

Thrunscoe Primary and Nursery Academy

Assessment, Recording and Reporting Policy and Statement of Assessment Principles



Policy date: November 2023

Approved by the governing body on: 23rd November 2023

Last reviewed: November 2023

Next review due by: November 2024

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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

This policy complies with our funding agreement and articles of association.

3. Principles of assessment

To ensure that:

14. Assessment is an integral part of teaching, based on the best practice, focusing on the curriculum and it lies at the heart of promoting children's education
15. High quality, in depth teaching is supported and informed by high quality formative assessment (including formative use of summative assessments);
16. The academy ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively;
17. There is always a clear purpose for assessing and assessment is fit for its intended purpose – to inform future teaching and learning;
18. Assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes;

19. Assessment provides information which is clear, reliable and free from bias and informs teaching and learning;
20. Assessment supports informative and productive conversations with pupils and parents;
21. Children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve;
22. We achieve our assessments without adding unnecessarily to teacher workload by ensuring summative assessments fulfil several purposes (standards reviews / formative planning forwards to address identified needs / intervention foci / target setting) and that formative assessment is supported through the use of Assessment for Learning strategies during lessons; Success Criteria shared; pupils' work outcomes in pupils' books and the marking of pupils' learning that drives future planned learning opportunities;
23. Assessment is inclusive of all abilities (ie SEND passports, where appropriate using assessment such as the Specialist Advisory Services 'Small steps' document and Pre- Key Stage statements inc Pre-Assessment Strands –PAS)
24. A range of assessments are used including: 'Day to Day In-Academy formative assessment; Academy summative assessments (NFER); Nationally standardised summative assessments

4. Assessment approaches

At Thrunscoe Primary & Nursery Academy, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-academy formative assessment, in-academy summative assessment and nationally standardised summative assessment.

4.1 In-academy formative assessment

Effective in-academy formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, success criteria and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Our approach includes:

25. Using a differentiated Success Criteria using a colour coded system i.e. **Orange (I understand/ I know)**, **Green (I can/ I apply)** and **Purple (I challenge)**.
26. The Success criteria is shared every lesson and is visible at all times and referred to throughout a lesson or sequence of lessons for pupils to use and reflect upon.

27. WALTs and Success criteria being pupil friendly. Where reading may be a barrier to learning, success criteria can be presented pictorially and/or read aloud to pupils.
28. Having the freedom to develop success criteria over time with pupils, depending upon the objective, to give pupils' ownership.
29. Pupils self-assessing/peer assessing against this colour coded success criteria.
30. Teachers assessing against the colour coded success criteria and both teachers and support staff **verbally** offering pupils support and feedback on how best to improve, using assessment for learning strategies throughout each lesson to support pupils' development of Metacognition.
31. Teachers being able to identify 'next steps' according the colour coded success criteria and plan future learning opportunities.
32. Using summative assessments formatively (Question level analysis) to identify gaps in pupil knowledge, skills and understanding and then planning lessons / interventions to address such deficits (An example of what this might look like can be found in **APPENDIX 1**)
33. Pupils self and peer assessing against agreed success criteria;
34. Assessment for Learning, observations of pupils, live marking and providing immediate verbal feedback so that pupils can move forwards with their learning (including use of TAPESTRY in FS);
35. Making use of rich questions and answers – prove / disprove statements, explain why someone is incorrect, use question starters influenced by the principles of Blooms Taxonomy
36. Regular short, non-formal, low stake re-cap quizzes;
37. Scanning work for pupil attainment and development;
38. Discussions with children regarding concerns / misconceptions / explaining how they solved a problem

4.2 In-academy summative assessment

Effective in-academy summative assessment enables:

- **Academy leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Our approach includes:

