



CHESSWOOD JUNIOR SCHOOL
Home of Bright Sparks
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Year 6 statutory assessment report

The report communicates a wide range of contextual information alongside the teacher assessment and statutory test outcomes.

Given the significant amount of information contained within the report, this letter seeks to help parents understand and interpret it, so you will be better able to consider priorities in the early days of secondary education. To provide a quick understanding of the information presented we have used colour codes in many of the categories. Broadly the colour codes¹, in any category can be understood using the guide below:

Colour	Description
Blue	Outstanding outcomes - try to maintain this in the future
Green	Good outcomes have been secured – maintain this and work towards being outstanding.
Amber	Outcomes are not yet good. Thought should be given by school, parents and child to identify changes that could be made to ensure outcomes in this area will be good in future.
Red	Outcomes are significantly below expectations.

Contextual Information

Eligible for 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	Eligible for Ever 6 FSM – Pupil Premium	Any child whom has been eligible for free school meals within the past six years will be considered for additional support. Others children eligible include adopted children. For further information: https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings
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) or statement may have been secured.	Attendance	Percentage attendance since September is recorded here. The minimum expected attendance for any child is 96%. Below that level it is likely that achievement will be increasingly frustrated.
Unauthorised Absence	This is the proportion of time your child has been away from school, since September, without authorisation. 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.

¹ This does not apply to House colours!

Achievement Outcomes

Achievement outcomes are reported for reading, writing, maths and science. The main government measure for children and schools is based on the combined outcomes of the reading test, writing teacher assessment and the maths test – this is the first outcome reported on page 1 of the report.

Teacher Assessment	<p>Options for teacher assessment judgement in all subjects reading; writing; maths and science, are:</p> <ul style="list-style-type: none"> • Expected standard achieved • Expected standard not achieved <p>In writing teacher assessment <u>ONLY</u>, a further judgement is available for teachers to use:</p> <ul style="list-style-type: none"> • Working at a greater depth within the expected standard <p>Please Note:</p> <ul style="list-style-type: none"> • Interim guidance was issued to schools regarding teacher assessment in this first year of the new national system, visit: https://www.gov.uk/government/publications/interim-frameworks-for-teacher-assessment-at-the-end-of-key-stage-2 <p>Whilst in most case there will be a match, it is possible some children will have outcomes from the teacher assessment and the test that do not match i.e. they have shown throughout the year in class that they do have the skills, knowledge and understanding to be judged to have met the standard but they did not show this at the time of the test – there can be many reasons for this, including test anxiety. It is also possible that some children will perform well within a test whilst they have not typically shown the skills, knowledge and understanding within the classroom.</p>		
Statutory test outcomes	<p>Children undertook tests in reading; grammar, punctuation and spelling and maths. On the basis of the proportion of marks children secured they will have secured a judgement of:</p> <ul style="list-style-type: none"> • Expected standard achieved • Expected standard not achieved <p>Please Note:</p> <ul style="list-style-type: none"> • There was no science test • Writing teacher assessment considers the whole breadth of writing whilst the Grammar, punctuation and spelling test assess' a child's ability in these three areas only. <p>Initial National results may be located at: https://www.gov.uk/government/statistics/national-curriculum-assessments-key-stage-2-2017-interim</p>		
Raw Score, max marks, percentage correct	<p>To provide context for the statutory test outcome we have also included your child's raw score (the number of marks they successfully gained), the maximum marks available and the resulting percentage correct on the test.</p> <p>On the second page of the report a chart provides a pictorial display of all tests taken demonstrating marks gained against marks available. This allows a parent to easily see strengths and areas for development between the tests.</p>		
Scaled Score (aka Standard Score)	<p>The DFE have used a scaled score to enable comparison of outcomes from one year to the next and to indicate the relative strength of outcomes for each child. https://www.gov.uk/guidance/scaled-scores-at-key-stage-2</p> <p>100 and above would indicate performance 'as expected' for specific age. A higher scaled score is a result of a higher raw score and this would indicate a child meeting expectations with increased strength, particularly with scores above 110. Equally, scores lower than 100 indicate a child has not met the expected standard. Scores below 90 should be considered well below the expected standard within the test.</p>		
80-90	90 - 99	100 - 109	110 -120

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

Yours sincerely

