



# ASSESSMENT IN THE PRIMARY SCHOOL



**What Does Learning Well Look Like at Charter?**

**การเรียนรู้อย่างมีคุณภาพที่ Charter เป็นอย่างไร ?**



# Primary Summative Report

- End of Term 1
- End of Year Report



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This report provides a summary of your child's attainment and effort across all areas of learning for **Term 1 2025-2026**. It also outlines specific targets to support their continued progress and development.

<b>Name:</b> Raibhat Akkharawinek <b>DOB:</b> 06/09/2017 <b>Class Teacher:</b> Miss Veronika Plankova - Y3 P	<b>T</b> = Working towards year group expectations. <b>A</b> = Approaching year group expectations. <b>M</b> = Meeting year group expectations. <b>E</b> = Exceeding year group expectations.	<b>5</b> – Outstanding Effort <b>4</b> – Good Effort <b>3</b> – Satisfactory Effort <b>2</b> – Inconsistent Effort <b>1</b> – Limited Effort
<b>Attendance:</b> 97% <b>Lateness:</b> 2%		

Subjects	Key Learning	T	A	M	E	Effort
Speaking & Listening	To speak clearly and confidently in full sentences when sharing ideas, explaining thinking, or retelling events.			✓		4
	To use a growing range of vocabulary when talking about stories, topics, or personal experiences.			✓		
	To listen carefully to others, take turns when speaking, and respond with ideas or questions that link to what has been said.			✓		
<b>Target:</b> To link responses to previous speakers during group and class discussions.						
Reading	To retell stories they have read, identifying key events in the correct order.			✓		4
	To use evidence from the text to make predictions about what might happen next in a story.			✓		
	To make inferences about a character's thoughts, feelings, or actions, and explain your reasoning using clues from the text.			✓		
<b>Target:</b> To discuss texts with rich, descriptive language and imagery.						
Writing	To write grammatically accurate sentences that begin with a capital letter and end with a full stop.		✓			4
	To create stories with clear settings, characters, and a simple plot.		✓			
	To use conjunctions, adverbs, and prepositions to show time, cause, and relationships between ideas.		✓			
<b>Target:</b> To use a range of coordinating and subordinating conjunctions to clearly link ideas within sentences.						

Mathematics	To recognise the place value of each digit in a 3-digit number (100's, 10's, 1's) and represent them in different ways.			✓	5
	To add and subtract numbers with up to 3-digits, using formal written methods of column addition and subtraction.		✓		
	To solve problems, including missing number problems, involving multiplication and division.			✓	
	To develop understanding of multiplication and division by using sharing and grouping strategies, and applying these methods to solve simple problems with increasing confidence.			✓	
<b>Target:</b> Practice adding and subtracting numbers up to 3 digits, using mental and written methods, and checking answers.					

IPC	Key Learning	T	M	E	Effort
Health & Wellbeing	To apply metacognitive strategies and reflect on their effectiveness in the context of their learning.	✓			4
History	To collect relevant information from primary and secondary sources.		✓		4
Geography	To use a variety of sources to identify and describe physical and human features of the rainforest.	✓			4
Art	To create an original artwork by selecting materials and techniques that effectively communicate their ideas.		✓		4
DT & Innovation	To design, plan and produce a product that meets the identified criteria.		✓		4
Science	To observe carefully, ask thoughtful questions, and show growing confidence when planning simple investigations.		✓		4
International	To identify some issues in local and global contexts.		✓		4

Computing	Key Learning	T	M	E	Effort
Computing Skills	To understand how digital devices support learning through creating and editing digital content and improving quality through revising and reviewing.		✓		4
	Digital Citizenship	To say how we can contribute positively online as digital citizens.		✓	
<b>Target:</b> To continue developing confidence in using digital tools independently by following instructions carefully and applying computing skills to complete tasks successfully.					

