

Section 3 – Overview of what has happened in the term.

 <div style="background-color: green; color: white; padding: 5px; text-align: center;">Term 1</div>	<p>The teacher will have a generic overview about what has happened in the class that term.</p>
<p>Overview of term This report has enabled the children actively to display their knowledge and understanding of events, events and resources. The children then used this knowledge to work together to create a poster. At the end of an agreed set of conditions. Once the poster was created, they used this to plan and work on. The children then worked together and are happy to have their poster displayed in the school. The children have developed their understanding of events in the school, taking and the end and this are expected to be used in a variety of ways through learning and display. They have also developed their understanding of the school when it was first set up. The children have also developed their understanding of the school when it was first set up. The children have also developed their understanding of the school when it was first set up.</p>	<p>Each teacher will write information about specific area/s that has stood out for your child during each term. Over the year this will give parents and carers an up to date understanding of what has been covered so far.</p>
<p>Comments A comment about how the child is going will be included in here.</p>	<p>A piece of writing about the term will be written by the child to explain about their term. This will show the progression in writing, handwriting and their personal feelings about what they have done well, what could be improved and any particular highlights.</p>
<p>My Term</p> <p>During this term I have learnt lots of things. In topic we have learnt about the the Walter C. Gilchrist. It was when we made the sand mountains I wrote a good story about the mountains. I play in the football team we have won 1-1. I enjoy playing in the team. My favorite thing was making the island. We all made a little island. We even got to go outside to make a little island. I really enjoyed the game and the little island. I really enjoyed the game and the little island.</p>  	

Thurton CE Primary



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INFORMATION ON REPORTING PUPIL PROGRESS

Term 2

Feedback

The staff work really hard to ensure what is given is meaningful but also not over-whelming. Hopefully you will feel that the information is easy to follow. If you require any further help to understand the report please don't hesitate to ask your child's class teacher.

Could you please write a comment on the reply slip about the report for your child/ren and also about the layout, ease or not of reading. Please drop off the feedback form before you leave from the learning conferences.

And finally

Children can make progress due to or regardless of schooling! They can plateau or even take a dip at times. Sometimes, even with the best teaching, intervention and disposal of resources some children can remain stuck. In these instances we will liaise with yourselves and if necessary relevant outside agencies to help get them back on track. In addition, please remember other factors affect achievement such as social issues, health, issues in their lives and their maturity. If any of these change outside school please let us know as soon as possible.

We are a Church of England Primary school that is a happy and secure environment, where we endeavour for every child to reach their full potential, where everyone works, plays and cooperates with others in a caring way. Learning values that they can take into life, but also skills that make each child able to question and be creative about the tasks put in front of them.

We believe it is important to report to you against set criteria for reading, writing and mathematics, and we do this termly to help show the progress of your child during the year and to identify areas where you could help your child to develop further at home.

We have a national system for measuring progress known as National Curriculum levels and sub levels, which put a value on achievement allowing teachers and parents to see how far children have moved on. We have used these standardised levels on the reports. While the three R's are important, we also report to you on a wealth of areas with regards to your child's development. We do this by using the home school books during the year, discussions with you and formal reports each term on areas such as your child as a learner, their social and personal development and their overall experience at school.

The most important information for us is your child's personal progress, towards reaching their potential; achieving as well as they can to the best of their ability. If you have any questions or worries please do not hesitate to contact your child's teacher at any time.

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To find out about how your child has gone over the last term, look at the term 2 column. This again will be linked to how well your child is doing in each area, compared to no one else but themselves and their progress.

There are three main parts to all the reports.

Section 1 - Your child as a learning and social development

Thurton CE Primary			
Your child's learning during the year			
	Term 1	Term 2	Term 3
Your child as a learner			
Interested in learning			
Listens attentively			
Works well independently			
Works well with other children			
Keeps trying even when tasks are difficult			
Presents work carefully			
Completes worksheet for home (key words, spelling, reading or projects)			
Your child's social and personal development			
Happy at school			
Behaves well in school			
Mixes well with other children			
Sensitive to others' feelings			
Behaves well in the playground			
Manages and expresses own feelings well			
Subject overview			
Religious/Christian Education			
History			
Geography			
Science			
Music			
Drama			
Art			
Physical Education			
Games			
Dance			
Gymnastics			
Personal, Social and Health Education			
Design and Technology			
General Overall Comment			
Term 1 - Child is developing his skills as a learner and approaches work in a positive manner, he always tries to do his best. Child has a very good general knowledge and he is able to share information, making contributions in both whole class and group situations. He is improving his ability to focus for longer periods of time.			
Term 2 - Child has a lot to contribute and is keen to share his interests with others. He is eager to learn new concepts and ideas. Child has demonstrated his artistic and creative abilities again this term and will always include lots of detail in his artwork. He sometimes loses concentration during the introduction to a lesson and this can mean he finds it more difficult to continue with his independent work.			
Term 3 -			
Attendance			
Term 1: %	Term 2: %	Term 3: %	

Emerging - means that your child has some understanding of the area. It could be an area that has recently been introduced or it could be an area which your child found difficult. If the teachers feel that this is a specific area of need they will discuss this at the learning conference.

