Parkstone Grammar School

REPORTING POLICY

DATE APPROVED	March 2021
APPROVED BY	Curriculum and Student Matters Committee
NEXT REVIEW	March 2024
TYPE OF POLICY	Non-statutory

REPORTING POLICY

AIMS OF THE POLICY

The reporting of student performance information to a range of audiences is central to the work of supporting students to achieve their best. Based on this policy all parties will have a clear picture of current progress towards expected targets. This information will also allow staff to praise and reward student successes and be clear where the next stages of improvement or intervention need to be focussed.

The reporting of information is based on the principles of;

- Accurate data based on regular, robust assessment from within departments, so that praise and/or intervention can be accurately targeted.
- An honest picture of student achievement.
- Efficiency of data entry, held centrally which can be used to populate given reports when required.
- An understanding that data is one aspect of information gathered regarding students and as such should be used in the light of understanding the whole student – not as an end in itself. In other words it helps to formulate questions rather than give answers.

SAFEGUARDING

The school is committed to the safeguarding of its students and staff and will treat all progress and attainment information with sensitivity and according to data protection regulations.

EQUAL OPPORTUNITIES

The school is committed to equal opportunities and will attempt to overcome any barriers to ensure every student makes as much progress as their peers and is not disadvantaged in any way.

BASE DATA

- In SIMS staff will be provided with all base data required for the students that they teach. The base data will contain prior attainment, target grades and indications of vulnerable groups. This contextual information will inform teaching to allow teachers to best support the individual learning needs of their students.

TARGET SETTING

Key Stage 5 (Years 12 and 13)

- National ready reckoner is used to generate subject targets.
- Based on a student's prior attainment at GCSE (Average Point Score) and the performance of students nationally within the subject in the previous year.

Key Stage 4 (Years 10 and 11, not year 9)

- End of Key Stage 4 target grades will be set for all subjects using Fischer Family Trust Data. This uses national data and reviews the performance of students nationally in the previous year, in a subject, based on their prior attainment at KS2, gender and month of birth. The upper estimate will be used to set targets as this corresponds to schools making the top 20th percentile of progress.

Key Stage 3 (Years 7 and 8, including year 9)

- KS3 students will be identified in terms of their trajectory on the ESDC banding. This information will be for teachers only, not students or parents. We will then use classroom achievement to track progress throughout the year.

Sharing targets (KS4 and KS5)

- Targets will be shared from Year 10 in KS4

- Assemblies will take place to explain the nature and purpose of targets before the first Tracking Point is published. Letters will be sent to parents.
- Target setting data will be given to class teachers in the first two weeks of September.
- Target grades for students without Key Stage 2 data or those which are borderline will be reviewed annually and where adjustments appear suitable, discussed with parents and students. For all other students, target grades will remain constant across the key stage to enable effective tracking of student progress and identification of over and under achievement.
- Target grades will additionally be set for each year where students do not sit an exam or finish a key stage. This will enable staff to track progress more accurately and will give students and parents a clear understanding of what should be expected for good progress in each school year.

KEY STAGE 3 – LIFE BEYOND LEVELS

- Students are placed in a trajectory band based on their KS2 scores, gender and month of birth. This is for internal school use and **not** shared with the student or parents.
- Within schemes of work it will be clear to students what is expected in order to achieve each of the bands (Excellent, Secure, Developing, Core). A cornerstone of this system is that each band should be able to be achieved <u>at each stage during the year</u>. We no longer use progress towards an end of year target at KS3 or in year 9.
- This requires a stepped approach to the learning whereby work increases in difficulty as the year progresses. Or where students learn information on a given topic the level of knowledge, skills or understanding applied to this topic will improve or develop as their learning progresses.
- As a result of ongoing marking and feedback we will be able to make a professional judgement as to where a student's work generally sits in relation to the bands and we will make a judgement on this at the time of tracking points. Therefore the tracking point reflects general level of work over the term rather than the level of attainment in one particular assessment.
- **Progress comments**
  Above expected – where a student has achieved either the plus for their trajectory or the level above. On the marksheet any scores of +1 or above.
  As Expected – where a student is on their trajectory, the minus for their trajectory or within the level below. On the marksheet any scores between 0 and -4.
  Yet to make expected – where a student achieves more than one level below their trajectory. On the marksheet any scores of -5 or below.

Trajectory	Current Attainment	Score range	Grade Card shows
Excellent	E+	+1 and above	Above expected
	E= to S-	0 to -4	As expected
	D+ or below	-5 or less	Yet to make expected
Secure	S+ or above	+1 and above	Above expected
	S= to D-	0 to -4	As expected
	C+ or below	-5 or less	Yet to make expected
Developing	D+ or above	+1 and above	Above expected
	D= to C-	0 to -4	As expected
Core	C+ or above	+1 and above	Above expected
	C= and below	= to -1	As expected

VULNERABLE GROUPS

Information will be available in SIMS to identify membership of any of the following vulnerable groups:

- Pupil Premium – Free School Meals (FSM), Free School Meals Ever 6 (FSMEver6) and Service Children
- SEND
- High and Middle Prior Attainment (where banding data is available)
- EAL (English as additional language)
- CLA (Looked after child)
- Bursary (Sixth Form only)
- External (Sixth Form only)

These groups of students will be tracked at each Tracking Point against their non-member peers.