**Overview:**  
 Attainment  
 Progress  
 Effort  
 Next Steps

Subject	Key Learning	T	M	E	Effort
Mandarin	Listening: To understand and respond to basic numbers and daily greetings in Mandarin.			✓	4
	Speaking: To use basic numbers and daily greetings in short exchanges and to take part in simple conversations.			✓	
	Reading & Writing: To recognise and read basic numbers and common greeting words using pinyin (the alphabetic script to represent Mandarin sounds), and to write basic strokes and construct simple sentences in pinyin.			✓	
<b>Target:</b> To form the ability to use complete sentences when introducing oneself or asking questions.					
Thai	การฟัง การดู และการพูด: แสดงความคิดเห็นและแลกเปลี่ยนความคิดเห็นในชั้นเรียน พร้อมทั้งตอบคำถามจากบทเรียนที่ฟังและดู			✓	5
	การอ่าน: อ่านสะกดคำที่ไม่มีตัวสะกดและคำที่มีตัวสะกด อ่านคำที่มี ห น้ําออกเสียง อะ อังเสียง อ่านคำที่มีวรรณยุกต์ อ่านข้อความและประโยคสั้น ๆ รวมถึงอ่านนิทานสำหรับติดตามความสนใจ			✓	
	การเขียน: เขียนคำที่มีตัวสะกดแบบตรงมาตรา เขียนคำที่มีวรรณยุกต์ เขียนข้อความและแต่งประโยคง่าย ๆ จากภาพที่กำหนดให้			✓	
	วัฒนธรรมไทยและประวัติศาสตร์ไทย: เข้าร่วมกิจกรรมวันไหว้ครูและวันลอยกระทง โดยมีส่วนร่วมในทำการ์ดไหว้ครูและทำกระทงอย่างสร้างสรรค์ รวมทั้งมีมายาษาในการฟัง การดู และการพูดได้อย่างเหมาะสม			✓	
<b>Target:</b> ทวาลงเสริมการนำคำศัพท์พื้นฐานในบทเรียนไปใช้แต่งประโยคสั้น ๆ ง่าย ๆ ด้วยตนเอง และฝึกอ่านหนังสือสำหรับเด็กตามช่วงวัย เพื่อเพิ่มความรู้ทางคำศัพท์ให้มากยิ่งขึ้นและสามารถนำไปใช้สำหรับกาเขียนภาษาไทย รวมถึงกาเขียนสร้างสรรคต่อไป					

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ISAMS

Subject	Key Learning	T	M	E	Effort
Music	Performance: To play the recorder with proper technique, sing songs with dynamics and phrasing, perform partner songs, and play a simple bordun on a xylophone.	✓			4
	Composition: To create soundscapes to represent objects or characters, select sounds to tell a story, and choreograph movements for songs.		✓		
	Listening/Appraisal: To identify melodies on the recorder, recognise instrument timbres, and distinguish tempos, pitches, and dynamics.		✓		
<b>Target:</b> To improve recorder fluency by focusing on accurate note production and consistent technique.					
PE	Tactics and Strategy: To apply simple athletics strategies, such as adjusting speed, working out a run-up, or choosing an effective throwing technique, to improve outcomes in events.		✓		4
	Personal Social Skills: To communicate ideas and feedback positively with classmates during group athletics activities and to show better emotional control during both success and challenge.			✓	
	Movement Skills: To perform basic running, jumping, and throwing skills with growing control and coordination, beginning to show more consistent technique.		✓		
<b>Target:</b> To build confidence and consistency when performing PE skills and engage positively in lessons.					
Swimming	To complete level 3 of the ASA (Amateur Swimming Association) Learn to Swim Framework.		✓		4
<b>Target:</b> To build confidence and consistency when performing PE skills and engage positively in lessons.					

#### Schoolwide Learner Outcomes



# Schoolwide Learners Outcomes

*We aim for our students to be:*



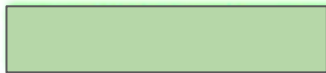
So that they:

- develop their full potential in all aspects of school life
- are enthusiastic, inquisitive and independent learners
- develop resilience and adaptability to be successful in their learning
- graduate with internationally recognized qualifications which enable them to attend universities around the world



Who can:

- look after their physical, mental and social well-being
- act with integrity, honesty and compassion



Who can:

- actively question and reflect on their own understanding
- think beyond the obvious
- evaluate the reliability of information
- use a variety of strategies to solve problems and make informed decisions



Who can:

- communicate clearly and confidently in more than one language
- share ideas in a variety of different ways
- collaborate effectively whilst respecting different points of view



So that they are citizens of the world who:

- accept and embrace diversity
- understand the complexity of local and global issues
- take an active interest in world events and ways in which they can make a positive contribution



