



Dear Parents,

The following guide explains the updated (2018/19) SAP reporting format for you. If you have any questions, please do not hesitate to get in contact.

**You will also have the opportunity to discuss your child's progress during the upcoming parent/teacher conference which will take place on 12th, 13th and 14th March 2019.*

The front cover of your child's report presents you with two **keys** and a **path** to the IIL website:

Key

Stage of Development	Effort
Shadow/ Shaded area-not yet covered	Satisfactory: S
Emerging: E	Good: G
Working towards expected standard: WT	Outstanding: O
Working at expected standard: AE	
Working at Greater Depth: GD	

- The **key** is used to grade the children on their **stage of development** and also their **attitude to learning**. The grading system is progressive i.e. children move from E → WT → AE → GD and from S → G → O.

Please follow the path the Curriculum Overview i.e. Outline of Work documents.

[iil.ch](#) > primary > downloads > Outline of Work

[Outline of Work Documents](#)

- This **path** takes you to the downloads section of the IIL website where you can find each year group's *outline-of-work* document i.e. a detailed description of each Year group's programme, across each area of the core curriculum, with suggestions of how you can help at home. These documents are updated each half-term.

Within the report, each child will receive an overall grade for each of the core areas e.g. Reading.

Each grade or stage of development will reflect the child's progress towards End-of-Year objectives.



Furthermore, each child will be graded against specific objectives within the core curriculum areas. If the grade box is shaded, this objective hasn't yet been covered. This is not cause for concern within the spring-term reports as these are End-of-Year objectives. These objectives are rich and comprehensive to ensure we are assessing children effectively, to qualify each child for the next academic year.

Each child will also be graded on their effort within each area of the curriculum. The key above reflects the grading system we use. If a child is working at satisfactory, the teacher's comment will detail how they can improve within this curriculum area.

Please see the Year 6 Writing example below for Child *Alpha*:

Writing : AE

Curriculum area	End of Year Objectives I can...	Stage of Development	
		Spring	Summer
Punctuation	use a range of punctuation including the semi-colon, colon and dash to mark the boundary between independent clauses.	WT	
Sentence Structure	use extended sentence with 'relative' and/or 'subordinate' clauses.	AE	
	Can write using a variety of verb tenses, appropriate to the genre of writing.	WT	
	link ideas between paragraphs to show continuity using a range of cohesive devices. e.g. The use of linking adverbial phrases, repetition of words or phrases and ellipsis.	WT	
Composition and Effect	address the 'audience'/reader when writing a particular genre of writing.	AE	
Spelling	apply spelling rules (Y6 specific).	AE	

Effort : O

Child *Alpha* is working at an Age Related Expected Standard, on End-of-Year 6 objectives, within Writing . Child *Alpha* needs to focus on punctuation and also work towards developing sentence structures. Child *Alpha* is secure with spelling and composition and effect. The class teacher feels that child *Alpha* is extremely hard working and has graded Child *Alpha*'s attitude to learning as Outstanding.

** There will also be a personalised teacher-comment and the teacher will also indicate how the child can develop further.*



Please see the Year 1 Reading example below for Child *Beta*:

Reading : AE

Curriculum area	End of Year Objectives I can...	Stage of Development	
		Spring	Summer
Decoding	read letters, phonemes and C-V-C words e.g. c-a-t with fluency and expression	GD	
	Read aloud phonically-decodable texts, and check that the text makes sense.	GD	
Range of Reading	Listen to and discuss a wide range of poems, stories and non-fiction.	AE	
Word meanings	Discuss word meanings, linking new meanings to those already known		
Discussing reading	Explain clearly my understanding of what is read to me and discuss the content of the stories I read independently.	GD	

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Effort : G

Child *Beta* is working at an Age Related Expected Standard, on End-of-Year 1 objectives, within Reading. This child can decode and discuss reading extremely well and is working at greater depth in these areas. Child *Beta* can discuss texts but hasn't yet started to look at the meaning of new words as this hasn't yet been explored in Year 1. The teacher has graded Child *Beta* 's effort as good which means that this child is committed to learning and can improve their attitude even further to achieve grade outstanding.

** There will also be a personalised teacher-comment and the teacher will also indicate how the child can develop further.*

To better understand our curriculum and the objectives listed in our reports, please review the **Outline of Work** documents, available to download each half term from the *Primary* pages of IIL website:

[Outline of Work Documents](#)

If you have any questions, please do not hesitate to get in contact.

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