- Class teachers using summative assessments formatively (Question level analysis to identify gaps in pupil knowledge, skills and understanding and then planning lessons / interventions to address such deficits in Reading, Writing, GPS, Maths);
39. Class teachers using summative assessments to monitor pupil performance against predictors (OTRACK & FFT) and support children's performance (interventions provision / common areas of misconception to be addressed the following term);
 40. Class teachers use data from OTRACK and FFT predictors to target set **(APPENDIX 2)**
 41. Providing pupils and parents with information about how well they have learned and understood a programme of work over a period of time – attainment, progress and wider outcomes;
 42. Teachers using summative assessment outcomes to evaluate the impact of their own teaching – termly standards reports are produced by class teachers focusing on progress, attainment of groups, impact of teaching and interventions and identifying ways forward in the following term
(APPENDIX 3)
 43. Using summative data, at a whole academy level, to monitor the progress and attainment of pupil cohorts and sub-groups within that cohort, to identify intervention groups so as to ensure pupils achieve at least expected progress or more in order to achieve expected levels of attainment
 44. Pupil passports reviewed for SEND termly or half termly if necessary;
 45. End of year reports outlining progress and attainment in relation to National Curriculum age related expectations;
 46. Internal and cross academy moderation (where possible) of work to quality assure summative teacher assessments;
 47. Teachers complete non-core subject trackers to record teacher assessment against unit objectives within each subject taught throughout the academic year. To complete the tracker, teachers use lesson success criteria, formative marking and teacher assessment awarded in pupils' books during the time in which the unit was taught to gain an overall 'best fit'. **(APPENDIX 4)** Non-Core subject leads will then choose how best to analyse non-core data to collate an understanding of attainment in their subject across the academy.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **Academy leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own class's performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) NFER Baseline assessment and the EYFS profile at the end of reception.
- Phonics screening check in year 1 / year 2

- Year 4 Multiplication tests
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

5. Collecting and using data

When

- Data collection, is termly for Core Subjects – Reading, Maths, GPS and Writing - and recorded on OTRACK x3 per year;

Using the data includes:

- Sharing with parents 3 times a year so they are aware of progress and attainment;
- Staff providing end of term best fit assessment using NC objectives and outcomes of tests. We use E / E+ / D / D+ / S / S+. These assessments are then input into a centralised online system – OTRACK. Staff then use designated generated reports to evaluate standards and progress within their class and identify next steps within R / W / GPS / M and intervention groups. This is done termly.
- Within non-core subjects, teachers complete non-core subject trackers (**APPENDIX 4**) to record teacher assessment against unit objectives within each subject taught throughout the academic year. To complete the tracker, teachers use lesson success criteria, formative marking and teacher assessment awarded in pupils' books during the time in which the unit was taught to gain an overall 'best fit'. These are then collated by Non- Core subject leads (Middle Leaders) to support the monitoring of attainment across their subject.
- Termly assessments of Core subjects are communicated at parents meetings; parents / carers receive a slip denoting attainment on entry, attendance / punctuality, homework return rates, term by term outcomes, targets for the year and how parents can best support their child at home. This is done in October, Feb/March and again in July.
- A termly evaluation of the impact of teaching and interventions, Class teachers identify groups requiring additional support and in what aspects for the following term
- A termly report on standards is presented to the Governing Body by the Standards Lead so governors are aware of attainment and progress of cohorts and are able to challenge at the 'Standards committee' meetings.
- Each term, the SLT and Core Subject Leaders will conduct a data analysis and identify strengths and areas for development across the academy. These will be fed back to the Headteacher and used to amend subject action plans and identify next steps. This may include organising any staff training relevant to their subject policy requirements. The success of this policy depends on the full cooperation of staff and due regard will be given to staff opinion.

