



Farlingaye HIGH SCHOOL

Reporting to Parents Policy

Drafted or Reviewed	Responsibility	Agreed by Governors	Review Date
R- May 2018	HT/AHT	May 2018	May 2021
R- June 2022	HT/AHT	September 2022	June 2024

Reporting to Parents Policy (September 2022)

Introduction

It is important to communicate with parents and carers on a regular basis to give them a clear idea of how well the children in their care are working in school. Email and the student's journals can be used for regular communication between parents and tutor/teachers. However, more formal reporting to parents is essential and this takes place regularly depending on the year group.

All reports are sent home with the students, a message is sent to parents to inform them that the report has been issued. Copies of the reports are also available to parents via the School Gateway and are also sent via email. They are also available to staff through sims as linked documents from the students record, and on SharePoint.

The reports are completed by the subject teacher during the week specified on the calendar. They are completed on the class marksheet in sims. This is obtained from the 'My Marksheets' menu. If a group is shared the teachers must discuss the reports in endure to make sure that grades and comments reflect the learning in all lessons. New teachers to Farlingaye should discuss the completion of the reports with either their mentor or line manager. The following tables show the reports sent home for each year group and what information is expected to be completed on each one. In addition to these aspects each subject adds comments from a subject comment bank. For KS3 and KS3, these refer to a strength and an even better if (to improve) comment (2 in total). For KS5, these refer to a strength, area for improvement and target comment (3 in total).

Attainment grades on reports are used to analyse progress of groups and individuals. They are also used to help spot patterns of underachievement and highlight students who may require additional support or monitoring. It is therefore very important that the grades are as accurate as possible using a range of assessments carried out over the reporting period. Grades that refer to a single assessment such as internal exams/assessments will be clearly indicated.

NB – it is very important that all staff know how to use the reporting system. Regular CPD sessions are offered for those new to the system. There are also a series of help sheets available on SharePoint.

KS3 Year 7	Report	Approx. Time of Year	Key Assessment on Report (Each report will contain prior attainment data from the previous key stage and Benchmark grades as appropriate as well as attendance information)	Key			
				a	Excellent	e	Very poor
				b	Good	N	Unable to comment
				c	Inconsistent	-	Not applicable
				d	Erratic and disappointing		
Settling In	October	None	Subject Settled into group Attitude to Learning Behaviour	Tutor Settled in to tutor group. Participation in tutor time. Involvement in school activities. Punctuality. Behaviour around school. No. of clubs joined.			
Full Report 1	January	Depth of Understanding – A to D based on assessments carried out in lessons	Subject Progress – based on teacher judgement and prior attainment Attitude to Learning Behaviour 2 x Comments (Strength & Even Better If)				
End of Year Report	June	Depth of Understanding – A to D based on assessments carried out in lessons	Subject Progress – based on teacher judgement and prior attainment Attitude to Learning Behaviour 2 x Comments (Strength & Even Better If)				
Tutor Comment Report	June		Tutor Individually written comments from tutor				

KS3 Year 8	Report	Approx. Time of Year	Key Assessment on Report (Each report will contain prior attainment data from the previous key stage and Benchmark grades as appropriate as well as attendance information)	Key			
				a	Excellent	e	Very poor
				b	Good	N	Unable to comment
				c	Inconsistent	-	Not applicable
				d	Erratic and disappointing		
	Settling In	November	None	Subject Settled into Group Attitude to Learning Behaviour			
	Full Report 1	February	Depth of Understanding – A to D based on assessments carried out in lessons	Subject Progress – based on teacher judgement and prior attainment Attitude to Learning Behaviour 2 x Comments (Strength & Even Better If)			
	End of Year Report with Assessments	June	Depth of Understanding – A to D based on assessments carried out in lessons	Subject Progress – based on teacher judgement and prior attainment Attitude to Learning Behaviour 2 x Comments (Strength & Even Better If)			
	Tutor Comment Report	June		Tutor Individually written comments from tutor			

KS3 Year 9	Report	Approx. Time of Year	Key Assessment on Report (Each report will contain prior attainment data from the previous key stage and Benchmark grades as appropriate as well as attendance information)	Key			
				a	Excellent	e	Very poor
				b	Good	N	Unable to comment
				c	Inconsistent	-	Not applicable
				d	Erratic and disappointing		
Settling In	October	None	Subject Settled into group Attitude to Learning Behaviour Merits				
Full Report 1	January	Depth of Understanding – A to D based on assessments carried out in lessons.	Subject Progress – based on teacher judgement and prior attainment Attitude to Learning Behaviour Merits 2 x Comments (Strength & Even Better If)				
End of Year Report with Assessments	June	Depth of Understanding – A to D based on assessments carried out in lessons.	Subject Progress – based on teacher judgement and prior attainment Attitude to Learning Behaviour Merits 2 x Comments (Strength & Even Better If)				
Tutor Comment Report	June		Tutor Individually written comments from tutor				