## Schoolwide Learner Outcomes

Jimmy has been doing exceptionally well in maths, showing a fantastic attitude towards solving problems. He tackles challenges with determination, persevering even when faced with difficult tasks. His growing confidence is evident as he shares his ideas clearly in class, often inspiring others with his thoughtful explanations. As a learning partner, Jimmy is highly valued for his ability to listen with interest and offer supportive feedback. His contributions foster collaboration and make group work more effective. Outside the classroom, Jimmy's love for sports and active playtimes is clear. He participates enthusiastically in team games, displaying fairness and sportsmanship that earn him the respect of his peers. Known for his kindness, Jimmy has many friends who appreciate his supportive and fair-minded nature. Whether in lessons or on the playground, Jimmy's positive attitude and strong sense of teamwork make him a role model for others, contributing to a friendly and inclusive school environment.

Our Schoolwide Learner Outcomes (SLOs) help students grow into confident, responsible, and well-rounded (holistic) learners who thrive both **inside** and **outside** the classroom.

## Schoolwide Learners Outcomes

We aim for our students to be:



### Academically Successful

So that they:

- develop their full potential in all aspects of school life
- are enthusiastic, inquisitive and independent learners
- develop resilience and adaptability to be successful in their learning
- graduate with internationally recognized qualifications which enable them to attend universities around the world

### Critical Thinkers

Who can:

- actively question and reflect on their own understanding
- think beyond the obvious
- evaluate the reliability of information
- use a variety of strategies to solve problems and make informed decisions



### Internationally Minded

So that they are citizens of the world who:

- accept and embrace diversity
- understand the complexity of local and global issues
- take an active interest in world events and ways in which they can make a positive contribution

### Responsible Citizens

Who can:

- look after their physical, mental and social well-being
- act with integrity, honesty and compassion



- make positive contributions to their communities and environment
- manage their time to ensure that they have a balanced and purposeful life

### Effective Communicators

Who can:

- communicate clearly and confidently in more than one language
- share ideas in a variety of different ways
- collaborate effectively whilst respecting different points of view





# WHAT MAKES ASSESSMENT MEANINGFUL AT CHARTER?



**COGNITIVE**

*Everyone  
is thinking*



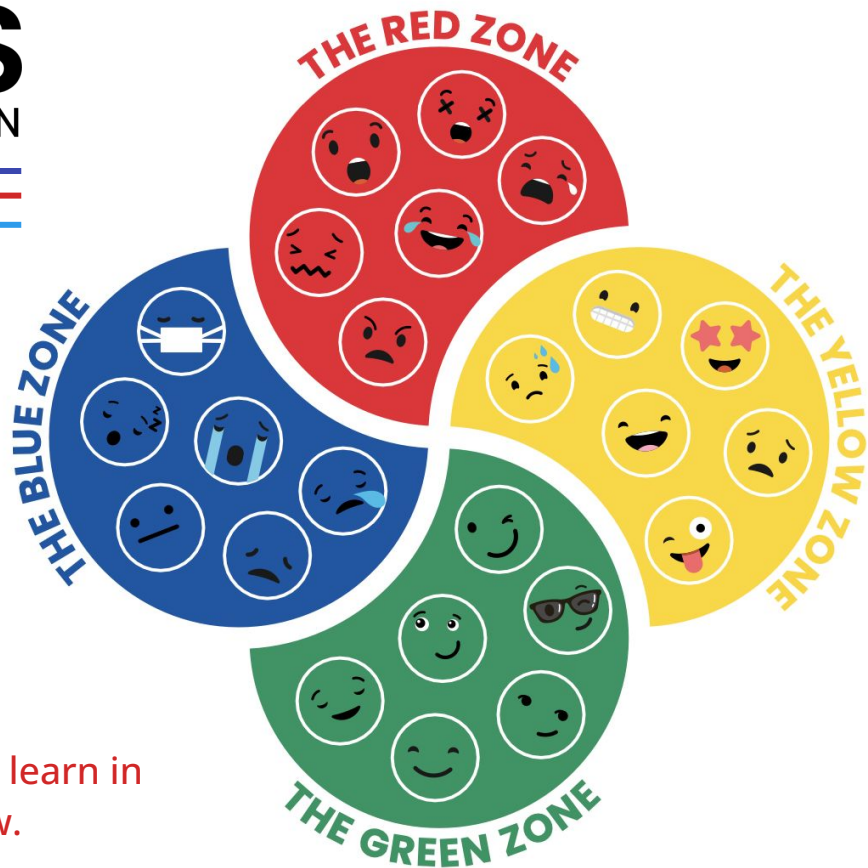
**RELATIONAL**

*Everyone  
belongs and  
is heard*



**LANGUAGE**

*Every teacher  
is a language  
teacher*



Children need to feel ready to learn in order to show what they know.

