



Understanding your child's report.

Key Stages 1 and 2.

Milestones

- ▶ **Reading, Writing and Maths**
- ▶ At Woodley C of E, we use milestones to assess your children's learning. There are 3 milestones and it takes 2 years to cover all aspects of each milestone. We have broken the curriculum down into smaller steps in order for us to measure attainment. We have also determined what expected progress for a child in each year group looks like to give more information as to how children are progressing. For example, the expected attainment for a year 1 child would be 1.3. The expected attainment for a child in Year 2 would be 1.6. Hence, the expected progress is 0.3 (**good progress**). Children making more than 0.3 are making **accelerated** progress and children making less than 0.3 in a year are not making the required progress (**Satisfactory or slow**)

		Milestone 1									
Year 1/2		1.0	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9
		Emerging Year 1			Expected Year 1	Exceeding Year 1					
		Emerging Year 2					Expected Level Year 2	Exceeding Year 2			

		Milestone 2									
Year 3/4		2.0	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9
		Emerging Year 3			Expected Year 3	Exceeding Year 3					
		Emerging Year 4					Expected Level Year 4	Exceeding Year 4			

		Milestone 3									
Year 5/6		3.0	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9
		Emerging Year 5			Expected Year 5	Exceeding Year 5					
		Emerging Year 6					Expected Level Year 6	Exceeding Year 6			

Science and the Foundation Subjects. RE and PSHE.

Science and the Foundation Subjects

There are 3 milestones against which the children are assessed. **It takes 2 years to complete the programme of study for each milestone.** They are either working towards a milestone or have met it.

	Milestone 1	Milestone 2	Milestone 3
At Expected attainment	Year 1 = W1 Year 2 = M1	Year 3 = W2 Year 4 = M2	Year 5 = W3 Year 6 = M3

W = Working towards a milestone M = Met/achieved the milestone

RE and PSHE

The children have not had formal assessments in these subjects but teachers have commented on their progress against the topics covered throughout the year.

Progress and Effort.

Progress

The words below are used to summarise your child's progress in all subjects

Accelerated	Good	Satisfactory	Slow
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Effort is recorded using the following terminology.

Excellent	Good	Satisfactory	Could Work Harder
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Reading

Attainment: Exceeding 1.8 Progress: Accelerated Effort: Excellent

Progress:
Target:

Writing

Attainment: Exceeding 1.7 Progress: Good Effort: Good

Progress:
Target:

Maths

Attainment: Expected 1.6 Progress: Good Effort: Good

Progress:
Target:

Other subjects	Topics covered	Progress	Effort	Attainment against expected milestone
Science	Magnetism, light, space, forces, electricity, nutrition, habitats.	Good	Excellent	M2
Art / D.T	Watercolour, Sewing, collage, printing, pottery, printing.	Good	Excellent	M2
Geography	The water cycle, American geography, maps and atlases.	Good	Excellent	M2
History	Ancient Egypt, famous aviators, local history, early America.	Good	Excellent	M2
Computing	Internet research, coding, E-Safety, presentation.	Good	Excellent	M2
German	Towns, homes, schools, Easter, direction, time.	Good	Excellent	M2
Music	Singing as a group, music appreciation, rhythm.	Good	Excellent	M2
P.E.	Dance, gymnastics, team games.	Good	Excellent	M2

B rave	I am a brave learner. I stick with difficult problems and I learn from my mistakes.	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>
R eady	I am ready to learn. I don't get distracted and I can get resources that I need to help me with my work.	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>
I mproving	I am improving in my work. I celebrate when I succeed and I know what I need to do to improve.	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>
G ifted	I am a gifted person. I know what I am good at. I like to find out about things that interest me.	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>
H appiness	I am happy at school. I work well with other people. I can explain how feelings affect me and others.	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>
T hinking	I think about what I am doing. I talk about ideas and give reasons. I can put information in order of importance.	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>

Pupil Comment

Teacher Comment

Head teacher Comment

SENCo Comment (if applicable).

Acknowledgement slip

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