



Eastlands Primary School Assessment, Recording and Reporting – Information for Parents

The National Curriculum is very challenging. The bar has been raised in every year group both in terms of knowledge children need and skills.

[Primary grading system explained for parents](#)

[National Curriculum programmes of study for each subject](#)

Eastlands Primary School

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How we report to parents at Eastlands Primary School over the year.

Informally:-

- 'Meet and Greet' with class teacher.
- Through HSCB and 'at the door/gate' conversations throughout the year.

Formally:-

- Termly Learning Conferences (TLC's) – see separate TLC letter and leaflet
- IEP reviews meeting
- Meetings (face to face when possible virtual during COVID)
- Written termly reports and open evenings (when possible)

TLCs are held twice a year. These are virtually or face to face meetings when possible, involving you, your child and the class teacher. Targets are agreed for the coming term.

Written Reports are provided as an autumn & spring term data report so all parents and children are clear on what has been taught and progress towards the year group standard. Group targets are written. A more personalised annual report is provided in the summer term.

Transfer Documents End of EYFS & KS1 teacher assessments are gathered supported by the EYFS baseline/profile & Year 1 Phonics evidence. KS2 Teacher Assessments are collated along with pupil reports and National Test data transferred to appropriate secondary schools. During the summer term, Eastlands Primary School staff meet with staff from the various secondary schools in order to discuss the smooth transition of our children from Key Stage 2 to Key Stage 3.

On-going Assessments

Children will be assessed against the performance descriptors and expectations for each of the Year Groups.

What does this look like at Eastlands Primary School?

Your child's progress is measured against the National Curriculum Expected Standards using the criteria explained here.

Progress for a child throughout the year should look like this:-

- Autumn term data report – 'making good or excellent progress towards expected'
- Spring term data report – 'making good or excellent progress towards expected'
- Summer term report – 'met or exceeded expected' standard

End of year final report should show clearly:

- 'Not met' – this means your child is working below their year group or still working towards the expected standard of their current year group.
- 'Met' the standard – this means your child is working at the year group expected standard of their current year group.
- 'Exceeded' the standard – this means your child is working higher than the expected standard in their current year group.
- EYFS will be reported under Met and Not Met headings.

If you have any questions regarding your child targets or reports please contact the class teacher.

We hope that by using this thorough approach every parent and child is clear on:-

- *what is being taught*
- *pupil's attitude to learning*
- *achievements*
- *progress made and*
- *attendance patterns throughout the year.*

Targets are set for groups to achieve the next step. Children who are working towards the expected standard will have similar targets in reading, writing and maths.

These targets will be small step to achieving KS1 teacher assessment framework ([KS1 TAFs](#)) or the KS2 teacher assessment framework ([KS2 TAFs](#)).

Children with Individual Education Plans (IEP's) will have personalised targets to meet their specialised need.

For some children pre key stage standards are used– [Pre KS standards](#)

Please check our school website for the topics taught in each year group

<https://www.eastlandsprimaryschool.co.uk/>

Click below for useful website for parents to support learning



DFE statutory requirements – End of Year Statutory Annual Report.

The DFE asks schools to report annually. This summer term report will contain this information:-

EYFS

The **Early Years Foundation Stage (EYFS) Profile** is a report of your child's development and achievement at the end of the Reception year. There are three main objectives: to inform parents about their children's development, to ease the transition to Key Stage 1, and to help Year 1 teachers plan for the year ahead to meet the needs of the entire class.

The EYFS Profile is broken down into seven areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development (PSE)
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Within each of these areas, there are Early Learning Goals – for example, in the case of Communication and language, these are Listening and attention, Understanding, and Speaking. Your child will be given an achievement level for each area of learning.

Key stage 1

For pupils at the end of KS1, reports must include:

- Achievements
- General progress and
- Attendance records
- Statutory test outcomes of phonics screening check

KS1 reports must also include:

- outcomes of teacher assessment (TA) in English reading, English writing, mathematics and science
- comparative information about the attainment of pupils of the same age in the school

Key stage 2

For pupils at the end of KS2, reports must include:

- the results of any national curriculum tests taken, including the pupil's scaled score, and whether or not they met the expected standard
- the outcomes of TA in Writing and science
- where appropriate, a statement explaining why any national curriculum test has not been taken

KS2 reports must also include:

- comparative information about the attainment of pupils of the same age in the school
- comparative information about the attainment in the core subjects of pupils of the same age nationally

Note: the outcomes of TA in English reading, English writing and mathematics and science will be published in EPS reports.