# Every voice shapes our understanding of learning

## Hidden Voices

Some children's thinking is not immediately visible.

*Language*

*Confidence*

*Personality*

*Emotions*

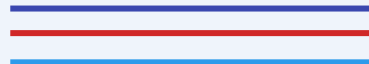
## Student Voice

Children reflecting on and explaining their learning.

*"I am working on..."*

*"My next step is..."*

*"I found this challenging because..."*

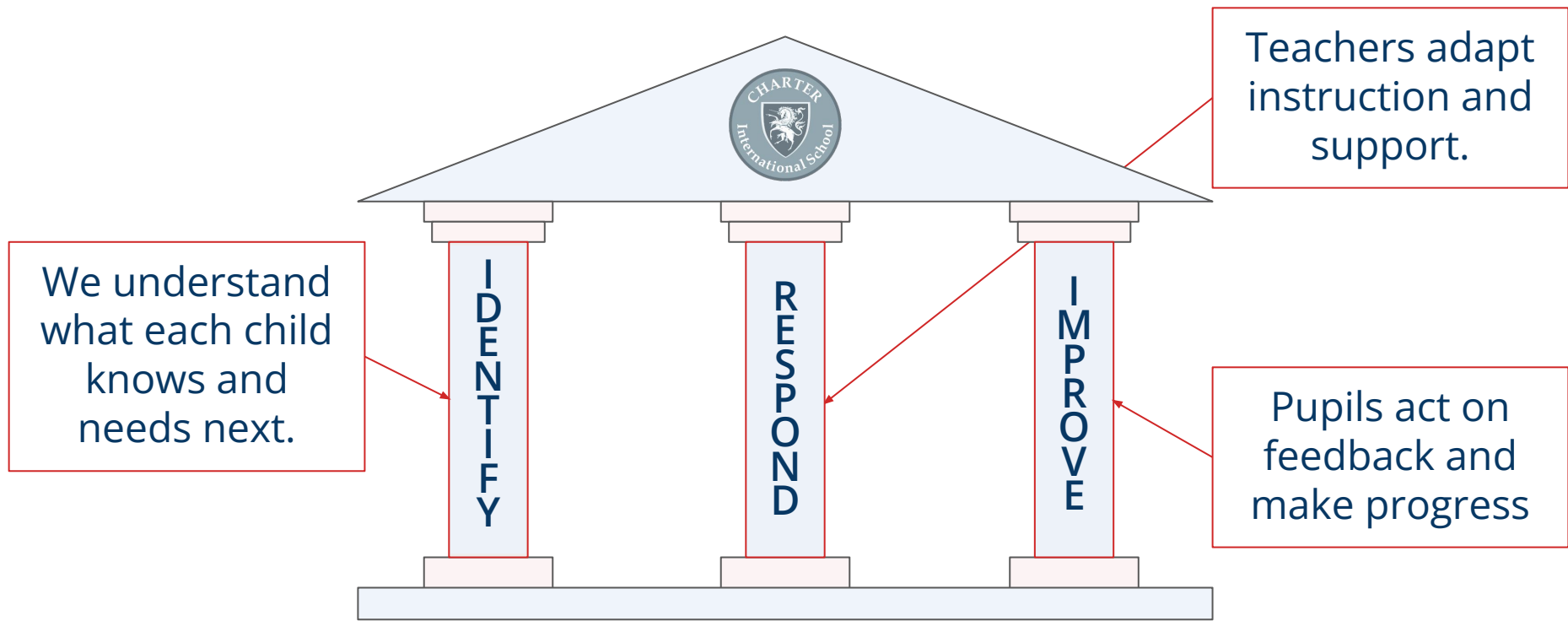


Assessment is only meaningful when every child can show their learning.