KS4 Year10	Type of Report	Approx. Time of Year	Key Assessment on Report (Each report will contain prior attainment data from the previous key stage and Benchmark grades as appropriate as well as attendance information)	Key			
				a	Excellent	e	Very poor
				b	Good	N	Unable to comment
				c	Inconsistent	-	Not applicable
				d	Erratic and disappointing		
Settling In	October	None	Subject Settled into course Behaviour Attitude to Learning Merit Completion of Work				
Full Report 1	December	Predicted GCSE grade based on current performance with +, = and – to indicate level of confidence in the prediction. The maximum GCSE grade will be a 7* (The previous grade will also be given)	Subject Attitude to Learning Progress – based on teacher judgement and prior attainment Behaviour Completion of work Merit 2 x Comments (Strength & Even Better If)				
Progress Check	January	Predicted GCSE grade based on current performance with +, = and – to indicate level of confidence in the prediction. The maximum GCSE grade will be a 7* (The previous grade will also be given)	Subject Attitude to Learning				
Assessment Report	May	GCSE grade based on internal assessment					
Full Report 2	June	Predicted GCSE grade based on current performance with +, = and – to indicate level of confidence in the prediction. The maximum GCSE grade will be a 7* (The previous grade will also be given)	Subject Attitude to Learning Progress – based on teacher judgement and prior attainment Behaviour Completion of work Merit 2 x Comments (Strength & Even Better If)				
Tutor Comment Report	June		Tutor Individually written comments from tutor				

KS4 Year11	Type of Report	Approx. Time of Year	Key Assessment on Report (Each report will contain prior attainment data from the previous key stage and Benchmark grades as appropriate as well as attendance information)	Key			
				a	Excellent	e	Very poor
				b	Good	N	Unable to comment
				c	Inconsistent	-	Not applicable
				d	Erratic and disappointing		
Full Report 1	October	Predicted GCSE grade based on current performance with +, = and – to indicate level of confidence in the prediction. The maximum GCSE grade will be a 7* (The previous grade will also be given)	Subject Attitude to Learning Progress – based on teacher judgement and prior attainment Behaviour Completion of work Merit 2 x Comments (Strength & Even Better If)				
Assessment Report	January	GCSE grade based on internal assessment/ mock result	Students also receive a record of a post-mock dialogue with a senior teacher				
Full Report 2 with Internal Assessments	March	Predicted GCSE grade based on current performance with +, = and – to indicate level of confidence in the prediction. The maximum GCSE grade will be a 7* (The previous grade will also be given) GCSE grade based on internal assessment result	Subject Attitude to Learning Progress – based on teacher judgement and prior attainment Behaviour Completion of work Merit 2 x Comments (Strength & Even Better If)				
Tutor Comment Report	May		Tutor Individually written comments from tutor				

KS5 Year12	Type of Report	Approx. Time of Year	Key Assessment on Report (Each report will contain prior attainment data from the previous key stage and Benchmark grades as appropriate as well as attendance information)	Key			
				1	Very good	N	Unable to comment
				2	Good	-	Not applicable
				3	Inconsistent	Abs	Absent
				4	Poor		
	Settling In	October	None	Subject Suitability for the course Attitude to learning Attendance (grade) Completion of work Strengths/ Area for Improvement & Target Comments			
	Full Report 1	November	Predicted Grade based on current performance with +, = and – to indicate level of confidence in the prediction We will not predict A* grades in Year 12	Subject Attitude to learning No. of lessons attended / total Completion of work Strengths/ Area for Improvement & Target Comments			
	Full Report 2	February	Predicted Grade based on current performance with +, = and – to indicate level of confidence in the prediction We will not predict A* grades in Year 12	Subject Attitude to learning No. of lessons attended / total Completion of work Strengths/ Area for Improvement & Target Comments			
	Full Report 3 + Internal Assessments& UCAS Grade	March	Predicted Grade based on current performance with +, = and – to indicate level of confidence in the prediction We will not predict A* grades in Year 12 or award them for internal assessments Grade achieved on the internal assessments	Subject Attitude to learning No. of lessons attended / total Completion of work Strengths/ Area for Improvement & Target Comments			

