

# ST GEORGE'S CHURCH OF ENGLAND FOUNDATION SCHOOL

*"Every moment, every day, every individual counts"*



## PRIMARY ACADEMIC OVERVIEW AND ASSESSMENT GUIDE 2018/2019

*"For the body does not consist of one member but of many" 1 Corinthians 12:14*

HOPE

FORGIVENESS

COMPASSION

FRIENDSHIP

WISDOM

## A GUIDE TO THE ACADEMIC OVERVIEW

### INTRODUCTION:

This booklet is aimed at being a support to parents in regard to the school curriculum and the assessment process in the Primary Phase. I hope that this document will help you, as parents, to understand the continuing national changes in education and how the school is responding to them.

The children continue to work towards measured outcomes at the end of Early Years, Key Stage 1 and Key Stage 2. Therefore, despite continued wholesale changes by the Government we will continue to work towards providing meaningful information in regard to your child's progress each term and it is hoped that this booklet will provide a guide to what each year group can expect as they move through each Key Stage.

Many of you will be aware that the Government made changes in September 2014 and left the decision to individual schools on how to report on the progress of students without the use of levels. At St George's Church of England Foundation School we use the Kent Steps system and this will be explained in later pages for you. You will continue to receive an Academic Overview six times a year, but the way we show progress and effort has now been refined. Hopefully, this booklet will aid your understanding of how this process works.

May I take this opportunity to thank you all for your continued support of the school through these changing times in education and ask that you take the time to familiarise yourselves with the curriculum, assessment and reporting arrangements that are set out in this guide for parents. As you are aware, changes are happening all the time at a national level and we will continue to ensure that we provide the best possible guidance to parents and secure the best possible outcome for pupils.

I look forward to seeing you all at school events during the year.

***Cathy Curry***

***Deputy Headteacher***

***October 2018***

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## REPORTING ON YOUR CHILD'S PROGRESS:

There are a number of opportunities during the school year for you to find out about your child's progress. The timings of these can be found on the school website <http://www.stgeorges-school.org.uk/>.

There are 3 different ways in which we report progress.

- 1 Parent Consultation meetings:** This is an opportunity for you to talk directly to your child's teachers. They will take place on the following dates:  
**Reception: Thursday, 7<sup>th</sup> November 2018 3.15pm - 7.00 pm and Monday 5<sup>th</sup>, November 2018 2.30pm-4.00pm**  
**All Years: Week beginning 26<sup>th</sup> March 2018**
- 2 School Report (Profile):** you will receive this on one occasion during the year:  
**Tuesday 16<sup>th</sup> July 2019**
- 3 The Academic Overview:** This is a termly report to provide a quick check-up on effort and progress, which you will receive 5 times a year:

**5<sup>th</sup> November 2018 (effort grades only)**

**10<sup>th</sup> January 2019**

**4<sup>th</sup> March 2019**

**30<sup>th</sup> April 2019**

**10<sup>th</sup> June 2019**

**15<sup>th</sup> July 2019**

## WHAT YOU WILL HAVE ON THE ACADEMIC OVERVIEW:

The Academic Overview is your main guide per term for reporting on **EFFORT and PROGRESS**.

You will receive an Academic Overview report sheet with an **effort descriptor** and an **assessed grade**.

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## What are Effort Descriptors?

In each subject, your child's teacher will choose which effort descriptor best explains how your child is working within that subject. There are 2 possible grades :

### EFFORT DESCRIPTORS

#### 1 Good

- I am usually engaged in meaningful activity in lessons and complete my work to the best of my ability.
- I am organised most of the time and usually complete home learning carefully.
- I usually listen carefully; I sometimes contribute to group discussion and ensure that other learners can do the same.
- I show signs that I am trying to improve.

#### 2 Requires improvement

- I sometimes engage in meaningful activity in lesson time but I am easily distracted and wander off-task, which affects learning and progress.
- Sometimes, I am organised and attempt home learning, but this can be rushed and have little attention to detail.
- I sometimes listen carefully and contribute to class discussion, but should do so more often. I can hinder my own and others' progress if I don't.
- Although I show signs that I am trying to improve, at other times I lack motivation.
- If I tried harder, my achievement would improve.

## What is a Target Grade and how are they set?

In the most crucial areas of the curriculum your child will have a Target Grade which indicates what they should be aiming towards by the end of the school year and that we believe they should achieve if they were to work to their full potential. This has been calculated using data from the end of Early Years and/or using our own base line testing. We will be basing the progress of children on the Kent Steps Model of broadly making 6 steps of progress a year but this may vary according to the ability of individual children and their starting points.

