

Thornton Primary School
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Dear Parent / Carer

To bring us in line with all Focus Trust schools, we are changing the assessment judgements we make about our Key Stage 1 and 2 pupils at Thornton Primary School. These changes will be reflected in the feedback we give at Parents' Evening meetings and in the content of the reports we will send home later in the year.

Up until July, our judgements were made half-termly and used the 'stages' of Bronze, Silver and Gold. Throughout the year, pupils moved through these stages to hopefully achieve Silver+ or Gold by July.

Focus Trust's assessment system is based on whether or not pupils are 'on-track' to achieve age-related expectations by the end of the academic year. The judgements will continue to be made each half-term, but, rather than work toward achieving a particular 'stage' by the end of the year, it is more about judging the progress a pupil has *already* made and how likely they are to achieve the expected standard by July.

Each half-term, we will make one of three judgements for each pupil in reading, writing and mathematics:

- **On-track**
This means that, if a pupil continues to make progress at their current rate, they will likely achieve age-related expectations by the end of the year.
- **Vulnerable**
This means that a pupil, at their current rate of progress, is at risk of **not** achieving age-related expectations by the end of the year. This will almost certainly mean that the pupil will need some form of additional support to bring them back to being 'on-track'.
- **Greater-depth**
This means that, in their day-to-day work, a pupil is showing that they can use and apply existing knowledge to quickly grasp new concepts and can deepen their understanding and application of what they already know.

Where a pupil has difficulty accessing the work pitched at their current year-group, they will be given activities aimed at helping them to achieve age-related expectations for an earlier year. They will still be judged as being 'on-track' or 'vulnerable', but these will be based on how likely they are to achieve the age-related expectations for the year of work they are completing.

We hope that this way of thinking about the progress a pupil is making will help us to be more clear about where a pupil is in relation to where they need to be at the end of the year.

If you have any questions or concerns, please do not hesitate to contact either me or your child's class teacher.

Thank you

Mr. M. Cutting
Deputy Headteacher

