



Cotswold School

Progress & Achievement Report In Relation To National Standards

Tammy Read

Room 16

Year 2

Heather Benns
Class Teacher(s)

November, 2010



INTRODUCTION

From 2010, schools with children in Years 1 - 8 will be using National Standards. The standards show what New Zealand children are expected to be able to do in reading, writing and mathematics at each period or year of schooling. The standards have been designed so that students who meet them will be on track to achieve NCEA Level 2.

Doing well in reading, writing and mathematics gives children the skills they need to do well in other curriculum areas at school.

Cotswold School is required to report to parents twice each year on how their child is doing in Reading, Writing and Mathematics in relation to National Standards.

As part of reporting, teachers will also talk to you about your child's progress and achievement, including against the National Standards, as part of parent-teacher interviews and meetings, informal discussions and/or student-led conferences.

To work out where each child is at, teachers will make an overall teacher judgement (OTJ) using a range of assessments, including:

- What they have seen in the classroom
- Talking about learning with students
- Children's assessment of their own and each others work
- Results from formal tests.

In this end of year report, Tammy's achievement in Reading, Writing and Mathematics has been compared with the National Standards and depicted on a chart. Comments have been made about recent achievements and suggested next steps for learning. A sheet provided to schools by the Ministry of Education detailing how you can support your child's current learning needs at home has been provided with this report.

This is our second National Standards report and includes changes suggested by parents at meetings the Senior Leadership Team ran following the release of our mid-year reports. We envisage ongoing enhancements following feedback from parents.

Principals, Boards of Trustees and teachers need to set annual goals for their students and their school, that are challenging but achievable for them. Cotswold School's Annual Goals and Student Achievement Targets are included in the school Charter which can be accessed from the school website www.cotswold.school.nz or collected from the school office.

STEPHEN HARRISON

Principal

2011 CLASS PLACEMENT

Classes for 2011 have been finalised. Class details for **Tammy** are as follows:

- Child's Name: Tammy Read
- 2011 Year Level: 3
- 2011 Room: 11
- Teacher(s) For 2011: Tracey Jourdain and Lissa Kyle

Classes have been established using a variety of criteria with final groupings made following consultation with your child's present class teacher and members of our school leadership team.

The class structure and placement of students for 2011 has been made based on the needs of **all our students** and while some parents may believe their child would be better placed in a different class, such a request cannot be accommodated where it impacts on another student's placement and the structure of our classes.

CLASS STRUCTURE

The structure put in place for our school is developed from the total staffing provided to our school by the Ministry of Education and includes:

- 5 x Year 1 classes with up to 20 students each
- 3 x Year 2 classes with 24 to 26 students each
- 1 x Year 2 & 3 class with up to 26 students each
- 3 x Year 3 classes with up to 27 students each
- 3 x Year 4 classes with up to 28 students each
- 1 x Year 4 & 5 class with 27 students
- 2 x Year 5 class with up to 28 students
- 3 x Year 6 classes with up to 27 students each

Our primary aim is to keep classes as small as possible while staying within the resources we are provided.

ROOM RE-NUMBERING

During recent years our school has grown in size. Classrooms have been added and the current numbering system added to - not always in the most logical way. We are implementing a new room numbering system for 2011. A plan of our 2011 room numbers is included towards the back of this report. Please use this to see where Tammy's room will be located in 2011.

READING

Standard Applying

At the time of this assessment **Tammy** is **06.11** years old and is in **Year 2**. **She** needs to be achieving **At Turquoise Level of Ready To Read** by 7 years of age

Current Level

Tammy is currently at the **Gold level of Ready to Read**.

