

A decorative graphic on the left side of the slide, consisting of a black crosshair with a blue square in the top-left quadrant, a red square in the bottom-left quadrant, and a yellow square in the bottom-right quadrant.

LOVING LEARNING

Assessments in Year 2

2023- 2024



Aims of our Assessment Meeting

- To outline the expectations of the year 2 curriculum
- To inform you of how we assess the children in Year 2
- To offer guidance on how you can support your child



What is the National Curriculum?

- A Government document that states what your child is supposed to learn in a range of subjects and when.
- National Curriculum is statutory in maintained primary schools.



Assessment Language

At the end of Year 2 the aim for all children is to be **working at the expected standard**. This means your child has securely understood everything they have been taught.

Some children will be working at **greater depth** within the expected standard and some will be working **towards** the expected standard.

Some children who have yet to master the year 2 curriculum will be assessed as having growing development of the expected standard.



How do we make assessments?

- Collecting evidence all day every day.
- Reading 1:1, in a group or conversations during story time.
- Written pieces of learning.
- Talking to the children.
- Working along side the children
- Observations of activities.



Assessment in Year 2

- SATs are no longer a statutory requirement in year 2 however SATS materials will be used to form part of the teacher assessments.



Assessment in Year 2

Teacher Assessment Framework

- The three standards in this framework contain a number of 'pupil can' statements.
- To judge that a child is working at a standard the teacher must have evidence which demonstrates that the pupil meets all of the statements within that standard.
- The teacher will include materials from the SATS papers as part of the evidence.



Reading expectations

Working towards the expected standard

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*
- read many common exception words*.

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately.

In a familiar book that is read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inferences.



Reading expectations

Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words.*

In age-appropriate books, the pupil can:

- read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
- sound out most unfamiliar words accurately, without undue hesitation.

In a familiar book that they can already read accurately and fluently, the pupil can:

- check it makes sense to them
- answer questions and make some inferences on the basis of what is being said and done.



Reading expectations

Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.



What can I do at home to help develop my child's reading skills?

- Encourage your child to read daily.
- If your child is still blending sounds, ask them to reread the paragraph/ page to ensure they have understood the text.
- Discuss the meaning of words and use a dictionary to explore further.
- Encourage your child to make predictions based on what they have read and offer an opinion about what they are reading.
- Ask about characters' feelings and talk about their behaviours.
- Ask questions throughout to ensure your child is understanding what they are reading.
- Talk about the spelling rules we have learnt in class by looking at the words on Tapestry and rereading the level 6 phonics book.



Examples of Reading Evidence

- Materials used in SATS papers continue to be a useful resource and demonstrate the level expected for children at the end of KS1.

When she came back, the palace
had gone. Her bedroom was tidy.
Molly didn't understand.
"It's magic," thought Molly.



1 Molly didn't understand.

This means Molly was...

Tick **one**.

angry.

☐

sad.

☐

happy.

☐

confused.

☐


1 mark

2 What did Molly think was magic?



1 mark

On Tuesday, Molly was racing in the garden when her
mother said, "Molly, tidy up!"

But she was too busy hopping
around her race track. Then
Molly went for tea, and she still
hadn't tidied up.

When she came back, her
race track had disappeared.
"Something with a lot of arms
is tidying up," thought Molly.



3 What was Molly doing on Tuesday?



1 mark

4 Molly thought that something with many arms had been
in the garden.

Why?

Her race track had been...

Tick **one**.

eaten up.

☐

dropped.

☐

picked up.

☐

broken.

☐


1 mark

Water in nature

Water from lakes, rivers and streams is called fresh water and, after cleaning, it can be used for drinking. Water from oceans and seas is called salt water. Drinking lots of salt water can make you very ill.

Seas

Seas are large areas of salt water that surround the land. The largest seas are called oceans. The three biggest oceans are the Atlantic, the Indian and the Pacific. The Pacific Ocean is the biggest of them all.



- 17 What is the main difference between seawater and fresh water?

Tick **one**.

dirt

☐

salt

☐

fish

☐

air

☐

1 mark

- 18 What is the name of the biggest ocean?



1 mark

Lakes

Lakes are large bodies of water with land all around them. Most lakes are full of fresh water. Lake Victoria in Africa is one of the biggest lakes in the world.



Lake Victoria

Rivers

Rivers are full of fresh, moving water and flow across the land. Some of England's rivers are the Avon, the Mersey, the Thames and the Tyne.



