**Reporting pupil achievement and progress to parents and carers - [academic year]**

Dear parents and carers,

At our school, we use research from the DfE’s Education Endowment Foundation to guide how we assess children. Research shows the best way to help children make progress is by giving them direct feedback on their work, and share how they can improve while they’re learning.

Our staff already do this through marking work, asking questions and giving feedback during lessons. However, this can be improved by encouraging children to take ownership of their learning targets, and helping them think about how they can plan and improve their work

Supporting parents and carers to understand what their child is skilled at and what they need to do to improve is also helpful. We have therefore planned a feedback programme to make sure you have the information you need throughout the academic year. This also gives teachers time to work with children on specific feedback areas.

Each year, teachers use 3 data points to review and analyse each child’s progress:

* reading
* writing
* maths

Teachers use these 3 data points to review and analyse each child’s progress with a member of the senior leadership team (SLT). If a child isn’t meeting their targets, interventions are planned to provide extra support.

Please note: if any concerns about your child arise that you haven’t already been informed of, their teacher will contact you immediately rather than waiting for a report or consultation.

**Feedback programme for [academic year]:**

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|  | **Feedback to Parents** |
| Autumn 1 | Diagnostic assessments are made by teachers to identify the child’s starting points for the academic year they are in.  Reading tests that give a reading age (such as STAR Readers) are taken by Years 1-7 – **reading age put in Reading Record**.  **Expectation booklets for year groups sent home to parents.** Please note, these are the National Curriculum expectations for each year group in reading, writing and maths. Teachers use these to plan, and all the objectives are covered in the school year. Good attendance is vital as some of the expectations are only taught once in the year.  **Years 1 – 7 (by 1st October): Pupil conference slip of paper will be sent home to parents** showing key areas for development in reading, writing and maths. |
| Autumn 2 | **Parent/carer consultations with teachers** - feedback from teachers on progress made from the pupil conference and pupil wellbeing.  Parents can look at their children’s work during the consultation. |
| Spring 1 | **Years 1 – 7: Pupil conference slip of paper sent home to parents** showing key areas for development in reading, writing and maths.  Reading tests that give a reading age (such as Star Readers) are taken – **reading age put in Reading Record.** |
| Spring 2 | In March, parents receive **part 1 of a written report** – this includes:   * each child’s key strengths * what they need to do to meet age-related expectations by the end of the year (or make progress) * their spiritual, moral, social and cultural development (SMSC) * their contributions to school life |
| Summer 1 | Reading tests that give a reading age (such as Star Readers) are taken – **reading age put in Reading Record**.  Statutory tests and assessments take place in Summer 1. Outcomes are not always known until Summer 2, and will be shared with parents at the end of the year. |
| Summer 2 | **Written report – part 2** sent home to parents and carers. This contains:   * end of year assessment results * an attendance certificate * a personal comment from the class teacher (including behaviours for learning, social and emotional comments)   **Open evening** - An opportunity for parents to look at books and their child’s work. All books are left out on children’s desks and parents and carers can look at them with their child. Teachers are available for any queries regarding reports. |

**Children with Special Education Needs (SEN) and Education, Health and Care Plans (EHCPs)**

Children who are on the SEN register follow a different process for parent feedback. Alongside the pupil conference, children with SEN have a provision map which is shared with parents and carers. The provision map outlines how the school will support the child's specific needs and track their progress. Parents and carers are encouraged to provide feedback for the provision map, and invited to meetings 3 times a year to discuss their child’s progress (instead of a parent consultation evening).

For children with an EHCP, an annual review is also held. In this meeting, all aspects of the child’s additional needs are discussed, and reports from external agencies are shared.

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| **Online reading scheme assessment - Accelerated Reader (AR)**  From Year 3 to 7, we use a reading programme called AR (occasionally children at the end of Year 2 move to AR). This is a scheme which engages pupils, motivates reading practice and improves pupils’ reading progress. The reading ages are used to identify a starting point.  Reading is an integral part of our school - we read across the curriculum, together and alone, for pleasure and for learning. We genuinely value how important it is to learn to read, and to read to learn.  At its heart, the programme is simple: children read a book, take an online quiz and get immediate feedback.  AR gives teachers the information they need to:   * monitor pupils’ reading practice * make informed decisions to guide their future learning, so it matches your child’s needs   AR is monitored each week by a member of staff who feeds back to teachers and SLT. A more rigorous system is in place so no child misses reading or quizzing regularly.  **Maths diagnostic test (Sandwell Test)**  If we have a concern about a child’s maths progress and need a more detailed analysis, they may take a different maths test. This is administered by a trained member of staff and provides us with a ‘maths age’ for a child. These results would be shared with parents. |

**How parents and carers can support their child to meet targets**

**Reading**

Research shows that children who read to an adult frequently at home make more progress in reading ability.

We encourage all children to read to an adult (even in upper Key Stage 2 and 3). Alternatively, they can talk about books they are reading.

**Maths**

Learning number bonds and multiplication facts (and their division derivatives) is crucial for mathematics learning.

We:

* encourage all children to practice these until they are confident up to 12 x 12
* provide online times tables practice logins (such as Times Tables Rock Stars) for all children, so that they can practice at home on an electronic device

Children in Year 4 have a multiplication check at the end of the year, and begin practicing from September.

[Headteacher sign-off]