

# INSPIRE

# TRANSFORM

## **St. Joseph's Academy**

Reporting Children's Progress to Parents/Carers





FIDELIS · JUSTUS · PRUDENS

# St. Joseph's Academy

## Reporting Children's Progress to Parents / Carers

The **National Improvement Framework** highlights the importance of engaging learners and parents/carers effectively in approaches to reporting. Crucially, it emphasises the value of ensuring parents/carers are supported to enable them to play an active role in their children's learning and achievement.

*'Children and young people need high-quality feedback about their progress and a clear understanding of the support that is in place to help them succeed.'*

*'Parents and families must have access to information that allows them to form a clear understanding of how their child is progressing, and the information they need to help them play a key role in their child's education.'*

### National Improvement Framework

The purpose of reporting is to support and improve learning. It should be an on-going process which provides clear information on a learner's strengths, areas for development and specifically what needs to be done to ensure continued progress and improved standards of achievement. As much as possible learners should be involved in the reporting process through on-going reflection and dialogue about their learning. It is also important that reporting fully involves and values the role of parents and carers. We know that parental engagement has a significant impact on learners' progress.

*'The available international evidence confirms that parental involvement and engagement in children's learning supports improved attainment and achievement.'*

### 2017 National Improvement Framework and Improvement Plan for Scottish Education

Across the school year, it is important that different reporting activities take place. Some approaches will involve individual learners while some will involve groups of learners. It is important that staff engage with learners and parents/carers to develop approaches which best suit their particular needs.

Periodically, staff will work together with learners to draw on a range of evidence to summarise learning and progress to compile written reports. These may take different forms but should complement other approaches undertaken throughout the year.

We know that parents value on-going information about their child's progress instead of lengthy end of year reports which may leave little time or information to help them support their child's learning.

Reporting - Key messages	Features of highly effective practice
Reporting to parents/carers should be <b>well planned</b> and take full account of the <b>context of the school</b> .	Staff and parents work together to develop and plan a variety of approaches to reporting which takes account of the school context and the views of parents/carers. Staff make use of HGIOS4?/HGIOELC? to review reporting arrangements.
Reporting should provide <b>accurate, evidence-based</b> information about <b>learners' progress</b> within Curriculum for Excellence curriculum areas.	Staff and learners make use of a range of the most recent assessment information when reporting. Staff use evaluative language when commenting on learners' progress. Staff provide clear information about the Curriculum for Excellence level a child is working on/has achieved which is based on teachers' sound professional judgement.
Reporting to parents/carers should highlight <b>latest progress</b> and identify <b>next steps in learning</b> . The description of learning should provide a <b>fair, clear, concise</b> and <b>recognisable picture</b> of the individual learner.	Staff provide different approaches to reporting which ensure parents/carers have regular information about their child's <b>progress</b> and <b>next steps in learning</b> . Staff provide <b>clear, accessible</b> information about a learner <b>avoiding use of professional jargon</b> . Reports are <b>personalised</b> for each learner.
Reporting should provide information on a learner's <b>attributes</b> and <b>capabilities</b> including <b>attitude to learning and motivation</b> .	Throughout the year, staff provide a clear picture of learner engagement, effort and enthusiasm for learning, in different ways. Staff include information of learners' progress and achievements gained across 4 contexts of learning and those gained as a result of working with partners, for example CLD.
Reporting activities should provide opportunities for the <b>learner to contribute</b> , including to <b>comment on written reports</b> , when possible.	Staff encourage pupil participation in reporting activities to promote pupil ownership of their learning.
Reporting <b>involves</b> and <b>values</b> the role of <b>parents/carers in supporting their child's progress</b> .	Parents and carers are encouraged and supported to actively and meaningfully engage in their child's learning and life at school. Parents and carers are fully informed about how they can support their child's progress at home. Staff support parents/carers to help them become more confident in supporting their child's learning. Family learning is a strong feature of the school's practice.
Reporting provides <b>opportunities for parents/carers to give their views on their child's progress</b> , including through their responses to written reports.	Staff encourage and support parents/carers to actively engage in their child's learning, attainment and achievement.
Reporting should not be <b>overly bureaucratic</b> .	Approaches to reporting are well considered, relevant and manageable.

## REPORTING IN ST JOSEPH'S ACADEMY

Formal written reports will be communicated to parents/carers once per year. The times of these reports are contained within the whole school calendar and Tracking and Monitoring Guide. Further interim tracking reports will be communicated to parents/carers three times during the session to ensure there is regular, consistent information being shared with home.

In addition, one parents' consultation evening will be held annually for parents/carers to discuss progress, attainment and achievement with staff. These evenings will be held throughout the year and take place from 4pm until 6pm.

Pupil reports should include:

- Details of the **Curricular Level** the pupil is working at within the subject. (BGE only)
- Details of the pupil's **Working Grade** for the current period (Senior Phase only)
- Ratings for Effort, Behaviour and Homework
- An action plan comment containing **PROGRESS, NEXT STEPS IN LEARNING and STRATEGIES TO SUPPORT LEARNING AT HOME**

### BROAD GENERAL EDUCATION CURRICULAR LEVELS (C or S)

Levels should be indicated by the presence of a number to indicate the curricular level that the young person is working at followed by either a C (consolidating) or S (secure).