River Tyne

- 19 The text tells us about rivers in England.

Name **two** of them.

1. _____

2. _____



1 mark

- 20 Draw **three** lines to describe oceans, lakes and rivers.

oceans

bodies of fresh water

lakes

moving fresh water

rivers

large areas of salt water



1 mark

Sea Spray Swimming Pool FREE swimming lessons for YOU

Are you aged between 5 and 10? Would you like to learn to swim or to improve your swimming skills? Then you may be interested in our fantastic offer during the school summer holidays.

Sea Spray Swimming Pool is running a super ten-day swimming course and we are making you an offer you can't refuse because two of the lessons will be completely free!



The lessons are suitable for complete beginners to advanced swimmers. The instructors are trained to teach swimming, life-saving and all water skills. Are you scared of water? Don't worry! Our trainers are experts in dealing with nervous beginners.

The lessons will run from 1st – 14th August.



To join, all you have to do is come to Sea Spray Pool for your first lesson on Monday, 1st August at 10:00am and bring:

- a swimming kit
- a towel
- a packed lunch.

You must bring an adult with you, so speak to your parents or carers about this wonderful offer. Your swimming ability will be checked and you will be put into one of three groups:



- **Tadpole**
- **Goldfish**
- **Dolphin.**



During your lessons, we ask you to keep to these 'golden' rules:

1. Listen to the trainers and follow their instructions at all times.
2. Help to keep changing rooms clean and tidy.
3. Do not shout or dive into the pool.

Sea Spray Pool will provide all of your equipment and the swimming instructors.

At the end of the course, there will be a gala with races and a party.



This is an old Native American story about a man called Heron Feather and the time he met a fox.

Heron Feather is a Native American warrior. Warriors were sometimes known as 'braves'.

The Fox and the Boastful Brave

One fine day, a hungry fox was walking down the road. His tummy was rumbling so loudly that he almost didn't hear the sound of someone coming. Just in time, he heard someone singing. Fox dashed off the path and hid behind a bush.

Over the top of the hill, he saw a tall feather. Fox crouched down and prepared to pounce on the bird. Imagine his surprise when he saw that the 'bird' was riding a horse! The feather was stuck in the headdress of a handsome young man who was riding along the path, singing as he went, "No one is handsomer than Heron Feather. No one is a better fisherman than Heron Feather. And I should know, for I am he."



Fox didn't care if the man was handsome, but he pricked up his ears at the word 'fisherman', for where there are fishermen, there are fish. And a tasty fish would just suit Fox. His nose twitched. A delightful fishy smell was coming out of the man's leather bag.

Heron Feather continued his boastful song. He was on his way to ask a young woman called Swaying Reed to marry him, and he was making himself feel braver by singing his own praises.

Fox bounded ahead of the horse and lay down on the path.

"No one is stronger than... what's this? A fox? When Swaying Reed's mother sees this, she will know what a great hunter I am."

And he picked Fox up, flung him into his bag of fish and laced it shut again. Heron Feather remounted and began a new song.

"No one is a greater hunter than Heron Feather..."

Inside the bag, surrounded by lovely smelly fish, Fox's mouth was watering. He waited a few minutes, then bit a big hole in the side of the bag. One by one, all the fish fell out, followed last of all by Fox. Heron Feather was singing too loudly to notice.



(page 7)

11 How did Fox trick Heron Feather into picking him up?

Tick **one**.

He prepared to pounce.

☐

He lay on the path.

☐

He bounded ahead.

☐

He hid in a bush.

☐☐

1 mark

(page 7)

12 (a) How did Fox escape from the bag?

☐

1 mark

(b) Why did Heron Feather **not** notice Fox's escape?

☐

1 mark

(pages 6–8)

13 (a) The story shows that **Heron Feather** was...

Tick **one**.

truthful.

☐

foolish.

☐

very brave.

☐

hard-working.

☐☐

1 mark

(b) The story shows that **Fox** was...

Tick **one**.

loud.

☐

slow.

☐

clever.

☐

shy.

☐☐

1 mark

(page 8)

14 (a) How do you think Heron Feather felt at the end of the story?

☐

1 mark

(b) Why did he feel like that?

☐

1 mark



Writing expectations

- A pupil's writing should meet all of the statements within the standard at which they are judged.
- However, teachers can use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement being made of a pupil's attainment overall.
- A teacher's professional judgement about whether the pupil has met the standard overall takes precedence.
- This approach applies to English writing only.