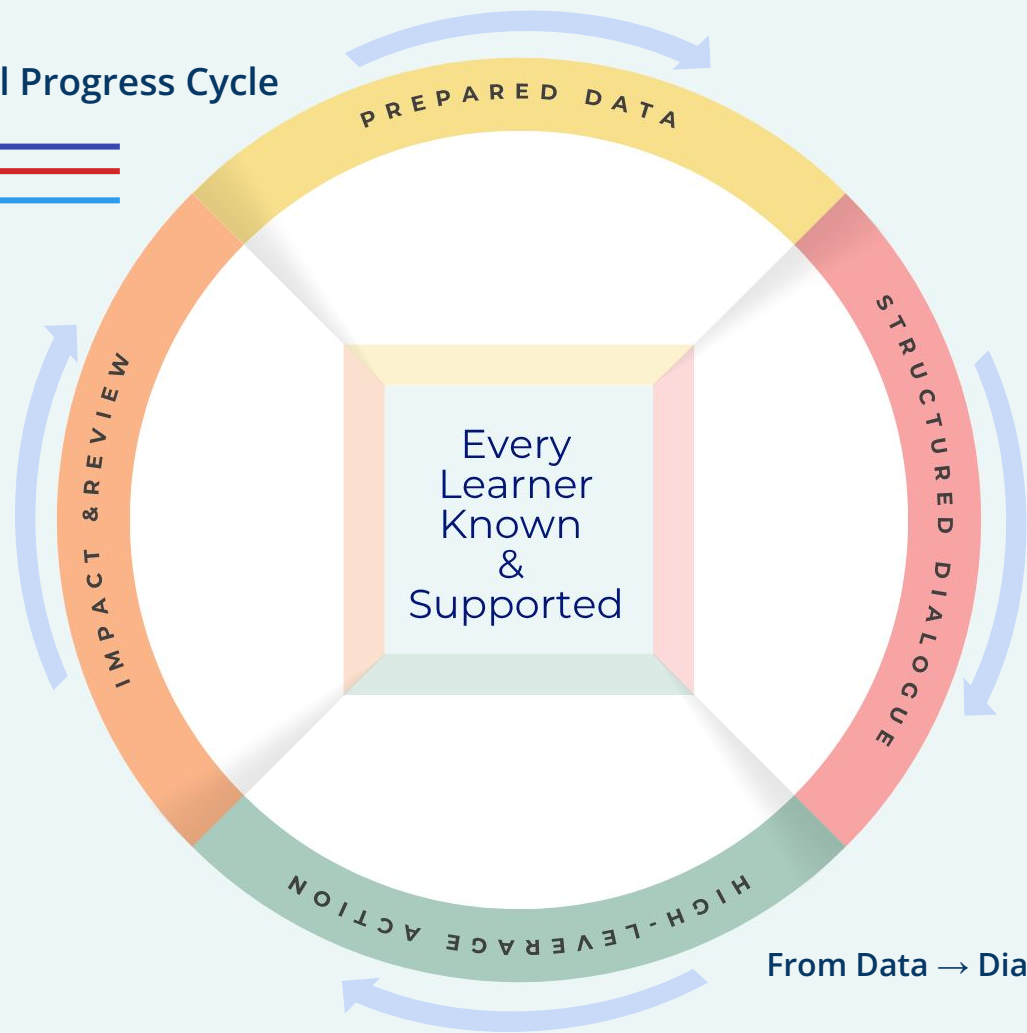


# ASSESSMENT AT CHARTER





# Charter's Pupil Progress Cycle



## Underpinning the Cycle

- Inclusion
- Key Marginals
- Wellbeing
- Professional Dialogue
- Student Voice

From Data → Dialogue → Action → Impact

## Following assessment:

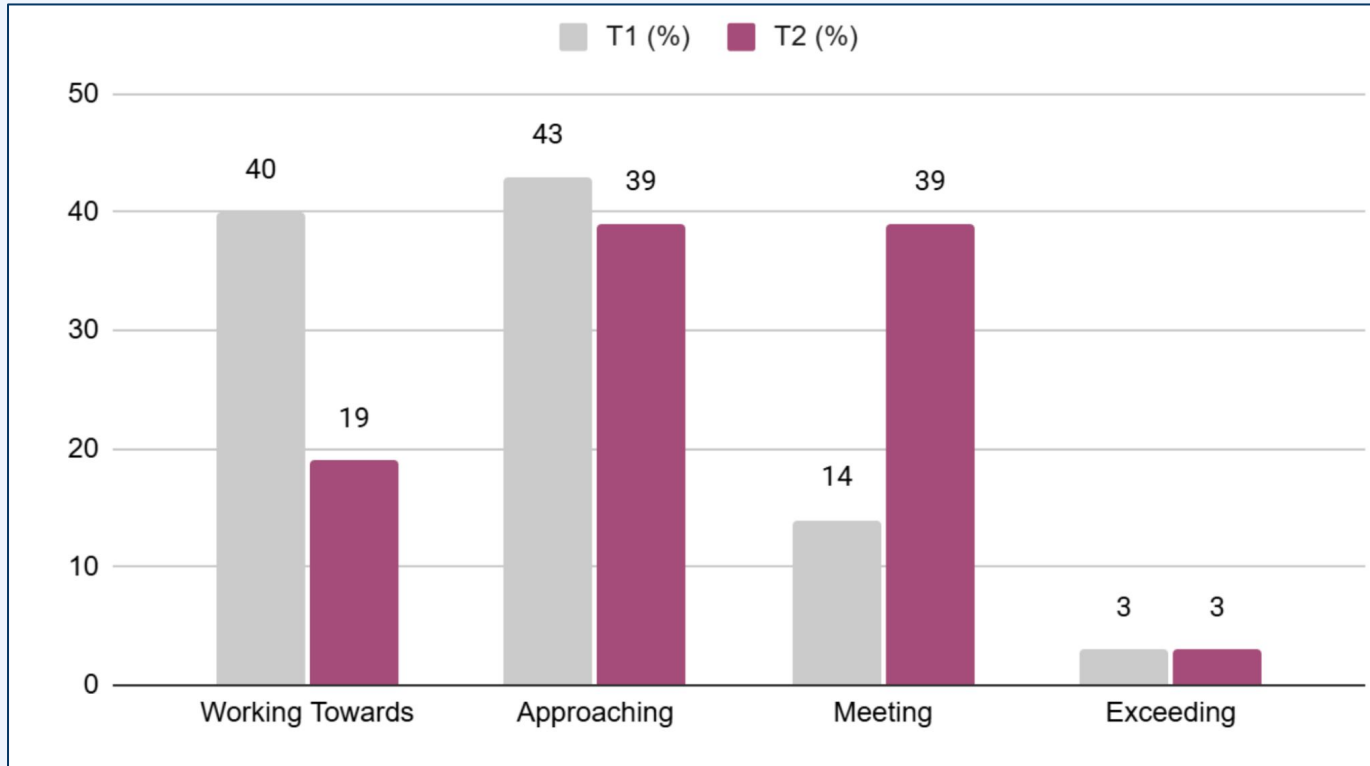
increased reasoning opportunities / targeted fluency support / vocabulary pre-teaching

Fractions Version A		Fractions Version B	
Score	Percentage	Score	Percentage
<b>7.545454545</b>	<b>50%</b>	<b>14.45454545</b>	<b>96%</b>
6	40.0%	15	100.0%
3	20.0%	13	87.0%
15	100.0%	15	100.0%
1	7.0%	14	93.0%
10	66.0%	14	93.0%
7	47.0%	15	100.0%
9	60.0%	14	93.0%
13	87.0%	15	100.0%
7	47.0%	15	100.0%
15	100.0%	15	100.0%
7	47.0%	15	100.0%
7	47.0%	15	100.0%
8	53.0%	15	100.0%
3	20.0%	14	93.0%
7	47.0%	13	87.0%
13	87.0%	15	100.0%
7	47.0%	13	87.0%
15	100.0%	15	100.0%
6	40.0%	15	100.0%
1	7.0%	15	100.0%
1	7.0%	15	100.0%
5	33.0%	13	87.0%

