Bligh Primary
A School with Heart

Reporting to Parents and Carers Policy

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Reporting to Parents and Carers Policy

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According to the Educational Endowment Fund (EEF), parental engagement can boost pupil attainment by up to 4 months across the space of a year. Therefore, supporting pupils at home with their learning is vital in ensuring children make good progress so at Bligh we regularly share information on how children are performing in their learning to support the work our parents and carers do with their children at home. This policy aims to outline what, when and how academic information is shared with parents and carers.

1. Core Assessment Overview

Children sit different tests depending on the year group they are in. The table below shows which tests the children sit at each point in the year.

1.1 Terminology

- *NFER* = National Foundation for Educational Research and are assessment tests the school purchases to support staff with their assessment.
- GPS = Grammar, punctuation and spelling
- SATs = Statutory assessment tests, which are national tests that all schools sit.

1.2 Assessment Overview

Year Group	Autumn Term (December)	Spring Term (March)	Summer Term (May – July)
1	• Mock Phonics Screening	• Mock Phonics Screening • NFER Reading Test • NFER Maths Test	• National Phonics Screening • NFER Reading Test • NFER Maths Test
2	• NFER Reading Test • NFER Maths Test	Mock SATs Paper • Reading • Maths	KS2 SATs: • Reading • Maths Children who did not pass the Year 1 phonics screening will also resit the phonics screening test.
3	• NFER Reading Test • NFER Maths Test • NFER GPS Test		
4	• NFER Reading Test • NFER Maths Test • NFER GPS Test		• NFER Reading Test • NFER Maths Test • NFER GPS Test • National Multiplication Times Table Check.
5	• NFER Reading Test • NFER Maths Test • NFER GPS Test		
6	Mock SATs Paper: • Reading • Maths • GPS	Mock SATs Paper: • Reading • Maths • GPS	National KS2 SATs: • Reading • Maths • GPS

Writing is also a core area of the curriculum but is not tested in the same way as reading, maths and GPS. Writing is moderated in year groups and children are given a writing level/grade, which will be reported on MCAS along with reading, maths and GPS grades.

2. Core Assessment Reporting to Parents

The scores from these papers and the corresponding grade will be shared with parents and carers a few weeks after the children have sat the tests. Grades will be shared through the My Child at School app (MCAS) and scores will be written on the front of the test papers, which will also be shared with parents and carers, so parents and carers are able to work through the children's mistakes with their children at home.

MCAS will share the following codes/grades:

B	Working below the standard
WTS	Child is working towards the expected standard.
EXS	Child is working at the expected standard
GDS	Child is working at greater depth

To determine the grade a child receives, some of the tests convert the raw score (the score achieved in a test) to a scale score (a scale running from 70 – 120, which is used to determine the grade achieved). In the national papers, a scale score of 100 means a child has achieved the expected standard (EXS) and a scale score of 110 means a child has achieved greater depth (GDS). In other tests, such as the phonics and the multiplication check, the score achieved directly correlates to the grade they have achieved.

2.1 Phonics

For the last few years, achieving a score of 32 or above in the summer phonics screening has meant a child has passed the test and is working at the expected standard. This score could change annually but has remained at 32 for the last few years. Children are not expected to know all the phonics sounds at the beginning of year 1 and so Bligh has created its own grade boundaries based on our Year 1 teachers' experience of teaching phonics and the number of sounds the children have been taught at each assessment point.

The phonics pass mark at each assessment point is as follows:

Autumn Term	17
Spring Term	27
Summer Term	Around 32

MCAS will show EXS (working at the expected standard) if your child has scored at or above the pass mark at each assessment point. The final national assessment grade will also be shared on your child's end of year report.

2.2 Multiplication Check

The purpose of the check is to determine whether your child can fluently recall their times tables up to 12, which is essential for future success in mathematics. It is an on-screen check consisting of 25 times table questions. The children will sit the national test in the summer term in Year 4.

There is no official pass mark, but the Maritime Academy Trust have created their own grade boundaries, outlining the average score Year 3 and 4 pupils should be achieving at each point of the year.

Using the average score your child is achieving in the weekly practice tests, teachers will report on whether your child is WTS, EXS or GDS at each assessment point other than the summer assessment point in year 4 when the children sit the national multiplication check. The score achieved in the national multiplication times table check will be shared on your child's end of year report.