Writing expectations

A pupil's writing which teachers use to make judgements must be produced independently.



Writing expectations

Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.



Writing expectations

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.



Writing expectations

Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words*
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*
- use the diagonal and horizontal strokes needed to join some letters.

Ali: pupil scripts

Piece A: Narrative

Poppy and the beanstalk

Once upon a time there was a girl called Poppy who lived with her poor mum. They lived in a krickety, old and wooden house. They got there precious money by milking their old, spotty cow (Daisy).

Early the very next morning it was as sunny as a sunshine. That very particular day Poppy's mum asked Poppy, "Can you sell Daisy because she is too old and in return ^{for} some money?"

"Sure," replied Poppy and set off in the dusty allaway.

On the dusty allaway she trotted, until she met a stranger.

"Who are you?" whispered the stranger.

"I am Poppy," suggested Poppy.

"It does not matter, anyway I will give you five magic seeds

Ali: annotations

Piece A: Narrative	Key
After class reading and discussion of 'Jack and the Beanstalk', pupils were asked to use a story map to plan their own version of the tale and select one aspect to change in their re-telling.	[C] composition [GP] grammar and punctuation [T] transcription

This re-telling mirrors the main events of the original tale, apart from the aspect the pupil chose to change – the main character's gender. The purpose of the narrative to engage the reader is clear, achieved through drawing on features of the original tale, e.g. repetition (*colder and colder and colder, creep... creep... creep*) and the pupil's own elaboration (*a tricky, old and wooden house*).

The pupil introduces and maintains a brisk style of narration successfully throughout this detailed and extended piece.

The adverbials that open paragraphs contribute strongly to the overall organisation and coherence, starting with *Once upon a time*. This is followed by *Early the very next morning*, in the dusty allaway.

Poppy and the beanstalk

Once upon a time there was a girl called Poppy who lived with her poor mum. They lived in a tricky, old and wooden house. They got there precious money by milking their old, spotty cow (Daisy).

Early the very next morning it was as sunny as a sunshine. That very particular day Poppy's mum asked Poppy,

"Can you sell Daisy because she is too old and in return get some money?"

"Sure," replied Poppy and set off in the dusty allaway.

On the dusty allaway she trotted, until she met a stranger.

"Who are you?" whispered the stranger.

"I am Poppy," suggested Poppy.

"It does not matter, anyway I will give you five magic seeds for your cow," announced the stranger.

The opening lines reflect a traditional tale, including 'Once upon a time', the introduction of the main characters and how they lived, and the traditional cottage setting.
[C]

This adverbial is typical of a traditional tale.
[C]

Apostrophe marks singular possession.
[GP]

The subordinating conjunction (because) introduces the reason for the sale of the cow.
[GP]

The word 'get' was inserted successfully through proof-reading.
[C]

Porchester Castle

Introduction

Yesterday, I went to the old stoney Porchester Castle!

On the bus.

First I stopped on the coach with my partner Lxxx. On the way we sang, Wheels on the Bus, The king is in the castle and a little bit of Call me Maybe. I was really excited because we were nearly there!

Looking at the Outer walls.

Next we arrived ^{and} we saw the keep and it was soooo tall! The other walls were protecting the inside of the castle so attackers won't attack. I felt very eager because I couldn't wait ^{so} what we were going to do.

Up the spiral.

After that we entered (on the pretend, wooden drawbridge) and the first activity was going up the spiral! When we were climbing, we had to hold our clipboard on our left hand and hold on to a long rope on our right hand. I felt surprised because it was a long way up to the top of the keep!

Piece B: Recount	Key
Following class discussion of a trip to Portchester Castle, pupils were asked to plan and write a recount of the visit. Pupils had previously learnt about the features of a recount, and devised their own format for this piece.	[C] composition [GP] grammar and punctuation [T] transcription

This recount of a school visit fulfils its purpose effectively. It combines an account of the day's events with the pupil's commentary on exploring the castle and a personal response to what was seen.

Material is well organised in sections. Subheadings, a feature of non-narrative texts, guide the reader around the castle, reflecting the writer's enthusiastic exploration of the site (*At the outer walls, Up the spiral, Down the spiral, At the top of the keep*).

