

The Abbey REPORTS

1. Policy Statement

The School will provide regular formal feedback to parents and pupils on academic progress and academic effort.

2. Procedure

2.1 Written Reports

Good reports provide parents with a clear picture of pupils' achievements. They should be manageable for teachers to produce and not so detailed that the information transmitted is confusing. Reports should have a positive effect on attitudes, motivation and self esteem. A good report will also encourage parental involvement in supporting and helping the child. A three-way dialogue between parent, pupil and teacher will help to analyze difficulties and allow scope to produce a positive plan for improvement.

2.2 Verbal Reports

The Abbey's written report system works in conjunction with verbal reports that parents receive at the scheduled parents' evenings.

2.3 Timetable for Abbey Reporting

October and November: Parents' Evenings for Years 3, 4, 5 and 6.

December: Interim Report for Years 3, 4, 5 and 6.

February: Parents' Evenings for Years 3, 4 and 5.

March: Assessment Sheet for Years 3, 4, 5 and 6.

July: Full report for Years 3, 4, 5 and 6.

2.4 Principles for Reporting

- Pupils should be aware of how they are doing before the report is due and therefore what appears in their report should not be a surprise. Teachers should not comment on pupils missing lessons owing to music, chess or sports commitments in the report as this should have been dealt with earlier.
- Reports should be aimed at parents, although it is likely that children will have access to them and this should be borne in mind. Reports should be objective and should never allow a parent to infer that the writer either dislikes his or her child or has given up hope of making any progress with his or her child.
- Reports should contain specific references to progress rather than merely a general comment.
- Class teachers' reports should contain comments about children's character development as well as details of their achievements outside the classroom.

- Where a recommendation has been made on a report, it is important that the pupil should know about it and, in the case of work set, should be provided with the necessary books for the holidays.
- Any comments, favourable or unfavourable, should be justified with evidence in context.
- Reports should:
 - (a) Identify pupils' achievements.
 - (b) Identify areas which require improvement.
 - (c) Prescribe the next step.
- Reports say as much about the quality of the teacher as they do about the pupil. Where a report is critical it should be explained:
 - (a) Where the child needs to improve.
 - (b) In what way the teacher has tried to remedy these matters.
 - (c) What needs to be done next.
- Comments should be candid but sensitive as well as being individual to each pupil.
- Reports are one of the most important documents issued by the School. They are read carefully and they say much about the quality of the school and its staff, therefore standards must be higher in terms of accuracy, diagnosis, advice and presentation.

3.1 Achievement Grades

ACHIEVEMENT

- A Work in this area is of an exceptional standard.
- B Work in this area is above the standard expected at this age.
- C Work in this area is of the standard expected at this age.
- D Work in this area is below the standard expected at this age.

3.2 Effort Grades

EFFORT

- 1 Effort at a level expected or better than expected by a pupil of this ability.
- 2 Effort satisfactory but with a suggestion that the pupil could be working harder in some areas.
- 3 Unsatisfactory effort (class teacher will follow up).

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