DEFINITIONS

TERM	DEFINITION	RECORDED AS
Attitude to learning	An indication of the approach to all aspects of learning including classwork, homework, contributions to lessons and engagement.	Exceptional attitude Very good attitude Good attitude Requires improvement Requires significant improvement
A Level Target Grade	An externally set grade that the student will be able to achieve at the end of the 2 year linear course if they are working in the top 20% of progress made of similar students nationally based on their previous attainment in education up to 16 years old.	A* - E
GCSE Target Grade	An externally set grade which the student will be able to achieve if they are working in the top 20% of progress made of similar students nationally based on their previous attainment in education	9 - 1
GCSE Target Grade – end of year 10	A grade lower that the GCSE target grade reflecting grade which the student will be able to achieve by the end of year 10, if they are working in the top 20% of progress made of similar students nationally, based on their previous attainment in education.	8 - 1
Teacher Assessment Grade KS3, 4 & 5	The average grade or level the student is currently working at based on their work since the beginning of the course.	ESDC, 9 -1 & A* - E
Progress Concern KS4 & 5	A 'Yes' here indicates that the student is currently working at a level below their target grade that is of *significant concern* at this stage in their linear course.	Yes or No
Progress Concern KS3	A 'Yes' indicates that there is an aspect of the student's work which may prevent them reaching their target grade.	Yes or No

TRACKING POINTS

Tracking is the process of collecting and analysing information for each student, in each subject to check that continued progress has been made. Attitude to learning and progress measures are collected at designated points in the year. The information is summarised according to student, subject and for a range of vulnerable groups. Information is provided for all staff in SISRA. Achievement and progress monitoring summaries are shared with the Curriculum and Student Matters Committee of the Governing Body.

The entry of progress and attainment information at agreed times is the foundation of the assessment and reporting system. The dates for reporting will be published in the school calendar with clear deadlines for the entry of staff information and the mark book will close at the published time.

The main tracking points of the year will be:

- A 'settling in' assessment for Year 7 and Year 12 pupils after the first half term sharing only an Attitude to Learning and Progress Concern assessment per subject.
- Three Tracking Points per year for each year group, one per term.
- In addition, Years 9-13 have internal examination information sent home.
- Tracking Point reports will be sent to parents electronically via Groupcall and will be available for parental access on the Groupcall Expressions App. Students will receive electronic versions sent to their school email addresses.
- All tracking point dates will be clearly marked on the calendar and published in the staff handbook at the start of the academic year.

RESPONSIBILITIES WITHIN THE REPORTING CYCLE

Classroom Teacher
Regular and accurate assessment of work as per department policy and completing tracking points with reliable and valid progress information as per the assessment calendar.

Head of Department
Ensuring all progress information is robust, accurate and entered to meet all deadlines. To analyse progress information to identify any gaps in progress and to put in place intervention to address any underperformance.

Leadership Group
Ensuring that all elements of the reporting structure run smoothly and that information is issued to parents accurately and as per the calendar. To analyse cohort performance via SISRA and present to governors' C&SM committee.

Related Policies
- Teaching and Learning Policy

What must everyone do to enforce and uphold the policy?
Governors
- Ensure that student progress is given a high priority in the school and is included in the strategic improvement plan if necessary.
- Governors should agree and approve the Reporting Policy.
- Governors should monitor and evaluate student progress and reporting.

Headteacher /LG
- Formulate the draft Reporting Policy.
- Ensure a leadership structure is in place to promote and monitor student progress and reports.

Staff
- Assess student progress in line with the department policy and enter accurate and reliable progress information into tracking points as per the published calendar.

Students
- To use progress information and feedback provided by teachers to identify how to improve.
- To respond actively to feedback provided by teachers.

Parents
- To review tracking point information with their child / young person and work with the school to ensure that they make expected progress or better.

Who should people contact if they have a question about this policy or a suggestion for improvement?
- The Headteacher and Chair of the Curriculum and Student Matters committee.

Reporting 2020-21

Year	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
7	Info Evening	SI	Parent Consultation	TP1			Parents Eve	TP3			TP4
8				TP1	Parents Eve			TP3			TP4
9	Info Evening			TP1		Parents Eve		TP3	Exams		TP4
10				TP1		Parents Eve		TP3	Exams		TP4
11	Ex. Info Evening	ESI	Parents Eve	TP1	**Exams**		TP2	TP3		GCSEs?	
12	Info Evening	SI		TP1	Higher Ed Evening		Parents Eve	TP3	Exams		Summary Card
13	Ex. Info Evening Y12 **Exams**	Y12 Summary Card (incl SI)	Parents Eve	TP1	**Exams (p)**		TP2	TP3		A-Levels?	

Key:

TP – Tracking Point
SI – Settling In only
ESI – Extraordinary Settling In (due to COVID-19 school closures)
Ex. Info Evening – Extraordinary Information Evening (due to COVID-19 school closures)