6. Reporting to parents

The Academy has a well-established system for reporting to parents. This consists of:

48. **Autumn Term** - parents are invited to attend a consultation evening where the child's progress towards settling into a new academic year (behaviour / attendance / effort), end of year numerical targets are discussed (attainment and progress) and areas that parents can support their child at home. A parent

consultation form containing this information is shared with the parent and the pupil and is signed for by each, plus the class teacher (**APPENDIX 5**)

49. **Spring Term** - parents are invited to attend a consultation evening where the child's progress towards end of year targets (progress / attainment) and areas that parents can support their child at home. A parent consultation form containing this information is shared with the parent and the pupil and is signed for by each, plus the class teacher.
50. **Summer Term** - parents are invited to attend a consultation evening where the child's progress towards end of year targets (progress / attainment) and areas that parents can support their child at home. A parent consultation form containing this information is shared with the parent and the pupil and is signed for by each, plus the class teacher. Parents receive a full written report (**APPENDIX 6**) which includes: details of the child's achievements and progress for the academic year; brief details of achievements in all subjects and activities forming part of the academy curriculum, highlighting strengths and areas for developments; comments on general progress, results of Nationally standardised summative assessments (where appropriate), a parental and pupil comments section, end of year attendance (the total number of possible attendances for that pupil and the total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances) and arrangements for discussing the report with the pupil's teacher. A 'Meet the new teacher' after- academy day session is offered so that parents/carers can meet their child's new class teacher and discuss report if requested with previous teacher.

In addition, the Academy has an open door policy for parents; staff are available to consult with parents at a mutually convenient time.

7. Inclusion

51. The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.
52. Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.
53. We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have high expectations of all pupils and we celebrate the amount of effort the pupil puts in as well as the outcomes achieved.
54. For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside any identified barriers to learning.

8. Training

Our approach includes:

- Standards lead attending assessment meetings or training materials provided by the LA, who then disseminates to Y2 / Y6 class teachers, which is fed back to class TAs where appropriate;
- Y2 / Y6 teaching staff attending annual ARA meetings for statutory assessment – led by the LA and/or receiving the information electronically from the LA – which is in turn fed back to class TAs where appropriate;
- Y2/Y6 teaching staff attending annual writing moderation training, provided by LA, including LA moderator training;
- FS lead attending annual LA training linked to assessment;

- Cross- academy writing moderations (x2 per year – all year groups F-Y6) to Quality Assure judgements using agreed marking criteria;
- In-house writing moderations (x1 a month – EYFS, KS1, LKS2, UKS2) to Quality Assure judgements using agreed marking criteria;
- Annual training on OTRACK reports - provided by Assessment lead.
- Annual training on standards reports format and how this links to OTRACK - provided by Assessment lead;
- Annual FFT training provided linked to target setting - provided by Assessment lead;
- SENDCOs provide training to all teachers and TAs on 'Pupil Passports', Small Steps and PK statements (PK inc Pre-Assessment Strands –PAS)

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the academy's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding academy leaders to account for improving pupil and staff performance by rigorously analysing assessment data

9.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and non-core subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

10. Monitoring

This policy will be reviewed every academic year by the Headteacher, Assessment lead and Resources Committee. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. Headteacher and the Assessment lead are responsible for ensuring that the policy is followed.

The Headteacher, Assessment lead, SLT and Middle Leaders will monitor the effectiveness of assessment practices across the school, through:

55. Scrutiny of pupils' work;
56. Scrutiny of marking;
57. Pupil interviews;
58. Cross-academy writing moderations;
59. Internal academy writing moderation;
60. Lesson drop ins/Learning walks;
61. Termly Standards reports for each class – intervention groups and areas of identified need;
62. Target setting meetings;
63. Question level analysis of mid –year and end of year tests.

11. Remote learning:

In the event of the Government closing all academies/schools due to a national event and therefore preventing us from face-to-face teaching, due to a prolonged academy closure, pupils will learn the same curriculum at home as in school through a remote education learning platform.

In such an event:

64. Staff are expected to set appropriate learning activities which can be assessed and data collected.
65. Technologies such as Purple Mash are employed which can provide a formative assessment when work is undertaken and submitted from whole class tasks to group & individual tasks.
66. Teacher will mark and assess the work using the colour coding linked to the success criteria used within class.
67. Pupils are very much encouraged to be as involved in the process as they are physically at school and pupils are expected to review their learning and submit comments/ symbols to the class teachers setting work

Please refer to our Remote Learning Policy for further information.