Expected - means that your child has the expected understanding of this area and is ready to move on to the next level.

Exceeded - means that your child has exceeded the understanding that was expected of them as an individual while learning about that area.

Not all subjects are covered each term, so if the box is not highlighted against a subject, then it hasn't been covered in depth during this term or at all. Over the year the children will receive their full entitlement for each subject. As we teach through topics sometimes a subject can be taught for a block of a focussed week or more instead of for an hour each week. This is for all subjects except Physical Education which remains being taught in 1 hour blocks.

Attendance remains a key target for the school and government. Our school target is 96.1% attendance and as a guide we are coding 96.1% and above as green, 90-96% as yellow and below 90% as red. The school closely monitors attendance, any attendance that is yellow or red would mean that approving holidays in term times very unlikely. Where attendance is below 90%, education welfare takes an interest and talks to the school and if necessary to parents.

Section 2 - Literacy and numeracy

	Term 1	Term 2	Term 3
Literacy			
When reading - Level 1			
I pay attention to punctuation when reading			
I can discuss plot, story, setting and characters, expressing my own view			
I use known words and letter clusters to solve new words			
I can sequence events in a story			
When reading - Level 2			
I can take note of punctuation and use it to keep track of longer sentences			
I can discuss plot, story, setting and characters, expressing my own view			
I can read quietly at a more rapid pace			
I can infer meaning from the text			
I can extract information presented in a variety of forms			
Across a range of writing - Level 1			
I can write in simple sentences			
I can join my ideas using and			
My sentences usually make sense			
I can sometimes use capital letters and full stops in the right places			
I can sometimes use beginning and ending words			
I can use some words that relate to the topic			
I can write a story message or a label			
I can form my letters correctly			
I can put spaces between words			
Across a range of writing - Level 2			
I can write in sentences			
I try not to always start with the same word			
I can join sentences using and, because or then			
I can write in the past and present tense			
My sentences make sense			
I can usually use capital letters and full stops in the right places			
I can sometimes use exclamation marks, question marks and comma marks			
I can write stories with a clear beginning, middle and end			
I can write in sections			
I can use some describing words			
I can choose some of my favourite word choices			
I know when to use capital letters in my writing			
I can use simple phonic strategies to make a recognisable attempt at spelling new words			
Literacy Overall Comment			
Term 1 - Year level 2b Child is currently working at level 2b in both reading and writing which is the expected level for children in the autumn term of year 2. He can read 43 of the first 300 keywords on sight and uses his growing phonic knowledge to decode words. Child's writing is developing and he understands how to use his knowledge of letter sounds to write words.	Next Step Child needs to develop his recall of the digraphs we have worked on in class to support both his reading and writing independently.		
Term 2 - Child is currently working at level 1a in literacy which is just below the expected level for children in the spring term. He can read 84 of the first 300 keywords on sight. Child is able to remember what has been read and can discuss the subject matter.	Next Step Child needs to check his work carefully to make sure he writes his stories with a clear beginning, middle and ending.		
Term 3 -	Next Step		

Reports are individual to your child as different children in the same class will have reports that are reporting different levels e.g. a child in year 4 could have a report which relates to level 3 and level 4, or level 2 and level 3 depending on their needs. We felt that this would give a better understanding for parents of what your child is actually able to do.

Not all areas will be covered by the time of writing each term. However, over the year the children will have undertaken each area on a number of occasions depending on the need of the individual and the class. A child might be working within a level and have experience of the next level which is why it will be shaded in yellow rather than green.

In the general comment the teachers will indicate each term if a child is below, at or above the expected level for their age and stage of learning. National curriculum levels and targets show progress that is being made during the school year, term on term. However, it must be remembered that children are not machines; they do not make progress in straight lines and in numbers and letters. Sometimes they need further time to consolidate their learning and then make a large amount of progress in the following term.

The next step will be what the children will be focussing on before the next reporting time and is often an area that parents can keep an eye on at home to help support school.