

Reporting Policy

Context

This policy needs to be used in conjunction with the Academic Charter and the following:

- Assessment Policy
- Attainment Policy
- Marking Policy
- Assessment for Learning Policy

Purpose

The education process is a partnership between pupil, school and parent. It is essential that all parties are kept informed about the progress of the pupil throughout their time in school. The school report forms part of this communication.

Operation

Reporting to parents falls into three categories:

- Interim report cards
- Full school reports
- Parents' evenings

Interim half term report cards

Pupils' effort and attainment are assessed half termly. Effort is assessed against generic criteria (see below an excerpt of reporting system document shared with parents at the start of the academic year) and attainment is assessed on specified scale, based on subject-specific attainment criteria.

The assessments are completed on the school information system, 3sys. Time is set aside in a tutorial for discussion with tutees. The tutor sends a letter to parents indicating the assessment grades for each subject. Each term the pupils, in discussion with their tutor, complete a self-assessment and set personal targets. These will be influenced by any intervention strategies implemented by departments.

Parents and tutors should not be surprised by the award of any low effort grades as subject staff should have given prior warning via contact home and pastoral communications.

Where pupils obtain disappointing effort grades in one or more subjects, the tutor should consult with the subject teachers and outline a framework of improvement to the pupil. This could include placing the pupil on a daily work card in one, more or even all subjects and daily meetings with the tutor. In most cases the parents should be kept informed of the situation. Pupils who perform particularly badly in most subjects or

who are persistently under-performing should be raised by the tutor with the Head of School and Deputy Head.

ABBOTSHOLME REPORTING SYSTEM: ONLINE LEARNING

A GUIDE FOR PARENTS

Interim Grade Cards during lockdown will contain information about your child's online engagement level and attainment information.

To those parents who have children in Year 11 and Sixth Form, please note that the attainment grade is not a prediction of the results they will receive in the Summer but more a recognition of how they are currently performing. The attainment grade is based on the learning that has already taken place and indicates the standard of work achieved by the pupil. Recognising that there is still some ambiguity from the DfE regarding how grades will be awarded this academic year, we thank you for your patience and understanding in this matter.

If there are any concerns that have not already been communicated by your child's tutor or subject teacher, please do not hesitate to contact your child's tutor as the first port of call.

Online engagement level

Pupils' effort and engagement with application to online learning, encompassing and their organisational skills and any Prep, will now be graded using the following descriptors:

- Engagement is outstanding- for those pupils whose effort is *more than half the time* above the standard expected
- Engagement is as expected – for those pupils whose effort is consistently at, and sometimes above the standard expected
- Needs to engage more- for those pupils whose efforts have *on at least two occasions* since the last report fallen below the standard expected
- Engagement is a cause for Concern – for those pupils whose effort is too often below the standard expected

Attainment Grades

The Attainment Grades will continue to use the following criteria:

Grade Descriptors for Year 7 - 9

A	Excellent, secure grasp of wider knowledge and skills. Work is exceptionally detailed, comprehensively developed and reflects an enquiring mind. Grasps concepts quickly and easily, applying and adapting them independently in different contexts.
B	Good grasp of relevant knowledge and skills. Standard of work consistently shows some detail with evidence of development. Grasps concepts well and applies them in different tasks when directed.
C	Adequate knowledge and grasp of skills. Standard of work generally shows some relevant detail but evidence of development is inconsistent. May require time to absorb new concepts; applies them accurately; occasionally applies new skills in different contexts.
D	Some gaps in knowledge and skills. Standard of work can display some detail, but with little evidence of development. Requires time to absorb new concepts; attempts to apply them accurately; has difficulty in adapting new skills in different contexts.
E	Several significant gaps in knowledge and skills base. Standard of work consistently displays a lack of detail, development or understanding is limited. Frequently has difficulty grasping concepts and applying them to unfamiliar tasks.

Grade Descriptors for Year 10-11

The following grades indicate the level of attainment characteristic of the grade given at GCSE.

The grade given is based on the learning that has already taken place and indicates the standard of work achieved by the pupil.

Grade 7 is aligned with the bottom of grade A

Grade 4 is aligned with the bottom of grade C

BTEC subjects: D* - U

Grade Descriptors for L6 and U6

The following grades indicate the level of attainment characteristic of the grade given at A level.

The grade given is based on the learning that has already taken place and indicates the standard of work achieved by the pupil at present. It is not what we believe they will achieve at the end of their A level course. Grades will often be lower than their expected outcome at the completion of the courses reflecting the accumulative nature of such courses where skills and knowledge improve as they progress in their A levels.

A Level A* - U

BTEC D* - U

Grade Descriptors for English as a Second Language - Attainment Grade indicates

- A Excellent knowledge secure grasp of wider knowledge and skills.
- B Good grasp of relevant knowledge and skills.
- C Adequate knowledge and skills.
- D Some gaps in knowledge and skills.
- E Several significant gaps in knowledge and skills base.

Full Reports

Reports are written on academic progress and extra-curricular activity for every pupil. Parents will receive a report every term and an invitation to attend a parents' evening each year. These are pre planned into the academic school calendar.

Each subject report will include a short sentence detailing the work covered. The report will also include diagnostic, constructive comments, personal to the pupil, and include any targets for improvement. The report will include effort and attainment grades. The tutor will also write a comment to summarise academic progress and personal development.

Parents' evenings

These will be held once per year according to the published programme. Year 8, 9 and 11 evenings will incorporate information relating to GCSE and A level options. Parents and pupils will be able to discuss progress with each teacher. Discussions should be positive, constructive and informative. Teachers should make reference to the individual pupil's target grades and work towards achieving these. They should be prepared to discuss different strategies to ensure the pupil reaches their potential. Where a parent is unable to attend the evening, other arrangements can be made, including discussion with tutor and written comments sent to parents.

Reviewed by:	Headmaster/Deputy Head
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