

POLICY: REPORTING

PERSON RESPONSIBLE: Assistant Headteacher **MONITORING:** Headteacher
(Data)

DATE: October 2017

REVIEW DATE: October 2019

Adopted by Governors on 29th November 2017

RATIONALE

Paget High School is committed to providing parents/carers with reports that:

- Are individual to the student
- Report attitude to learning and attainment consistently and unambiguously
- Use plain English and avoid jargon
- Set targets for development and make clear what students have to do to improve
- Meet legal requirements

PURPOSE

To provide parents and carers with timely, accurate and appropriate information to support the progress of their child.

To ensure that there is a positive and co-operative relationships between all stakeholders in which everyone is fully aware of the progress, success and challenges faced by the student and clear about what can be done to support them.

PRINCIPLES

The school gathers information about students at regular points throughout the academic year including current attainment levels/grade, attitude to learning grades and behaviour for learning records. To ensure positive and co-operative relationships are formed and developed, this information is shared with parents and carers on three separate occasions throughout the academic year: Autumn Term, Spring Term and Summer term (with the exception of Year 11 and 13). The spring term report is issued in time with a specific year group's parent/carers consultation evening to enable dialogue between teachers and parents/carers. The summer term report contains a detailed written comment from form tutors and a brief comment from a member of the Senior Leadership Team.

CONCLUSION

It is important that all stakeholders are kept informed about the progress of students. They need to understand current performance and how it can be improved upon.

WORKING PRACTICE:

REPORTING

PERSON RESPONSIBLE: Assistant Headteacher **MONITORING:** Headteacher
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THE SUBJECT TEACHER

The subject teachers' responsibilities are indicated below:

Each half-term, all subject teachers are to enter data into SIMS which includes:

- Attitude to learning grade for all year groups
- Current working at level/grade for all year groups
- End of course forecast grade for students in Years 10 – 14

This data should be timely and accurate and based upon various factors including prior attainment, class work, test results, previous experience of subject/course, etc.

The subject teacher is also responsible for ensuring that the class register is taken in a timely manner and is fully accurate. They are also responsible for reporting any C3 detentions to the E-unit and rewarding students through Vivo's.

Internal moderation of data should take place in each curriculum area.

THE FORM TUTOR

The form tutor is responsible for ensuring that the morning register is taken in a timely manner and is fully accurate.

THE ADMINISTRATION TEAM

The administration team are responsible for ensuring that any missing marks in registers are addressed with the appropriate code. They are also responsible for recording C3 detentions in SIMS.

THE SENIOR LEADERSHIP TEAM

A member of the SLT has responsibility for the collation of all data and presentation in an appropriate format for parents/carers.

Student reports contain the following information:

- Student name
- Registration group
- Form tutor
- Attendance %

- Number of unauthorised absences
- Number of late marks
- Number of C3 detentions
- Number of Vivo rewards
- Subject name
- Subject Teacher
- Key Performance Indicators (KPIs) will be used to identify how students have performed during a term on a topic.
- Current working at level/grade for all years
- Forecast grade for years 10 – 11
- Attitude to learning grade for all years
- Form tutor comment (summer term only)
- Senior Leader comment (summer term only)

The reporting schedule

Dates are agreed in the school calendar for reporting to parents/carers:

1. Autumn Term (second-half)
2. Spring Term (released in time for parents/carers consultation evening)
3. Summer Term (second-half)

Towards, at and Beyond

At Key Stage 3 we grade students using our 'Life After Levels' methodology. This in turn is in line with the Government's plans to aid parents/carers in quickly understanding how their child is progressing with respect to age expectation. At Paget we have introduced our 'Beyond', 'At' and 'Towards' method of reporting; a brief explanation can be seen below;

B	You child is working 'Beyond' age expectation, continuing to do so would aid your child in achieving a grade '5' (C) or above at GCSE level.
A	Your child is working 'At' age expectation, continuing to do so would aid your child in achieving a grade '4'/'5' (D/C) at GCSE level.
T	Your child is working 'Towards' age expectation, continuing to do so would result in your child achieving below a grade '4' (D) at GCSE level.

Reporting Attitude to Learning

Attitude to learning will be reported on a five point scale based on the following criteria:

- How often does the student engage actively in the learning process?
- How often does the student strive to improve?

- How often does the student act upon feedback?

The following grades are awarded depending on the frequency detailed below:

- Always = 1
- Mostly = 2
- Sometimes = 3
- Rarely = 4

Quality Assurance

Standards are established by:

- Offering clear guidance to all staff
- Sharing of good practice at whole school level
- Inset for all colleagues as appropriate

Standards are assured by:

- Individual staff being responsible for the accuracy of their data and the written quality of their reports and ensuring they follow school guidance
- The Senior Leadership Team who sample reports for consistency, content and accuracy after submission and will return unacceptable reports for rewriting as necessary