



Together we learn, Together we succeed

School Report


NAME:

Teacher:

July 2018

Attendance				
Possible Attendance	Actual Attendance	Authorised Absence	Unauthorised Absence	Lates

General Comments

Attributes				
Independence	Respect	Enthusiasm	Curiosity	Collaboration
		Attainment		
		Sometimes	Mostly	Always
Making decisions <i>incl explaining thinking</i>				
Perseverance <i>incl trying different approaches</i>				
Applying learnt skills				
Learning from mistakes				
Organisational skills <i>incl time, equipment and homework</i>				
Improving <i>incl editing work and responding to feedback</i>				
Respecting the rights of others to be safe <i>incl safe play</i>				
Respecting the rights of others to learn <i>incl listening to adults and focus on tasks</i>				
Kindness to others <i>incl inclusive in play and in work groups</i>				
Motivation to learn				
Engagement <i>incl enthusiasm for new projects</i>				

Generating Ideas			
Questioning			
Innovation			
Co-operating with different people			
Active listening <i>incl: being ready to listen; positive body language; waiting turn; eye contact</i>			
Responding <i>incl making relevant comments; asking relevant questions</i>			
Taking on different roles & responsibilities			
Communicating clearly & confidently			

Attainment Key (for subjects):

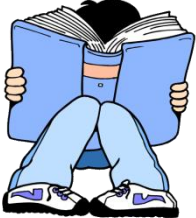
‘Working Below’ the expectations for the year/stage (i.e. most likely still working on expectations for the previous year)

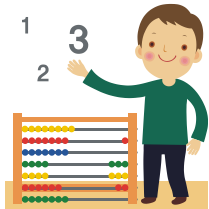
‘Working Towards’ (i.e. working on the expectations for that year)


‘Expected’ (i.e. a secure understanding of the expectations for that year)


‘Mastered with Greater Depth’ (i.e. a deep, embedded understanding of the expectations for that year)


Progress	Effort
A = ‘Significant’: <i>developmental breakthrough</i>	A = ‘Faultless’: <i>gives best every time</i>
B = ‘Good’: <i>consistent development</i>	B = ‘Consistent’: <i>gives best most of the time</i>
C = ‘Slower’: <i>inconsistent development</i>	C = ‘Varied’: <i>gives best some of the time</i>


English Year 5 		Attainment				Progress
		Working Below	Working Towards	Expected	Mastered with greater depth	
	Reading for understanding					
	Using Punctuation					
	Sentence structure					
	Planning & organisation of writing across genres					
	Spelling					
Effort:	Handwriting					
Further Comments						


Mathematics Year 5 		Attainment				Progress
		Working Below	Working Towards	Expected	Mastered with greater depth	
	Place Value					
	Addition and Subtraction					
	Multiplication and Division					
	Fractions, Decimals and Percentages					
	Measurement					
	Geometry					
Effort:	Statistics					
Further Comments						


Computing Expectations for Year 5 & 6 	<p>Pupils should be able to select, use and combine a variety of software, such as Microsoft Word, PowerPoint and internet services, to organise and present their work on a range of digital devices.</p> <p>They should also be able to design, write and correct errors in programming sequences, including those that simulate machines and physical systems.</p> <p>They should also work with variables in coding.</p> <p>Pupils understand computer networks including the internet and how they can provide multiple services.</p> <p>They use search technologies effectively and safely, appreciating how results are selected and ranked.</p>			
	Working Below	Working Towards	Expected	Mastered with greater depth
Effort:				
Progress:				


Science Expectations for Years 5 & 6 	<p>Pupils show secure knowledge and understanding of the topics taught in Years 5 and 6.</p> <p>They recognise that scientific ideas are based on evidence. In their own investigative work, they decide on an appropriate approach [for example, using a fair test] to answer a question.</p> <p>Where appropriate, they show how to vary one factor while keeping others the same.</p> <p>Where appropriate, they make predictions.</p> <p>They select suitable equipment and make a series of observations and measurements that are adequate for the task.</p> <p>They record their observations, comparisons and measurements using tables and bar charts.</p> <p>They begin to interpret patterns in their data.</p> <p>They begin to relate their conclusions to these patterns and to scientific knowledge and understanding, and to communicate them with appropriate scientific language.</p> <p>They suggest improvements in their work, giving reasons.</p>			
	Working Below	Working Towards	Expected	Mastered with greater depth
Effort:				
Progress:				


History Expectations for Years 5 & 6 	<p>Pupils show factual knowledge and understanding of aspects of the history of Britain and the wider world.</p> <p>They use this to describe characteristic features of past societies and periods, and to identify changes within and across different periods. They describe some of the main events, people and changes.</p> <p>They give some reasons for, and results of, the main events and changes.</p> <p>They show some understanding that aspects of the past have been represented and interpreted in different ways.</p> <p>They are beginning to select and combine information from different sources.</p> <p>They are beginning to produce structured work, making appropriate use of dates and terms.</p>			
	Working Below	Working Towards	Expected	Mastered with greater depth
Effort:				
Progress:				


