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 are beginning to develop basic skills in most areas of literacy and/or communication. Literacy

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 Adams 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 tailor part 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. An arrow will appear if an arrow for literacy or PSED are the bars. A pink horizontal bar indicates that we don’t yet have this data.

What was assessed?

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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), part of the University of Durham. 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.