

## Reporting to Parents and Carers Policy

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# Reporting to Parents and Carers Policy

## Aims

- 1 To provide parents and carers with timely and appropriate information to support the progress of their child.
- 2 To ensure that there is a positive and co-operative relationship between teachers and parents/carers in which parents are fully aware of the progress, successes and challenges faced by their child and clear about what they can do to support their child at home.

## Rationale

- 3 Alderbrook is committed to providing parents/carers with written reports that:
  - Are individual to the student
  - Are honest and constructive
  - For examination years, set targets for development and make clear what students have to do to improve
  - Use plain English and avoid jargon
  - Report Approach to Learning, Behaviour for Learning, Independence, Progress and Achievement consistently and unambiguously
  - Meet legal requirements
- 4 Alderbrook is committed to providing oral reports to parents and carers that:
  - Give an honest and constructive assessment of achievement to date
  - Engage parents/carers and students in a dialogue on targets for development
  - Provide an opportunity for parents/carers to discuss any concerns they may have

## The Reporting Schedule

- 5 In reporting to parents and carers Alderbrook will:
  - plan the timing of written reports and parental consultations to be coherent across each Key Stage, at appropriate times of the year and in a timely manner
  - ensure that reports follow a common format and meet national requirements by offering colleagues appropriate guidance
  - set clear dates for the completion and issuing of reports
  - establish clear administrative structures to support Parents' Consultation Evenings
  - communicate dates and arrangements for parental consultations clearly to parents/carers, encouraging attendance with their child
  - ensure that reports achieve the stated aims by establishing procedures for monitoring quality via both the pastoral system (through Heads of Years and Assistant Headteachers) and via the faculty system (through Heads of Faculty/Department and the Senior Leadership Team)
  - report by phone, letter or consultation as appropriate any situation that requires contact over and above the usual cycle of contacts

## Details of Guidance Offered to Staff

- 6 Written comments provided should include:
  - numerical information regarding Approach to Learning, Behaviour for Learning, Independence, Progress and Achievement. The final report of an examination year will also include a subject target.
- 7 Oral comments should:
  - focus on how to maximise the student's academic progress in school and at home
  - reflect an individual understanding of the student, where they are and what they need to do to progress
  - where more time is needed to discuss a student, a further appointment should be arranged to avoid delay to other appointments

## Reporting Attainment

- 8 At KS3, attainment will be reported as a numerical % achieved in the Assessment Point exam. Alongside this, parents will also be informed about their child's progress – if they are on track, exceeding or working towards.
- 9 At Key Stage 4, achievement will be reported using estimated grades for the end of Year 11 based on students' current performance based on the 9 – 1 grading system; technical courses will use pass/merit/distinction mark. Courses that do not lead to certification are not required to estimate a grade attainment.

## Reporting Approach and Behaviour For Learning

- 10 Across all Key Stages, we will report on students' *Approach to Learning* and *Behaviour For Learning*.
  - An *Approach to Learning* grade will be given in terms of L1, L2, L3 or L4, with L4 being the highest.
  - A *Behaviour for Learning* grade will be given in terms of B1, B2, B3 or B4, with B4 being the highest.
  - An *Independence* grade will be given in terms of I1, I2, I3 or I4, with I4 being the highest.

## Further Guidelines

- 11 Where required, any additional details on the mechanics/timings etc. for completing the written reports or arrangements for Parent Consultation Evenings will be issued to staff at the appropriate time. Information to parents/carers will be sent home and made available on the school website.

## QUALITY ASSURANCE:


12 Standards are established by:


- offering clear guidance on agreed school policy
- sharing of good practice at whole school and faculty level
- induction for staff new to the school
- inset for all colleagues as appropriate

13 Standards are assured by:

- individual staff being responsible for the data entry, accuracy of the data submitted and ensuring they follow school guidance in terms of content
- the Head of Faculty/Department who moderates data entry and makes any necessary changes
- the Senior Leadership Team who sample reports for consistency, content and accuracy after submission and will return unacceptable reports for editing/rewriting as necessary.

## Appendix (i) to Reporting to Parents Policy

Approach to Learning	L1	L2	L3	L4
				
	Often gives up when learning is perceived to be challenging. Work is usually incomplete and there is an unwillingness to improve work, even when prompted. Needs to be much more organised and motivated. Overall commitment to learning needs much improvement.	Can show resilience but sometimes gives up when learning is perceived as challenging. Needs to be more organised and self-motivated. Work does not always reflect their true ability. Needs to show greater willingness to improve work. Overall commitment to learning could be better.	Usually resilient in the face of challenges. Usually checks work for detail and is keen to make improvements. Is self-motivated and organised. Overall their commitment to learning is good.	Enjoys challenges and is resilient. Constantly checks work for detail and willingly makes improvements. Seeks out new information. Is self-motivated, highly organised and committed to their learning. Overall their commitment to learning is outstanding.

Behaviour For Learning	B1	B2	B3	B4
				
	Needs to be far more respectful to other pupils or the teacher. Can be disruptive and look to distract others. Sanctions often have to be issued because of their behaviour.	Behaviour could be better. Needs to be respectful to other pupils or the teacher. Lapses in concentration mean they can be easily distracted.	Behaviour is good. Is polite and courteous. Responds well to requests. Works well alone and with other pupils. Respectful of different beliefs, opinions and attitudes.	Behaviour is exemplary; an excellent role model for the class. Proactively supports teaching and learning. Is very polite and courteous. Works extremely well alone and with other pupils. Respectful of different beliefs, opinions and attitudes.