The grade boundaries for the multiplication check are as follows:

Autumn Term			
Year 3		**Year 4**	
B	0 – 5	B	0 – 16
WTS	6 – 10	WTS	17 – 20
EXS	11 – 18	EXS	21 – 24
GDS	19 – 25	GDS	25
Spring Term			
Year 3		**Year 4**	
B	0-7	B	0-16
WTS	8-13	WTS	17-21
EXS	14-19	EXS	22-24
GDS	20-25	GDS	25
Summer Term			
Year 3		**Year 4**	
B	0-9	B	0-17
WTS	10-15	WTS	18-22
EXS	16-20	EXS	23-24
GDS	21-25	GDS	25

In addition to receiving the grade your child has achieved on MCAS at each assessment point, your child will record their weekly score from their practice test in their reading journals.

2.3 NFER Assessments

The NFER assessments are test papers the school purchases to assess children in reading and maths (in KS1) and in reading, maths and GPS (grammar, punctuation and spelling) in KS2. The children will sit these tests three times a year. The raw score for each of these papers converts to a scale score which the staff at Bligh then use, along with their ongoing teacher assessment, to provide a grade.

The grade based on the scale score achieved for all the NFER tests is as follows:

Scale Score	Grade
70 – 84	B – Below
85 – 94	WTS – Working towards the expected standard
95 – 115	EXS – Working at the expected standard
116 – 140	GDS – Working at greater depth

After each assessment point, the grade achieved will be reported on MCAS. Children will then take this test paper home, so parents and carers are able to see exactly how well their child performed. The final grade achieved in the summer term will also be shared in the end of year report.

2.4 SATs Assessments

The pass marks for the SATs are different for each of the papers; however, like the NFER papers, each raw score converts to a scale score which then determines the grade achieved. A scale score of 100 in the SATs papers means a child is working at the expected level (EXS). A scale score of 110 means a child is working at greater depth (GDS).

After each assessment point, the grade achieved will be reported on MCAS. Unfortunately, not all children will be able to take these papers home as the school is required to keep past papers as evidence. Additionally, the national assessments in the summer term will not be able to be sent home as these are sent directly to the STA (Standards and Testing Agency) for marking.

3. Additional Assessments

In addition to reporting on core curriculum areas after each assessment point, staff will report on the following:

- Accelerated Reader star reader test performance (Years 2 – 6)
- Weekly Spelling Tests (Years 3 – 6)
- Weekly Times table Checks (Years 3 – 6)

3.1 Accelerated Reader Star Reader Test

The star reader test is an online test that the children sit 6 times a year at the beginning of each term. This test provides school staff with lots of information, which we will share with parents and carers after the children have sat the test each term. The information that is shared is as follows:

- Scale Score (SS) – a score out 1400 that levels students.
- Percentile Rank (PR) – a percentage indicating what percentage of pupils the child is performing better than. 50% is average.
- PR Range - the range of potential variability in each child's PR score.
- Student Growth Percentile (SGP) – a norm-reference percentile-based quantity ranging from 1 to 99 indicating each child's progress relative to other students in the same year group, with similar achievement history.
- Reading Age (RA) – the age your child is reading at.
- Norm Referenced Scale Score (NRSS) – The NRSS converts each child's " raw score" to a standardised score which considers the student's age in years and months to show how the student is performing relative to a national sample of students of the same age.

An example report can be seen in appendix 1 of this policy.

3.2 Weekly Spelling Tests

In Years 3 – 6, children use Ed Shed to practise and test on their spellings. Once a week, children will sit a spelling test, either on Ed Shed or in class. This score will be reported in the children's journals weekly.

3.3 Weekly Times Table Checks

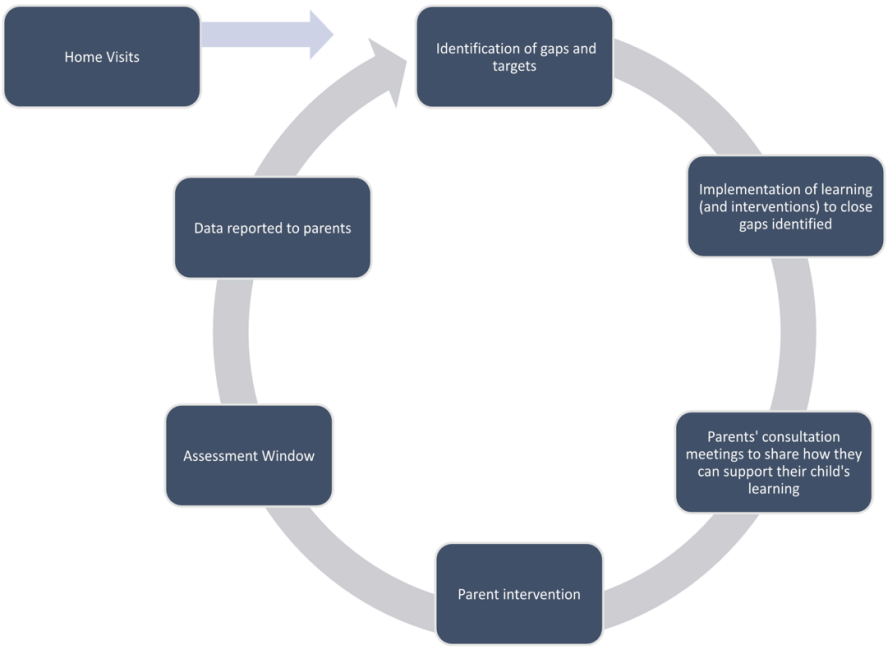
To prepare for the Multiplication Check at the end of year 4, *see point 2.2 of this policy*, children in Years 3 and 4 practise their times tables daily. Once a week, each child will record one of their scores in their journal so parents and carers can see monitor their performance and progress.