## What is an Assessed Grade?

Assessed Grades mean that parents will be informed of exactly where their child currently stands in each assessment area. As the year progresses, the marks will be based on a range of assessment data including formal testing, teacher assessment and observations depending on the Year group. Staff will be able to use the assessment data to pinpoint more accurately which areas of a subject need greater emphasis and to target interventions as necessary. The tables below will give you a clear understanding of how the assessed grade system will work in each of the year groups. The following terminology will be linked to the Kent Steps grades:

- **EMERGING** – Child below expected level for age
- **EXPECTED** – Child at expected level for age
- **EXCEEDING (Greater Depth)** – Above expected level for age

How will this look in each year group?

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## RECEPTION:

There are 17 Early Learning Goals in Reception and 7 areas of learning, which are a bit like subjects. These areas of learning are exactly the same as those in a nursery setting so we should be viewed as the final stage in your child's early learning journey. When your child finishes Reception in July you will be given a report which tells you whether or not your child has met the Early Learning Goal (ELG) in each aspect. The expectation is as follows:

### Communication and Language

ELG 01 - Listening and Attention

ELG 02 - Understanding

ELG 03 - Speaking

### Personal, Social and Emotional Development

ELG 06 - Self-Confidence and Self-Awareness

ELG 07 - Managing Feelings and Behaviour

ELG 08 - Making Relationships

### Mathematics

ELG 11 - Numbers

ELG 12 - Shape, Space and Measures

### Expressive Arts and Design

ELG 16 - Exploring and Using Media and Materials

ELG 17 - Being Imaginative

### Physical Development

ELG 04 - Moving and Handling

ELG 05 - Health and Self-Care

### Literacy

ELG 09 - Reading

ELG 10 - Writing

### Understanding of the World

ELG 13 - People and Communities

ELG 14 - The World

ELG 15 - Technology

**FOR EACH OF THE 17 EARLY YEARS GOALS YOUR CHILD WILL BE GIVEN AN ASSESSED GRADE THAT EQUATES TO THE FOLLOWING:**

EARLY YEARS KENT STEPS GRADE	WHAT THIS MEANS
C-	EMERGING
C	EMERGING
C+	EMERGING
B-	EMERGING
B	EMERGING
B+	EMERGING
A-	EMERGING
A	EMERGING
A+	EMERGING
1	EMERGING
2	EXPECTED
3	EXCEEDED (GREATER DEPTH)

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**FOR EACH OF THE 17 EARLY YEARS GOALS YOUR CHILD WILL BE GIVEN A TARGET THAT EQUATES TO THE FOLLOWING**

EARLY YEARS KENT STEPS GRADE	WHAT THIS MEANS
1	EMERGING (NOT ACHIEVED GOOD LEVEL OF DEVELOPMENT)
2	EXPECTED (GOOD LEVEL OF DEVELOPMENT)
3	EXCEEDED (GREATER DEPTH)

**YEAR 1**

In Year 1 your child will cover a broad range of subjects but will report on the main 5 areas on the Academic Overview and these equate to the areas in which they will be assessed at the end of the Key Stage. The areas are:

- Reading
- Writing
- Speaking and Listening
- Mathematics
- Science

An assessed grade and Target Grade will be given for these areas and will mean the following:

KENT STEPS YEAR 1 GRADE	WHAT THIS MEANS
1	EMERGING
2	EMERGING
3	EMERGING
4	EMERGING
5	EMERGING
6	EXPECTED
7	EXPECTED
8	EXCEEDING (GREATER DEPTH)
9	EXCEEDING (GREATER DEPTH)

**PLEASE NOTE THAT EXPECTED PROGRESS WOULD BE 5 STEPS IN A YEAR IN YEAR 1.**

**YEAR 2:**

In Year 2 the reported areas will be the same as Year 1 but the grading will be as follows:

KENT STEPS YEAR 2 GRADE	WHAT THIS MEANS
6	EMERGING
7	EMERGING
8	EMERGING
9	EMERGING
10	EMERGING
11	EMERGING
12	EXPECTED
13	EXPECTED

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14	EXCEEDING (GREATER DEPTH)
15	EXCEEDING (GREATER DEPTH)

**PLEASE NOTE THAT EXPECTED PROGRESS WOULD BE 11 STEPS from end of Early Years to end of Year 2.**

**YEAR 3:**

In Year 3 the reported areas will be the same as Year 1 but the grading will be as follows:

