



Assessing your child's learning

Last year we sought your feedback as parents, through a short survey that we asked you to complete at Parents' Evenings. Many of you said that you would like more detailed information about your child's attainment and progress.

This year we have adopted a new assessment information management system, known as 'Target Tracker', which will enable us to provide you with information about your child's learning in Reading, Writing and Number.

At the end of this parent teacher consultation, you will be given a print-out from Target Tracker about your child. It will look like this:

'Band' means 'Year Group', e.g. 'Band 3' learning is the learning set out for Year 3 pupils, 'Band 4' is the content for Year 4 pupils etc.



Subject being assessed

The area of the subject being assessed

Pupil Summary Report

17 October 2017
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Year 4 Autumn 1

Reading: Word Reading

Band 3	Band 4
Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: dis-, mis-, in-, il-, im-, ir-, -ly; English Appendix 1	Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; English Appendix 1
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)	Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)

Reading: Comprehension

Band 3	Band 4
Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction	Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways	Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes
Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories,	Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read

Writing: Transcription - Spelling

Band 3	Band 4
Use the prefixes un-, dis-, mis-, re-, pre-	Use the prefixes in-, im-, il-, i-, sub-, inter-, super-, anti-, auto-
Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited	Understand and add suffixes -ation, -ous
Use the suffix -ly	Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician

The document shows **all** the learning objectives that **will** be taught during this academic year, ending next July 2018.

Teachers assess each child's understanding of individual objectives as they are taught.

For each child the teacher colour-codes the statement to show how well they've grasped it.

can add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tensor magician

Not highlighted

- Has yet to be taught
- OR**
- Lack of knowledge skills and understanding demonstrated

N.B. At the end of last academic year, only key objectives were highlighted. There will therefore be a lot of statements in the band your child was working in last year, that won't have been highlighted - even though they were achieved.

We are developing our use of Target Tracker this year.

can spell words which sound the same but have different meanings: accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's

Red = working towards

- On the surface, the learning is being dipped into
- Knowledge, skills and understanding are developing and are unlikely to be remembered at this stage
- Confidence is growing
- Reinforcement may be required from another person or through a variety of related activities

I can make reading fun by listening to and discussing stories, poems, plays and non-fiction work

Blue = achieved

- Content has been covered and the depth of knowledge, understanding and skills is developed
- Confidence is secure
- *Similar* tasks can be completed successfully and independently

can use non-fiction texts to find out information on a subject

Orange = mastered

- Content has been explored in a variety of contexts so that the full depth and breadth has been mastered and connections can be made
- Knowledge, understanding and skills are embedded and can be transferred to different subjects or to another person with absolute independence
- Skill sets and knowledge banks are tapped into purposefully to match a variety of tasks over time

Please do not be alarmed that many statements have yet to be highlighted. This is perfectly normal at this stage in the year.

You will also be given this document in the Spring and Summer terms so that you will see progress as more of the curriculum is taught and understanding is deepened.

The new National Curriculum focuses on developing a deeper understanding of the objectives taught, by asking children to apply the learning in different contexts. This means that they are given plenty of opportunity to 'master' the curriculum for their year group. This will be shown by the orange coding. Because of this different approach, children do not get taught the next year group's curriculum until they enter that year in September.

Your child may be working within a lower band than their current year group, in order to consolidate knowledge and understanding appropriate for them personally. You can still expect the same colour-coding to be shown.

Please do not be alarmed that many statements have yet to be highlighted. This is perfectly normal at this stage in the year.

If you would like further explanation, or have questions to ask, please speak to a member of the Senior Leadership Team before you leave, who will be happy to discuss it with you.