

Balmalloch Primary School

Reporting Policy



responsiBility

grAitude

beLieve in yourself

huMility & Forgiveness

perseverAnce

Love

Achieve your goaLs

hOnesty & generosity

respeCt

friendsHip & family

A Place of Enthusiastic Learning and Achievement!

Purpose

This policy ensures that parents and carers are regularly, clearly and effectively informed about their child's academic progress and achievement within the Curriculum for Excellence (CfE). It reflects the school's commitment to improvement, equity and partnership working, in line with How Good Is Our School? (4th edition) (HGIOS 4).

Aims

The school aims to:

- Report accurately on pupils' progress and achievement in learning
- Use high-quality assessment to inform professional judgement
- Support pupils to make sustained progress over time
- Enable parents and carers to understand standards, expectations and next steps
- Contribute to continuous improvement in learning and teaching

This policy aligns particularly with:

- QI 2.3 – Learning, Teaching and Assessment
- QI 3.2 – Raising Attainment and Achievement

Scope

This policy applies to all pupils, teachers, senior leaders and parents/carers.

Framework for Reporting Academic Progress

Academic progress is reported using:

- Curriculum for Excellence levels (Early, First, Second)
- Experiences and Outcomes (Es & Os)
- Benchmarks to support consistent professional judgement

Progress reflects learners' development of knowledge, skills and understanding over time.

Assessment and Professional Judgement

Teachers gather a range of evidence to assess progress, including:

Direct Evidence: Includes performance observed during lessons, projects, work-based assignments, and product evidence like photographs or completed work samples.

Indirect Evidence: Comprises formal test scores, witness testimonies from other staff, and previous records of achievement.

Classroom Data: Daily work folders, oral questioning, and informal interactions provide qualitative information that teachers often use to supplement quantitative test data.

Reporting to Parents and Carers

Written Reports

Parents and carers will receive at least one formal written report each academic year (May/June) detailing progress.

Progress Meetings

Parents and carers will receive two progress meetings throughout the session. The parents and carers of pupils who have Getting It Right For Me (GIRFMe) planning will engage with GIRFMe Meetings twice a school session in place of a parent meeting.

Ongoing Communication

From August 2026, the school will trial the use of Learning Journals/Sway to share ongoing communication of progress, learning activities and feedback in specific classes with the hope of a whole-school roll out.

Supporting Learners and Raising Attainment

Parents and carers will be informed early where progress causes concern and support strategies will be shared and reviewed.

Roles and Responsibilities

Teachers assess and report progress; senior leaders ensure quality and consistency; parents and carers engage and support learning at home.

Confidentiality and Data Protection

All information is confidential and managed in line with data protection legislation.

Review of Policy

This policy will be reviewed on a two-year cycle to remain aligned with HGIOS 4, CfE and local authority guidance.

Policy created: April 2026

Review date: April 2028

Mr. J. Paterson (Principal Teacher)