

## What does this report tell me?

Shortly after starting Reception Class your child completed the BASE assessment. BASE provides an overview of children's knowledge, skills and understanding as they begin their school lives. The BASE Parent Report presents the information about your child, taken from this assessment.

Your child's personal details are shown at the top of page 1 and, below this, three arrows summarise their assessment outcomes. Page 2 includes a detailed description of what your child knows and can do at the time of the assessment.

The three arrows represent different aspects of development. The arrow for Literacy is coloured blue, for Mathematics it is green and for PSED it is pink. Blue horizontal bars across the arrows give an indication of your child's developmental stage, according to BASE. Please note that a blue horizontal bar will only appear on the PSED arrow if this part of the assessment has been administered by the school.

Your child's developmental stage may appear low at the beginning of the year. This is typical for many children starting reception class and should not be interpreted as being a problem. As your child's understanding and skills improve, the higher up the arrows the bars will appear. Short statements alongside each arrow explain what a child typically knows, understands or can do at each stage.

If it is relevant to your child, a short comment may appear below the arrows. This comment may relate to a special educational need they have, or it may appear if they speak English as an additional language. If it does appear, the comment will explain that circumstances such as these may influence the outcome of the assessment.

Schools can use BASE at the end of the school year as well as at the start. If your child's school chooses to repeat the assessment, a second report will follow in the summer term which summarises the progress your child has made throughout the year.

The BASE assessment is produced by The Centre for Evaluation and Monitoring (CEM). The information obtained from BASE will be used to provide a general indication of your child's current development and to help teachers plan appropriate activities to support your child's learning. There is a requirement for CEM to pass on some information from BASE to the Department for Education. This information relates to early Literacy and Mathematics and will be used for the purposes of tracking children's progress at school in subsequent years.

If you have any concerns or questions relating to the BASE assessment or your child's report, please arrange to speak to their teacher.

Page 1 of 2 of Parent Report for Adam Apricot, Azure Primary School

**PARENT REPORT**  
**ADAM APRICOT**

**What was assessed?**  
In the first few weeks of starting at school, Adam was assessed using a baseline assessment from CEM (Centre for Evaluation and Monitoring) at Durham University. The school uses this, along with other ongoing assessment activities, to get a better understanding of what Adam knows and can do, with a particular focus on early literacy and early mathematics. Personal, social and emotional aspects of development (PSED) are also assessed. This information is used to help plan appropriate activities for Adam and decide what he needs to learn next.

**Adam's developing ability profile**  
The graphics below indicate where Adam is in his early literacy, early mathematics and PSED development. The length of the arrow indicates the range of expected abilities for children in their first year at school. Children at the earliest stages of development will appear at the bottom of the arrow and those who are the most advanced will appear at the top. As children develop they move further up the arrow. The position of the horizontal bar indicates Adam's stage of development based on this assessment. No bar on an arrow indicates that we don't yet have this data.

FIRST NAME: ADAM  
LAST NAME: APRICOT  
CLASS: AZURE CLASS  
DATE OF BIRTH: 24-11-2009

**Literacy**



At this stage, a child generally:  
demonstrates an exceptional range of skills in reading, writing and communication  
demonstrates an increasingly secure understanding in reading, writing and communication  
has developed a wider range of skills in reading, writing and communication  
is beginning to develop a range of basic skills in most areas of literacy and communication  
is beginning to develop basic skills in some areas of literacy and/or communication

**Mathematics**



At this stage, a child generally:  
demonstrates an exceptional understanding in number, shape and spatial position  
shows an increasingly secure capability in number, shape and spatial position  
is developing a wider range of skills in number, shape and spatial position  
is developing basic skills in number, shape and spatial position  
is beginning to develop some basic mathematical skills and abilities

**Personal, social and emotional development**



At this stage, a child generally:  
is confident and resourceful, demonstrates a caring nature and articulates their thoughts clearly  
manages their feelings well, adapts to change and responds positively to others  
is confident to try new activities, generally follows rules and co-operates well with others  
is developing good relationships and sometimes initiates interaction with peers and familiar adults  
is beginning to show an awareness of their own feelings and responds to the actions of others

Report Created on Thu Sep 03 2015 at 10:42:05
Page 1 of 16 of PDF  
Copyright © 2015 CEM. All Rights Reserved.
Test Filter

Page 1 of the Parent Report