



# TAVERHAM HALL

## Preparatory School

### **Reporting Policy**

#### **Aims**

The purpose of reporting is to:

- . provide parents with up to date information about the achievements, academic progress, attitude, behaviour and targets of their child
- . provide other schools with a realistic appraisal of a pupil so that they are able to make a professional judgement as to the suitability of the child for a particular school
- . provide outside agencies (e.g. speech therapists, psychologists) with information, which will allow them to provide support for an individual and so allow them to reach their greatest potential
- . involve the pupils in their learning by encouraging further progress through clear subject-related targets

#### **Principles**

1. To fulfil statutory requirements on reporting pupil achievement to parents.
2. To provide parents with information regarding attainment in the subjects studied during a particular year, including examination performance (internal and external as appropriate), and to give parents some idea of their child's attainment in comparison with the year group average and their own individual potential.
3. To provide information on a pupil's attitude, effort, prep record and standards of work.
4. To encourage future improvement through inclusion by the subject teacher of a clear target.
5. To invite and welcome formal feedback from parents to ensure effective communication between school and home.

#### **Reports**

1. Two annual written reports are produced electronically, at the end of the Autumn term and at the end of the Summer term. Year 8 pupils receive a breakdown of their Common Entrance trial marks at the end of the Spring term. A common format is used for all subjects. Form tutors undertake the task of collating and printing out reports.
2. In Years 5 to 8 where a formal examination is set, that subject will include the examination mark and the year average (as appropriate).
3. Subject teachers will include in their report:
  - \*Reference to exam performance if appropriate

- \*Comments on general attainment, effort, attitude in class, standards of prep, etc
  - \*A clear target for future improvement
4. The Director of Studies will organise a buddying arrangement for proof reading of all teachers' reports prior to printing.
  5. Form tutors will read their own form's reports and include for each pupil a form tutor report, containing comments on the pupil's general attitude, extra-curricular participation and contribution within form and PSHE context. During this process form tutors will also do a proof-read of the reports and request subject teachers where necessary to correct errors.
  6. The Headteacher will then read all reports and include a brief comment. He will also do a proof read to ensure that the report goes out to parents with as few errors as possible.
  7. A copy of the report will go to the child's parents, with additional copies sent where requested in the case of separated parents.
  8. A copy of the child's report will be kept in the pupil file for reference, by Form Tutors.
  9. A copy of the report will be retained by the teacher in order to assist at Parents' Consultation Evenings.

While reports should give a fair and realistic assessment of the child's attitude and progress in the subject, teachers should always ensure that they remain tactful and professional in the way they present matters to parents. All reports should include:

- a general comments on the pupil's strengths and weaknesses, attitude, effort, exam results and participation in class, always starting with a positive comment
- target(s) for further development and improvement
- suggestions for parental support taking the pupil's preferred learning style into account (where appropriate)

Reports should also:

- . be personal to the child, legible with correct grammar, punctuation and spelling
- . be clear and free of educational jargon

### **Effort and Attainment grades**

In addition to the two annual full written reports, each pupil also receives an Effort and Attainment grade report twice a term (5 snapshot of achievement per year – except in the second half of the summer term). This gives basic attainment grades and effort scores for each subject.

\*in Years 3 to 5 - an effort grade ranging from 1 (excellent) to 6 (poor) for the following categories: completion of tasks / behaviour / participation / presentation and quality

\*in Years 6 to 8 - an effort grade ranging from 1 (excellent) to 6 (poor) for the following categories: completion of tasks / behaviour / participation / presentation and quality

- an attainment grade (A to F) reflecting the grade the given pupil is expected to gain in his/her final exam, provided he/she maintains the same level of effort and motivation

Effort and Attainment grades are discussed with the pupils during tutor period and then taken home. All tutors write a comment on each card summarising overall academic progress for the period. Both parents and pupils are asked to sign the document and provide feedback where applicable. The document is then returned to the tutor who keeps in on file. Target setting involving the pupils directly takes place twice a term, making use of Effort and Attainment grades as a starting point.

### **Parents' Consultation Evenings**

Parents' Consultation Evenings take place once a year for each year group:

\*in the Autumn term for Years 3 and 4

\*in the Spring term for Years 5 to 8 as no reports are issued then

Drop-in clinics led by form tutors are also available on a weekly basis should parents require further information about their child's latest progress. Parents can make appointments to see any member of staff at any time during the year. It is the duty of each member of the teaching staff to contact parents and keep them informed of any incident or particular difficulty encountered as it arises so that solutions can be put in place quickly and in partnership with home.

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