

## Discussing *Baseline Progress* outcomes with parents

The *Baseline Progress* Group report for teachers includes a short narrative for the teacher suggesting some factors that may have played a part in the children's progression during the school year. Here, we offer some additional guidance for teachers wanting to include outcomes from the assessment in their discussions with parents and carers.

It must be emphasised that progress is defined by what was assessed in *Baseline* and then re-assessed in *Baseline Progress*. The teacher's knowledge of the child in all aspects of development will be paramount, but it is likely that the assessment data will offer some additional insights that can be shared.

### Where progress, as measured in *Baseline Progress*, is above average

- Overall, your child has been making an above average rate of progress in literacy and mathematics. As *Baseline Progress* has two parts it is important to look at each separately as some children will have high progress in mathematics but poorer progress in literacy and *vice versa*.
- As parents/carers you know your child well – if you have ideas about what has helped your child to make good progress, please let me know.
- The following will help your child's ongoing motivation to learn:
  - using their interests as a starting point for activities that build maths and literacy skills. For example, helping them to read a magazine article about motorbikes, if that is something that they show an interest in, rather than just relying on reading scheme books from school;
  - helping them to see the purpose of their learning\*. For example, using number skills at every opportunity, such as when serving food, in the shops and during construction activities;
  - supporting them to feel competent in whatever numeracy/literacy is done at home;
  - getting into the habit of thinking about thinking\* with your child: ask "How did you do that?!", "I wonder how you could make that

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\* Metacognition (learning to learn) approaches have been shown to support and accelerate learning. Over time, children take greater responsibility for their learning and understand what it takes to succeed. Conversations around the purposes of learning and how tasks can be tackled and thought through can be a helpful first step with very young learners. See <https://educationendowmentfoundation.org.uk/> for more information and examples of research-based evidence. In 'The emergence of early development of self-regulation in young children' (Researchgate, 2012) Whitebread and Basilio found that "... a growing number of studies have demonstrated that metacognitive and self-regulatory abilities are learned and are highly teachable. Dignath, Buettner and Langfeldt (2008) recently provided a meta-analysis of a range of studies across the primary school age-range, for example, and revealed impressive effect sizes for interventions teaching self-regulation strategies to children in the age range."

box stronger.” “Which word in this list do you think will be hardest to learn?”

- It would be helpful for me and your child’s other teachers to know about your child’s progress at home in all areas of learning; for example, in sports, the arts, their friendships, behaviour and so on.

### **Where progress, as measured in *Baseline Progress*, is average**

- Overall, your child has been making an average rate of progress in literacy and mathematics. As *Baseline Progress* has two parts it is important to look at each separately as some children will have high progress in mathematics but poorer progress in literacy and *vice versa*.
- Standard scores have an average (mean) score of 100; approximately two-thirds of pupils achieve scores between 85 and 115. If a child has a standard score of 100 at the start of the year and finishes the year still with a standard score of 100 then they have progressed at an average rate. If they start the year with a standard score of 100 and finish the year with a lower standard score this means that they have moved forward less quickly than other children of their age but they may still have made progress.
- Assessment results are one way of finding out about your child’s progress at school. It is helpful to find out about progress and interests at home. Please let me know what you have noticed about your child’s progress and interests at home; for example, in sport, art, friendships, behaviour, music, drama, maths, reading and writing.
- The points above about motivation apply equally to children whose progress has been average – building on interests, making the purposes of learning clear and asking your child to explain their thinking in everyday situations can help hugely in their academic development.

### **Where progress, as measured by *Baseline Progress*, is below average**

- Overall, your child has been making a below average rate of progress in maths and literacy. As *Baseline Progress* has two parts it is important to look at each separately as some children will have better progress in mathematics but poorer progress in literacy and *vice versa*.
- Sometimes, it may be the case that a child’s progress in maths and English will slow but they are doing very well in other things such as creative activities, sports, and/or in their personal development where they demonstrate kindness, determination, etc. Sometimes, difficulties in broader skills can stop children from achieving their potential with academic learning. Please tell me if there are areas outside of school where your child is doing well so that we can use this to work with and engage them.

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- Your knowledge of your child is very helpful for making sure that we support them as well as possible at school. Please tell me if you think anything outside of school may have been stopping your child from making progress or if you have ideas about how to improve their progress. For example, children's learning at school can be affected by things such as tiredness and how good they feel each day.
- Please let me know if there is any family history of literacy difficulties, such as dyslexia, in, for example, an older sibling. Family history of literacy difficulties is one of the biggest risk factors for difficulty with acquisition of literacy skills – some studies suggest that half or more of children who come from a family with a history of dyslexia will themselves show signs of delayed reading. *(Clearly this may be a very sensitive area but knowing whether or not this is the case can be crucial to supporting the child.)*
- If your child has had an assessment from a speech and language therapist, occupational therapist, physiotherapist, educational psychologist or other professional please consider sharing the report with school if you have not already done so.
- I would be happy to meet with you to plan how to work together to support your child's progress. We would look for ways in which their interests, strengths and motivations can be used to support the things that they find difficult. It would be helpful for me to understand your own wishes and hopes for you child.
- The points above about motivation apply equally to children whose progress has been below average – building on interests, making the purposes of learning clear and asking your child to explain their thinking in everyday situations can help hugely in their academic development.