



Reporting to Parents and Carers Policy

The aim of this policy is to outline the formal process of reporting attainment and progress to parents/ carers and pupils by means of reporting opportunities which usually include: a Parent Teacher Consultation (PTC) evening at Key Stage 2, a Parent Pupil Teacher Consultation evening at Key Stages 3 and 4 and a Pupil Student Teacher Consultation at Key Stage 5; an Interim Summary Report and a Full Subject Report. After this information has been shared with parents and pupils, it is uploaded to the VLE.

Aims

- To motivate pupils by recognising achievement and improvement.
- To inform parents and pupils, and to give them an opportunity to respond.
- To indicate behaviour and effort in classwork and homework.
- To communicate progress made against the relevant benchmark data – FFT in all Key Stages, KS2 – in house baseline testing, KS3 – MidYis and in house baseline testing in English, Maths and Science on Year 6 Induction Day, Year 12 and 13 - ALIS.
- To indicate KS2 NC, KS3, GCSE, or A level potential.
- To assist and support effective decision-making regarding progression, differentiation and methodology.
- To inform guidance counsellors, teachers and future destinations.
- To provide an overview of pupil performance to inform the monitoring and evaluation of individual and cohort progress.
- To facilitate future curriculum planning, development and delivery.
- To meet current statutory requirements as outlined in the STA (Standards and Testing Agency)

PTC, PPTC and PSTC Evenings

These provide an opportunity for dialogue between teachers, parents (KS2) and pupils (KS3 & 4) and students (KS5). Information to be shared should include:

- Summative tracking information entered centrally on SIMS (Assessment Manager) by teachers, to include current attainment and effort grades. This information will be used to create an overview by the SIMS Manager and given to Heads of Department (HODs) prior to the PTC/PPTC/PSTC.
- Comments about general attitude and progress in the subject.
- Advice about how to make future progress.

Interim Summary Reports

KS 3, 4, 5

These are centrally created by the SIMS Manager (on Assessment Manager) and include:

- Flight Paths, Current Attainment, Key Stage Predictions and effort grades for each subject entered by subject teachers.
- A comment from the form tutor about academic progress, as well as highlighting the broader educational aims such as skills, and personal and social development.

Full Subject Reports

KS 3, 4, 5

These are centrally created by the SIMS Manager and include:

- Flight Paths, Current Attainment, Key Stage Predictions and effort grades for each subject (entered into Assessment Manager).
- A report for every subject entered into Profiles by teachers, to be structured to include three parts:
 - a statement about progress since the last reporting point
 - comments on classwork and homework and, where appropriate, behaviour
 - a SMART target to aid further progression.
- Word limits for subject comments:
 - KS3 - 75 words
 - KS4 – 100 words
 - KS5 - 175 words
- All full subject reports should be in language that is accessible to parents and pupils, and which avoids cultural or gender bias.
- A comment from the Academic Head of Year (AHOY) about academic progress, as well as highlighting the broader educational aims such as skills and personal and social development.

KS2 Reports

Junior Department reports will be created centrally by the SIMS Manager and will include:

- Achievement and effort grades for each subject (entered into Assessment Manager).
- English, Maths, Science and General Comments will be completed by the class teacher - 200 words.
- Subject reports will be entered into Profiles by teachers, to be structured to include three parts:
 - a statement about progress since the last reporting point.
 - comments on class work and homework and, where appropriate, behaviour
 - a SMART target to aid further progression
- All full subject reports will be in language that is accessible and avoids gender and cultural bias.
- Subjects that do not have a full written comment will be reported as a level for effort and classwork, with an indication of whether or not the pupil is making the expected progress.
- Reports will include a brief handwritten comment from the Head of the Junior Department.

The Reporting Process

The Assessment and Reporting Calendar

It is the responsibility of the Deputy Headteacher (Academic) and the Assessment and Reporting Officer to produce an Assessment and Reporting Calendar, which will be published in the September of each academic year. This document is created at the end of the previous year after having been shared for consultation with SLT, HODs and AHOYs.

The Creation and Distribution of the Reports

- Deputy Headteacher (Academic) will have overall responsibility for Reporting to Parents
- The marksheets (within SIMS) for all reports will be created by the Assessment and Reporting Officer at least three weeks in advance of the subject teacher's deadline.

- It will be the responsibility of the HOD to ensure that statement banks are written and submitted to the Assessment and Reporting Officer. It is also the responsibility of the HOD regularly to review the comments in Department meetings to ensure that the comments aid consistency and quality in the reports that are produced. Any edited comments must be passed to the Assessment and Reporting Officer in advance of the reporting session being made live.
- For full subject reports, a Profiles session will also be set up by the Assessment and Reporting Officer at least three weeks in advance of the subject teacher's deadline.
- Instructions for using Profiles are available to staff in the StaffShare/General Area/Assessment Manager and SIMS training folder.
- It is the responsibility of the HOD to check reports for consistency and quality prior to the subject entry deadline.
- The Assessment and Reporting Officer is responsible for ensuring that all reports are proofread before finalisation.
- The Reports/Profiles will be shared with parents through the School Gateway.
- The Assessment and Reporting Officer is responsible for the collation and uploading of Reports to the School Gateway.
- Report Reply Slips for parents for KS2 are enclosed with the report; reports are acknowledged by parents for KS3 and KS4 reports by email. The Assessment and Reporting Officer is responsible for the collation of report reply slips.
- The Assessment and Reporting Officer is responsible for ensuring that after the reports have been delivered to parents/carers they are made available to staff through linked documents in SIMS.

Glossary of Terms

FFT (Fischer Family Trust) - established in 2001, and works with LAs and schools to provide high quality performance data to support target setting and self-evaluation.

FFT (Key Stages 2, 3 and 4) provides estimations based on prior attainment in SATs tests/teacher assessment in the Core Subjects. Available predictions:

KS2 estimation based on KS1 tests in Core Subjects.

KS3 estimation based on KS2 tests in Core Subjects.

KS4 estimation based on KS2 tests in Core Subjects.

MidYis (Key Stage 3): tests are designed to measure, as far as possible, ability and aptitude for learning rather than achievement. MidYIS is not an IQ Test as it is designed to provide a measure of 'typical' performance. The tests are comprised of Vocabulary, Maths, Non-verbal and Skills sections.

ALIS (Key Stage 5): provides estimations of 'A' level grades based on a pupil's GCSE average point score and the Computer Adaptive Baseline Test (CABT).

PTC: Parent Teacher Consultation.

PPTC: Parent Pupil Teacher Consultation.

PSTC: Parent Pupil Teacher Consultation.

HOD: Head of Department

AHoY: Academic Head of Year

PSO: Pupil Support Officer.

SIMs: School Information Management System.

SLT: Senior Leadership Team.

Flight Path: The Flight Path Grade is the grade, which if a pupil makes their expected progress, they should achieve in assessments at the end of the year (in Years 7, 8 and 9) or in their GCSEs at the end of Key Stage 4 or 5.

Current Attainment: the grade that a pupil is actually working at based on a range of current work.

Key Stage Prediction: the grade that a pupil is likely to achieve at the end of the Key Stage based on Current Attainment.

Policy reviewed by: Deputy Head teacher Academic

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