
Report Guidance for Parents: FAQ

1. Is 'Expected Standard' the standard expected across the year group or for the individual child?

The term 'Expected Standard', is the standard expected for a 'typical' Roche School child in that year group that term.

2. How much are the children aware of these terms/language?

These terms are not used in school with the children but are on reports so the children may become familiar with them by going through reports with parents.

3. How do you account for any special needs a child may have?

Specific provision is given for any child with SEND needs at The Roche School. If appropriate, they may be assessed as part of a different year group if this is part of their learning. Parents will be informed if a child has particular arrangements, known as 'access arrangements'. These arrangements will be used for all formal assessments.

4. If 100 is the national average, and The Roche School set an average expected standard above the national average, can you give an idea of a Roche average 'score'?

The Roche School does not have an expected Age Standardised Score that denotes a Roche School's 'Expected Standard', rather our own Expected Standard takes into account all outcomes and learning behaviours your child demonstrates, as well as their performance in formal assessments. We understand that Age Standardised Score gives us only a 'snapshot' of a child's learning, as it is the result of an assessment on one day of one term. Many factors can influence this, outside of subject knowledge, and so teacher observation is held as the primary source for assessment and progress statements.

5. Is the progress statement related to the child's exact age?

The progress statement, seen on reports, is related to your child's overall academic progress in that subject area in the intervening time between the previous and most current assessment. It is specific to their own development, rather than attaining a generalised, year-group-wide level.

6. Could you please help us understand how to interpret "Working at the Expected Standard with support" and "Working at the Expected Standard independently" vs. The Roche School's 'Expected Standard'?

Children present with different learning behaviours in the classroom, some more independent than others. As teachers, we plan lessons with specific outcomes but know our children and how they will be able to access these outcomes. Some may be able to do this independently and if, generally speaking, they can do so for age-appropriate tasks, will likely be assessed as "Working at the Expected Standard independently". If a child needs certain provision to access the same tasks, such as adult support or a paper resource, they may be assessed as "Working at the Expected Standard with support".

As The Roche School's Expected Standard is pitched higher than the national Expected Standard, a child may work at the age-appropriate national level but be assessed as 'Working at the Expected Standard with support' or 'Working towards' on Roche School reports. If your child is working towards the national or Roche School Expected Standard, areas of challenge and learning behaviours to develop will be communicated to you verbally or through written communications.

7. If a certain area is showing less than expected progress/Working towards the Expected Standard, does this automatically trigger some action from the teachers, or should parents take the lead and request a catch-up?

There is a high level of communication throughout the school between teachers, overseen by the Director of Studies. Each term, a Pupil Progress Meeting is held, where every child is discussed and assessment data is referenced, as well as any further relevant information, such as pastoral or SEND. Where less than expected progress is seen or a child presents as Working towards the Expected Standard, teachers discuss strategies and provision, at any point during the year. Short-term interventions are a regular provision offered to a wide variety of children across a year group and offer opportunities for support and challenge. Parents are informed if an intervention is required on a longer-term basis.

Parents are always welcome to get in touch with teachers, should they feel a catch up is required in any particular area.