



# King's High School

## Reporting Policy

Policy:	<i>Reporting</i>
Applies to:	<i>King's High School Staff and Pupils</i>
Authors:	<i>Deputy Head (Academic)</i>
Approved by:	<i>KHS Committee, June 2017</i>
Reviewed:	<i>1 July 2019; 1 July 2020</i>
Signed:	<i>S Burley, Deputy Head</i>

### 1. Introduction

- 1.1. This policy outlines the procedures to be followed by staff at King's High School in informing parents, students and other staff regarding the progress of students at key points throughout the academic year.
- 1.2. The schedule and frequency of reports has been put together by the Senior Management Team (SMT) in consultation with staff, parents and pupils.
- 1.3. Comments have been considered from staff, parents and pupils and the format of each report has been discussed by the Senior Management.

### 2. Purpose of Reports

- 2.1. We communicate with parents on at least a termly basis with the exception of the summer term for Years 11 and Upper Sixth. This communication may be a Full or Grade report or a Parents' Evening. The roles and description of these types of communication follow.
- 2.2. Communication between home and school is a vital component in ensuring that pupils, parents and staff are able to work together, in an informed way, to maximise the progress and achievement of each individual student.
- 2.3. A schedule of the main communications for this academic year is available separately.
- 2.4. In addition, staff communicate regularly with parents via pupils' homework diaries and through the Notes Home system which parents can access via the Parent Portal online.
- 2.5. Parents may also contact their daughter's Head of Key Stage at any time by telephone or email if there is a concern that they wish to discuss. Both the Deputy Head (Academic) and Deputy Head (Pastoral) are also available to discuss pupils' progress whether academically or pastorally.
- 2.6. In order for our pupils to maximise their learning they need to know the following:
  - Where they are at present in the learning process?
  - What are their current strengths and areas for development?
  - What are the success criteria for the next stage in their learning?
  - What do they need to do to reach the next stage in their learning?
- 2.7. Teachers regularly and frequently give pupils this information in a number of ways, throughout the course of the academic year. Our reports and Parents' Evenings share this information with parents so that they too may play an active role in helping their daughters to progress.

### 3. Reports:

- 3.1. Full Reports are issued once a year and contain subject comments on progress, strengths and targets for development. In addition, where appropriate, there will be an indication of recent examination performance.
- 3.2. The form tutor will also make a comment regarding general and overall progress as well as pastoral development and contribution to the life of the school; for example, sporting, musical or dramatic contributions.

- 3.3. With all reports, parents are encouraged to respond to any areas about which they may be concerned or pleased and should direct all comments to their child's Head of Key Stage or Head of Year as appropriate.
- 3.4. Grade Reports are issued largely during those half term periods when there is no Full Report. They ensure that that parents and pupils receive an overview of progress and attainment. Grade Reports will have grades against generic criteria and, on some of these reports, subject staff will make a brief comment. Some Grade Reports will also include a Tutor Comment on the student's overall progress and contribution to school life.
- 3.5. Year 11 and Upper Sixth Mock January Examination Results will be communicated to parents as soon as possible after the examinations are completed via the Parent Portal.
- 3.6. Lower Sixth summer examination results will be included in the Full Reports issued before the end of the summer term.
- 3.7. Examination Results for Key Stage 3 and Key Stage 4 will be reported as percentages and examination grades.

#### **4. Report Timings**

The timings of reports and Parents' Evenings are produced at the beginning of each academic year with all key dates for parents, pupils and staff.

#### **5. Parental Involvement**

The learning process is very much a partnership between all those concerned: the student, the subject staff, the form staff and the parents. If all take an active interest in each student's performance then all can be in the best position to help her to succeed. By reading their daughter's report carefully, alongside all other forms of communication with the school, parents are able to support their child's learning.

#### **6. Parents' Evenings**

- 6.1. All year groups have at least one Parents' Evening at a key point during the year.
- 6.2. Parents' Evenings are an opportunity for parents to discuss with their daughter's teachers any strengths and areas for development and to personalise the communication.
- 6.3. From Year 9 upwards we ask that students attend Parents' Evenings with their parents as very often what staff have to say is as valuable to the student as it is to the parent.
- 6.4. Especially in Key Stage 3, because students take so many subjects and many staff teach more than one group of students, it may not be possible for parents to see all their daughter's teachers. Parents should consider carefully with their daughter which staff they would most like to see and similarly staff will mention to pupils if they require an appointment.
- 6.5. Parents can ask for a conversation with their daughter's Head of Key Stage at any time by telephone or email.

## **7. Roles of Key Members of Staff**

### **7.1. Subject Teachers**

Subject teachers write comments on pupils outlining their strengths, results of assessment and areas for improvement, giving specific examples of what pupils may do in order to improve to the next level. Separate guidance for this is issued to teachers. Subject teachers within a department should also proof read each other's comments thoroughly prior to the deadline date.

### **7.2. Form Teachers**

Form teachers give an overview of how pupils contribute to the wider school community. They comment on contributions to extra-curricular activities and also sum up the strengths and areas for development that the subject teachers may have specifically mentioned. They may also comment on organisational skills and, for example, attendance and punctuality.

### **7.3. Heads of Key Stage**

Heads of Key Stage will read all reports to check for suitability and appropriateness of comment. Heads of Key Stage also gain an overview of each pupil's performance from her report.

### **7.4. Head Master**

The Head Master reads all pupils' reports to give an overview of progress across departments and key stages.

### **7.5. Deputy Head (Academic)**

The Deputy Head (Academic) is in charge of the overall reporting system within the school. The DHA also responds to any issues arising from the production of the reports and writes and reviews this Reporting Policy.

### **7.6. Students**

The prime audience of reports is the students themselves. It is important that the students realise that the comments written on their reports are as much for their benefit as for their parents. Pupils are given the opportunity to read their reports before they are sent home to their parents. They should take this opportunity to take note of both subject and form tutor comments and to formulate an action plan as to what they will do in order to take their learning forward over the coming months. These action points may be written in their homework diaries or on an appropriate pro-forma as supplied by their Head of Key Stage or form teacher. Form staff and subject staff may refer to these action points in the following months.