**Level 3C** indicates that they are working at, and coping with, 3<sup>rd</sup> Level and have shown that through the completion of some tasks at this level. It could also be used to indicate a pupil who is Secure at 2<sup>nd</sup> Level work but has not yet undertaken enough work at 3<sup>rd</sup> level to be 3C

**Level 3S** indicates that they are working at, and coping with, 3<sup>rd</sup> Level and have shown that through the completion of tasks at this level. It could also be used to indicate a pupil who is undertaking work at 4<sup>th</sup> level but does not yet have enough to be 4C

Please note 'D' should not be used.

### NATIONAL 4/INTERALLY ASSESSED QUALIFICATIONS

At **National 4** the following bands should be used:

ON TRACK TO PASS – Enter 6

NOT ON TRACK TO PASS – Enter 7

### NATIONAL 5/HIGHER/AH

Courses at **National 5, Higher and Advanced Higher** are graded A - D and progress should be indicated by inserting the relevant bands:

Working at/current evidence suggests:

A – Enter 1

B – Enter 3

C – Enter 5

D – Enter 7

No award – Enter 8

For **SQA Estimates only** (requested around March/April) the full suite of estimate grades will be available:

A – Enter 1 or 2

B – Enter 3 or 4

C – Enter 5 or 6

D – Enter 7

### EFFORT/BEHAVIOUR/HW

Effort, Behaviour and HW grades are entered numerically 1 to 4.

#### EFFORT

- 1 – Always works conscientiously
- 2 – Usually works conscientiously
- 3 – Making some effort but capable of more
- 4 – Rarely puts in the effort to make good progress

#### BEHAVIOUR

- 1 – Always behaves well
- 2 – Usually behaves well
- 3 – Some improvements required
- 4 – Serious concerns

#### HOMEWORK

- 1 – Always makes a good attempt
- 2 – Usually makes a good attempt
- 3 – Occasionally makes a good attempt
- 4 – Rarely makes a good attempt

### BESPOKE SITUATIONS

Where a pupil has not attended your class or you are not able to provide reliable information then no information should be entered and the tracking period should remain blank for that pupil.

### ENTERING INFORMATION

Working Grades and Work Ethic ratings should be reflective of the entire tracking period. They should not solely be based on very recent effort/behaviour/HW but rather based holistically on the accumulation of evidence since the last tracking period.

## EXAMPLE ACTION PLAN COMMENTS LINKED TO REPORTING – KEY MESSAGES

### PROGRESS

Joe works really hard in English and always contributes to class discussion. He also has an impeccable homework record.

During Joe's first term at St Joseph's Academy he completed a unit on the theme of bullying based around the short story Jessica's Secret. His first task was to read a non-fiction text called A Survival Kit and complete Reading for Understanding, Analysis and Evaluation questions. In this practice assessment Joe scored 7/25. He then completed another two papers and his highest mark was 16/25. Good work, Joe. Next Joe's Listening skills were developed before he was assessed in these. He completed one assessment and scored 11/25. Finally Joe was taught a new and challenging skill: critical essay writing. He struggled with this; however, he applied himself and wrote at length, and also demonstrated some knowledge of character and the main events in the story.

Since being set, Joe has made progress. We have been reading the novel Ghost Game by Nigel Hinton which he appears to have enjoyed. In his latest RUAЕ he scored 15/25, maintaining him at level 3 Orange - good. He has also completed a great deal of work on parts of speech and figurative language. In his final assessment on this he scored 31/35 - very well done. He has recently completed a creative piece of writing where he used imagery, word choice and a variety of sentence types to help create a spooky atmosphere, along with a believable character and setting. His plot was a little extreme but it did make for an interesting read and placed him at + Level 2 Green. Good.

### NEXT STEPS IN LEARNING

Joe needs to continue to read over his work throughout its production; he sometimes repeats himself and does miss out capital letters at the beginning of sentences. With regards to his reading and listening skills, Joe should not be afraid to ask to hear things again or have things explained to him. He does struggle interpreting what he has been asked to do and retaining what he has learned previously can be problematic. This was evident in his most recent listening result where he scored 5/25. Keep working hard, Joe, and don't be afraid to ask for help.

### STRATEGIES TO SUPPORT LEARNING AT HOME

- encourage reading daily (15/20 minutes)
- offer support with spelling homework

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Reporting to parents/carers should highlight <b>latest progress</b> and identify <b>next steps in learning</b> . The description of learning should provide a <b>fair, clear, concise</b> and <b>recognisable picture</b> of the individual learner.
Reporting should provide information on a learner's <b>attributes</b> and <b>capabilities</b> including <b>attitude to learning and motivation</b> .
Reporting activities should provide opportunities for the learner to contribute, including to comment on written reports, when possible.
Reporting involves and values the role of parents/carers in supporting their child's progress.