



West Byfleet Junior School Termly Progress Report

General Behaviour
Refers to the children's general behaviour around school: how they conduct themselves; how they speak to adults; and how they treat other children.

Standardised Scores
When tests are carried out at certain times of the term (this is shown in brackets) your child will be given a standardised score. This section explains how these are used to help us decide on a level they are working at.
For Year 6 scaled scores are used (as this is how SATS are assessed) and these are explained accordingly on the Year 6 report.

Children are tested termly and their test scores are converted to a standardised score, which in turn allows us to see whether they are working at the expected level for their year group. It also enables us to see smaller levels of improvement and track their progress.

Spring Term Targets
Targets for each term are created to help children achieve their end of year target and are based on objectives for the year group.

Name		Attendance	
Class		School Target	95%
Teacher		Termly Attendance	
		Number of lates	0
General Behaviour		Learning Behaviour	
Outstanding		Outstanding	
Good		Good	
Needs to improve		Needs to improve	
<p>The information below is based on Teacher Assessment of how your child performs in the class. All children are unique and their abilities differ, as do the rates at which they learn. It would be unwise to compare this report with that of another child.</p> <p>End of Year Target: This tells you where your child is being targeted. This is in line with the end of year group expectations.</p> <p>You will then see whether your child is currently on track to achieve their end of year targets. If your child is not on track, then extra support and intervention will be put in place to support this.</p> <p>Standardised Scores: Your child will be given a standardised score for each subject and these are explained below: <95: Working towards the expected level 95 – 111: Working at the expected level 112+: Working above the expected level</p>			
SEND Register	Your child is on the SEND register. Please see their ISP for more details on the current interventions and targets in place.		
MATHS			
	Working towards	Working at	Working above
End of Year Target		✓	
On track for achieving target	is on track to achieve her end of year target.		
Interventions in place	Your child is on the SEND register and these are the interventions in place to support their learning.		
Effort			
Needs to improve	Good	Outstanding	
	✓		
Current Maths Standardised Score (Test: November 2024)			
Spring Term Targets			

Learning Behaviour
This is how the children learn in the classroom, including how they question, challenge and involve themselves in the learning. Parents can refer to the guidance sheet provided with the report to see how their child can make improvements in this area.

End of Year Target
Children are given an end of year target based on their previous year's achievements and Key Stage 1 data. These are national curriculum levels as set out by the Department of Education.
Working towards = the child is working towards the end of year group expectations. This may be broken down into smaller sections so that progress can be seen across the year.
Working at = the child is targeted as meeting the end of year expectations for their year group.
Working above = the child is being targeted as achieving beyond the end of year expectations for their year group.

On track
This looks at how the child is working currently and whether they are expected to achieve their end of year target.

If they are not, you will be given information about interventions that school have put in place.

How you can help at home:

Support with Maths

- Regularly practise times tables by reciting them, writing them or even singing them.
- Make sure time is set aside to access TTRS and NumBots (a minimum of 3 times a week.)
- Support your child with maths homework tasks by selecting the appropriate level task and talking about methods, which are taught in school.
- On the school website, in Curriculum, the Written Calculations Policy is a good guide for the methods taught in each year group.
- On the school website, in Pupils, there are helpful Maths Method Videos.

Support with Reading

- Please continue to read as often as possible with your child (a minimum of 3 times a week.)
- When reading aloud, prompt your child to use the punctuation in the text to read with expression, fluency and the appropriate intonation.
- After reading, whether your child has read independently to you or listened to a story read by you, please discuss the text and ask a range of questions.
- Please set aside time to access Accelerated Reader to complete quizzes.
- If your child has access to Nessy, it is helpful if they can spend regular time on the reading and spelling activities.

Support with Writing

- Please continue to support your child with their English homework tasks by asking them to read it aloud once completed to help them check for errors in grammar and/or punctuation according to their target.

Support with Handwriting

- All letters sit or stand on the line *a b c d e f g h i j k l m n o p q r s t*
u v w x y z
- Ascenders are tall and straight *b d f h k l t*
- Descenders go straight down below the line *p q* or go straight down then loop up *g j*
y
- Leave finger spaces between words, otherwise it is hard to read each word
- Joining letters must have a lead in and a lead out
- Letters are consistent in size and shape, not too **big** and not too small
- Capital letters do not have lead ins or join

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy
Zz

Ways to support at home

This is designed to give parents some support in how to help their child. We have broken this down into maths, reading and writing. Please note this is a Year 3 example; other year groups may differ.

Parents are welcome to talk to their child's classteacher if they have any questions about the information given.