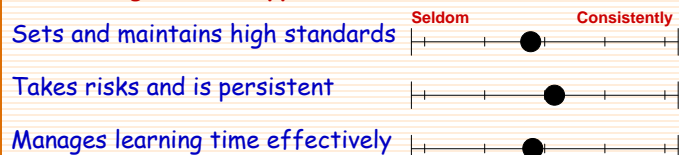
In recent months Tammy has learnt to:

- Read fluently and with expression at this level
- Read to gain meaning
- Use a variety of strategies with confidence

Tammy's next learning steps are to:

- Maintain meaning over longer more complex structures
- Cope with more complex characters and less predictable storylines
- Read on and reread to gain meaning

Self Management & Application



National Standard Achievement Level



WRITING

Standard Applying

At the time of this assessment **Tammy** is **06.11** years old and is in **Year 2**. **She** needs to be achieving **At Level 1** by 7 years of age

Current Level

Tammy is currently working towards **Level 2**.

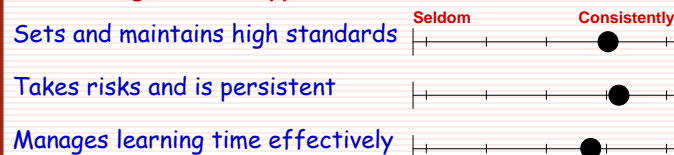
In recent months Tammy has learnt to:

- Use a capital letter at the start of a sentence
- Use a full stop at the end of a sentence
- Write some of the Cotswold High Frequency words (20 - 30 words)

Tammy's next learning steps are to:

- Underline some spelling attempts as they write
- Vary sentence beginnings
- Vary sentence length

Self Management & Application



National Standard Achievement Level



MATHEMATICS

Standard Applying

At the time of this assessment **Tammy** is **06.11** years old and is in **Year 2**. **Tammy** needs to be achieving **At Level 1** by 7 years of age

Current Level

Tammy is currently achieving at **Level 1**.

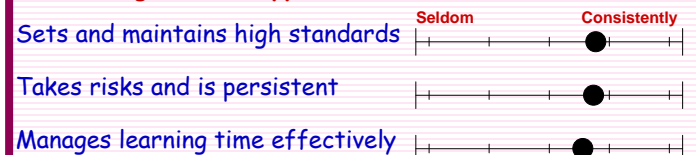
In recent months Tammy has learnt to:

- Count backwards from 20 in 2's
- Count backwards to 100, in 2's, 5's and 10's
- Know groupings with 10, up to 20
- Solve simple addition problems to 10 counting all the objects in their head. (imaging)
- Solve simple subtraction problems to 10 counting all the objects in their head. (imaging)
- Create and continue sequential patterns by identifying the unit of repeat

Tammy's next learning steps are to:

- Knows doubles and halves to 20
- Read and count whole numbers up to 1000 in 1's 10's and 100's
- Read and name whole numbers one less/more than, ten less/more than and 100 less/more than up to 1000
- Continue a simple five shape pattern