	Tutor Comment Report	June		Tutor Individually written comments from tutor
--	----------------------	------	--	--

KS5 Year13	Type of Report	Approx. Time of Year	Key Assessment on Report (Each report will contain prior attainment data from the previous key stage and Benchmark grades as appropriate as well as attendance information)	Key			
				1	Very good	N	Unable to comment
				2	Good	-	Not applicable
				3	Inconsistent	Abs	Absent
				4	Poor		
	Full Report 1	October	Predicted Grade based on current performance with +, = and – to indicate level of confidence in the prediction	Subject Attitude to learning No. of lessons attended / total Completion of work Strengths/ Area for Improvement & Target Comments			
	Progress Check	January	Predicted Grade based on current performance with +, = and – to indicate level of confidence in the prediction	Subject Attitude to learning			
	Full Report 2 with Internal Assessments	March	Predicted Grade based on current performance with +, = and – to indicate level of confidence in the prediction Grade achieved on the internal assessment	Subject Attitude to learning No. of lessons attended / total Completion of work Strengths/ Area for Improvement & Target Comments			

Depth of Understanding / Key Skills and Knowledge

Depth of Understanding will be reported twice each year across key stage 3. The grade should reflect the students' achievements in understanding the course and / or mastering the skills required. It should be based on the whole school criteria as shown below supported by subject specific criteria as provided at department level.

Grade	Description (Use the part of the description appropriate to the subject and the content of the unit)	Possible subject specific examples or part examples
A – Students regularly being assessed at this level should go onto to achieve a grade 7 or above at GCSE	<p>Is able to make connections and relate ideas within the unit and with other areas of study.</p> <p>Is able to discuss and represent abstract ideas clearly and independently.</p> <p>Has fully mastered all the skills required for the unit and is able to apply them in context.</p> <p>Is able to select or devise one approach to a problem from many alternatives and justify their choice.</p>	<p>Analyse or evaluate literary elements (e.g., characterization, setting, point of view, conflict and resolution, plot structures).</p> <p>Represent a problem using abstract ideas such as algebra or geometry and use these ideas to reach a solution.</p> <p>Use an artistic technique or combination of techniques in own design.</p> <p>Suggests ideas for the design of an experiment.</p> <p>When performing in different physical activities, they consistently show precision, control and fluency, whilst also working at a very good intensity.</p>
B – Students regularly being assessed at this level should go onto to achieve a grade 5 or above at GCSE	<p>Is able to appreciate connections within the unit and with other areas of study.</p> <p>Is able to discuss and represent abstract ideas.</p> <p>Has fully mastered most of the skills required for the unit and is able to apply them in context.</p> <p>Is beginning to develop strategies and ideas independently.</p>	<p>Explain the cause-effect of historical events.</p> <p>Predict a logical outcome based on information in a reading selection.</p> <p>Use their knowledge to identify questions that can be investigated and suggest appropriate data to collect.</p> <p>Recognize and use more complex drama techniques and work from a range of stimuli.</p> <p>Create a good mood and atmosphere in their drama.</p>
C – Students regularly being assessed at this level should go onto to achieve a grade 4 or above GCSE	<p>Is able to recall information and is beginning to use this to solve problems or develop own ideas.</p> <p>Is able to understand and use pictorial representations of ideas and can follow abstract representations when shown to them.</p> <p>Is able to use the skills and techniques from the unit and has fully mastered some of them.</p>	<p>Label a diagram and explain the function of some parts.</p> <p>Identify the major events in literary text</p> <p>Discusses the causes of historical events at a basic level</p> <p>Solve problems where the method has been demonstrated to them.</p> <p>Describe desert and tropical environments</p> <p>Can work with a range of tools, materials, equipment, components and processes with some precision.</p>

<p>D - Students regularly being assessed at this level should go onto to achieve a grade 3 at GCSE</p>	<p>Is able to recall most information given, such as facts, definitions or can reproduce a simple task or procedure. Is able to understand and use pictorial representations of ideas. Is able to use some of the skills and techniques from the unit.</p>	<p>List scientific terms used in the unit of work. Locate or recall facts found in text. Describe physical features of places. Reproduce a demonstrated technique. Students explore simple skills. They copy, remember, repeat and explore simple actions with control and coordination.</p>
<p>E- Students regularly being assessed at this level may go on to take entry level qualifications</p>	<p>Has not yet been able to meet the above criteria</p>	

Progress at Key Stage 3

Teachers will monitor the progress of students through the units of work. Assessment of progress will use key stage 2 scores as a baseline and compare outcomes after each piece of work with expectations based on these. Note that the curriculum itself will show progression, either through teaching new knowledge, skills and understanding or developing prior learning further. The school will use ks2 SAT scores to provide each student with an 'Expected Depth of Understanding' (or benchmark) grade. The following are guidelines when awarding progress grades for reports and discussing progress with students or parents / carers. A progress grade will be reported for each report this will be presented on the report as words / phrases possibly colour coded for emphasis.

