Year 5
AR Standard Score	102	92	No Data

Accelerated Reader Quiz Guide			
Quizzes Taken	Quizzes Passed (85%)	Lower Reading Zone	Upper
17	17	3.9	
Quizzes taken v Quiz passed (85% answers correct)			
In balance			
Words Read	Compared to Year 5 Reading Expectations		Curren
468,610	You are doing well - can you do even more to get ahead?!		Y5 Re...g Padawan

Parent and professional guiding statements based on the test outcomes and whether the child is on target to meet their challenging estimate. Estimates may be revised up or down where a sustained trend and review indicates that would be appropriate

Broad next steps guide is included

To ensure balance in the assessment teachers will assess achievement independent of the test – this is a teacher assessment TA and is a professional judgement based on classroom evidence.

All standardised scores are included e.g. termly and summer outcomes over time. To understand attainment over time.

Accelerated reader information provides foundation information on children's reading performance. The quiz outcomes indicate whether a child is understanding the books that they are reading – if there is a large gap between quizzes taken and passed this would indicate the challenge of the current reading material is too much; equally if all are passed then the challenge of the books may not be sufficient.
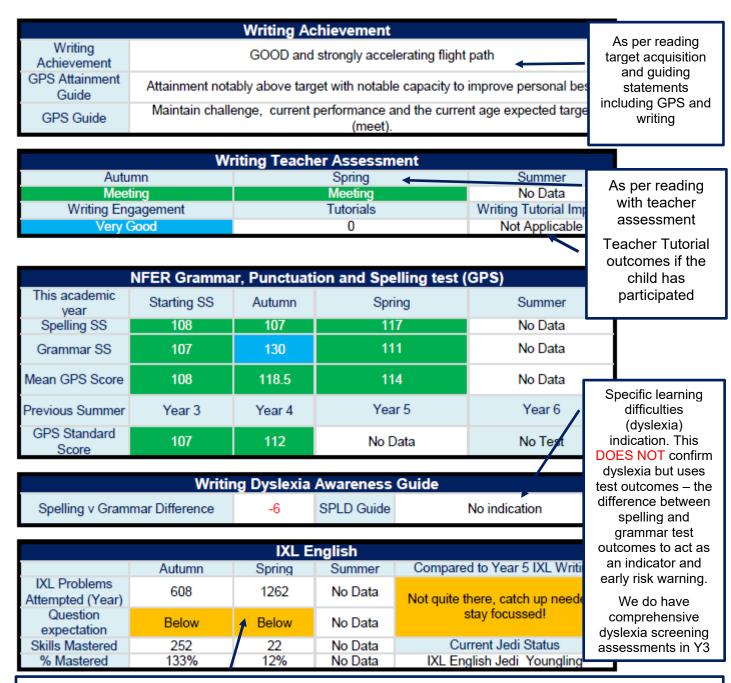
The number of words read is a good indicator of volume of reading which is an important factor in developing reading achievement. This is also linked into our award system. In addition, information is shared regarding the volume of reading between the current and previous year – we would typically expect this to increase each and every year.

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5. Report Page 4 English – Writing Achievement Detail

There are two aspects to writing, GPS (Grammar Punctuation and Spelling) and all inclusive writing e.g. creative writing and non-fiction writing – reports, letters etc. GPS is tested in all schools and writing is teacher assessment only. Writing, NOT GPS is the assessment that joins reading and maths to measure the all important reading, writing and maths combined outcomes. This is critically important as it indicates the extent to which a child has secured broad basic skills knowledge and understanding and will be ready for the next stage of education at secondary school where they will focus less on the basics and more on using the assumed basic and broadening knowledge.

Writing Achievement	
Writing Achievement	GOOD and strongly accelerating flight path
GPS Attainment Guide	Attainment notably above target with notable capacity to improve personal best
GPS Guide	Maintain challenge, current performance and the current age expected target (meet).

As per reading target acquisition and guiding statements including GPS and writing

Writing Teacher Assessment		
Autumn	Spring	Summer
Meeting	Meeting	No Data
Writing Engagement	Tutorials	Writing Tutorial Imp
Very Good	0	Not Applicable

As per reading with teacher assessment

Teacher Tutorial outcomes if the child has participated

NFER Grammar, Punctuation and Spelling test (GPS)				
This academic year	Starting SS	Autumn	Spring	Summer
Spelling SS	108	107	117	No Data
Grammar SS	107	130	111	No Data
Mean GPS Score	108	118.5	114	No Data
Previous Summer	Year 3	Year 4	Year 5	Year 6
GPS Standard Score	107	112	No Data	No Test

Writing Dyslexia Awareness Guide			
Spelling v Grammar Difference	-6	SPLD Guide	No indication

Specific learning difficulties (dyslexia) indication. This DOES NOT confirm dyslexia but uses test outcomes – the difference between spelling and grammar test outcomes to act as an indicator and early risk warning.

We do have comprehensive dyslexia screening assessments in Y3

IXL English				
	Autumn	Spring	Summer	Compared to Year 5 IXL Writi
IXL Problems Attempted (Year)	608	1262	No Data	Not quite there, catch up needed stay focussed!
Question expectation	Below	Below	No Data	
Skills Mastered	252	22	No Data	Current Jedi Status
% Mastered	133%	12%	No Data	IXL English Jedi Youngling

The completion of IXL tasks within and beyond formally set homework indicates a level of engagement. Two aspects are communicated – 1. Problems attempted (effort) 2. Skills mastered (attainment). Both of these outcomes form part of the school achievement certificate programme. If attainment is low or lower than expected and the IXL questions answered are 'below' then that would be a great opportunity to change habits to improve attainment in the coming months.

6. Report Page 5 Maths and science achievement

The structure of this page is broadly similar to that of both reading and writing. There are no formal tests in science it therefore relies on teacher assessment and is found, as a core subject at the base of this page.

Maths Achievement

Achievement	GOOD and strongly accelerating flight path
Maths Attainment Guide	Attainment and personal best broadly aligned and notably above target.
Maths Guide	Maintain challenge and current performance meeting the current age expected target (meet).

Maths Teacher Assessment

Autumn	Spring	Summer
Meeting	Meeting	No Data
Maths Engagement	Tutorials	Maths Tutorial Impact
Very Good	0	Not Applicable

PUMA Maths Test

This academic year	Starting SS	Autumn	Spring	Summer
AR Standard Score	107	114	109	No Data
Previous Summer Outcomes	Year 3	Year 4	Year 5	Year 6
AR Standard Score	112	107	No Data	N

IXL Maths

	Autumn	Spring	Summer	Compared to Year 5
IXL Problems Attempted (Year)	340	908	No Data	Not quite there, cat... stay focus...
Question Expectation	Below	Below	No Data	
Skills Mastered	297	21	No Data	Current Jedi...
% Mastered	66%	5%	No Data	IXL Maths Jedi...

> TT rockstars focuses on timetables. Data here indicates both effort – earnings ever. Attainment – current average time to complete an answer and progress the time improvement. Finally, the rock start status is a core part of the celebration programme

TT Rockstars

Total Earnings Ever	Compared to Year 5 Expectations	Rockstar Status
388,450	Wow! Amazing perseverance - great work!	Rock Legend
TT Baseline	TT Current	Time Improvement (Seconds)
11.7	1.5	10.3

Science

	Teacher Assessment	Engagement
Science	Meeting	Very Good

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