12. Links with other policies

This assessment policy is linked to:


- Curriculum, Teaching and Learning policy
- Early Years Foundation Stage policy and procedures
- SEN policy
- Marking Policy
- Remote learning policy

APPENDIX 1 – AN EXAMPLE OF HOW QUESTION LEVEL ANALYSIS CAN BE COLLATED

TEST ANALYSIS PROFORMA - Microsoft Word



MID YEAR SUMMATIVE TESTS QUESTION LEVEL ANALYSIS



- To be completed by Friday 28th February 2019;
- As you are marking tests / assessing writing identify questions / aspects that are commonly being answered incorrectly (less than 2/3 of pupils answering correctly) and record in the table below;
- These should then be seen to be addressed over the next term. This will be monitored through book scrutiny, planning scrutiny, marking sheet diagnostic scrutiny and pupil interviews

CLASS:	OAK	YEAR:	5/6
TEST	ISSUES REQUIRING ATTENTION		
	AT OR ABOVE ARE	BORDERLINE PUPILS	
MATHS ARITHMETIC	<ul style="list-style-type: none"> Fractions of amounts – 25% (Y5) ETC 		
MATHS REASONING			
ENGLISH READING			
ENGLISH GPS			
ENGLISH WRITING			

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APPENDIX 2 – TARGET SETTING

PUPIL DETAILS					MATHS														
COHORT NUMBER	CLASS	Pupil First Name	Pupil Surname	Year	SEND (Enter 1 for YES, 0 for NO)	PRG INC. (see 7 track 7) LAG / PLAC (Enter 1 for YES, 0 for NO)	EAL (Enter 1 for YES, 0 for NO)	ACHIEVED EYFSP QLD (Enter 1 for YES, 0 for NO)	WHAT WILL THE PUPIL'S PROJECTED SUMMER END 2023 RESULT BE BASED ON MINIMAL SPTS PROGRESS	DOES THE PUPIL'S PROJECTED RESULT PUT THEM @ OR ABOVE ARE (Enter 1 for YES, 0 for NO)	WHAT IS THE PUPIL'S FFT 20 PROJECTION RESULT (CONVERT SCALE CODE OR CODE TO TRACK CODE HERE)	WILL THE PUPIL MEET THE PROJECTED FFT PREDICTOR SPTS (Enter 1 for YES, 0 for NO)	WHAT IS THE PUPIL'S FFT 20 PROJECTION RESULT (CONVERT SCALE CODE OR CODE TO TRACK CODE HERE)	WILL THE PUPIL MEET THE PROJECTED FFT PREDICTOR SPTS (Enter 1 for YES, 0 for NO)	AGREED TARGET @ MEETING	DID PUPIL ACHIEVE ARE OR GREATER DEPTH (Enter 1 for YES, 0 for NO)	DID PUPIL ACHIEVE GREATER DEPTH @ E31 (Enter 1 for YES, 0 for NO)	WHAT WAS THE PUPIL'S SUMMER END 2022 RESULT	WHAT WILL THE PUPIL'S PROJECTED SUMMER END 2023 RESULT BE BASED ON MINIMAL SPTS PROGRESS
1																			
2																			
3																			
4																			
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COHORT SIZE					#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!	#DIV/0!		
	SUBJECT	TARGET PUPILS (BY CLASS)	FOCUS OF INTERVENTION (BY CLASS)	WHO, WHEN AND HOW LONG (BY CLASS)															

APPENDIX-3 – STANDARDS FORMS



Thruscoe Primary and Nursery Academy
Standards Meeting Information



2022-23

CLASS:

**SECTION 1: 2022-2023 ENTRY TO YOUR CLASS
CONTEXTUAL INFORMATION**

SENDCO REPORT - identify entry groups	Number	Names	Percentage of class
GROUPS			
All Pupils in class			
Class in class			
Strong in class			
SEN pupils support SEN pupils EHCP			
Pupils in class (PPG)			
LAC			
FSM			
Early Years			
Autism/SEN			
Special Needs			
SEN Support			