- Students achieving a depth of understanding grade i in line with general expectations for the year group will be considered to be making '**Expected Progress**'.
- Students achieving above this expectation will be considered to be making '**Good Progress**' or '**Exceptional Progress**' at the discretion of the teacher.
- Students with an expected grade A and regularly achieving grade A can be considered to be making '**Good Progress**' or '**Exceptional Progress**' at the discretion of the teacher.
- Students achieving below their expected depth of understanding grade will be considered to be making '**Less than Expected Progress**'.
- Students who are achieving at the lower levels but are working hard can also be given the Grade '**Improving**'

Merits

For years 9 to 11 subject teachers can award students report merits. A report merit is awarded if most of the a-grades area's or b's. They can also be awarded at the discretion of the teacher if they feel that the student has done some particularly outstanding work during the reporting period even when their overall attitude has not been good enough to deserve a merit. These are converted into achievement points and added to SIMS after the report has been sent home (1 merit = 2 achievement points).

Benchmark Grades

These are grades based on average prior attainment at the previous key stage and should be used as a guide when discussing progress and expectations with students. They are not target grades but may be used to support setting of target grades as appropriate.

At key stage 3 each student receives a single benchmark grade which appears on the base data and on the report marksheets. This is based on KS2 SAT data and corresponds to the Depth of Understanding A to D grades. It should serve as a guide to teachers when they consider the progress grade for the reports. This grade does not appear on the reports to parents and is **not shared with students**. If a teacher wishes to discuss prior attainment with a student, they should use the actual key stage 2 SAT scaled scores which are available from the base data marksheets.

At key stage 4 each student receives a single benchmark grade based on the ALPS minimum target grade. This grade represents the average grade (best 8) that student with the same prior attainment on the 25th percentile have achieved in previous years (or an estimate of this where grades 9-1 have been used). These grades are used to calculate ALPS value added scores for both individuals and whole cohorts.

At key stage 5 each student gets a grade profile based on the ALPS minimum target grade. This profile is based on the average GCSE point score, comparing it with the attainment of previous cohorts at the 25th percentile. These grades are used to calculate ALPS value added scores for both individuals and whole cohorts.

Monitoring Students

As well as reporting to parents the report data is used to monitor the progress, attitude, and behaviour of students. The primary responsibility for monitoring the progress of students in a particular subject lies with the subject teacher. In line with the assessment and feedback policy they will be continually assessing progress and responding to the needs of each student appropriately.

In addition to this, heads of year and heads of subject will monitor the progress of cohorts. They will look for patterns and trends which might indicate areas of concern or strength. For example, middle ability girls might perform particularly well in year 9 science, or a particular member of the department might struggle getting the best from high achieving boys. Middle leaders should pay particular attention to the progress and possible additional supported need by disadvantaged or SEND students. Outcomes of this analysis will feed into department based CPD or lead to recommendations for whole school CPD. It might also lead to closer monitoring and support of particular students.

In order to support the above, for each report containing an assessment grade, the Assistant Headteacher responsible for assessment and reporting will publish a 'Report Summary' this will contain:

- summary data for each subject
- Progress and attainment data for monitored student groups
- Comments relating to strengths or areas of concern
- A list of students with their report grades
- A photo list of the students who from the report data are making the least amount of progress across all subjects

Comments and actions based on the analysis will be discussed at faculty link meetings with a member of the leadership team. These will be recorded on a central document an anonymised version of which will be shared with governors each term.

Heads of year will look out for trends in student performance across a range of subjects. They will organise and monitor any support required from the pastoral team, discussing actions with the appropriate tutor. This is supported by the appropriate key stage coordinator on the LT who will also have an overview of the students in their care.

Attendance at KS5

On reports home for year 12 and year 13 students, a register for the reporting period is created and added to SharePoint. This shows the dates of lessons in this reporting period and whether a student was present or not. This needs to be added to the marksheet for the relevant report like this 12/15 (12 lessons out of a total number of 15 available). When adding up the number of lessons attended, this must not include ones where the teacher has been absent unless cover has been set and a register taken.