



**Saltford**  
CofE Primary School

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**Headteacher:** Dawn Sage  
**Chair of Governors:** Paul Cummings

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Dear Parents and Carers

### **How do we let you know how your child is doing at Saltford School?**

As your children are now well settled into their new classes and our Consultation Evenings are about to take place, we would like to give you some further information about how we will let you know how your child is doing at school.

At Saltford, we believe strongly that we work in partnership with you to encourage your child to develop in many aspects of their life. We do this in a range of ways - by offering a rich broad and balanced curriculum; the opportunity to take part in a wide range of activities and a great emphasis on spiritual, moral, social and cultural development to name a few. The development of the 'whole child' who is a confident, resilient, well-behaved and an independent learner is very important to us and we believe that all these experiences contribute to this.

During your welcome meetings earlier this year, the teachers outlined the learning for the year and referred to their class page on the school website - the class page has a copy of this presentation. An overview of learning for each term is also shared with you.

In terms of the subjects we teach, we deliver the National Curriculum through the Futura Learning Partnership schemes of work referred to on our subject pages on the school website. The emphasis is on children meeting the **national standards** for their year groups with the expectation that almost all children will be able to meet those standards by the end of each year. For English and Maths, we let you know about this at Consultation Evening.

**More information about the expectations for each year group can be found in the booklets on the maths and English pages in the [Curriculum section](#) of our school website. Every subject has its own section and details of what we teach.**

When we speak to you at Consultation Evening, as well as discussing your child's achievements and effort at school, **for children in Years 2-6 we let you know if your child is on track to meet their year group standards by the end of the year** and will also discuss actions we can take together to support them to meet and exceed those standards.

In **EYFS** we discuss how the children have settled into school life. We will share some information from your child's Baseline assessment and give you an outline of whether, at this early stage, your child is on or off track to meet the Early Learning Goals. This is based on their outcomes related to ongoing checkpoints linked to the stages in the Birth to Five and Development Matters Documents.

During consultation evenings for all year groups, we also highlight any areas which we will focus on as an outcome of these assessments. During Term Three we will be holding open access sessions – where you can come into the classroom and share the work with your child.

Some of our children in **Year One** are continuing to work on their Early Learning Goals and others have only been working on the National Curriculum since September. Therefore, the information that you receive from the teacher will relate more to their transition and how they are accessing the work in the National Curriculum so far.

Teachers will give you clear information on their strengths and next steps to help them achieve the end of year expectations. When children are meeting and applying the standards securely, we aim to deepen their learning through activities which encourage them to be creative, evaluative and analytical and really embed their knowledge, understanding and skills before moving on to the next year. This is what we mean if we report that your child is working at Greater Depth. This approach is called 'Mastery'. We will continue to encourage the children to discuss their learning meaningfully in terms of what they already do well and what they need to do next.

Of course, there will still be **statutory assessments** throughout your child's time at school. Here is a reminder of these:

## **EYFS**

When your child enters school, a '**Baseline**' assessment takes place, which will help us work out which age and stage your child is working at in all 17 areas and how to support your child.

At the end of the Foundation Stage, you will receive a report about your child's attainment in the 17 areas of learning based on the ongoing observations of your child through the year shown in their online journal, 'Tapestry'.

## **Y1**

At the end of Y1, your child will take part in a '**Phonics Check**' which will show how well your child applies their phonics skills. You will be told whether your child has met the threshold set by the government or not met the threshold for the check. Our Y1 teachers will contact you nearer the time to have a meeting to guide you through the check and also how you can continue to support learning in Year One. Children who do not meet the threshold for the check in Y1 will retake it in Y2.

## **End of KS1**

At the end of **Y2**, the children will undertake optional statutory assessment tests (SATS) in Reading and Maths and Spelling, Punctuation and Grammar, which we use to help inform us about children's writing. The papers the children will sit are:

- KS1 maths – paper 1 (arithmetic);  
paper 2 (mathematical fluency, problem-solving and reasoning)
- KS1 English reading Paper 1: combined reading prompt and answer booklet  
English reading Paper 2: reading booklet and reading answer booklet
- KS1 English grammar, punctuation and spelling Paper 1: spelling
- KS1 English grammar, punctuation and spelling Paper 2: questions

The outcomes of these tests are given as scaled scores, where 100 will be the expected standard (less than 100 being below the expected and more than 100 exceeding the expected standard) and your child's teacher's overarching assessment, taking into consideration the outcomes of these tests, will be reported to you with their end of year report.

Our Y2 teachers will contact you nearer the time to have a meeting to guide you through these and also how you can continue to support learning in Y2. We continue to assess children's writing against the end of Key Stage standards, taken from a range of evidence.

## Y4

In Y4, children are required to sit a Multiplication Tables Check – up to and including 12 x 12. More information about this will be provided by the Y4 class teachers throughout the year.

## End of KS2

At the end of **Y6**, children also take tests, which are:

Key Stage Two test specifications

- English grammar, punctuation and spelling Paper 1: short answer questions
- English grammar, punctuation and spelling Paper 2: spelling
- English reading: reading booklet and associated answer booklet
- mathematics Paper 1: arithmetic
- mathematics Paper 2: reasoning
- mathematics Paper 3: reasoning

For the KS2 tests a scaled score of 100 will always represent the 'expected standard for a Year 6 child'. A pupil's scaled score will be based on their raw score. The raw score is the total number of marks a pupil receives in a test. The pupil's raw score will be translated into a scaled score using a conversion table. Our Y6 teachers will contact you nearer the time to have a meeting to guide you through these and also how you can continue to support learning in Y6 and support transition into Y7. We will continue to assess children's writing against the end of Key Stage standards.

Our partnership with you in supporting your child's learning is extremely important. We will continue to provide you with information about how you can support your child at home and welcome your views about how we can continue to improve our work with your child at school.

Please do contact your child's teacher or Mrs Sage if you would like any further information with regards to your child.

Yours sincerely



Elizabeth Spincer  
Deputy Headteacher/Assessment Leader