All the paragraphs open with adverbials (*First, Next, After that, After going down the spiral* and so on) that organise the piece sequentially and provide overall coherence. The use of the specific terminology learnt during the visit and in the classroom adds to the cohesion of this writing: *castle, keep, attackers, drawbridge, spiral, prisoners*.

The direct address to the reader in the final sentence (*I had a great*

Portchester Castle

Introduction

Yesterday I went to the old stoney Porchester Castle!

On the bus.

First I stepped on the coach with my partner Lxxx. On the way we sang Wheels on the bus, The king is in the castle and a little bit of Call me Maybye. I was really excited because we were nearly there!

Looking at the Outer walls.

Next we arrived and we saw the keep and it was soooo tall! The other walls were protecting the inside of the castle so attackers won't attack. I felt very eager because I couldn't wait to see what we were going to do.

Up the spiral.

After that we entered (on the pretend, wooden drawbridge) and the first activity was going up the spiral! When we were climbing, we had to hold our clipboard on our left hand and hold on

The word 'and' was inserted, as a result of successfully proof-reading.
[C]

The pupil's knowledge of spelling allows for the breaking of the rule for emphasis here.
[T]

The verb 'to see' was inserted into the original, evidence of re-reading or proof-reading.
[C]

The pupil uses brackets here to enclose the expanded noun phrase, which is additional information for the reader; this punctuation seems

Piece B: Description (setting)	Key
This was part of a topic based on <i>The Story Machine</i> by Tom McLaughlin. The book comprises pictures, in the main, and Kim describes here what Elliott, the main character, saw when he went into the attic. The word 'pigeon' was given by the teacher to the class. Kim has edited the work.	[C] composition [GP] grammar and punctuation [T] transcription

Although this works more as a narrative, effective details help to set the scene: '*lots of spiders*', '*some thing*' unknown '*flaping its wings*' behind the '*enormous box*'. The choice of vocabulary is good: spiders, flapping, crept closer, quietly.

Elliott's musing – '*I wonder what is in that box*' – and his reactions to the pigeon and its disappearance – '*Go away!*' and '*Few*' (Phew) – contribute to the picture being painted about how Elliott is feeling in the attic, that is, both threatened and relieved.

[C]

There were lots of spiders in the attic.

Some thing was Flaping its Wings behind a
 ‡ enormas box.‡ I wonder what is in that
 box thought Eleiott. He crept closer to open
 the box but suddenly a ~~pigeon~~ pigeon came
 out from behind the box. Go away! said
 Elleit Qietly. The ~~pijaen~~ pigeon fl went out
 the window. ‡Few siaaid Eloit that was
 close.

Virtually all sentences are correctly demarcated with capital letters and full stops. The exclamation mark is correct. Another exclamation mark could have been used after '*Few*' (Phew).

[GP]

The past tense (including the past progressive) is used correctly and consistently throughout the description.

When Elliott thinks, '*I wonder what is in that box*', the pupil uses the present tense correctly, returning to the past tense when Elliott reflects: '*That was close.*'

[GP]

The coordinating conjunction 'but' draws attention to the pigeon's sudden appearance just as Elliot was creeping towards it.

[GP]

Piece C: Narrative

Key

This was part of a topic based on *The Story Machine* by Tom McLaughlin. The pupils had heard and discussed the story before rewriting it, adding in their own machine (the multi-task machine piece). The piece was initiated by Kim and self-reviewed.

[C] composition
[GP] grammar and punctuation
[T] transcription

This narrative begins with the imperative 'Meet Fred', reflecting 'Meet Elliott' that opens the original story.

The pupil has used the idea of the unusual machine and made it their own, including finding the machine in the attic and putting all the parts together. As in the original story, something goes wrong. The problem is neatly resolved in the final sentences.

The adverbials show Kim sequencing events clearly; they contribute effectively to the coherence of the narrative: *One day;* *Just then...;* *First...;* *Soon...;* *Suddenly...;* *From that day on...*

Speech is also used effectively, as in Mum's words to Fred at the start and Fred's musings when the computer 'said Dell': *'Whatever does that mean? Thought Fred'*. In both cases, the end

Meet Fred. Fred loves to find things.

One day Fred said to his mum I'm boad.