Self Management & Application

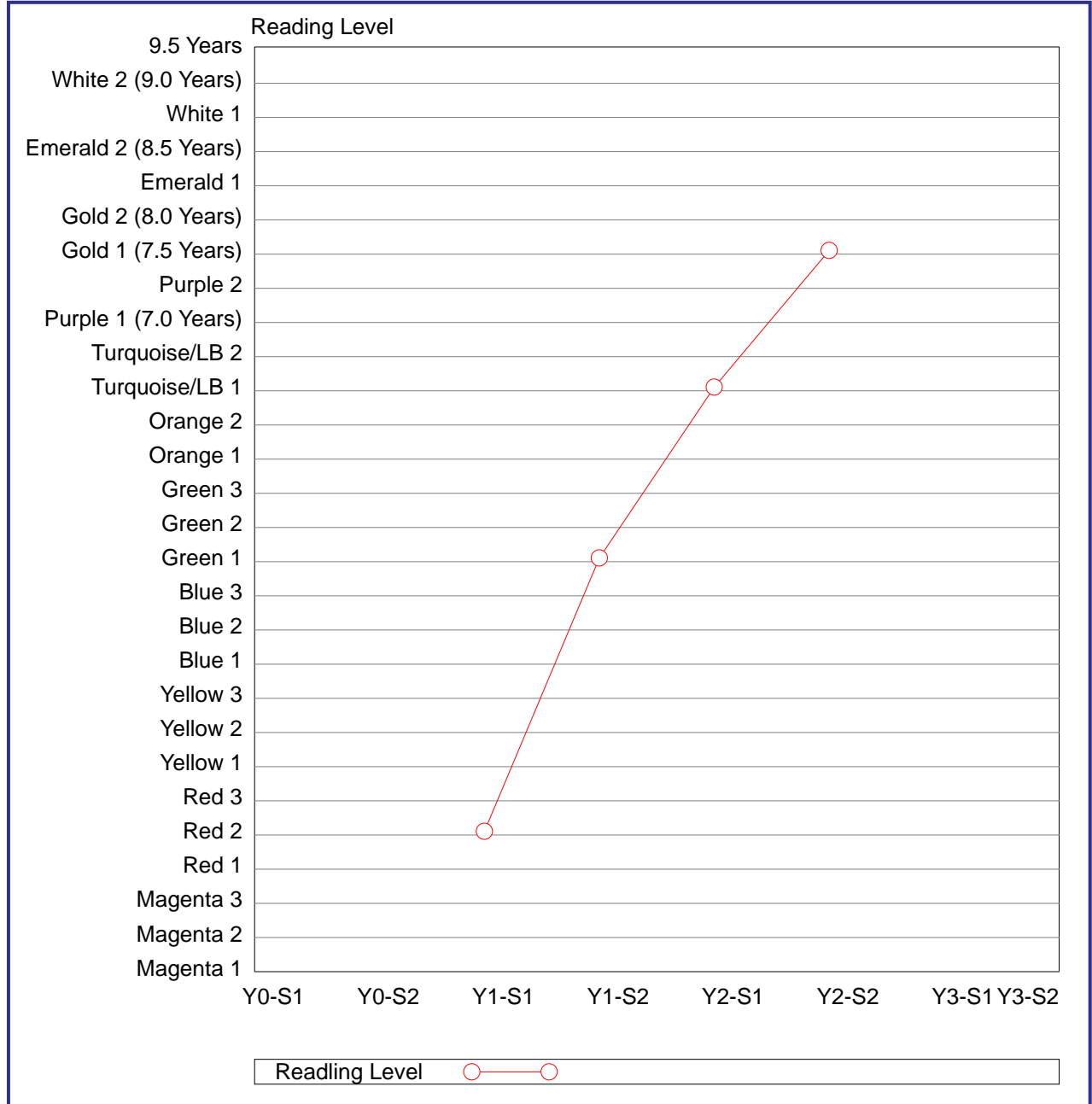
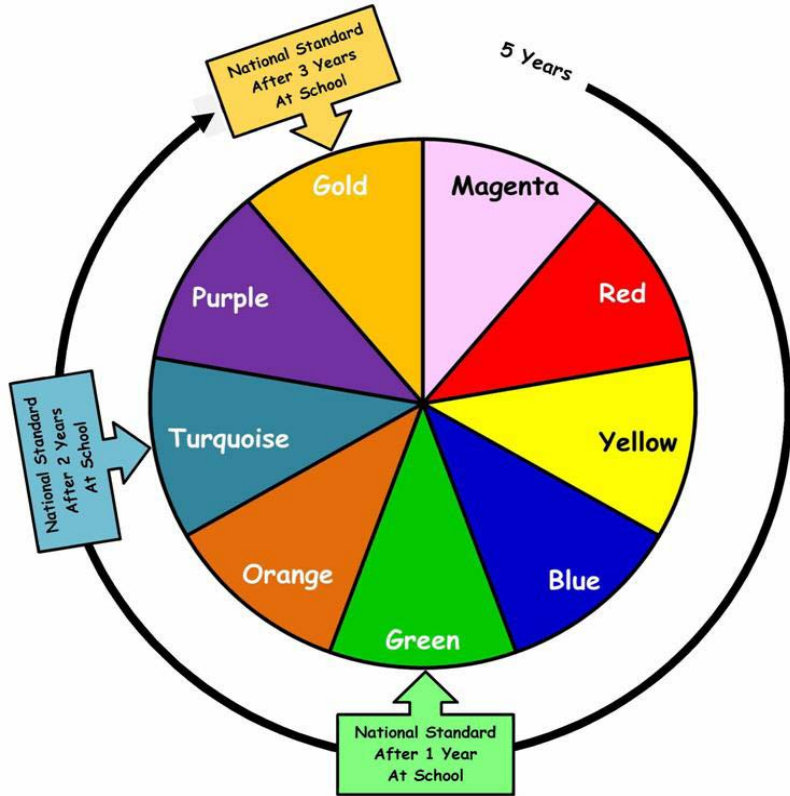


