



Parent forum

24th May 2018



Leadership at St Peter's

- As stated in our recent newsletter, we will be continuing as Co-Heads of School
- We are fully staffed for September and have a strong leadership team
- We will continue doing the things we do so well, the things that make this school special
- We will continue to strive to improve standards for all our children



What have we been up to?

- ▶ Data analysis
- ▶ Pupil progress meetings
- ▶ Target setting
- ▶ Staff appraisal
- ▶ Management structure
- ▶ Staff recruitment
- ▶ Weekly finance meetings
- ▶ Book looks
- ▶ Lesson drop ins
- ▶ Collaboration with other schools (within the Trust and the South Croydon Learning Alliance)
- ▶ Moderation
- ▶ Parent meetings
- ▶ Attendance meetings to continue to improve attendance and punctuality
- ▶ SATs at KS1 and KS2

What next?

- School development plan priorities 2018/19 (to present at our next parent forum)
- More data analysis
- More pupil progress meetings
- Report reading
- Collaboration with other schools
- Weekly finance meetings
- Book looks
- Lesson drop ins
- Collaboration with other schools
- Moderation by the local authority in both KS1 & 2
- Parent meetings
- Attendance meetings



Reporting arrangements at St Peter's

Soon you will be receiving your child's school report. This will look the same as in previous years but we felt that some of the terminology needed clarification.

What do we mean when we talk about progress and attainment?

Attainment and progress are both used to measure pupil performance.

'Attainment' refers to the standards that pupils reach, often measured in assessment results and teacher assessment. Our attainment results are defined as children **working at the expected standard (EXS), working towards the expected standard (WTS) or working at greater depth (GDS)**.

'Progress' refers to pupils' achievements over a period of time, for example from Key Stage (KS)1 to KS2. Progress is measured by comparing pupils' current attainment with their previous attainment and measuring the difference.

In years 1-5 your child's report will have a table like this:

BE=below expected progress
E=expected progress
E+= above expected progress

Subject	Progress (BE, E, E+)	Working at (WTS, EXS, GDS)
Reading	E+	GDS
Writing	E+	GDS
Maths	E+	WTS

Reports in Reception

When assessing a child, practitioners will make judgements about his or her attainment and the nature of their learning characteristics by:

- taking into account evidence from a range of sources
- matching their view of a child's attainment to the national standard, and the guidance on characteristics of effective learning .For each ELG, practitioners must judge whether a child is:
 - meeting the level of development expected at the end of the reception year (expected)
 - exceeding this level (exceeding)
 - not yet reaching this level (emerging)

Children are defined as having reached a good level of development at the end of the EYFS in the reception year if they have achieved at least the expected level for the ELGs in:

- the prime areas of learning - personal, social and emotional development; physical development; and communication and language and the specific areas of mathematics and literacy.

Reports in Y2

Included in the Y2 report, will be a breakdown of your child's test results and a scaled score.

On the scale, 100 will always represent the national standard. Scores will range between 85 and 115. On the reverse of this sheet will be your child's teacher assessment results.

These will be expressed as :

working at the expected standard (EXS),

working towards the expected standard (WTS)

working at greater depth (GDS).

Your child's teacher assessment is based on an overall judgement of a child's performance, not just a test result. It is the teacher assessment which is used to track progress through KS2.

Reports In Y6

Year 6 tests are marked externally in maths, GPS and reading. The teachers make the judgement about a child's writing and this is moderated by the local authority. You will be given these results in your child's report which will again be expressed as a scaled score and the codes

working at the expected standard (EXS),

working towards the expected standard (WTS)

working at greater depth (GDS) (writing only)

Children with a score of 110 or higher, are considered to be working at a higher standard

Phonics Screening Check

In 2012, the government introduced the PSC. This involves the reading of 40 words which vary between 'real' words and 'nonsense' words and which check a child's ability to apply their phonics skills. The test is administered by the teacher 1:1 in the week beginning 11th June. In previous years, the expected standard has been 32, however in recent years, the pass mark has not been announced until after a school has submitted results. Children in Y1 who do not achieve 32 or more, retake the test in Y2.



What are your views on residential?

Currently we have a one night sleepover for Y2 at school

A 2 night trip at an activity centre in Kent (approx. £170)

A 4 night trip to Hemel Hempstead (approx. £175)

What are your views?

Is this amount manageable?

Would you be prepared to pay more?



Do you have any suggestions for next year's priorities?