AUTUMN ENTRY IDENTIFIED TARGET GROUPS & INTERVENTIONS:

SUBJECT	NAMES	INTERVENTION PROGRAMME	TIMETABLE AND STAFF
MATHS			
READING			
GP'S			
WRITING			

SECTION 2: 2022-2023 AUTUMN EVALUATION

(NO HYPERLINKS / SUCCINCT SUMMARIES)

OTRACK – REPORTS – CONTEXTUAL GROUPS ATTAINMENT SUMMARY (LINEAR) & GROUP
SNAPSHOT (LINEAR)

OTRACK – REPORTS – CONTEXTUAL GROUPS PROGRESS SUMMARY (LINEAR)

AUTUMN IMPACT

(CLASS / SEN – SUPPORT & EHCP / PPG / FSM / EAL / LAC / BY TERM OF BIRTH /
INTERVENTION GROUPS)

Question 1

What is going well in your class – which groups / aspects of core subjects and summarise the evidence that backs this up (attainment and progress)?

Question 2

What is causing concern in your class – which groups / aspects of core subjects and summarise the evidence that backs this up (attainment and progress)?

Question 3

What are the specific objective areas of deficit in Reading / Writing / Maths / Phonics etc for borderline ARE pupils and SEND pupils?

Question 4

What am I going to do about it? (Next steps strategies (ppg, intervention timetable etc))

SECTION 3: 2022-2023 SPRING TERM EVALUATION

(NO HYPERLINKS / SUCCINCT SUMMARIES)

OTRACK – REPORTS – CONTEXTUAL GROUPS ATTAINMENT SUMMARY (LINEAR) & GROUP
SNAPSHOT (LINEAR)

OTRACK – REPORTS – CONTEXTUAL GROUPS PROGRESS SUMMARY (LINEAR)

SPRING IMPACT

(CLASS / SEN – SUPPORT & EHCP / PPG / FSM / EAL / LAC / BY TERM OF BIRTH /
INTERVENTION GROUPS)

Question 1

What is going well in your class – which groups / aspects of core subjects and summarise the evidence that backs this up (attainment and progress)?

Question 2

What is causing concern in your class – which groups / aspects of core subjects and summarise the evidence that backs this up (attainment and progress)?

Question 3

What are the specific objective areas of deficit in Reading / Writing / Maths / Phonics etc for borderline ARE pupils and SEND pupils?

Question 4

What am I going to do about it? (Next steps strategies (ppg, intervention timetable etc))

SECTION 4: 2020-2021 SUMMER TERM EVALUATION

(NO HYPERLINKS / SUCCINCT SUMMARIES)

OTRACK – REPORTS – CONTEXTUAL GROUPS ATTAINMENT SUMMARY (LINEAR) & GROUP
SNAPSHOT (LINEAR)

OTRACK – REPORTS – CONTEXTUAL GROUPS PROGRESS SUMMARY (LINEAR)

SUMMER IMPACT

(CLASS / SEN – SUPPORT & EHCP / PPG / FSM / EAL / LAC / BY TERM OF BIRTH /
INTERVENTION GROUPS)

APPENDIX 4– CLASS NON- CORE TRACKER (To be confirmed after consultation with staff)

APPENDIX 5 – TERMLY REPORTING TO PARENTS



Thrunscoe Primary Academy

Pupil and Parent Meeting



Name:	Year:	MEETING: M1 OCT M2 JAN M3 APRIL	Teacher:
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Key – E = Entry / A = End of Autumn / S = End of Spring

Reading							
N ARE	R ARE	Y1 ARE	Y2 ARE	Y3 ARE	Y4 ARE	Y5 ARE	Y6 ARE
Writing							
N ARE	R ARE	Y1 ARE	Y2 ARE	Y3 ARE	Y4 ARE	Y5 ARE	Y6 ARE
Maths							
N ARE	R ARE	Y1 ARE	Y2 ARE	Y3 ARE	Y4 ARE	Y5 ARE	Y6 ARE