National Standard Achievement Level



SUMMARY OF READING LEVELS - YEARS 0 - 3

| | Running Record (Semester) | Running Record (Semester) |
|---------|---------------------------|---------------------------|
| Year 0: | | |
| Year 1: | Red 2 | Green 1 |
| Year 2: | Turquoise/LB 1 | Gold 1 (7.5 Years) |
| Year 3: | | |



SUMMARY OF BASIC FACTS RESULTS

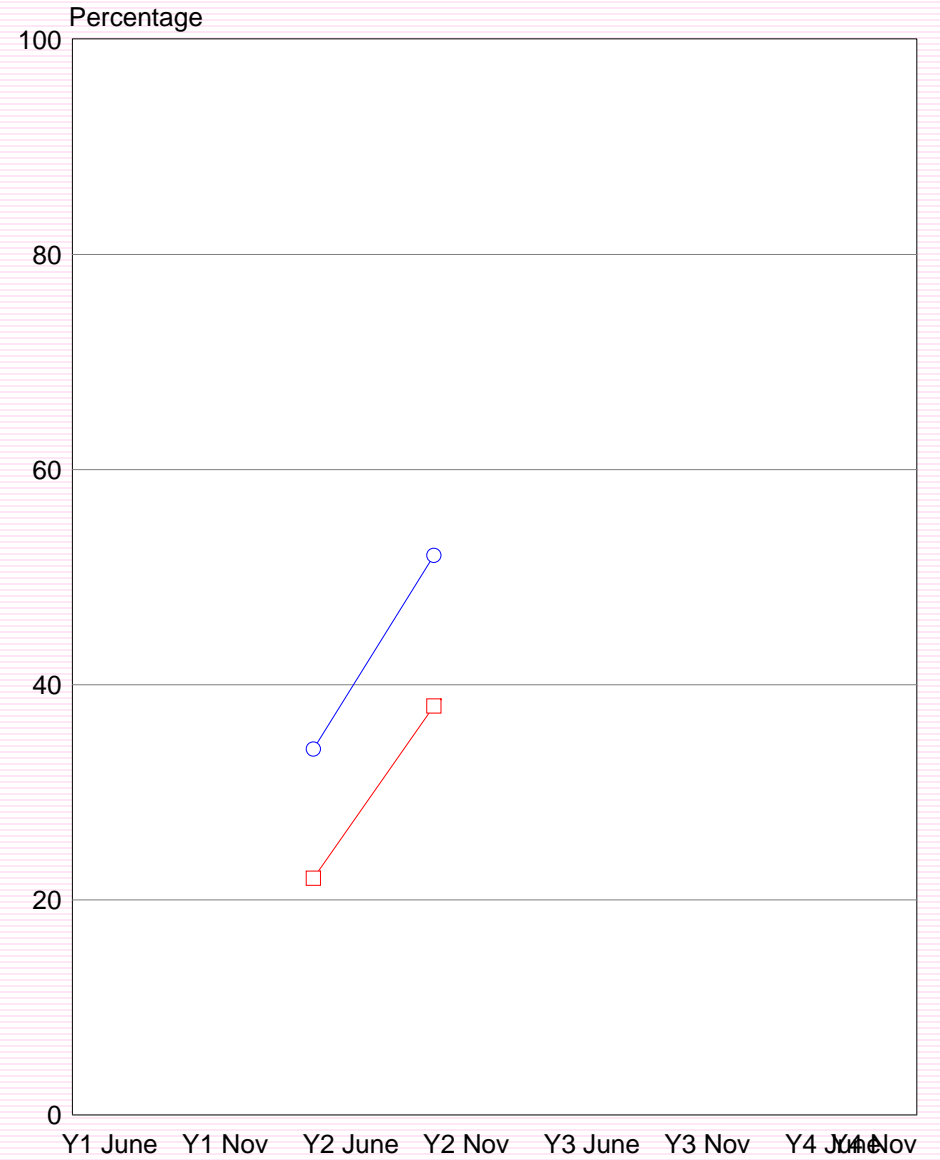
| | Addition % | Subtraction % | Multiplication % | Division % |
|--|------------|---------------|------------------|------------|
|--|------------|---------------|------------------|------------|

