

EXPLANATORY NOTE ABOUT MARKS ON YEAR 3 AND 4 REPORTS

This is a note to add some context to the marks for Maths and English that appear in the end of term reports about your son(s) that will be made available to you electronically very shortly. Formal, summative assessments are done only in Maths and English. Therefore, they are the only subjects for which marks appear. Of course, in all other subjects, plenty of informal and formative assessment took place on a daily basis in order for us to monitor and support progress. Your son's marked papers for the majority of the Maths and English assessments that they have done have been sent home to you during the course of the year.

Please note that, having had the opportunity to meet with your son's teachers for every academic subject just before the half term break, this term's reports only include written comments from your son's tutor.

Maths

As part of the school's Key Stage 2 (Years 3 to 6) Collins Connect Busy Ants Maths scheme, the boys take a test at the end of every third week on the areas that they were focusing on in the previous three weeks as part of that unit. Performances in Units 1 to 6, taken across the Autumn and Spring terms, have all contributed to the mark that appears on the report, in the form of an overall percentage.

English

Across the Autumn and Spring terms, boys have taken year-group specific tests for punctuation and grammar, creative writing, spelling and reading comprehension (in the form of the half termly computerised Accelerated Reader tests). The English report score reflects performances on all of these, with weighting as follows.

- Punctuation and grammar: 30%
- Creative writing: 30%
- Spelling: 10%
- Reading comprehension: 30%

Please note the following general points with regards to reporting and assessment:

- No reporting system is perfect, but it is probably best as parents to place greater emphasis on the written words in reports than on numerical marks as words can paint a fuller picture;
- Scores on formal assessments of children at this age should always be taken with a pinch of salt. There are often cases where factors such as ability to read questions carefully, to express oneself verbally, anxiety,

mood and other things linked to general maturity and “exam technique” can affect a young boy’s ability to reveal his true knowledge and understanding on a one-off formal “test”, no matter what the test subject, leading to a different than deserved score;

- A score of, say, 75% on one assessment or report does not necessarily match up to a score of 75% on all other assessments and reports. Levels of difficulty, subject, year group and all manner of other factors limit the validity of such comparisons.