



REPORTING TO PARENTS AND CARERS POLICY

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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 students by means of reporting opportunities which include: Parents' Evening, Interim Summary Reports and a written Form Tutor comment (Key Stages 3 and 4)/Subject Report (Key Stage 5).

1. **Aims**

- To provide specific information for Parents/Carers, students and teachers
- To enhance home/College partnership
- To communicate progress made against the relevant target data
- To motivate students by recognising achievement and improvement
- To alert students and Parents/Carers to areas of concern so that these can be quickly addressed
- To indicate behaviour and effort in classwork and homework
- To provide a starting point for discussion at Parents' Evenings.

2. **Parents' Evenings (all Year Groups)**

These provide an opportunity for dialogue between teachers, Parents/Carers and students. Information to be shared should include:

- Comments about general attitude and progress in the subject
- Progress/Attainment
- Advice about how to make future progress.

3. **Information Reports (all Year Groups)**

These are centrally created by the Data Services Team and are issued at appropriate times throughout the year and generally include information on:

- Attendance
- Achievement, Behaviour and Conduct points
- Attainment for each subject
- Attitude to Learning for each subject
- Homework for each subject
- End of year exam result for Key Stage 3 students
- Written Form Tutor comment as a part of one of the Information reports for Key Stage 3 / 4 students

A clear explanation of the information contained in the Information Report is made available to Parents/Carers at the time of reporting.

An information report will not be provided to students that have joined the College within the previous six weeks of the reporting window opening.

4. **Full Subject Reports (Key Stage 5)**

- Reports should be positive in their comments and demonstrate a sound knowledge of the student concerned
- Reports should highlight student strengths as well as indicating areas in need of development
- Reports should be seen as a positive strategy in raising attainment
- There will be a section to comment on each of the following areas:

- Coursework/Module Results
- Academic comment
- Personal comment
- Improvement Target

5. Timing of Reports

It is the responsibility of the member of the Senior Leadership Team responsible for Reporting to Parents/Carers 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 the Senior Leadership Team.

5.1 KEY STAGE 3

Students in each Year Group will receive an Information Report at appropriate points across the academic year. This information will be displayed on a single side of A4 paper to allow simple comparison from one Information Report to the next.

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 will be provided as part of one of the Information Reports at the appropriate time during the academic year. Form Tutor comments should be in language that is accessible to Parents/Carers and students, and which avoids cultural or gender bias.

The Form Tutor comment will be restricted to a maximum of 1376 characters.

There will be a Parents' Evening during the academic year for dialogue between teachers, Parents/Carers and students.

5.2 KEY STAGE 4

Students in Years 10 and 11 will receive an Information Report at appropriate points across the academic year. This information will be displayed on a single side of A4 paper to allow simple comparison from one Information Report to the next.

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 will be provided as part of one of the Information Reports at the appropriate time during the academic year. Form Tutor comments should be in language that is accessible to Parents/Carers and students, and which avoids cultural or gender bias.

The Form Tutor comment will be restricted to a maximum of 1376 characters.

There will be a Parents' Evening during the academic year for dialogue between teachers, Parents/Carers and students.

5.3 KEY STAGE 5

Students in Year 12 will receive an Information Report at appropriate points across the academic year and a full written report from subject areas, which will also include up to date information that is included in the Information Report.

Students in Year 13 will receive an Information Report at appropriate points across the academic year and a full written report from subject areas which will also include up to date information that is included in the Information Report. Subject comments should be in language that is accessible to Parents/Carers and students, and which avoids cultural or gender bias.

There will be a Parents' Evening during the academic year for dialogue between teachers, Parents/Carers and students.

6. The Creation and Distribution of the Reports

- A Member of the Senior Leadership Team will have overall responsibility for Reporting to Parents/Carers
- The marksheets (within SIMS) for all Information Reports will be created by the Data Services Team in advance of the reporting session
- For Form Tutor reports a marksheet will also be set up by the Data Services Team in advance of the reporting session
- For Key Stage 5 subject written reports a profile is created by the Data Services Team in advance of the reporting session
- Instructions for using marksheets and profiles are available to staff on the W drive under Admin, All staff, Report writing, these are also emailed to staff before the report sessions open
- The Data Services Team is responsible for the collation and sending home of all Reports in accordance with the published timetable. The published dates may at times need to be changed and Parents/Carers will be informed of any changes if needed
- The Data Services Team is responsible for ensuring that after the reports have been delivered to Parents/Carers they are made available to staff through the College's Management Information System (MIS)
- The Data Services Team is responsible for ensuring that after the reports have been sent to Parents/Carers, Form Tutors are provided with a copy of the information for their Form Group.

7. Monitoring and Evaluation

- Monitoring and evaluation of assessment policy and instruments of assessment will be ongoing at both the College and departmental levels. This will be through the process of self-evaluation by departments, Heads of Year and the Senior Leadership Team
- It is the responsibility of the Head of Year to check a sample of reports for consistency and quality prior to them being sent to Parents/Carers.
- The Office Manager is responsible for ensuring that all reports are proof-read before finalisation.

8. Role of Form Tutors

- Form Tutors write a summative report which is attached to a specific Information Report
- Form Tutors receive a copy of the Information reports for all the students in their Form Group
- After each report is published it is used by the Form Tutors to discuss academic progress with specific students within their Form Group.

9. Role of Parents/Carers

- Parents/Carers receive Information Reports on their children as scheduled on the College website
- Parents/Carers should use the reports as a means to monitor progress or to discuss concerns relating to their children's performance.

10. Role of Students

- Students receive reports as intimated in the reporting calendar on the College website
- They should use this report, with their Form Tutors, to self-assess, discuss progress and set achievable targets. Form Tutors are able to support students with this process where required.

11. **Other Reporting to Parents/Carers**

- Via letters/telephone calls from Faculties and Year Leaders dealing with academic or personal issues relating to individual students
- Informal reporting may take the form of a note in a jotter or Student Planner, highlighting positive progress or raising concerns.

12. **Vulnerable Groups**

- There are annual reviews for those students with a statement of Special Educational Need (SEN) or Education Health and Care Plan (EHC).
- There are regular (6-8 weeks) meetings with Parents/Carers, external agencies and Senior Pastoral / SEN staff for those following Early Support Interventions (CAF).
- Senior Pastoral staff meet annually with Social Workers, carers and students to review Personal Education Plans of those students in Looked After Care.
- There are termly reviews for those students on SEN support where provisions are evaluated and outcomes reviewed by individual departments, where appropriate.