

Understanding the Individual Pupil Report Sheet

MILESTONES

These are the dates at the end of each phase of learning where teachers assess whether children are on-track to meet the end of year expectations. Milestone1: end of November; Milestone 2: February half term; Milestone 3: end of April; ARE: Age Related Expectations (End of Year).

DOMAINS

Each subject area is broken into domains which are covered during every phase.

Reading Domains	Typical skills included (appropriate to the year group)	Writing Domains	Typical skills included (appropriate to the year group)	Maths Domains	Typical skills included (appropriate to the year group)
Word reading	Phonic knowledge, sight vocab, strategies	Transcription	Spelling including knowledge of phonics, spelling rules, adding suffixes/prefixes.	Number and Place Value	Counting; comparing numbers; reading and writing numbers; understanding place value; rounding and estimating.
Comprehension – clarify	Check for meaning; re-read for sense; use of dictionaries; alternative meanings for words.	Handwriting	Letter formation; joining; legibility; fluency.	Addition and subtraction	Number bonds, mental and written calculation; inverse operations; problems solving; (aspects of statistics – interpreting graphs)
Comprehension-Monitor and summarise	Identify main ideas from a text; retell a story; make notes; summarise information.	Composition – Comp and Effect	Planning and drafting; orally rehearsing sentences; awareness of the purpose and audience for the writing; write with a particular viewpoint.	Multiplication and Division	Multiplication and division facts; mental and written calculation; inverse operations; problems solving; properties of numbers (factors, multiples, primes, squares etc); ratio and proportion.
Comprehension – Select and retrieve	Answering questions from the text; finding information from non-fiction books.	Composition – Text structure and organisation	Sequencing (writing stories in order) ; paragraphs; using headings; linking ideas appropriately.	Fractions	Recognising, comparing and ordering fractions, decimals and percentages; counting in fractional steps; equivalence; problem solving; calculating with fractions and decimals.
Respond and explain	Discuss what they have read; give own opinions about the text; explain their views; make comparisons between texts.	Composition – sentence structure	Sentence writing; use of varying sentence structures; selecting appropriate grammar for the sentence (e.g. tenses)	Measurement	Comparing, estimating, measuring, converting and calculating in a range of measures – length, capacity, mass, time; telling the time; (aspects of statistics – interpreting graphs)
Themes and conventions	Show understanding of the themes of a text and the conventions of certain text types (for example, story language ‘once upon a time..’, good versus evil; how different text types are laid out etc.)	Vocabulary, Grammar and Punctuation	Word choices ; understanding and use of grammar and punctuation.	Geometry	Identifying shapes and their properties; comparing and drawing/constructing shapes; angles; position, direction and movement; symmetry and pattern.
Inference	Answering questions about the text where they need to ‘read between the lines’; make predictions.				
Language for effect	Consider why certain words have been used by an author and the effect on the reader.				

NOTES FOR ACTION

Teachers have identified an individual target for each child in reading, writing and maths.

Common Questions

What does 'secure' mean?

'Secure' means that the teacher has assessed the child as being 'on-track' to meet age-related expectations (ARE) at the end of the year. It does **not** mean that they are secure in the curriculum statements for the year group – it means that they are demonstrating sufficient knowledge, skills and understanding at a milestone to be able to move on to the next phase of learning. At the start of the year, or as new learning is introduced, a child may be 'on-track' even though they still need some scaffolding or explanation in that area. By the end of phase 2, they would be expected to be more independent with this aspect to be considered 'secure'. By the end of phase 3, teachers will be looking for the ability to apply knowledge and skills in new situations to consider a child as securely on-track.

What does 'close to' mean?

Children who are 'close to' do not yet have sufficient knowledge, skills or understanding in a domain to be securely on-track, but the teacher believes that they will be able to catch up and be 'secure' by the end of the next milestone. This may be because an aspect of a domain has not yet been taught, or because a child is just beginning to grasp a concept but needs a few more weeks to consolidate this. Teachers may not use 'close to' in a domain for two milestones in a row; if they haven't caught up by the next milestone, they must be marked as 'below' to indicate that they are not currently on track to meet ARE.

My child was 'secure' at phase 1 but is now 'close to' or 'below' in a domain. Have they gone backwards?

No. As it says above, 'secure' means different things at different milestones. If they were secure at phase 1, it meant that they had sufficient knowledge, skills or understanding at this point in time, but may still have had some scaffolding from the teacher. If at phase 2 they still require some scaffolding and are not yet independent, they can no longer be considered as on track. This highlights to the teacher that this is a target area for the child. They may have made some progress in this area, but not enough for them to still be considered on track.

In previous years, my child's report said they were working within expectations, or just slightly below. Now they are 'below' in a subject. Why is this? Have they gone backwards?

In nearly all cases, the answer is 'no'. The new curriculum expectations are much higher than the previous curriculum, particularly in maths and writing. For example, some maths content has moved to two year groups lower than it was before and there are some completely new aspects to be taught. Also, the expectation now is that children will show that they can do **everything** within the curriculum statements for their year group, whereas the previous 'levels' system allowed for 'best fit'. The goalposts have changed and therefore children further up the school may have 'gaps' in their learning which need to be addressed before they can be deemed as on-track within the new curriculum – this is particularly difficult for children in the upper school as teachers are supporting them in addressing these gaps due to the change in curriculum, but are also having to teach the content for their current year groups. In school, our teaching has had to become far more focussed as a result, and we are working to identify gaps and ways to address them. However, it will take some time for children to catch up due to these changes and all schools are expecting far more children to be working below expectations at the end of KS2 than in previous years, until cohorts are coming through the school having been taught the new curriculum for most of their primary years.

My child was working 'above expectations' in previous years, and now is only 'secure'. Why is this?

As mentioned above, the curriculum expectations have changed. Children are being assessed on whether they are on track within their current year group curriculum, which may include aspects they have not been taught before or with higher expectations than in the previous curriculum. We expect more children to be 'beyond' over time, as children have the opportunity to catch up on the new content from previous year groups. However, it is likely that fewer children will be identified as 'beyond' age related expectations than in the previous system as the bar has been raised for all children.