

# Our Lady of Mercy Catholic Education Trust



## St Anthony's Girls' Catholic Academy

<b>Policy type:</b>	<b>School</b>
<b>Policy:</b>	<b>Reporting to Parents Policy 2019-2020</b>
Ratified by MAT Directors:	December 2019
Head Teacher signature:	<i>M. Shepherd.</i>
Chair of Directors signature:	<i>Shepherd.</i>
Review Date:	December 2020
Ownership:	M. McDonagh (Deputy Head)

## **Reporting Policy Addendum in response to Covid-19**

This addendum will be reviewed in response to local and national guidance and procedures and revised as required.

From 15<sup>th</sup> June 2020 the Academy will be extending the provision currently offered to vulnerable children and the children of Key Workers to include face to face time with students in Years 10 and 12.

Whereas our ethos and principles remain unchanged there are some practical changes to our daily routines in order to safe guard all members of the school community.

Policy Update during Covid-19 Pandemic.

This policy has been developed in line with our Mercy ethos and to take into account statutory obligations and local and national guidance.

The school uses the SIMs Profile module to produce reports for parents. New staff is shown how to use the system as part of their induction.

- Every student attending the Academy in KS4 and KS5 will receive a full written report once during the course of the academic year.
- Students in KS3 will receive 3 short progress reports during the year. The final Short Report of the year will contain a Form Tutor and Assistant Director comment.
- The timing of the publication of each Year Groups' reports is available to the Staff Handbook and on the Academy calendar.
- Each student report will contain assessment and attendance data that is imported directly for SIMs Assessment Manager and Lesson Monitor.
- Teachers are expected to write a report for each student they teach. Where a class is shared by two staff, both are required to write a report. Where a class is team taught (2 teachers timetabled at the same time to teach the class) only one written report will be required.
- The accuracy of the content of the written report is the responsibility of the teacher who wrote it.
- In KS4 and KS5 subject leaders must comment on each student's strengths in continuous prose and identify a student's areas for development/recommendations as a series of bullet points.
- Tutors must identify strengths and areas for development/recommendations for each of their tutees and may include reference to subject issues, attitude, application, punctuality, attendance, involvement in the wider school community etc.
- Assistant Directors of each Key Stage provide a written comment on each student their year group.
- Assistant Directors of each Key Stage send an accompanying letter with an acknowledgement slip with the report giving details when the report can be discussed with individual subject teachers.
- Annual full school reports and KS3 short reports are posted out to parents via either email or Royal Mail.

### **Key Stage 3 Additional Information**

Short reports for **KS3** students contain the following assessment data:

- **Target Level**
- **Current Level**

- **Attitude to Learning**

**Subject teachers in Key Stage provide areas for development/ recommendations for each student they teach.**

**(There are guidelines sheets available for subject teachers).**

### **Key Stage 4 Additional Information**

**Key Stage 4 reports for both Years 10 and 11 provide parents with course outlines for each subject their daughter is studying and reports contain the following assessment data:**

- **Target Grade**
- **Current Grade**
- **Predicted Grade**
- **Attitude to Learning**

**Subject teachers in Key Stage 4 are required to identify the strengths of a student in continuous prose and provide a maximum of 3 areas for development /recommendations for each student they teach.**

### **Key Stage 5 Additional Information**

**Key Stage 5 reports for both Year 12 and Year 13 contain the following assessment data:**

- **Target Grade**
- **Current Grade**
- **Predicted Grade**
- **Attitude to Learning**

**Subject teachers in Key Stage 5 are required to identify the strengths of a student in continuous prose and provide up to a maximum of 3 areas for development/recommendations for each student they teach.**

### **Guidance for teachers writing reports using SIMs profiles**

#### **Do:**

- **Ensure you have entered all the required assessment data for each of the classes you teach into Assessment Manager.**
- **Access your reports through Lesson Monitor. (Any problems see JH)**

- Write your reports using the Comic Sans font size 12.
- Write the Strengths section of each report in continuous prose.
- Write in bullet points, up to a **MAXIMUM** of 3, the Areas for Development for each student in Key Stage 4 and 5.
- Write only 1 bullet point as an Area for Development/Recommendation for each student in Key Stage 3.
- Write a comment about each student in your Tutor Group.  
This Tutor Comment can contain both positive and negative comments.
- As a Tutor suggest, up to a **MAXIMUM** of 3, Areas for Development/Recommendations for each student.
- Check your reports for any errors. They are your responsibility.
- Keep to the published deadlines for each Year Group.

**Do not:**

- Write too much. The maximum number of lines available for you is shown in the table below:

	Strengths	Areas for Development
KS3	8 lines	3 lines
KS4 & KS5	9 lines	8 lines

- Leave lines empty in a report. Empty lines count towards the total lines.

N.B. Where staff do not follow these guidelines they may be asked to re-write their reports.

This policy is reviewed annually by the governing body (autumn term meeting).