

Understanding your child's report

What does this report tell me?

Shortly after starting Reception Class, your child completed the BASE assessment. BASE provides an overview of children's knowledge, skills and understanding as they begin their school lives. The BASE Parent Report presents the information about your child, taken from this assessment.

Your child's personal details are shown at the top of page 1 and, below this, three arrows summarise their assessment outcomes. Page 2 includes a detailed description of what your child knows and can do at the time of the assessment.

The three arrows represent different aspects of development. The arrow for Literacy is in blue, for Mathematics it is green and for Personal, Social and Emotional Development (PSED) it is pink. Blue horizontal bars across the arrows give an indication of your child's developmental stage, according to BASE. Please note that a blue horizontal bar will only appear on the PSED arrow if the school carried out this part of the assessment with your child.

Your child's developmental stage may appear low at the beginning of the year. This is typical for many children starting reception class and should not be interpreted as being a problem. The arrows on the bars will appear higher as your child's understanding and skills improve. Short statements alongside each arrow explain what a child typically knows, understands or can do at each stage.

If it is relevant to your child, a short comment may appear below the arrows. This comment may relate to a special educational need they have, or it may appear if they speak English as an additional language. If it does appear, the comment will explain that circumstances such as these may influence the outcome of the assessment.

Schools can use BASE at the end of the school year as well as at the start. If your child's school chooses to repeat the assessment, a second report will follow in the summer term, which summarises the progress your child made throughout the year.

The BASE assessment is produced by Cambridge Insight, a subsidiary company of Cambridge University Press & Assessment. The information obtained from BASE will be used to provide a general indication of your child's current development and to help teachers plan appropriate activities to support your child's learning. For schools in England, the Department for Education (DfE) require Cambridge Insight to pass on some information from BASE. This information relates to early Literacy and Mathematics and will be used for the purposes of tracking children's progress at school in subsequent years.

If you have any concerns or questions relating to the BASE assessment or your child's report, please arrange to speak to their teacher.

Page 1 of 2 of Parent Report for Adam Apricot, Azure Primary School

PARENT REPORT ADAM APRICOT	FIRST NAME: LAST NAME: CLASS: DATE OF BIRTH:	ADAM APRICOT AZURE CLASS 24-11-2009
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What was assessed?
In the first few weeks of starting at school, Adam was assessed using a baseline assessment from CEM (Centre for Evaluation and Monitoring) at Durham University. The school uses this, along with other ongoing assessment activities, to get a better understanding of what Adam knows and can do, with a particular focus on early literacy and early mathematics. Personal, social and emotional aspects of development (PSED) are also assessed. This information is used to help plan appropriate activities for Adam and decide what he needs to learn next.

Adam's developing ability profile
The graphics below indicate where Adam is in his early literacy, early mathematics and PSED development. The length of the arrow indicates the range of expected abilities for children in their first year at school. Children at the earliest stages of development will appear at the bottom of the arrow and those who are the most advanced will appear at the top. As children develop they move further up the arrow. The position of the horizontal bar indicates Adam's stage of development based on this assessment. No bar on an arrow indicates that we don't yet have this data.

<p>Literacy</p> <p>At this stage, a child generally demonstrates an exceptional range of skills in reading, writing and communication</p> <p>demonstrates an increasingly secure understanding in reading, writing and communication</p> <p>has developed a wider range of skills in reading, writing and communication</p> <p>is beginning to develop a range of basic skills in most areas of literacy and communication</p> <p>is beginning to develop basic skills in some areas of literacy and/or communication</p>	<p>Mathematics</p> <p>At this stage, a child generally demonstrates an exceptional understanding in number, shape and spatial position</p> <p>shows an increasingly secure capability in number, shape and spatial position</p> <p>is developing a wider range of skills in number, shape and spatial position</p> <p>is developing basic skills in number, shape and spatial position</p> <p>is beginning to develop some basic mathematical skills and abilities</p>	<p>Personal, social and emotional development</p> <p>At this stage, a child generally is confident and resourceful, demonstrates a caring nature and articulates their thoughts clearly</p> <p>manages their feelings well, adapts to change and responds positively to others</p> <p>is confident to try new activities, generally follows rules and co-operates well with others</p> <p>is developing good relationships and sometimes initiates interaction with peers and familiar adults</p> <p>is beginning to show an awareness of their own feelings and responds to the actions of others</p>
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