Fractions B Version A		Fractions B Version B	
Score	Percentage	Score	Percentage
<b>10</b>	<b>68%</b>	<b>13.72727273</b>	<b>92%</b>
15	100.0%	15	100.0%
10	66.7%	15	100.0%
13	86.7%	14	93.3%
4	26.7%	13	86.7%
12	80.0%	15	100.0%
12	80.0%	15	100.0%
8	53.3%	14	93.3%
11	73.3%	15	100.0%
15	100.0%	15	100.0%
10	66.7%	14	93.3%
11	73.3%	12	80.0%
9	60.0%	8	53.3%
8	53.3%	11	73.3%
12	80.0%	12	80.0%
11	73.3%	15	100.0%
13	86.7%	13	86.7%
8	53.3%	15	100.0%
10	66.7%	15	100.0%
9	60.0%	15	100.0%
6	40.0%	14	93.3%
8	53.3%	13	86.7%
8	53.3%	14	93.3%

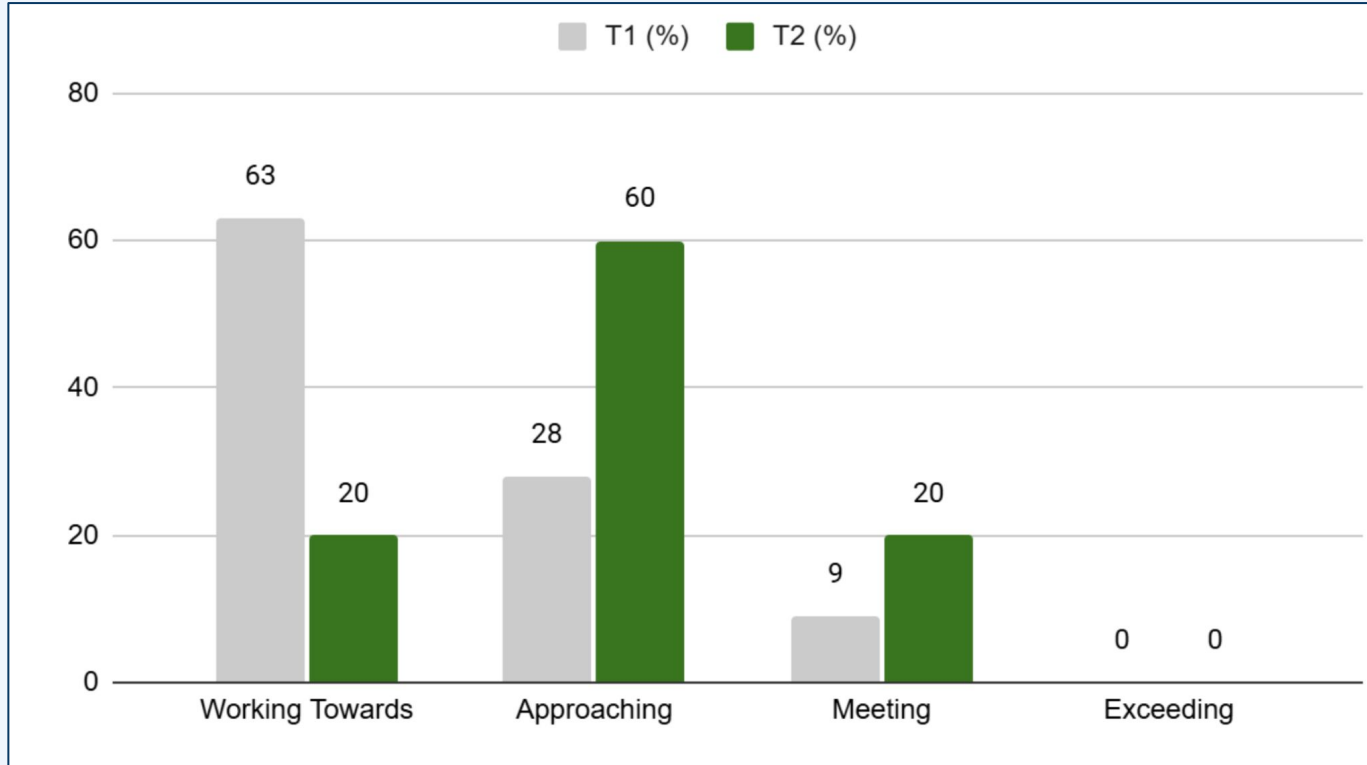
Addition and subtraction within 20 Version A		Addition and subtraction within 20 Version B	
Score/12	Percentage	Score/12	Percentage
<b>6.642857143</b>	<b>55%</b>	<b>8.642857143</b>	<b>72%</b>
1	8.3%	4	33.3%
7	58.3%	10	83.3%
3	25.0%	6	50.0%
6	50.0%	9	75.0%
10	83.3%	12	100.0%
8	66.7%	10	83.3%
8	66.7%	11	91.7%
12	100.0%	12	100.0%
3	25.0%	5	41.7%
8	66.7%	9	75.0%
8	66.7%	11	91.7%
5	41.7%	4	33.3%
6	50.0%	8	66.7%
8	66.7%	10	83.3%

