

How to read your child's report

WSE Skills for Life

Skills for Life – At Wyvern St Edmund's we are committed to ensuring that every student is able to become the very best version of themselves they can be. We encourage students to take responsibility for their own personal development in five key areas we believe will help them realise their talents and ambitions and prepare them for the world of further education and employment. This report shows to what degree your child demonstrates that they are taking responsibility for their own personal development in each of the five areas. Following feedback from last year, we have made slight adjustments to the name and reporting format as follows. Teachers in every subject have reported whether or not your child is *punctual, equipped for learning, respectful and considerate*, if they are *independent and resilient*, and *inquisitive and eager*. This is shown in a 1 - 4 format: **1 = rarely, 2 = sometimes. 3 = often, 4 = routinely**. A checklist is attached to show how judgments are made and/or to allow for target setting to develop areas. Judgements about punctuality and whether students are equipped for learning are self-evident in lessons. We hope that you are able to use this information to talk about your child's learning and development at school and we would encourage you to use the checklist to support and guide your child in taking responsibility for developing their 'skills for life' in the five key areas.

Academic Progress

Progress – We have made a judgment about your child's academic progress based on the results of recent assessments. Each subject will clearly indicate which band your child's progress falls into. The bands have been categorised as *significantly above what we would expect, above what we would expect, as we would expect or below what we would expect*.

Knowledge and Skills – In all subjects your son or daughter is continually assessed to determine the knowledge and skills he or she has acquired. Each subject will clearly indicate whether, based on the results of recent assessments, your child's knowledge and skills are *at greater depth, at our expected level or working towards our expected level*. You should compare your child's knowledge and skills judgment with the one made about their progress. Their attainment may have been assessed as *below our expected level* but this might represent expected or better progress for them.

Other useful information

Attendance – This is the % of school days which your child has attended. Our minimum expectation is 97%.

Attendance Concern – If your child's attendance % drops below our expected minimum an attendance concern may be indicated.

Reward Points – This is the number of positive reward points teachers have awarded your child since the beginning of the academic year.

Behaviour Points – This is the number of behaviour incidents concerning your child that have been recorded since the beginning of the academic year.

KS2 score – When students sit their KS2 SATs their raw score (the actual number of marks they receive) is translated into a scaled score; this helps to allow for differences in the difficulty of the tests from year to year so that students' results can be compared accurately. This is the score shown on your child's report. We use this score to inform our judgments about a child's academic potential and to assess their academic progress.

CAT Score – When students first arrive at Wyvern St Edmund's they sit Cognitive Ability Tests (CATs). CATs are independently produced assessments which test a student's ability in three different areas: verbal (thinking with words); quantitative (thinking with numbers); and non-verbal (thinking with shapes and space). The results are standardised and an average score produced. This is the score shown on your child's report. We use this score alongside KS2 SATs scores and other assessment information to get a snapshot of a child's academic potential. This helps us challenge students appropriately, monitor them, make judgments about their progress, and identify areas where they might need extra support.

The WSE Skills for Life checklist:

Punctual

- I pack my bag myself before school
- I arrive in school on time
 - I check my timetable to see what lesson I have next
- I walk quickly to my next lesson
- I plan ahead to allow time to travel from social times to my lesson

Equipped for learning

- I have at least two black pens, a pencil and a ruler at all times
- I bring the correct books to lessons
 - I remember to bring my PE kit
 - I wear my uniform with pride
- I make sure I get plenty of sleep so that I am prepared for learning

Respectful and considerate

- I listen attentively to staff
- I listen attentively to other students
- I think before I act
- I am considerate of others and their right to learn
 - I will be polite and well-mannered at all times

Independent and resilient

- I get out my book and write the date and title without prompting
- I set myself goals and keep track of my progress
 - I think about the best way to complete tasks based on my own strengths
- I change how I do things when I see there is a problem with how I am doing them
- I complete all home learning to the best of my ability

Inquisitive and eager

- I ask questions when I am unsure what to do
- I ask questions to deepen learning
- I participate well during class activities
 - I challenge others' points of views through constructive discussion and questioning
 - I undertake further research to learn more about the topic I am studying