

How you can help at home

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<i>Key competencies</i>			
	DEVELOPING	USUALLY	ALMOST ALWAYS
MANAGING SELF			
Can work independently			
Shows perseverance			
Tries to complete tasks in a set time frame			
RELATING TO OTHERS			
Works co-operatively			
Listens to all views			
Able to compromise			
THINKING SKILLS			
Asks good questions			
Developing problem solving skills			

Teacher signature: _____

Headteacher Signature: _____

תלמוד תורה פרדס
Pardes House Primary School



Mid-Year Progress Report

2015-16

David Cameron

Year Group: 3

Teacher: Mrs N Morgan

Headteacher: Mr J Sager MA, B.Ed, NPQH

Absences (2 sessions a day) Authorised: Unauthorised:

Purpose

As a school we want to share as much information as possible with parents about their child's progress - parental support is key. This is the reason for issuing a progress report midway through the year.

This **progress report** provides you with an indication of your child's achievements at the half-way point in the year in relation to the National Curriculum and their starting points. Teachers have used a range of assessment information and their own professional judgements to determine the achievement levels of your child.

The grading system is the same as in the end-of-year reports.

Attainment will be graded as either:

- Working towards: Not yet reached expected National attainment level for the year group.
- Mostly achieved: Has met some/most of the expected National attainment level for the year group.
- Achieved: Has met the expected National attainment level for the year group.
- Mastery: Understands and applies knowledge in greater depth.

Progress will be graded as either:

- Excellent
- Good
- Acceptable
- More required

Effort will be graded as either:

- Excellent
- Good
- Acceptable
- More required

In addition, next learning steps and ways you can help at home have been provided, in order to guide the progress of your child. All children are unique and their abilities differ, as do the rates at which they learn. It would therefore be unwise to compare this report with that of another child.

Reading

<u>Attainment</u>	<u>Progress</u>	<u>Effort</u>
•	•	•
<u>Written comment & next steps:</u> •		

Writing

<u>Attainment</u>	<u>Progress</u>	<u>Effort</u>
•	•	•
<u>Written comment & next steps:</u> •		

Maths

<u>Attainment</u>	<u>Progress</u>	<u>Effort</u>
•	•	•
<u>Written comment & next steps:</u> •		