

Blackfen School for Girls



Reporting Policy

Headteacher: Ms C Senior
Chair of Governors: Mr S Fitz-Gerald

	Date	Name	Signature
Policy Date	October 2024		
Review Date	October 2025		
Review Period	Annually		
Lead Person	Deputy Headteacher	Fiona Minnis	
Prepared by	Deputy Headteacher	Fiona Minnis	
Verified by	Headteacher	Carrie Senior	
Approved by	Chair of Governors	Stuart Fitz-Gerald	

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Statutory statement

Headteachers are responsible for sending a written report to parents on their child's achievements at least once during the school year and outlining the courses of study undertaken by students in every year group.

Rationale

- The purpose of termly reports is to provide students, parents and carers with an updated snapshot of a student's learning journey.
- Reporting student progress is the school's professional responsibility. The school is committed to reporting students' progress regularly and accurately; to using systems that provide easy access of information to students, parents and carers; to providing data that is understood by all readers and audiences.
- Reports are agendas for action: they should motivate students and teachers, as well as parents and carers, to reflect on current levels of achievement and to decide the next steps to be taken.
- The reporting process recognises and values the partnerships between students, teachers, parents and carers that make for effective learning and progress at school.

Outcomes

- A reduction in waiting time to celebrate students' achievements or to register concern with parents regarding their progress.
- A process that nurtures learning partnerships between teachers and students' parents and carers.
- A learning culture of personal resilience, respect and responsibility in which progression is expected and achievement is celebrated on a regular basis.

Procedures

- Reports are produced on a termly basis. They are known as Autumn, Spring or Summer 'Progress Updates'.
- Reports show students' current and prior attainment in all subjects, annual attainment targets and an attendance summary.
- In each report, teachers evaluate students' development of positive attitudes to learning. Following the publication of reports, teachers, Subject and Faculty Leaders, as well as school leaders take part in review activities to celebrate students' progress and success; to identify under-achievement and to decide the appropriate type and level of follow-up required.
- Details of the curriculum for each year group are made available to parents on the school website.

Key roles

DHT: To liaise with subject leaders to quality assure reporting procedures and production of curriculum documentation, termly reports and completion of intervention strategies; to ensure the effective operation of the tracking system, target-setting processes and follow-up programmes.

Data Manager: To ensure scheduled tracking, analysis and reviews of student progress are actioned.

Faculty and Subject Leaders: To monitor the reporting process in departments; to manage procedures for completion of reports, intervention activities and prompt communication with parents when necessary.

Assistant Headteachers (Curriculum): To liaise with parents and staff regarding student under-achievement; to direct teachers, Subject Leaders and Faculty Leaders in personalised follow-up activities.

Form tutors: To complete follow-up activities as part of the Form Tutor *Raising Attainment* programme.

Teachers: To ensure that deadlines are met for entering student data and completing follow-up activities.

Students: To review termly Progress Updates in the designated pages in their Student Planners for use during Form Time and other mentoring activities.

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Parents/Carers: To respond to issues raised in termly reports by using the feedback systems provided.

Related documents

Curriculum and Assessment policy, Feedback policy