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.

Report Guidance for Parents: Unfamiliar Terms

This is a non-exhaustive list of language that you may come across in report comments. Please note, some of the language offered is exclusive to certain Key Stages. If you do not see some of the words used in your child's report, this is not a cause for concern.

Phonics

Word	Meaning
Blending	We blend sounds together to help children read (build words up) for example c-a-t to 'cat'
CVC	Consonant – Vowel – Consonant
Decoding	The process of working out how to say ('sounding out') an unfamiliar written word
Digraph	Two letters that represent a single sound. For example, "sh" or "ch"
Everyday Words	The words that occur most often in written texts. They include 'the' and 'and'
Phoneme	A unit of sound – examples would be the noises you make when you say "t" or "k". They can be put together to make words
Phonics	"Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language." Literacy Trust
Segmenting	We segment words into sounds to help children spell (break words down) i.e cat becomes c-a-t

English

Word	Meaning
Compound Word	A word that contains two or more root words, such as 'football' (foot + ball)
Comprehension	The process by which readers construct meaning by interacting with a text through the combination of prior knowledge and previous experience, information in a text and the stance a reader takes in relation to the text
Connective/Conjunction	Words that join ideas within a sentence, such as 'and', 'but' or 'so'
Finger Spaces	The amount of space that needs to be left between words so that they can be read as individual units of meaning
Inference	The process of drawing a conclusion based on the available evidence, as well as previous knowledge and experience
Non-Chronological Report	A text that is not written in order of time. They are usually non-fiction (factual) texts which give information about a particular subject or event, without referring to the order in which things happen
Point, Evidence, Explain	A method for answering questions in a test. It involves stating a point, providing evidence and explaining your argument

Maths

Word	Meaning
1:1 Correspondence	The ability to pair each object counted with a number word
100 Square	Also knows as a Number Square. A square of individual numbers, up to 100, where each column has the same digits in the ones column (furthest digit to the right)
Bridging	Adding two numbers together whose total is greater than ten
Bus Stop Method	Also known as Short Division. A method of dividing a multi-digit number by a one digit number
Column Method	Method of calculation where the numbers to be added or subtracted are set out above one another in columns of their place value
Concrete	Physical representations of an amount or mathematical process
Digits	The individual numerals that make up a number
Exchanging/Regrouping	Exchanging values between the place value columns of a number
Inverse	Pairs of manipulations in which one operation can undo another. E.g. multiplication and division
Number Bond	A simple addition of two numbers that add up to give the sum
Number Line	A straight line with numbers placed at equal intervals along its length
Number Sentence	An arrangement of numbers and symbols, for example 6 + 5 = 11
Operation	Addition, subtraction, division and/or multiplication
Partitioning	A means of breaking down numbers into their place value parts. E.g. 246 = 200 + 40 + 6
Place Value	The value of each digit in a number
Problem-solving	Learning and applying skills by solving worded, less prescriptive/formulaic or abstract problems
Properties	The characteristic(s) of a given number, shape etc.
Subitising	The ability to instantly recall the number of objects or images without needing to count them individually and it is an important skill for young children to practise and develop

Other

Word	Meaning
Circle Time	When the teacher brings the children together to share news or discuss values. The class sit in a circle on chairs or on the floor
Diagrammatic Reasoning	The understanding or identification of ideas and/or patterns through diagrams and imagery
EAL	English as an Additional Language
EYFS	Early Years Foundation Stage (Nursery and Reception)
Fine Motor Skills	The development of small muscles in the hand/arm
Free-Flow	A style of play-based learning where children have the choice to move between classrooms freely within a designed learning environment
Gross Motor Skills	The development of the larger muscles of the arms, legs and core
Inductive Reasoning	The understanding or identification of ideas and/or patterns by moving from a series of specific examples to a general statement
INSET Day	Although you are likely to not read this in a report, these In-Service Education and Training days for teachers and other school staff are where the school is open but the children are not in
IWB	Interactive White Board (the large, electronic white boards present in all classrooms)
KS1	Key Stage 1 (Years 1 and 2)
KS2	Key Stage 2 (Lowers KS1 being Years 3 and 4, Upper KS2 being Years 5 and 6)
Montessori Materials	Materials actively used in a Montessori classroom to help children develop their senses and motor skills. These materials develop an interest and invite an activity and encourage independence
Practical Life Activities	Activities of everyday living e.g. pouring and transferring objects from one container to another
PSHE	Personal, Social and Health Education (all children have these classes on their timetable)
RSHE	Relationships, Sex and Health Education (within PSHE and/or Science lessons)
Schema	A pattern of repeated actions that are often used to aid the learning of concepts. For example, if 'transportation' is a child's schema, a teacher may plan for them to move numbers from one place to the other to support them in learning their numbers to 10
SLT and MLT	Although unlikely, again, to be seen on a report, it may be helpful to know that SLT refers to Senior Leadership Team and MLT, Middle Leadership Team
Spatial (Reasoning)	The use of 3D shapes and patterns to understand ideas and/or similarities/differences

Report Guidance for Parents: Progress, Attainment, Effort & Scores

This is an explanation of the pro-forma statements and figures you will come across in end-of-term reports. Please note that these statements are intended to be read alongside the written comment for each subject.

Progress

The Progress statement on your child's report is primarily determined by your child's teachers and supplemented by comparing the two most recent formal assessment results. It can be any of the following:

Lower than expected progress

Expected progress

Higher than expected progress

Much higher than expected progress

Attainment

The Attainment statement on your child's report is primarily determined by your child's teachers and supplemented by, where available, the results of the most recent formal assessment versus the national average. It can be any of the following:

Working towards the expected standard with support

Working towards the expected standard independently

Working at the expected standard independently

Working above the expected standard

Working significantly above the expected standard

Effort

The Effort grades on your child's report are determined by each subject teacher individually and can be any of the following:

1 - Very good

2 - Good

3 - Satisfactory

4 - Should try harder

Age Standardised Score

Age Standardised Scores are generated by comparing your child's performance in a specific assessment with others of the same age in years & months. The national average score is 100 and a score between 85 and 115 is considered to be within the average range.

Below offers an explanation of Behaviours for Learning gradings given on The Roche School's termly reports.

Previously considered as 'Effort' gradings, The Roche School acknowledges that there are many factors, including effort level, that contribute to how a child presents in the classroom. Behaviours for Learning refers to behavioural expectations for children, emphasising the link between the way in which the children learn, their social habits and their behaviour.

1*	**Behaviours for Learning: Exceptionally well-behaved and fully engaged in learning** Consistently excellent levels of focus and engagement Listens actively, responding (if appropriate) with considered ideas Self-motivated to drive learning forward Starts lessons well-prepared and ready to learn
1	**Behaviours for Learning: Well-behaved and generally engaged in learning** Good levels of focus and engagement Asks relevant questions and offers pertinent answers Generally motivated to drive learning forward Starts lessons well-prepared and ready to learn
2	**Behaviours for Learning: Well-behaved but could engage/focus more in lessons** Acceptable levels of focus and engagement Can ask relevant questions Sometimes shows lack of preparation On occasion, needs encouragement to drive own learning forward
3	**Behaviours for Learning: Satisfactory behaviour but could engage further** Inconsistent levels of focus and engagement Able to offer considered ideas, when engaged Inconsistent levels of participation Lack of personal organisation Takes time to ready self for lesson, on arrival
4	**Behaviours for Learning: Disruptive behaviour and rarely engages with learning** Regularly lacks focus and engagement Lacks participation Can miss contributions from others Disrupts others' learning due to lack of regard for expectations