Year 1: June:
Nov:

| | | | | |
|---------|----------|----|--|--|
| Year 2: | June: 34 | 22 | | |
| | Nov: 52 | 38 | | |

Year 3: June:
Nov:

| | | | | |
|---------|-------|--|--|--|
| Year 4: | June: | | | |
| | Nov: | | | |



| | | | |
|----------------|--|-------------|--|
| Addition | | Subtraction | |
| Multiplication | | Division | |

PHYSICAL EDUCATION & SPORT

Tammy is:

- Taking an active role in physical activity and sport at Cotswold School.
- Participating in regular quality physical activity that develops movement skills.

Tammy has been involved in:

| FITNESS | Y1 | Y2 | PHYS ED | Y1 | Y2 |
|--------------------------------|----|----|--------------------|----|----|
| Jump Jam | ✓ | ✓ | Small Ball Skills | ✓ | ✓ |
| Circuits | ✓ | ✓ | Large Ball Skills | ✓ | ✓ |
| Relays | ✓ | ✓ | Athletics | ✓ | ✓ |
| Folk Dance | ✓ | ✓ | Cross Country | ✓ | ✓ |
| Skipping | ✓ | ✓ | Duathlon | ✓ | ✓ |
| Cross Country Practice | ✓ | ✓ | Sports Specialists | ✓ | ✓ |
| Organised Games and Challenges | ✓ | ✓ | Swimming | ✓ | ✓ |

SPORT

| | | |
|-----------------------|---|---|
| Touch - Nunweek Park | ✓ | ✓ |
| Cotswold Summer Sport | ✓ | |
| Cotswold Winter Sport | ✓ | |
| Skiing | | |

ELECTIVES

| | |
|-------|---|
| Dance | ✓ |
| PMP | ✓ |

THE ARTS

In recent months Tammy has demonstrated she can:

