

**COLEHILL FIRST SCHOOL**  
**REPORTING PUPIL PROGRESS POLICY**

Colehill First School is a Rights Respecting School. As such it is committed to upholding children's rights and promoting their responsibilities under the UN Convention for the Rights of the Child (UNCRC). The contents of this policy are fully in keeping with this commitment.

**Aim**

The aim of this policy is to clarify all aspects of report writing for existing and newly appointed teachers, governors, parents and other interested groups, thus ensuring consistency, continuity and high standards.

**Timing and Scope of Written Reports**

Written reports to parents are sent at the end of the **Summer Term** for pupils in all year groups. The reports are a reflection of the child's year to date.

**Format of the Reports**

All reports are word processed using Microsoft Word in Arial font, size 11, with L and R margins justified.

As the report is a public document, the highest standards of syntax, grammar and spelling are required. Spell checking must be applied to all text. Draft reports are forwarded to the headteacher for proof reading and signing well before the 'due date'.

Targets for future learning are included at the end of the English and mathematics sections. Targets should be specific, clear and jargon free.

**Achievement Language Used in Reports**

a) National Curriculum Years

In the core subjects of English, mathematics and science, parents are given one of four statements to indicate their child's achievement:

- i. *working below* age related expectations (usually a child with additional needs who is not yet able to access the age-appropriate curriculum)
- ii. *working towards* age related expectations (a child accessing the age-appropriate curriculum, but not yet secure within it)
- iii. *working at age related expectations* ( a child securely achieving the age appropriate expectations)
- iv. *working at greater depth* within national expectations (a child not only achieving age- appropriately, but demonstrating a greater level of depth within the subject).

b) Early Years Foundation Stage

- i. Emerging – *not yet working at age related expectations*
- ii. Expected – *working at age related expectations*
- iii. Exceeding – *working beyond age related expectations*

**Pupils with SEND**

If a child is receiving SEND support under the Special Educational Needs Code of Practice, this should be stated clearly in the most relevant section of the report. Appropriate reference can be made to progress against Provision Plan objectives.

**Pupil and Parent Voice**

A **pupil self-assessment sheet** is included with the report exemplifying the child's best efforts, and incorporating a self-portrait, an 'achievements' comment and an 'areas for development' comment. The self-assessment format is shown in appendix 2 of this policy.

A **parents' feedback sheet** is included at the back of the report to acknowledge receipt, to comment on the report and to share any further information between home and school. These feedback sheets should be returned to the school office upon receipt in class.

### **Content of the Reports**

Teacher comments in the reports will cover the following areas:

*Achievement, attitude and behaviour, confidence, development, effort, home learning, progress, participation, presentation and targets for improvement in English and mathematics.* There will also be an accompanying *attendance summary*, and teachers may also refer specifically to *attendance* if it is impacting on learning and progress.

When writing reports, teachers draw upon their **entire knowledge base** relating to the child in question. This knowledge base will be informed by:

- Ongoing 'formative' teacher assessments;
- Summative assessment data;
- Records of progress and achievement;
- Pupil tracking and 'flight path' data;
- Reports from previous years;
- Colleagues' knowledge of the child – Headteacher / SENCo, TA and outside agencies if appropriate.
- Information supplied by parents and the pupil themselves regarding their strengths, interests and any issues of concern.

This evidence will enable teachers to report pupil performance in a precise and meaningful way.

### **Tone of the Reports**

- Reports need to be couched in a positive tone, balancing objectivity with a personal approach.
- Clear, concise evaluative comments should be made for each curriculum area, celebrating highlights and achievements personal to the child.
- Detailed description of curriculum coverage should be avoided, as this information will have already been shared with parents in other documents.
- Comments must be honest about a pupil's areas for development, whilst also being constructive and pointing the way forwards.
- Comments relating to personal, social and learning development should include reference to progress made with key learning behaviours and attitudes.
- There must never be the need to 'drop bombshells' in reports, as any serious concerns will have already been the focus of conversations and /or meetings between parents, class teacher, SENCo and / or Headteacher.
- Targets are set for English and mathematics, and these must always be clear and specific so that parents are left in no doubt about what their child needs to do in order to improve further.
- There is a mutual understanding that the content of reports is accessible not only to parents and families but also to future teachers and other education professionals. Comments should be clear to the professional reader.

<p><b>This policy has been reviewed in line with the 9 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.</b></p>
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Signed.....

Position: Chair Person Local Governing Body

Date of review: Spring 2017

Date for next review: Spring 2019