ARE = Age Related Expectation – children are expected to reach this level of development by the end of the year

DISCUSSION AREAS WITH PARENTS							
Meeting number	Cumulative Attendance from September to date of meeting <95%	Punctuality	Behaviour	Effort	Homework	Intervention	SEND
M1							
M2							
M3							

SEND PASSPORT TO BE SHARED AND DISCUSSED AT EACH MEETING

HOW YOU CAN SUPPORT YOUR CHILD AT HOME:		
October meeting	English	
	Maths	
January meeting	English	
	Maths	
April Meeting	English	
	Maths	

Signed: (Teacher)	Signed: (Pupil)	Signed: (Parent)
Date of meeting:		

APPENDIX 6 – END OF YEAR REPORTING TO PARENTS FORMAT

Y1-Y6

Thruscoe Primary and Nursery Academy
Pupil Annual Report to Parents 2021-2022

Pupil:		Teacher:	
Class:	Year Group:	Date: July 2022	
General Comment: a) Successes; b) Socially; c) Behaviour; e) Representing the academy; f) Clubs; g) Additional comments			
Pupil Attainment, progress and Effort / Attitude Key			
Number	Attainment	Progress	Effort / Attitude
1	Working below national expectations for age	Gradual	Needs improving
2	Working at age related expectations	Expected	Good
3	Working above age related expectations	Above Expected	Very Good
Curriculum Subjects Attainment Progress Effort / Attitude			
Reading			
Writing (pp, Spelling / Phonics)			
Maths			
Science			
Computing			
History			
Geography			
Art			
PE			
RE			
Design Technology			
PSHE (Personal, Social and Health Education – JGSAW)			
Music			
Languages			
Homework & Reading Record			
Things for your child to work on and how you can help as parents / carers			
Reading:			
Writing:			
Maths:			
Pupil Comment:			
Parental Comment:			
Teacher:		Headteacher:	

EYFS – Reception

EYFS - End of Reception Report

Pupil:
Class: Orion
Teacher: Mrs Allen
Date: July 2022

Upper-level information

In the table below you will find the 17 areas of learning that are assessed during the Early Years Foundation Stage.
If your child scores a 1, it means that they are not yet meeting the age related expectation for that area of learning.
If your child scores a 2, it means that they are meeting the age related expectation for that area of learning.
These results are reported to the Local Authority. The age related expectations can be found with this report.

Prime Area of Learning	Score	Specific Areas of Learning	Score
Listening, Attention and Understanding		Comprehension	
Speaking		Word Reading	
Self-regulation		Writing	
Managing self		Number	
Building Relationships		Numerical patterns	
Gross Motor Skills		Past and present	
Fine Motor skills		People, culture and communities	
		The natural world	
		Creating with materials	
		Being imaginative and expressive	

Key Skills

Playing and Exploring - engagement, exploring, playing with what they know, being willing to have a go)
Active learning - motivation, being involved and concentrating, keeping trying, enjoying achieving what they set out to do)
Creating and thinking critically - thinking, having their own ideas, making links, choosing ways to do things)

Targets for year 1

General comments

Signature of Class Teacher: _____

Signature of Head Teacher _____

EYFS – Nursery

EYFS - End of Nursery Report

Pupil:
Class: Triton
Teacher: Mrs Allen/Miss Marsh
Date: July 2022

Upper-level information

In the table below you will find the 7 areas of learning that are assessed during the Early Years Foundation Stage.
If your child scores a 1, it means that they are not yet meeting the age related expectation for that area of learning.
If your child scores a 2, it means that they are meeting the age related expectation for that area of learning.
The age related expectations can be found with this report.

Prime Areas	Specific Areas
Communication and Language	Literacy
Personal, social and emotional	Maths
Physical	Understanding the World
	Art/Design

Targets for Reception:

Teacher Comments:

Signed: _____ (Teacher)

Signed: _____ (Headteacher)