

## How we measure up nationally

Nationally, there are two further mechanisms for tracking the school's effectiveness in delivering education: the Raise On-line and Fischer Family Trust databases.

**Raise Online** is an annual Government report which records the school's performance based on its SATs results. The School's attainment is compared directly with other similar schools. But, here, the 'context' of the school and its pupils is taken into account: The children's gender; age - the range in the year, based on birthdate; numbers of SEN pupils; pupils with free-school meal entitlements; those whose first language is other than English; mobility - children who have moved schools at non-standard transfer times; ethnicity and economic deprivation - measured by postcode.

**The Fischer Family Trust** is a highly-respected educational charity which collects and analyses data from all the nation's schools. It also looks at the school's 'context' and the socio economic measure derived from geo-demographic data, which is available for each pupil's postcode and averaged for all the pupils in the school. It then highlights any areas where the children's attainments are out of kilter with similar schools.

Both reports are used by teachers and governors to highlight long-term trends, to plan improvements and to assist in setting targets for the children - thus ensuring the school is developing in line with national targets.

## What the children understand about the system

From the moment they join St Katharine's, our children are encouraged to be involved in their own education. Teachers and pupils discuss targets together and every child knows what they are working towards. By the time a child reaches Year 6, they will be familiar with the National Curriculum Levels, the expectations, the terminology and which skills they must master to progress to the next level.

## How can parents get involved?

**School Reports** will be given to parents at the end of March. These reports document, for parents, their child's progress against the National Curriculum Levels and flags up potential educational and social issues where extra support may be needed - both at school and at home - in the second half of the school year. There will be a final summary report in July.

**Parents' Evenings** are held three times a year. Parents are invited to discuss their child's progress with the class teacher. These evenings will be held in November, March and July.

**Concerns** can arise any any time of year, however, so please feel comfortable to approach the class teacher or head teacher at any time during the academic year to discuss any problems you have with your child's education at St Katharine's Primary School.



# ST KATHARINE'S Primary School

## THE GUIDE 2 Your Child's Education

Welcome to the second Guide to St. Katharine's Primary School, The purpose of this guide is to explain, in more detail, the education your children receives at St. Katharine's and how you can get involved in supporting their development.

### Your Child's Education:

Introduction from head teacher Sharon Cross.

Learning at St Katharine's.

Education Time Line.

How we ensure every child progresses.

How we monitor your child's progress.

How we measure up nationally.

What the children understand about the system.

How can parents get involved?

### Introduction - from Head Teacher Sharon Cross

We are very proud of our school and what we all achieve. At St Katharine's, we have a strong commitment to doing our very best to develop the whole child through all aspects of the curriculum and extra-curriculum activities. Whilst setting high standards for your children in academic and social aspects of education, we strive to create an environment where every individual can experience success and enjoyment. We also strive to provide a broad and balanced curriculum, together with learning which is in context, relevant, meaningful and interesting and we encourage each child to achieve his or her potential.

We particularly value the close relationship between home and school; this supports your child's social, personal and academic progress. We particularly welcome parental support and encourage parents to help with classroom activities. Good communication is essential and we welcome your feedback and questions, after reading this guide.

## Learning at St Katharine's

Literacy and Numeracy are the foundation stones on which our children's education at St Katharine's is built. Literacy includes reading and writing, as well as developing children's speaking and listening skills. Numeracy covers all aspects of mathematics. All children will take part in both Literacy and Numeracy lessons every morning. Other 'core subjects' are science, religious education (RE) and information and communication technology (ICT). These are also taught in separate lessons. In addition, the Government specifies a number of subjects which schools must teach but allows us a certain amount of flexibility about how this is achieved. These subjects are: geography, history, PSHE (personal, social, health and education); citizenship; modern languages; PE (physical education); music; art; and design technology.

At St Katharine's children are set topics and projects which last for one or more terms, such as the Romans or the Rivers of the World. Each topic or project covers a number of key subjects (core or non-core) and opens up children's learning horizons.

The Programme of Study for all these subjects is laid down by the Government in its National Curriculum. However, the St Katharine's team creates the lessons and decides on how the children's education will be delivered.

To find out more about the National Curriculum, the Government website provides a great deal of background: <http://curriculum.qcda.gov.uk>

## Education Time Line

- In Reception, children are completing the **Early Years Foundation Stage** of their education - which they may well have started at a previous nursery school.
- Years 1 and 2 are known as **Key Stage 1** and, at the end of this stage, the children will sit the first Standard Attainment Test (SATs) to check their progress against the national average at age 7.
- Years 3, 4, 5 & 6 are **Key Stage 2**. At the end of Year 6, the children sit their final SATs exam (age 11) before leaving St Katharine's to continue their education at secondary level - Key Stage 3 - and beyond.

## How we ensure every child progresses

When joining our school in Reception, your child places the first blocks in the foundations of their education - which will, ultimately, support them throughout their lives as Lifelong Learners.

At St Katharine's, the teaching team takes a great deal of care to ensure that every child achieves to the maximum of their capabilities during their time at our school. From their very first day, we ensure that every child's progress and educational milestones are closely monitored and their education is tailored to their individual needs.

The National Curriculum divides children's progress into Levels, from 1 to 5. These grades do not correspond with the school years, but are recognised points of achievement and attainment in primary education.

Therefore, at the beginning of Year 1, every child starts at Level 1 [each level is subsequently broken down into three sub-levels C, B and A]. The Key Stage 1 SATs examinations at the end of Year 2 are used to pinpoint each child's achievements up to that point and provide the benchmark for measuring progress from that point forward. To achieve satisfactory progress during their time at St Katharine's, each child should rise by 2 Levels from the end of their KS 1 SATs (Year 2) and the SATs at the end of Year 6 (4-years later). For instance, if a child is assessed at Level 2 (C,B or A) in their SATs at the end of Year 2, then they would be expected to reach Level 4 by the end of Year 6 - this would represent satisfactory progress for them.

This Government target of Two Levels Progress is applied regardless of the child's attainment at the end of Key Stage 1 or any Special Educational Needs (SEN).

Put simply, St Katharine's seeks to ensure that every child in the school achieves their educational target, regardless of their abilities. However, we go further - we want our children to be extraordinary, rather than simply satisfactory!

## How we monitor your child's progress

Soon after joining Reception, a 'base-line' assessment is carried out of every child - their strengths are plotted and their early needs identified.

From Year 1, St Katharine's uses a very detailed system called **Assessing Pupil Progress** (APP) to develop and monitor, for each child, an individual educational programme for the rest of their stay at the school.

The school has an electronic '**pupil tracker**' which plots every child's progress throughout the year. We can quickly see if a child is struggling with any aspect of their education and develop a personal action plan for them. If, however, a child is identified as clearly above average, their advanced progress will be guided by teachers, and they may be further supported through the Wiltshire Council's **Gifted and Talented** programme.

In addition, Wiltshire Council provides a specialised computer-based monitoring device called the **Wiltshire Tracker**, which gives the teaching staff an overview of every child's progress, measured against the county's other primaries. Again, this ensures the school can keep a firm grip on where every child is academically and what needs to happen to keep their education on track.