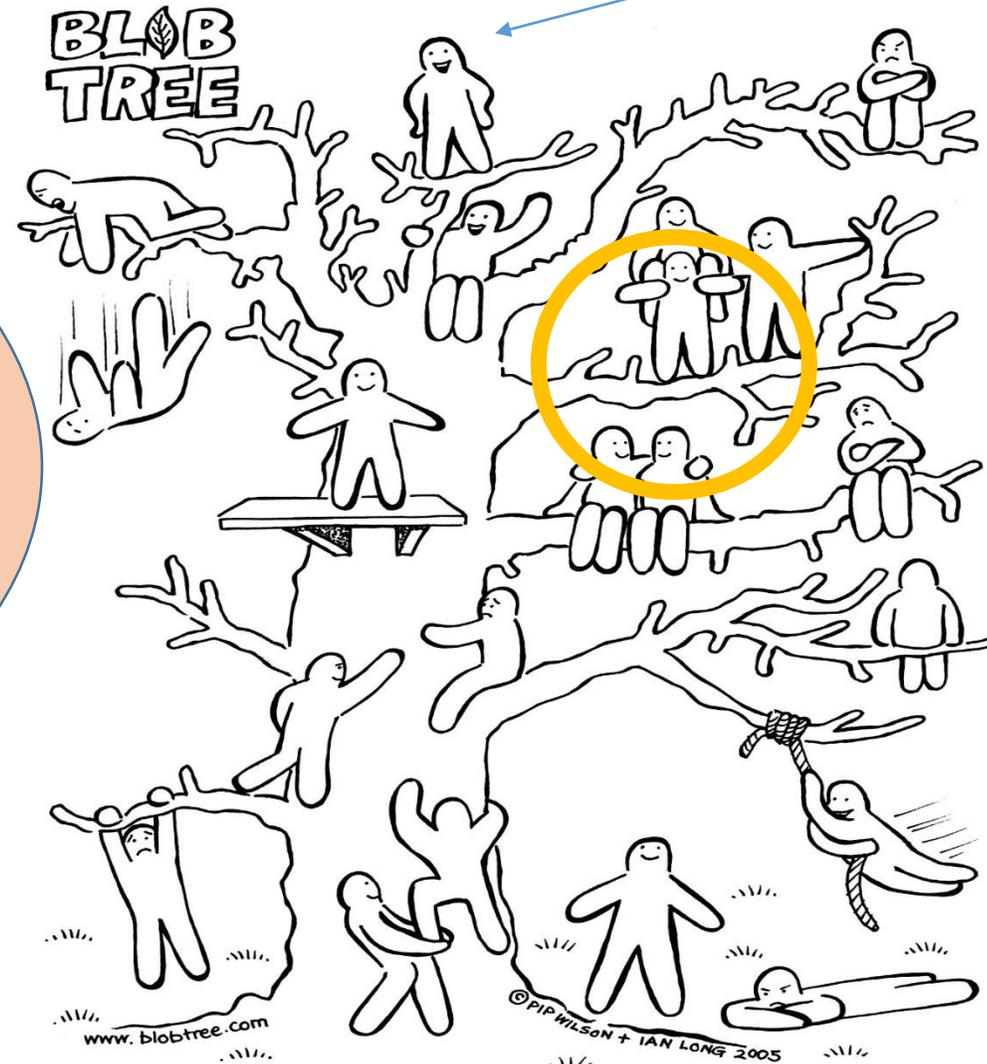




Moving ourselves to the top of the outstanding tree

A guide to our  
new assessment  
and reporting  
system for  
Year 1-6





## Our Expectations:

- Trimley St Martin expects the vast majority of children to make 12 months of progress in a twelve month period. Our target is also that the vast majority of children all have a deep level of understanding of learning in each and every subject.
- Trimley St Martin expects nearly all children to be working towards achieving their end of year expectations throughout the year.
- Trimley St Martin expects all teachers to use assessment effectively and accurately, every day, to ensure that the correct scaffolding is built into lessons to ensure all children achieve at an appropriate level, and to an appropriate depth.



# The stages of learning:

Terminology	What does it mean?	When is it expected?
Commencing	Has shown an emergent grasp of the year group objectives	End of autumn term
Commencing+	Is secure in less than half of the year group objectives	End of autumn term (for rapid graspers)
Developing	Secure in approximately half the objectives	End of spring term
Developing+	Secure in the majority of the objectives	End of spring term (for rapid graspers)
Secure	Have achieved almost all of the end of year expectations and can use and apply skills confidently	End of summer term
Exceeding	Has achieved end of term expectations and has a deep understanding of many of the end of year expectations	End of summer term (for rapid graspers)



# What will this mean for a TSM

## child?

For example

A child who is in Year 2 and is working at age expectations will be:

- By the end of the autumn term: emerging towards achieving the Year 2 key objectives; **(Commencing)**
- By the end of the spring term: working towards achieving the Year 2 key objectives; **(Developing)**
- By the end of the summer term: achieved the year 2 key objectives. **(Secure)**



# TSM Assessment Criteria:

Throughout the year at each half

term teachers will be expected to assess children in their class against their year group expectations. Teachers will report using **Year group numbers** and the **development** they are making towards the end of year expectations.

Year Group	Commencing	Commencing +	Developing	Developing +	Secure	Exceeding	
Year 1	1c	1c+	1d	1d+	1s	1e	
Year 2	2c	2c+	2d	2d+	2s	2e	
Year 3	3c	3c+	3d	3d+	3s	3e	
Year 4	4c	4c+	4d	4d+	4s	4e	
Year 5	5c	5c+	5d	5d+	5s	5e	
Year 6	6c	6c+	6d	6d+	6s	6e	



# Reporting progress to parents:

Parents will have an opportunity to attend parents evening in the Autumn and Spring terms to discuss progress directly with teachers.

We are now introducing a new report for the end of Autumn and Spring Terms, to keep parents more informed of their children's progress. The report is intended to show each child's current attainment and if they are on track to achieve their year groups expectations. This reporting system will also give parents information on how the school, child and parent can ensure continued progress.

Alongside children's attainment, it is very important that children become eager, inquisitive and independent learners. Within our new report system, teachers will now have the opportunity to share children's attitudes to school, learning and wider school expectations.

Attached are two reports, demonstrating a year 2 child who is on track and a year 4 child, who is at risk of not achieving their year group expectations.

As this is new to the school, teachers and parents alike, reports this time will come out to parents on Friday 5<sup>th</sup> January.

**I will be holding a coffee morning on Wednesday 10<sup>th</sup> January from 8.45-9.30am for parents to give feedback and to ask questions about our new reporting system. Direct questions about individual's progress should be directed to class teachers.**