

Understanding your Childs Report

Dear Parents,

The information below, provides an explanation of the aspects that contribute to the overall assessment of your child and how this is presented in their school report

Children work at a variety of different levels. The following information explains this, and the terminology used to describe **attainment**.

- **Below Age Related Expectation (B)** This means that your child has not sufficiently acquired all their year group expected objectives.
- **Age Related Expectations (ARE)** This means that your child has fulfilled the curriculum for their age group and successfully met all the objectives required.
- **Greater Depth (GD)** This means that your child has successfully met all their year group objectives and is applying their knowledge with deeper understanding.

Target areas

These bullet points are next steps for your child that they have not yet secured or need to begin to apply next.

Attitude to Learning

This gives you an indication of your child’s learning behaviours and attitudes to learning.

These play an essential part in the monitoring of pupils’ approach to school life.

We expect pupils to be motivated, determined, and proactive in their learning.

Positive attitudes to learning are assessed using the following four-point scale: 1-4

1. Highly Motivated	2. Engaged
<ul style="list-style-type: none"> • Excellent focus • Seeks challenge • Perseveres • Asks questions to extend thinking • Approaches learning with active interest • Invites feedback • Responds well to praise and critique • Learns from setbacks and mistakes • Reviews their own progress • Seeks own solutions to problems • Starts learning readily • Sets an excellent example • Takes responsibility • Organises time effectively 	<ul style="list-style-type: none"> • Good focus • Responds positively to challenging activities • Answers questions • Connects ideas • Shows a desire to succeed • Takes action based on feedback • Shows good application • Is willing to try to find solutions to problems • Seeks help when needed • Organises themselves well • Follows all instructions • Sets a good example • Listens carefully • Organises time well
3. Passive	4. Disengaged
<ul style="list-style-type: none"> • Not always focused • Avoids challenging tasks • Passive in the classroom and often needs rallying • Not always working to the best of their ability • Sometimes independently attempts to act on feedback • Needs close supervision to ensure tasks are completed • May distract others • May be off task 	<ul style="list-style-type: none"> • Shows poor focus • Work often incomplete or inadequate • Rarely attempts to act on feedback • Responds negatively to praise or critique • Normally needs pressure to engage in learning and attempt tasks • Tends to distract others • Regularly disrupts the classroom or school environment