



Wimborne St Giles First School and Nursery

Understanding and Supporting Your Child's Progress at Wimborne St Giles

(Reviewed September 2026)

Introduction

Throughout the year, your child's learning is assessed in a variety of ways, these include: on-going assessment in the classroom, marking of work in books and formal tests. Assessment is used for a wide variety of reasons:

- To inform day-to-day teaching.
- To involve pupils' in their learning.
- To raise self-esteem and motivation.
- To allow teachers and pupils to plan for next steps for learning.
- To contribute to the evaluation of the curriculum that the school offers.

This document sets out the schedule of assessments and the feedback you can expect to receive.

School Assessments

Your child's teachers are constantly working to understand what your child has learnt. This is an ongoing process that happens in every moment of learning. We gather together this ongoing assessment information at regular intervals to monitor and report the progress of your child.

Phonics (Year R – 2)

Learning to read is a foundational skill for all children and is the gateway to accessing all other learning. Children learn to read at Wimborne St Giles using a phonics scheme called Read, Write, Inc. Throughout Key Stage 1, your child's progress will be assessed every six weeks. Your child will be given a coloured book band which consolidates the sounds they have mastered as well as introducing the new sounds and skills they need. This is supported by daily phonics teaching.

Phonics is formally assessed at the end of year 1 (Phonics Screening) when most children will have successfully completed Read, Write, Inc.



[Parent Guide to Read, Write Inc.](#)

Termly Teacher Assessments (Year 1 – 4)

Each term, your child's teacher will make an overall judgement on your child's learning in relation to the curriculum taught. Teachers use four levels to describe the attainment of your child.

Below – Working well below the Age Related Expectations

Working Towards – Working below the Age Related Expectations

Expected – Working securely within the Age Related Expectations

Greater Depth – Working at a greater depth within the Age Related Expectations

Teacher judgements in Reading, Writing, Maths and Science are collecting and shared termly.



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Seven Areas of Learning (Reception)

The curriculum in reception focuses around the development of seven areas of learning. Throughout the year, your class teacher will be assessing your child's progress in relation to these goals.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Develop
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Your child will be assessed using two criteria.

Emerging – Working below the Age Related Expectations

Expected – Working securely within the Age Related Expectations

Teacher assessment against the seven areas of learning will collected and shared termly.

Summative Assessments (Years 1 – 4)

Your child will take summative assessments in English, Spelling, Punctuation and Grammar (SPAG) and Maths. These assessments take place in class towards the end of each term and are marked by the class teacher. Your child will be awarded a standardised score each term where an average child would receive a score between 95-105. These tests are used to monitor pupil and help support and inform the teacher assessment in Reading and Maths.

Children will be assessed termly with results shared as part of the Interim and End of Year Reports.

Statutory Assessments

Whilst your child is at Wimborne St Giles, they will complete a variety of statutory assessments, set centrally by the government. These assessments are important for both your child in measuring their progress, but also for the school in reviewing the impact of our curriculum.

Reception Baseline Assessment

When your child starts their journey with us at Wimborne St Giles, they will complete a reception baseline assessment (RBA) within the first 6 weeks of term. The purpose of the assessment is to provide the starting point for a new measure that will help you understand how well we support the progress of your child between reception and year 6.

We don't receive any formal scores from the RBA and the information is used centrally by the Department for Education.



[Information for Parents: Reception Baseline Assessment](#)



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Year 1 – Phonics Screening

Children begin to learn phonics (sounds) in Early Years. For your child we use a carefully planned scheme called *Read, Write, Inc.* Once children begin learning sounds, these sounds are used to read and to spell words. Children in year 1 will all be taking the phonics screening check during June to assess their understanding of these initial sounds to ensure they are best placed for success in the future. Children in year 2 will also take the check if they did not achieve the required results in year 1 or have never taken the screening.

Children will be assessed online in June with results shared as part of the end of year report.



[Information for Parents: Learning to read through phonics](#)

Year 4 – Multiplication Check

The multiplication check is a mandatory assessment that determines whether pupils can recall their times tables fluently, an essential skill for future success in mathematics. Throughout year 4, we work to prepare your child for the assessment so that all children master their times tables.

Children will be assessed online in June with results shared as part of the end of year report.



[Information for Parents: Multiplication Times Table Check](#)



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Reports

Your child's progress will be formally reported to you three times a year. The Autumn and Spring interim reports are summative updates on progress and will form the basis of conversation at parent consultations, as such they will not contain teacher comments. The End of Year Report will contain final teacher assessments alongside more qualitative teacher feedback and reflections. Reports offer a good window into your child's progress but if you have any concerns, please speak to your class teacher.

Autumn Interim Report (Jan)

Teacher Assessments:

Reading
Writing
Maths
Science

Formal Assessments

Reading
Spelling, Punctuation and Grammar
Maths

Spring Interim Report (Apr)

Teacher Assessments:

Reading
Writing
Maths
Science

Formal Assessments

Reading
Spelling, Punctuation and Grammar
Maths

End of Year Report (Jul)

Teacher Assessments:

Reading, Writing, Maths, Science

Formal Assessments

Reading
Spelling, Punctuation and Grammar
Maths

Summative Teacher Comments

Overall
English
Maths

*Reports for Reception children will report all seven areas of learning.

Parent Consultations

We hope that you will be able to have an open and ongoing dialogue with your child's class teacher each day and try to allow time at the beginning and end of the day for informal, but often important, conversations to take place. We have two opportunities for you to meet your child's class teacher more formally.

Meet the Teacher (September/October)

Our October 'Meet the Teacher' consultations are an opportunity for teachers to update you on how your child has settled into the year and is primarily a pastoral update.

Progress Review Meeting (January/February)

The February Progress Review Meeting will reflect on the Autumn Interim Report and the progress your child is making in their learning.