



Dear Parent,

Here is your guide to assessment and reporting for 2024-2025, including **some important dates** for your diary. Throughout the year, you will receive **two summary reports and a full written report**, as well as having the chance to attend **two Parents' Conferences (PCs)**. The PCs are a wonderful opportunity for dialogue between home and school, to complement written records and to help ensure that you have a fuller understanding of your child's development.

The first PCs of the year will be in person and the second PC will be remote. I must stress, that PCs are not the only opportunity to discuss any issues or concerns regarding your child. The teachers are contactable via email and appointments, whether remote or in person, can be made as and when required.

The summary report you receive in term 1 will indicate current effort and achievement in 13 subjects (14 in Y5 and 6) and will include brief, informative comments from the subject teachers and form teacher. The summary report in term 2 will omit the teacher comment but will include student reflection. The full written report in the summer term, will summarise the progress made in the whole year with performance indicators and more detailed comments. Mr Miller will sign off each report and add his own comment, specific to each child.

Aim: To provide an opportunity for:

- students and parents to receive high quality, direct feedback pertaining to effort, academic progress, behaviour and personal development
- students and parents to consider new, bespoke aims and objectives as agreed by all parties
- students to feel motivated, congratulated, encouraged, advised, supported, informed and guided
- parents to consider, and be guided by, the professional opinion of the teacher, with a view to future progress and learning

Progress Testing

All pupils will sit a maths and reading assessment in December, April and June. **These are not assessments that should be revised for in any way.** The results allow us to measure progress and calculate standardised age scores, helping us to ensure each child is fulfilling their potential. These assessments also help us see where certain topics might need revisiting or further explanation required, whether for a whole class or for individual students. This programme of assessment is obviously in addition to formative assessments that take place daily in every classroom.

Yours faithfully

Mrs Clappison

The Reporting and Parent Conference Cycle 2024-25

Year Group	Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 1	Spring Half Term 2	Summer Half Term 1	Summer Half Term 2
3	Parents' Conference 3 rd October	Summary Report	Parents' Conference (remote) 6 th February	Performance Indicators plus Student Reflection		Full Written Report (July)
4	Summary Report	Parents' Conference 26 th November	Performance Indicators plus Student Reflection	Parents' Conference (remote) 25 th March		Full Written Report (July)
5	Summary Report	Parents' Conference 5C – 26 th November 5B – 28 th November 5M – 4 th December	Performance Indicators plus Student Reflection	Parents' Conference (remote) 5M – 26 th March 5B – 27 th March 5C – March 31 st /3 rd April		Full Written Report (July)
6	Parents' Conference 6B – 9 th October 6L – 10 th October 6W – 15 th October	Summary Report	Parents' Conference (remote) 6W – 5 th February 6B – 10 th February 6L – 12 th February	Performance Indicators plus Student Reflection		Full Written Report (July)

Our aim is to report on your children using a context that is relevant and accurate but please remember to treat the performance indicators as a guide, not a judgement set in stone for eternity!

The message to children (plus parents and teachers) is: **consider intelligence as plastic rather than fixed - that through hard work, open mindedness and positivity, it can be enhanced. By focussing more upon effort in our feedback and praise, young learners are more likely to want to tackle challenges rather than shy away through fear of failure.**

Performance and Effort Indicators

In all subjects **except for music and swimming**, judgments are made against age-appropriate National Curriculum expectations, many of which are validated by our partners in the North Tyneside School Development Team. As we are able to dedicate significantly more timetable time to swimming and music than most schools, we set those judgements against our RGS programme of study - a slightly higher bar.

Subject	Staff	Working Towards	Age Expected	Beyond Expectation	Exceptional
English		* *		* *	* *
Maths					
Science					
History					
Geography					
French					
Art and Design					
Drama					
Games					
PE					
Computing					
Music					
Swimming					

The level of attainment expected at the given point in time.

No performance indicators are awarded based on a single test; consideration is given to book work, teacher/student interaction, tests and quizzes all wrapped up in the teacher's professional judgement.

What do the Performance Indicators mean?

Working towards - the child has not yet securely met the core objectives and is being supported in order to do so.

Age Expected - the child has securely met the core objectives.

Beyond Expectation - the child has a secure understanding of the core objectives and is often working at a greater depth in order to apply their skills to more complex questions/situations.

Exceptional - the child is consistently able to demonstrate mastery of the core objectives and requires challenge of greater depth and difficulty in every lesson.

Effort indicators are awarded based on an overall impression made on teachers. Please see 'Effort Descriptors' overleaf. Please note that for effort, all subjects use the same scale.

Subject	Staff	Needs Improvement	Satisfactory	Good	Very Good	Outstanding
Maths						*
English					*	
Science				*		
Geography				*		
History				*		
Computing			*			
Drama				*		
Games			*			
PE		*				
French				*		
Art and Design					*	
Swimming				*		
Music					*	

As teachers, we are fortunate to work with such capable and hardworking children. We want to be supportive of students and bring deeper engagement in the *process* of learning rather than the outcome of it.

A student making **Outstanding** effort...

Outstanding effort means being committed to getting the most out of all learning opportunities available. It is what all students should aim for.

- Actively participates in the lesson at all times, and is fully engaged;
 - Actively seeks feedback on how to improve the quality of their work;
 - Shows great resilience and perseveres with all challenges, even when they are difficult;
 - Manages their time and work efficiently and is highly disciplined;
 - Uses their initiative in a range of situations and doesn't always have to be told what to do;
 - Consistently makes an excellent level of effort, working above and beyond expectations;
 - Actively seeks challenge;
 - Shows a love of learning and an ambition to succeed.
-

A student currently making **Very Good/Good** effort...

Very good/good effort means being a responsible and hardworking student who tries their best for the majority of the time.

- Shows a **very good/good** interest in their learning and is attentive and focused;
 - Responds **very well/well** to feedback and targets and completes work to the expected standard;
 - Shows **resilience/some resilience** and is willing to persevere when things are difficult;
 - Takes responsibility for their work and is **very well/well** organised;
 - Willingly does all that is asked of them and sometimes more;
 - **Sometimes seeks/is open** to challenge;
 - **To varying degrees**, shows a love of learning and an ambition to succeed.
-

A student currently making **Satisfactory** effort...

Satisfactory effort means that a student is probably doing most of what they are supposed to do but is failing to push him or herself or make the most of the opportunities available.

- Participates in lessons and is generally focused and well behaved;
 - May not try hard enough to improve their work after feedback;
 - Is usually well organised but does the minimum that is asked of them and not much more;
 - Might make a Good level of effort in some lessons but this is not consistent.
-

A student currently **needing to improve** effort...

Needs improvement means that a student will have had support or intervention to become a more responsible learner.

- Makes little effort to be involved in the lesson and may disrupt the learning of others instead;
- Fails to act on feedback provided and as a result may not make much progress;
- Is not interested in being challenged and will give up without really trying;
- Spends an inadequate amount of time on tasks and takes little pride in their work;
- Takes little or no responsibility for their own learning or behaviour;
- Effort is frequently a cause for concern.