GO Into ThE Attic! said his mum. And

so he did. Fred whent into the attic. ~~it~~ It

was really darck in the attic ~~and~~ there

were verry deep holes in the foor. Just

then some thing caught his eye. ~~it~~ It was

some boxes ontop of each other. One

was long ~~ane~~ one was fat ~~and~~ the the

other was a silver case. Fred ~~teat~~ ~~tee~~

~~took~~ took them all down stais. ~~f~~First he

opened the silver one which had wires

in it. ~~seen~~ Soon he ~~had opened~~ all of

them.

Unlike the original story, the pupil neatly uses the present tense to introduce the main character before moving into the past tense consistently for the rest of the narrative. The present tense opening is effective and is consistent with the imperative: 'Meet Fred'.
[GP] [C]

The coordinating conjunction 'and' joins the two main clauses.
[GP]

The coordinating conjunction 'and' joins the third main clause to the other two.
[GP]

The past perfect tense 'had opened' helps to establish the relationship between the events described.
[GP]



What can I do at home to help develop my child's writing skills?

- Encourage your child to write at home for a range of purposes.
- Model writing for your child.
- Talk about your child's writing, e.g. How could we improve this?
- Encourage joined handwriting.
- Practise common exception words.



What can I do at home to help develop my SPAG skills?

- Use the correct vocabulary such as adjective, noun, adverb.
- Notice the spelling of words in reading; particularly common exception words.
- Encourage your child to check their spelling using their phonic knowledge, word lists and a dictionary.
- Model how to use correct punctuation in writing and play spot the punctuation in reading.
- Play SPAG games on Education City.



Maths

- As with reading and writing the Teacher Assessment Framework will be used to assess children at the end of KS1.
- Focus on number fluency.



Maths expectations

Working towards the expected standard

The pupil can:

- read and write numbers in numerals up to 100
- partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources¹ to support them
- add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. $23 + 5$; $46 + 20$; $16 - 5$; $88 - 30$)
- recall at least four of the six² number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$)
- count in twos, fives and tens from 0 and use this to solve problems
- know the value of different coins
- name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

Maths expectations

Working at the expected standard

The pupil can:

- read scales² in divisions of ones, twos, fives and tens
- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$)
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$)
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a number or shape, and know that all parts must be equal parts of the whole
- use different coins to make the same amount
- read the time on a clock to the nearest 15 minutes
- name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.



Maths expectations

Working at greater depth

The pupil can:

- read scales* where not all numbers on the scale are given and estimate points in between
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. $29 + 17 = 15 + 4 + \square$; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.)
- solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')
- read the time on a clock to the nearest 5 minutes
- describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).



Maths

- SATS materials demonstrate some of the learning that children are expected to have mastered by the end of KS1.

9

$$43 - 5 = \boxed{}$$



1 mark

11

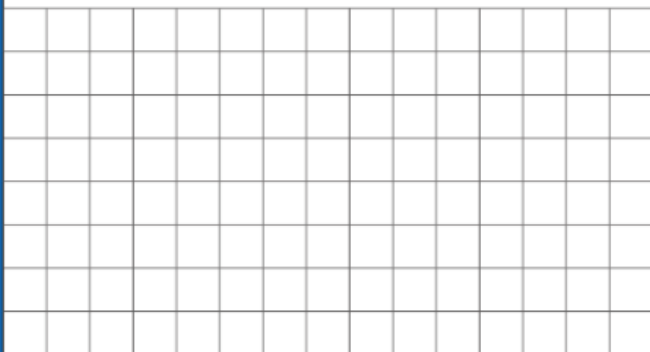
$$20 + \boxed{} = 70$$



1 mark

10

$$84 + 12 = \boxed{}$$



1 mark

12

$$97 + 5 = \boxed{}$$



1 mark

- 23 Write the missing number to make this number sentence correct.

$$9 + 7 - \boxed{} = 12$$



- 24 Tick the shape that has exactly $\frac{1}{3}$ shaded.



- 25 Complete these sums.

One is done for you.

$$\boxed{3} + \boxed{7} = \boxed{10}$$

$$\boxed{33} + \boxed{} = \boxed{40}$$

$$\boxed{} + \boxed{7} = \boxed{80}$$





What can I do at home to help develop my child's maths skills?

Practise mental fluency by;

- Playing maths games online (Education City and Top Marks)
- Playing board games
- Playing card games
- Counting backwards and forwards from any number in 2s, 5s and 10s
- Telling the time
- Recognising coins and counting money



Thank you for joining us this evening

- If you have any questions please let us know by calling or e-mailing the school office and your child's class teacher will get back to you as soon as possible.