

REPORTING POLICY

Date: October 2016

LT lead: Assistant Head teacher

Statutory statement

Head teachers are responsible for sending a written report to parents on their child's achievements at least once during the school year and outlining the courses of study undertaken by students in every year group.

Rationale

- The purpose of termly reports is to provide students, parents and carers with an updated snapshot of a student's learning journey.
- Reporting student progress is the school's professional responsibility. The school is committed to reporting students' progress regularly and accurately; to using systems that provide easy access of information to students, parents and carers; to providing data that is understood by all readers and audiences.
- Reports are agendas for action: they should motivate students and teachers, as well as parents and carers, to reflect on current levels of achievement and to decide the next steps to be taken.
- The reporting process recognises and values the partnerships between students, teachers, parents and carers that make for effective learning and progress at school.

Outcomes

- A reduction in waiting time to celebrate students' achievements or to register concern with parents regarding their progress.
- A process that nurtures learning partnerships between teachers and students' parents and carers.
- A culture of growth mindset in which progression is expected and achievement is celebrated on a regular basis.

Procedures

- Reports are produced on a termly basis. They are known as Autumn, Spring or Summer 'Progress Updates'.
- Reports show students' current and prior attainment in all subjects, annual attainment targets and an attendance summary.
- In each report, teachers evaluate students' development of growth mindset attitudes. Following the publication of reports, students, Form Tutors, Raising Attainment Co-ordinators, Faculty leaders and Subject leaders take part in review activities to celebrate students' progress and success; to identify under-achievement and to decide the appropriate type and level of intervention required.
- Details of the curriculum for each year group are made available to parents on the school website.

Key roles

AHT: to liaise with subject leaders to quality assure reporting procedures and production of curriculum documentation, termly reports and completion of intervention strategies; to ensure the effective operation of the tracking system, target-setting processes and intervention programmes.

Data Manager: to ensure scheduled tracking, analysis and reviews of student progress are actioned.

Faculty and Subject Leaders: to monitor the reporting process in departments; to manage procedures for completion of reports, intervention activities and prompt communication with parents when necessary.

Raising Attainment Co-ordinators: to liaise with parents and staff regarding student under-achievement; to direct Form tutors in personalised intervention activities as part of the Form Tutor *Raising Attainment* programme.

Form tutors: to complete intervention activities as part of the Form Tutor *Raising Attainment* programme and as directed by Raising Attainment Co-ordinators.

Teachers: to ensure that deadlines are met for entering student data and completing intervention activities.

Students: to review termly Progress Updates in designated pages in their Learning Journals for use during Community Time and other mentoring activities.

Parents: to respond to issues raised in termly updates by using the feedback systems provided.

Related documents

Assessment policy, Feedback policy

Review cycle: Annual