# Assessment helps us understand progress over time



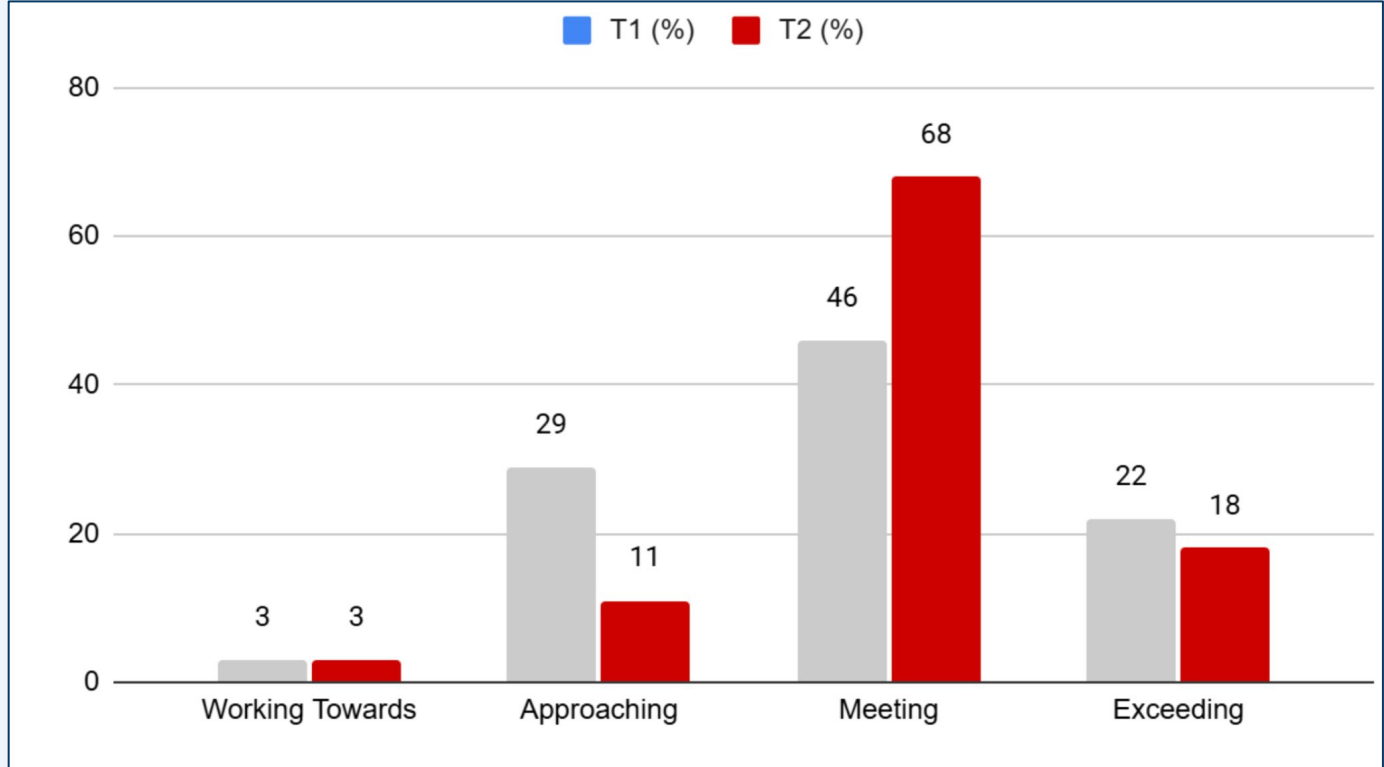
Primary  
Reading  
Attainment





## Primary Writing Attainment





# Primary Maths Attainment



## Carrying on the conversation at home

Did you do well?



What are you working on improving?

What did you find tricky today?

Can you explain your thinking?

Our data is increasingly evidencing that:

When assessment is inclusive, responsive, and ongoing, children improve.



# What does learning well look like now?