Geography Expectations for Years 5 & 6 	<p>Pupils show their knowledge, skills and understanding in studies of a range of places and environments around the world.</p> <p>They begin to appreciate the importance of wider geographical location in understanding places.</p> <p>They recognise and describe physical and human processes.</p> <p>They begin to understand how these can change the features of places, and how these changes affect the lives and activities of people living there.</p> <p>They understand how people can both improve and damage the environment.</p> <p>They explain their own views and the views that other people hold about an environmental change.</p> <p>They use primary and secondary sources of evidence in their investigations and communicate their findings using appropriate vocabulary.</p>			
	Working Below	Working Towards	Expected	Mastered with greater depth
Effort:				
Progress:				


<p>Art</p> <p>Expectations for Years 5 & 6</p> 	<p>Pupils explore ideas and collect visual and other information to help them develop their work.</p> <p>They use their knowledge and understanding of materials and processes to communicate ideas and meanings, and make images and artefacts, combining and organising visual and tactile qualities to suit their intentions.</p> <p>They compare and comment on ideas, methods and approaches used in their own and others' work, relating these to the context in which the work was made.</p> <p>They adapt and improve their work to realise their own intentions.</p>			
	Working Below	Working Towards	Expected	Mastered with greater depth
Effort:				
Progress:				

<p>DT</p> <p>Expectations for Years 5 & 6</p> 	<p>Pupils generate ideas by collecting and using information.</p> <p>They take users' views into account and produce step-by-step plans.</p> <p>They communicate alternative ideas using words, labelled sketches and models, showing that they are aware of constraints.</p> <p>They work with a variety of materials and components with some accuracy, paying attention to quality of finish and to function.</p> <p>They select and work with a range of tools and equipment.</p> <p>They reflect on their designs as they develop, bearing in mind the way the product will be used.</p> <p>They identify what is working well and what could be improved.</p>			
	Working Below	Working Towards	Expected	Mastered with greater depth
Effort:				
Progress:				

<p>Physical Education</p> <p>Expectations for Years 5 & 6</p> 	<p>Pupils should continue to develop and apply a broader range of skills, using them to sequence and link a wider range of movements and applying them accurately and appropriately within games.</p> <p>Their performances should show precision, control and fluency.</p> <p>Pupils should show an understanding of tactics and game composition, comparing skills, techniques and ideas used in their own and others' work</p> <p>Pupils can explain and apply basic safety principles in preparing for exercise, describe the effect exercise has on their bodies and how exercise is valuable to their fitness and health.</p>			
	Working Below	Working Towards	Expected	Mastered with greater depth
Effort:				
Progress:				


<p>Music</p> <p>Expectations for Years 5 & 6</p> 	<p>Pupils identify and explore the relationship between sounds and how music reflects different intentions.</p> <p>While performing by ear and from simple notations they maintain their own part with awareness of how the different parts fit together and the need to achieve an overall effect.</p> <p>They improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures.</p> <p>They describe, compare and evaluate different kinds of music using an appropriate musical vocabulary.</p> <p>They suggest improvements to their own and others' work, commenting on how intentions have been achieved.</p>			
	Working Below	Working Towards	Expected	Mastered with greater depth
Effort:				
Progress:				

<p>MFL</p> <p>Expectations for Years 5 & 6</p> 	<p>Pupils show that they understand longer passages, made up of familiar language, but may need some repetition.</p> <p>Pupils sustain a simple conversation supported by visual or other cues.</p> <p>They are beginning to use their knowledge of grammar to adapt and substitute single words and phrases.</p> <p>Their pronunciation is generally accurate.</p> <p>Pupils show that they understand short stories and factual texts, identifying main points and some details.</p> <p>When reading on their own, they are beginning to use context to work out what unfamiliar words mean.</p> <p>Pupils write paragraphs of about three or four simple sentences, using familiar memorised language.</p> <p>They are beginning to use their knowledge of grammar to adapt and substitute individual words and set phrases.</p> <p>They can use dictionaries to check words they have learnt.</p>			
	Working Below	Working Towards	Expected	Mastered with greater depth
Effort:				
Progress:				

<p>RE</p> <p>Expectations for Year 5 and Year 6</p> 	<p>AT1: Learning about religion</p> <p>Pupils use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences.</p> <p>They make links between them, and describe some similarities and differences both within and between religions.</p> <p>They describe the impact of religion on people's lives.</p> <p>They suggest meanings for a range of forms of religious expression.</p> <p>AT2: Learning from religion</p> <p>Pupils raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments.</p> <p>They apply their ideas to their own and other people's lives.</p> <p>They describe what inspires and influences themselves and others.</p>			
	Working Below	Working Towards	Expected	Mastered with greater depth
Effort:				
Progress:				

<p>Pupil Comments</p> 	
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<p>Headteacher's Comments</p> 	
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<p>Parent Comments</p> 	
<p>Parent signature</p>	

If you would like to discuss your child's report further please contact the class teacher.