In Years 5 and 6, whilst the children do not sit a test, times tables are still important. Like Years 3 and 4, Years 5 and 6 will record one of their times table scores in their journals weekly for parents and carers to monitor performance and progress.

4. Parent Consultation Meetings

Reemphasising the point made in the introduction: parental engagement can boost pupil attainment by up to 4 months across the space of a year. At Bligh, parent consultation meetings, which take place twice a year, are opportunities for teachers to share with parents the gaps that have been identified so parents and carers can support with home learning in preparation for the next set of assessments.

The model below shows the cyclical strategy of how gaps in learning are identified, shared with parents and carers and acted on.



Parents and carers should expect to discuss strategies that can be implemented at home to support pupils in their learning during their parent consultation meetings.

5. Reports

Once a year you will receive a school report from your child's class teacher. This will include the grades achieved in each curriculum area, including the core subjects; targets in reading, writing, maths and GPS; and comments from teachers, phase leaders and pupils.

6. Open to Learn Conversations

Throughout the year parents and carers may be contacted by the child's class teacher or other members of staff in the school to discuss concerns in their child's attainment, performance or progress. These conversations are vital in supporting pupils to make progress and are always held in the best interest of the child. During these conversations, parents and carers will be invited to share their views and the meeting should end with a clear plan on how the child can be supported to move forward.

7. School Based Plans

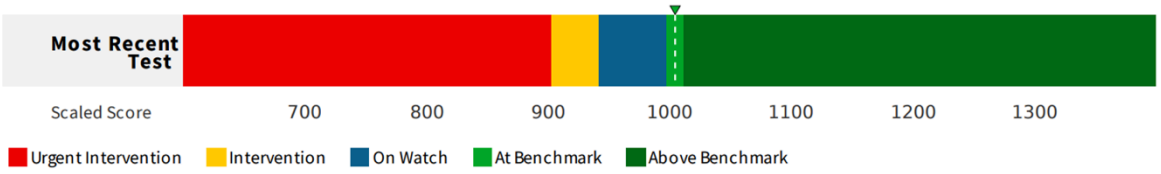
SEND children at Bligh are given a 'school-based plan', which outlines the child's areas of need and the targets that the school has put in place to ensure progress. School based plans are created by the classroom teacher and will be shared with pupils and parents and carers each term.

8. 2023-2024 Assessment Window Dates

Autumn Term	
Autumn Testing Week	04/12/23 - 08/12/23
Spring Term	
Spring Testing Week	11/03/24 - 15/03/24
Summer Term	
Year 2 SATs	Month of May
Year 6 SATs	3/05/24 - 16/05/24
Year 4 Multiplication Check	03/06/24 - 14/06/24
Year 1 Phonics Screening	10/6/24 - 14/6/24
Year 1, 3, 4 & 5 NFER tests	01/07/24 - 05/07/24

9. Appendix

School Network Benchmark, Year 6



Star Reading Enterprise Tests Scores

SS (Scaled Score) **1005**

[redacted] At Benchmark

[redacted] Scaled Score is based on the Star Unified scale.

PR (Percentile Rank) **45**

[redacted] cored higher than 45% of students nationally in the same year.

PR Range (Percentile Rank Range) **37 - 53**

The range of potential variability in [redacted] PR score.

SGP (Student Growth Percentile) **82**

A norm-reference percentile-based quantity ranging from 1 to 99 indicatin [redacted] progress relative to other students, in the same year group, with similar achievement history.

RA (Reading Age) **9.08**

The typical reading age for an individual with a Star Reading Scaled Score of 1005

NRSS (Norm Referenced Standardised Score) **98**

The NRSS Convert[redacted] "raw score" to a standardised score which takes into account the student's age in years and months to show how the student is performing relative to a national sample of students of the same age.