



Ancaster
Church of England Primary School

30th October 2019

Parent Consultation Meetings

I am delighted to invite you to the first Parent Consultation meetings of this academic year which will be held on:

Wednesday 13th November 3:40 – 6:00pm

Thursday 14th November 3:40 – 6:00pm

The purpose of these meetings are to discuss your child's progress and targets with their class teacher in addition to how well they have settled into school this academic year.

As part of our assessment framework we have been using evidence from the term to assess your child's attendance, punctuality, behaviour, effort, homework, uniform and readiness for learning. Each child will receive a red, yellow or green score in relation to the criteria detailed in the attachment to this letter. Children will be assessed each half term and we will keep you regularly updated on your child's progress. The first conversation linking to this will take place at the parent consultation meeting and act as a guide for discussion.

At Ancaster, we firmly believe that a child's academic success is underpinned by their attitude to learning. Please take the time to familiarise yourself with the statements attached as they will help you to understand the school's expectations and facilitate a prompt discussion at the meeting.

It is particularly important that your child is part of this process and it would be beneficial for them to accompany you to the meetings and be included in the discussions.

The meetings will be organised on an appointment basis. **In order to ensure fairness we are asking parents / carers to select their own appointment time from lists posted in the school library which will be available from today.** If you are unable to come into school to do this, please telephone the school office to arrange an appointment.

Please note that these meetings are a statutory requirement.

If your child is in Key Stage 2 please only make an appointment with the morning teacher (see below). Please be assured that the teacher you meet will have all the information you require from all stages of the school day.

Year 3 – Miss Rogers	Year 4 – Miss Walker	Year 5 – Mrs Woods	Year 6 – Mr Swain
----------------------	----------------------	--------------------	-------------------

We very much look forward to seeing you at these meetings and welcoming you into school to share this important update.

Yours sincerely

Mr Sam Eden

Ancaster Church of England Primary School
Mercia Drive Grantham NG32 3QQ

Tel: 01400 230871 Email: enquiries@ancaster.lincs.sch.uk Web: www.ancasterprimary.org.uk
Head Teacher: Mr Sam Eden

Code	Unacceptable	Concerning	Borderline	Acceptable	V. Good	Excellent
Scale	0	1	2	3	4	5
Attendance Key	Below 85%*	85-91%*	92-94%	95-96%	97-98%	99-100%

Attendance	
Attendance exceeds 96%. Always has good reason for any absence i.e. illness and confirmation of absence is provided.	Green 4 5
Attendance exceeds 91%. Usually has good reason for any absence i.e. illness and provides written/verbal confirmation with reminders if necessary. Unauthorised absence such as a Family Holiday may have impacted on the overall attendance figure.	Yellow 2 3
Attendance is below 92%. Reasons are often inappropriate i.e. 'shopping/slept in'. Confirmation rarely received even with reminders. Unauthorised absence such as a Family Holiday may have impacted on the overall attendance figure.	Red 0 1
Punctuality	
Always arrives on time, is settled and ready to commence the lesson.	Green 4 5
Usually arrives on time. When marked as 'late' (after 9am) an explanation is offered. After minimal amount of time the pupil is ready to commence the lesson.	Yellow 2 3
Usually /often late for class. Antagonistic when challenged. Reluctant to settle down to work. Will try to disrupt other pupils from starting an activity.	Red 0 1
Behaviour: Classroom	
Excellent behaviour, respectful, trustworthy and responsible. No step consequences.	Green 4 5
Acceptable behaviour, pays attention and concentrates. Few reminders required. Some step 1-2 consequences.	Yellow 2 3
Poor/unacceptable behaviour, distractible, disruptive, aggressive. Requires high level of staff input and reminders. Regular step consequences at Step 3.	Red 0 1
Behaviour: Non-Classroom (breaks and lunchtimes)	
Excellent behaviour, no step consequences, trustworthy and responsible. Friendly and helpful with peers. Respectful of authority.	Green 4 5
Acceptable behaviour. Rarely instigates trouble but can be reactive on occasion. Responds to staff input. Some step 1-2 consequences.	Yellow 2 3
Poor/unacceptable behaviour. Breaks rules frequently and needs high levels of supervision. Can be aggressive with staff/pupils. Disrespectful of authority, problems with peers. Regular step consequences, particularly at Step 3.	Red 0 1
Effort	
Consistently good effort, self-motivated, pays attention, concentrates, stays on task, works independently, tasks completed to a high standard.	Green 4 5
Usually good effort, sometimes needs reminders to stay on task but completes most tasks to an acceptable standard.	Yellow 2 3
Refusal to participate, often off task, easily distracted and will distract others, tasks left incomplete even with staff input.	Red 0 1
Homework	
Always completed on time, to a high standard and voluntarily completes extra learning at home. Returned on time.	Green 4 5
Usually completed on time and to a satisfactory standard. Usually returned on time. Will do extra work to ensure completion.	Yellow 2 3
Rarely completed. Unacceptable standard of work. Returned late if at all.	Red 0 1
Uniform & Being prepared for school	
Always in school uniform, has correct PE Kit and required resources for learning (e.g. reading book & record) Adheres to school policy regarding jewellery, makeup, hair style (no tram lines, long hair worn tied back etc.)	Green 4 5
Usually in school uniform, usually has correct PE Kit and required resources for learning (e.g. reading book & record). Responds to reminders regarding jewellery, makeup, hair cut (no tram lines, long hair worn tied back etc.)	Yellow 2 3
Rarely in school uniform, frequently does not have correct PE Kit or required resources for learning (e.g. reading book & record). Breaks policy regarding jewellery, makeup, hair cut (no tram lines, long hair worn tied back etc.) despite reminders.	Red 0 1

This criteria has been discussed with the children and we will ensure each child understands why we have chosen a specific colour based on evidence. We firmly believe that by putting children at the heart of the process, they will be the key driver in initiating change and accelerating their progress in these areas as well as academically.

***Attendance figures of below 90% represent ½ day of learning missed every week. Figures at/below 80% represent 1 day per week of education. These figures will also trigger an emergency conversation with the Headteacher to discuss barriers to attendance as well as a plan to be put in place to increase attendance for the child.**