KENT STEPS YEAR 3 GRADE	WHAT THIS MEANS
10	EMERGING
11	EMERGING
12	EMERGING
13	EMERGING
14	EMERGING
15	EMERGING
16	EMERGING
17	EMERGING
18	EXPECTED
19	EXPECTED
20	EXCEEDING (GREATER DEPTH)
21	EXCEEDING (GREATER DEPTH)

**PLEASE NOTE THAT EXPECTED PROGRESS WOULD BE 6 STEPS IN A YEAR IN YEAR 3**

**YEAR 4:**

In Year 4 the reported areas will be the same as Year 1 but the grading will be as follows:

KENT STEPS YEAR 4 GRADE	WHAT THIS MEANS
17	EMERGING
18	EMERGING
19	EMERGING
20	EMERGING
21	EMERGING
22	EMERGING
23	EMERGING
24	EXPECTED
25	EXPECTED
26	EXCEEDING (GREATER DEPTH)
27	EXCEEDING (GREATER DEPTH)

**PLEASE NOTE THAT EXPECTED PROGRESS WOULD BE 6 STEPS IN A YEAR IN YEAR 4**

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## KEY STAGE 1 SATS

Between 1st May 2019 and 24<sup>th</sup> May 2019 the Year 2 pupils will sit SATs tests as part of end of year assessments. These assessments will be used to support teacher assessments.

The assessments will be in:

- Reading (2 papers)
- English grammar, punctuation and spelling; (spelling paper and a separate grammar paper)
- Maths (2 papers- arithmetic and reasoning)

Marking guidance for KS1 tests will include conversion tables. Teachers will use these to translate pupil's raw scores into scaled scores to see whether each pupil has met the national standard. Teachers will use the scaled scores to inform their teacher assessment judgements

On publication of the test results in July 2019:

- A child awarded a scaled score of 100 is judged to have met the national standard in the area judged by the test.
- A child awarded a scaled score of more than a 100 is judged to have exceeded the national standard and demonstrated a higher than expected knowledge of the curriculum for their age.
- A child awarded a scaled score of less than 100 is judged to have not yet met the national standard and performed below expectation for their age.

## WORKING WITH YOUR CHILD:

We recommend that parents go through the Academic Overview with their children. This helps your child to understand that you are partners in their education and that you expect them to do their best and will support them in doing so. Here are a few hints about how you can use these reports to support your child and help them to take responsibility for their own progress.

**Praise where praise is due.** Children have a very busy and varied life at school. Each has strengths in different areas and these are always worth recognising. It is especially valuable to give credit when your child has worked hard to overcome a particular problem. Well-earned praise makes a child aware that you value their achievements and thus boosts self-confidence.

**Highlight areas where effort grades are a little disappointing.** It is important to point out areas where it is clear that your child could be doing better, whilst being realistic about what is possible. Ask your child why they think this has happened. There may be very good reasons why effort in one particular area has slipped and discussing this calmly with you at home may be a good way for your child to express these. Discuss what can be done to improve things, for example, setting some achievable targets or suggesting that your child talks to the teacher about it. Help your child to take responsibility for this rather than intervening yourself if possible. It is much more rewarding for students when progress comes from their own efforts and the progress is more likely to last.

**Discuss attainment grades honestly.** Some children will have worked hard but their grade is not very high. This will be because they have a particular difficulty with that subject or the topic being studied. They will be supported by their teachers at school to help them to do as well as they can but it is also helpful if your child can suggest anything that they feel could be done to support them further. They should be helped to understand a high effort grade shows they have worked hard and they are

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achieving as well as they are able at this point in their studies, which is praiseworthy. Where the effort grade is low, children need to understand whatever attainment grade they have achieved, they could be doing better and they should be encouraged to understand the consequences of adopting a positive work ethic and set targets for themselves for improvement.

**Encourage** your child to take their learning further. When a report highlights areas where your child shows particular interest or ability, it is helpful to encourage this by talking about it and showing an interest yourself. If you can support their interest, perhaps through taking them to a museum or gallery, a theatre or library, helping them to search the internet or watching an interesting television programme with them, this will help them to develop a spirit of enquiry and to understand that learning is a life skill, not just something that goes on in the classroom.

**THE FIRST CONTACT IF YOU HAVE CONCERNS IS THE CLASS TEACHER BUT ALL SENIOR STAFF ARE AVAILABLE TO SUPPORT.**

**Mrs Cathy Curry Deputy Headteacher**

**Mrs Samantha Mirams SENCO**

**Miss Rebecca Mitchell Early Years and Year 1 Lead**

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