

Summer Achievement Report





Chesswood Junior School

Summer Achievement Report

The summer achievement report is the final 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 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.

1. Colour Codes

To provide a quick understanding of the information presented within the report we have used colour codes in many of the categories. Broadly the colour codes¹, in any category can be understood using the guide below:

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|--|------------------|-----------------|---|--|---------------------|
| 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 | |

2. Contextual Information

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| 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. 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 % | 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. |

¹ This does not apply to House colours!



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| 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 |
| 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 (SENDSCO). If registered - All 'Pupil Passports' are stored within your child's assessment 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. |
| 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. |
| First Language | The language identified by parents as the main language spoken at home or the dominant language. |
| EAL - Proficiency | When the first language is not English, schools must assess proficiency against a national scale. |

3. Current Target Estimates

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| Target Estimate | <p>A target estimate is determined for a child based on a wide range of information available. Targets are set for reading, writing and maths by teachers and leaders within school. The targets for reading, writing and maths are then combined to give an overall estimate for the main measure used by the Department for Education on primary age children. The target estimate can change overtime it may be revised upwards or downwards based on the information available. Target estimates will be one of 'below', 'meet' or above age related expectations.</p> <p>Where it is possible that a child may meet or be above age-related expectations 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.</p> |
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4. Achievement Outcomes

4.1. Reading, writing and maths combined

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| Subjects secured | <p>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.</p> <p>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 reached this standard in 2018 (awaiting 2019 outcomes).</p> |
| Outcome | <p>Securing 3 subjects would meet age related expectations, 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.</p> |

4.2. Teacher Assessment

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| This applies to reading, writing and maths report sections in full. We do not undertake tutorials in science. | |
| Achievement attainment and progress | <p>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. They have determined the progress that has been made since September (how far and how fast has the child improved).</p> |
| Engagement | <p>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.</p> |
| Tutorial Outcomes | <p>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 programmes and average outcome is recorded on the report.</p> |



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5. Summative Assessment

5.1. Standard Scores

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.

The standard score provides a good view of achievement 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 above 115), the broad pattern is the most significant factor and it is important to balance this information with teacher assessment.

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.

| 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 | Increasingly above and well above (>125) achievement typical for age |

5.2. Test Outcomes

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

5.3. Reading - Accelerated Reader

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| 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 |
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| | <p>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.</p> |
| AR Quiz | <p>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.</p> <p>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.</p> <p>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.</p> |

5.4. Wider Indicators

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| IXL | <p>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.</p> <p>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!</p> <p>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).</p> |
| TT Rockstars | <p>Children can practise 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’.</p> |