

Reporting to Parents and Carers

Guidance for schools and ELC settings

The purpose of this guidance is to support schools and authorities in taking account of the National Improvement Framework (NIF) driver, Parental Engagement, when developing their approaches to reporting. Many schools demonstrate highly effective practice when reporting to parents. This guidance has been developed to improve the quality and consistency of reporting, ensuring parents have the information they need to support their child's learning. It builds on the advice and guidance as outlined in **Building the Curriculum 5**¹, published in 2011. It is for teachers and practitioners including those who work in schools, Early Learning and Childcare settings, youth work, colleges and local authorities.

The **National Improvement Framework**² 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 Education³

As such, it is crucial as schools work towards continuous parental engagement they provide information on how parents can support learning at home. Schools should involve parents in developing simpler more effective means of reporting that emphasise the quality of engagement rather than an over-reliance on lengthy paper-based approaches. Approaches to reporting may and will take many different forms. To ensure that learners make continuous progress in their learning, reporting opportunities need to be regular, meaningful, purposeful and on-going throughout the academic year. Schools, education

¹ <https://education.gov.scot/Documents/btc5-framework.pdf>

² <http://www.gov.scot/Topics/Education/Schools/NationalImprovementFramework>

³ <http://www.gov.scot/Publications/2016/12/8072>

authorities and other establishments will have flexibility to build on the national standards, as detailed in Building the Curriculum 5, to determine the ways in which reporting shares children’s and young people’s progress, achievements and needs.

Key messages in relation to reporting and features of highly effective practice are outlined below in this table.

Reporting - Key messages	Features of highly effective practice
Reporting to parents/carers should be well planned and take full account of the context of the school.	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 accurate, evidence-based information about learners’ progress 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 latest progress and identify next steps in learning. The description of learning should provide a fair, clear, concise and recognisable picture of the individual learner.	Staff provide different approaches to reporting which ensure parents/carers have regular information about their child’s progress and next steps in learning. Staff provide clear, accessible information about a learner avoiding use of professional jargon. Reports are personalised for each learner.
Reporting should provide information on a learner’s attributes and capabilities including attitude to learning and motivation.	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 learner to contribute, including to comment on written reports, when possible.	Staff encourage pupil participation in reporting activities to promote pupil ownership of their learning.
Reporting involves and values the role of parents/carers in supporting their child’s progress.	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 opportunities for parents/carers to give their views on their child’s progress, 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 overly bureaucratic.	Approaches to reporting are well considered, relevant and manageable.

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.

Listed below are examples of reporting activities for individual learners and groups of learners. This is not an exhaustive list nor is it intended that all of these are expected. The key message is that reporting opportunities are **regular, meaningful, purposeful** and **on-going** throughout the academic year.

Reporting activities for individual learners	Reporting activities for group/class/school/setting
<ul style="list-style-type: none"> • Learning conversations – pupil and teacher/ pupil and pupil and/or pupil and parent/carer • Learners' reflections on their learning/Learning Logs • Achievement Logs • Parents' consultation meetings involving parents, teachers and learners, as appropriate • Homework/Shared Learning activities • Learning profiles/folios • Monthly/termly tracking information • Written reports • Monthly/termly progress reports • Review meetings • Progress within additional support for learning plans • Interagency meetings • On-going feedback in classwork 	<ul style="list-style-type: none"> • Assemblies • Open days/events • Leading learning events • 'Meet the teacher' sessions • School concerts/shows • Achievement wall displays • Wall displays showcasing learning • School/class newsletters highlighting learning • Pupil led Glow blogs • Curriculum workshops • Information events • 'Soft starts' where parents can join their children in class • Class showcase events • Social media • Curriculum workshops led by learners and/ or staff • School website/Twitter • Class Blogs • Parent Council meetings • Pupil Council meetings