

Parkstone Grammar School



REPORTING POLICY

DATE APPROVED	February 2026
APPROVED BY	Parkstone Grammar School Leadership Group
NEXT REVIEW	March 2028
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 attainment 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 baseline data required for the students that they teach, including prior attainment, target grades and indications of vulnerable groups. This contextual information will inform teaching to enable 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 (FFT) 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. For students that did not complete KS2 tests during the Covid-19 lockdowns, we conducted the CAT4 Baseline Tests and used these results instead. The upper estimate will be used to set targets as this corresponds to schools making the top 20th percentile of progress.
- For students without KS2 data, we are currently trialling the use of CAT4 testing and are considering the continuation of this as a basis for their target setting.

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

- KS3 students will have an expected progress trajectory per subject based on the GCSE target grades from FFT. Progress made in each subject will be determined by comparisons between the Current



Teacher Assessment grade and the expected progress trajectory grade. This progress is shared with parents in the Tracking Point cards

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 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

- Our assessment bands are outlined below:

Band	Marking Code	Notes	Expected GCSE Grade
Outstanding	O	In line with exam board vocabulary	8 & 9
Extending	E	Is extending on acquired K&U	7
Mastering	M	Has acquired knowledge and can use skills well	6
Practising (strong pass)	P	A strong pass (grade 5) is a national standard	5
Beginning (standard pass)	B	A standard pass (grade 4) is a national standard	4

- Students are placed in a trajectory band based on their KS2 scores, gender and month of birth. Within schemes of work it will be clear to students what is expected in order to achieve each of the bands. A cornerstone of this system is that each band should be able to be achieved at each stage during the year. 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
 - Better than expected** – where a student has achieved higher than their trajectory. On the marksheet any scores of +1 or above.
 - As Expected** – where a student’s attainment is on their trajectory. On the marksheet a score of 0.
 - Working towards expected** – where a student achieves one or two levels below their trajectory. On the marksheet a score of -1 or -2.
 - Progress concern** – where a student achieves three or more levels below their trajectory, or a student with the lowest trajectory (that which indicates a GCSE standard pass of a grade 4) has performed below that standard. On the marksheet a scores of -3 or more.

New KS3 approach (introduced September 2023):



Trajectory Band	Current Teacher Assessment	Marksheet Score	Progress Reported
Outstanding	O	0	As expected
	E	-1	Working towards expected
	M	-2	Working towards expected
	P	-3	Progress concern
	B	-4	Progress concern
Extending	O	+1	Better than expected
	E	0	As expected
	M	-1	Working towards expected
	P	-2	Working towards expected
	B	-3	Progress concern
Mastering	O	+2	Better than expected
	E	+1	Better than expected
	M	0	As expected
	P	-1	Working towards expected
	B	-2	Working towards expected
Practicing	O	+3	Better than expected
	E	+2	Better than expected
	M	+1	Better than expected
	P	0	As expected
	B	-1	Working towards expected
Beginning	O	+4	Better than expected
	E	+3	Better than expected
	M	+2	Better than expected
	P	+1	Better than expected
	B	0	As expected
Concern	C	-3	Progress concern



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. We expect most students to receive a judgement of “very good”. An “exceptional” attitude will be awarded to those who also take a leadership role within class.	<ol style="list-style-type: none"> 1. Exceptional attitude 2. Very good attitude 3. Good attitude 4. Requires improvement 5. Requires significant improvement
A Level Target Grade	An externally set grade that the student will be able to achieve at the end of Year 13 based on their GCSE attainment. Where this grade is a split grade e.g. B/A this means the estimate is borderline. The first grade is statistically considered to be the more likely of the two, however, for these students the right approach to independent study and teacher feedback will have a significant impact on the final outcome.	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, usually their KS2 results.	9 - 1
GCSE Target Grade – end of year 10	An externally set grade which students will be able to achieve by the end of year 10 if they are working in the top 20% of similar students nationally based on their previous attainment in education. In Year 10, the end of year target is one grade lower than their overall GCSE target grade.	8 - 1
Current Teacher Assessment	An average grade that the student is currently working at based on their work since the beginning of the course. This grade may vary throughout the year depending on the difficulty of the skills and knowledge covered recently. It is used to focus the next steps in learning.	KS3: OEMPB (ESDC) KS4: 9 - U KS5: A* - U
Progress Concern KS4 & 5	A ‘Yes’ is noted here if the Current Teacher Assessment is more than one grade below the Key Stage target grade. A ‘Yes’ indicates there is an aspect of a student’s work or attitude to learning which may prevent them from achieving their target grade. Staff will be working with these students to address relevant issues and will contact home if necessary.	Yes or No
Progress Concern KS3	This compares the degree of progress a student is making, in all aspects of their work, to our expectations, given their indicated ability before joining Parkstone Grammar School or in their CAT4 test.	<ol style="list-style-type: none"> 1. Making better than expected progress 2. Making progress as expected