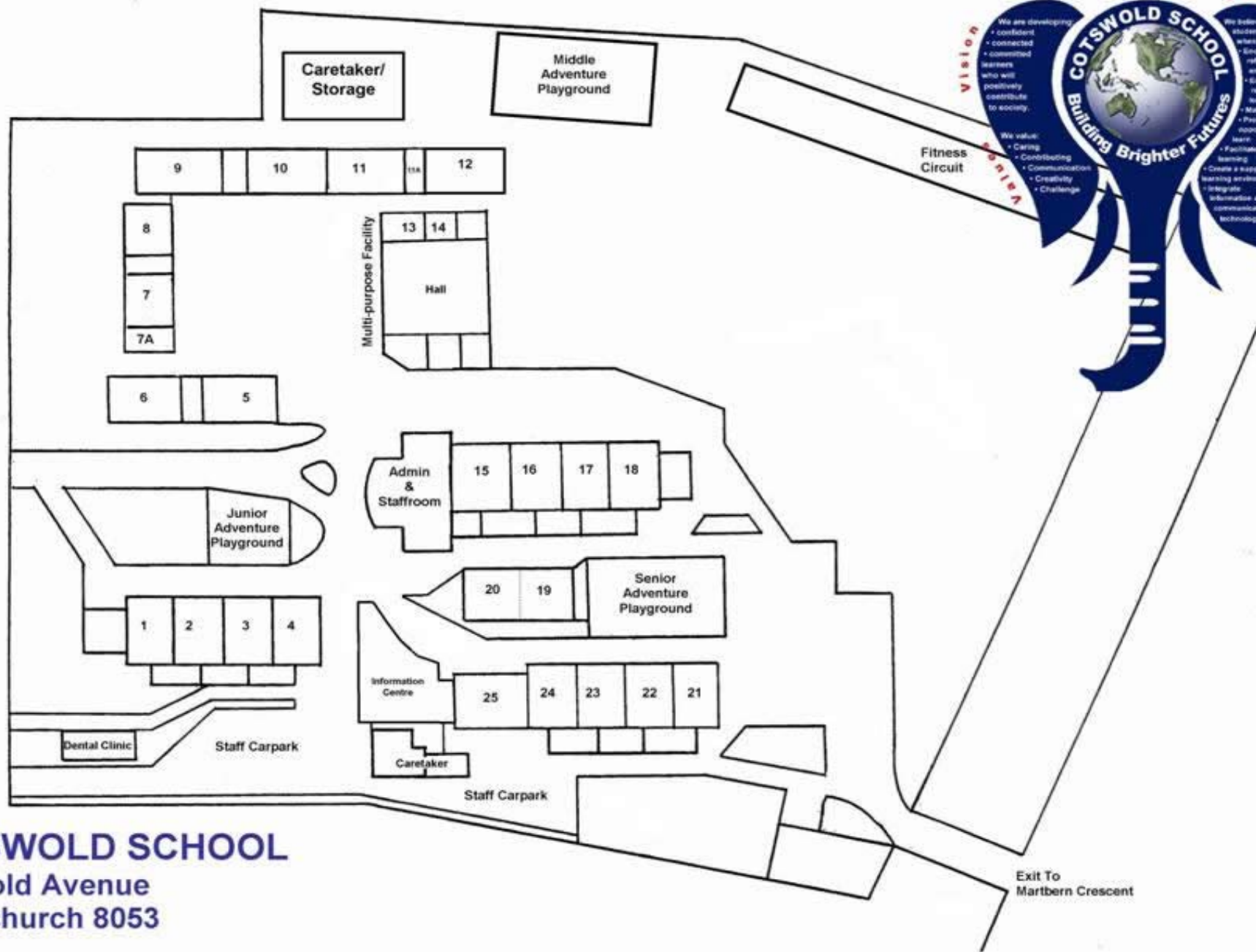
Tammy's next learning step is to:

- * Use gestures, facial and voice expressions to portray an event.

GENERAL COMMENT

Tammy is a very hard working caring and helpful member of Room 28. She always tries her best and is an excellent listener. Tammy enjoys sharing her ideas during group work and has gained confidence in her class discussion contributions. She mixes well with her peers and is well liked by others. It is great to see Tammy starting to solve problems herself before seeking help from the teacher. Tammy is more focused in her approach to her reading. She will contribute during group work and will answer questions related to the text. Tammy enjoys writing and is always keen to share her work with others. She is using sounds to help her record difficult words. Sophie is working hard in numeracy. She has mastered the knowledge in this stage and now needs to concentrate on accurately counting forwards and backwards to 100 in 2s, 5s and 10s. Tammy has made great progress in all areas and she can be very proud of her results. We have really enjoyed having you in our class. All the best for next year.

Cotswold Avenue



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Christchurch 8053

Exit To Martbern Crescent