

## July 2021—End of Year Reports for Y1-Y6

Due to the reduced face-to-face teaching time in the past academic year, the end of year assessment for children in Y1-Y6 has been adjusted to acknowledge that children will not have covered the full curriculum in the usual depth. Instead of an assessment against the whole year group curriculum, teachers have considered to what extent each child has **sufficiently mastered the key knowledge and skills in reading, writing and maths**, and is therefore ready to progress to the next year group curriculum.

Teachers have made a ‘best fit’ judgement for each domain within reading, writing and maths using one of the four indicators below. This information will be passed on to their next teacher as well as being shared with parents on the end of year report:

Pre-year group curriculum (P)	The child is not yet accessing the year group curriculum in this domain – they may have a more individualised curriculum for the subject, be supported through an IEP (if they are receiving SEN support) and/or receive specific interventions for this domain.
Supported (S)	The child is accessing the year group key knowledge & skills with support. They require scaffolding to apply their knowledge & skills within familiar contexts. A further period of ‘recovery’ curriculum will be required in the Autumn term to support the child in accessing the next year group’s curriculum.
Independent (I)	The child can use the key skills & knowledge of the year group curriculum with some consistency and independence. They demonstrate their understanding though applying in familiar contexts, where they usually have the confidence to choose and use appropriately. Although there are likely to still be aspects of the curriculum that will require some consolidation in the Autumn term, the child is deemed to have sufficient confidence and skills to progress to the next year group’s curriculum.
Deepening (D)	The child can use and apply the key knowledge & skills of the year group curriculum independently and consistently. They show flexibility to apply their knowledge and understanding within a wide range of contexts, including those which are unfamiliar. They are likely to be excelling in some aspects of the curriculum and are deemed confident to progress to the next year groups’ curriculum.

To help parents understand the key knowledge and skills that children are being assessed against, on the following pages you will find the ‘minimum sufficiency’ statements for reading, writing and maths which have been developed by county advisors for English and maths. Our teachers will be using documents with greater detail for our assessments, but we hope these will provide a useful overview to parents regarding the knowledge and skills which children need to have attained to be deemed ready to progress to the next year group curriculum confidently. We have also included an overview of the subject domains.