	Staff will be working with students who are working towards expected progress and progress concern to address relevant issues and will contact home if necessary.	3.Working towards expected progress 4. Progress Concern
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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 Students and Staff 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 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, with the exception of exam year groups who begin external exams in May
- In addition, internal examination information is 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.

VULNERABLE GROUPS

Specific cohorts within the student body can be at risk of underachievement. As such, they must be monitored and supported when necessary to ensure they are able to make as much progress as their peers. Information will be available in SIMS to identify students in any of the following vulnerable groups:

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

The progress of these students will be tracked at each Tracking Point against their non-member peers and where there are gaps, these will be fully investigated by the relevant member of staff.

RESPONSIBILITIES WITHIN THE REPORTING CYCLE

Classroom Teacher



Regular and accurate assessment of work as per department policy, completing all tracking points by the deadlines in 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 Student and Staff committee, and to support all leaders, including Heads of Department and Heads of Year, in their analysis of internal data.

Related Policies

- Teaching and Learning Policy

What must everyone do to enforce and uphold the policy?

Trustees

- Ensure that student progress is given a high priority in the school and is included in the strategic improvement plan if necessary.
- Trustees should agree and approve the Reporting Policy.
- Trustees 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 Students and Staff committee.
- The member of the Leadership Team with responsibility for Assessment.



APPENDIX A: REPORTING OVERVIEW – 2025-26

Year	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
7	CAT4 Testing (22 nd - 30 th)	SI Input 15 th Pub. 22 nd	TP1 Input 26 th Pub. 10 th Dec				TP3 Input 25 th Pub. 22 nd April		Parents Eve 14 th	Summary Card Input 24 th June Pub. 8 th July	
8			TP1 Input 26 th Pub. 10 th Dec		Parents Eve PAR: 29 th	Parents Eve KST: 5 th	TP3 Input 25 th Pub. 22 nd April			Summary Card Input 24 th June Pub. 8 th July	
9			TP1 Input 26 th Pub. 10 th Dec		Parents Eve 15 th		TP3 Input 25 th Pub. 22 nd April		End of Year Test - in class 11 th - 20 th	Summary Card inc. Results Input 24 th June Pub. 8 th July	
10			TP1 Input 26 th Pub. 10 th Dec			TP2 Input 4 th Pub. 25 th	Formal Internal Exams 10 th - 20 th	Parents Eve 23 rd		Summary Card inc. Results Input 24 th June Pub. 8 th July	
11			Formal Mock Exams 3 rd - 11 th	TP1 inc. Mocks Input 26 th Pub. 10 th Dec	Parents Eve 11 th	TP2 Input 4 th Pub. 25 th	TP3 Input 25 th Pub. 22 nd April		GCSE Exams 7 th May – 24 th June		
12		SI Input 15 th Pub. 22 nd	TP1 Input 26 th Pub. 10 th Dec			TP2 Input 4 th Pub. 25 th	Parents Eve 5 th	Formal Internal Exams 20 th - 24 th		Summary Card inc. Results, UCAS Grades & References Input 24 th June Pub. 8 th July	
13			Parents Eve 20 th	TP1 Input 26 th Pub. 10 th Dec		Formal Mock Exams 12 th - 16 th	TP2 inc. Mocks Input 4 th Pub. 25 th	TP3 Input 25 th Pub. 22 nd April		A-Level Exams 11 th – 24 th June	

TP – Tracking Point
SI – Settling In card