

# Blackfen School for Girls



## Reporting Policy

Head Teacher: Mr M Brown  
Chair of Governors: Mr S Fitz-Gerald

	Date	Name	Signature
Policy Date	October 2021		
Review Date	October 2022		
Review Period	Annually		
Lead Person	Deputy Head Teacher	Fiona Minnis	
Prepared by	Deputy Head Teacher	Fiona Minnis	
Verified by	Head Teacher	Matthew Brown	
Approved by	Chair of Governors	Stuart Fitz-Gerald	

The Governing Body of Blackfen School for Girls adopted this Reporting Policy in October 2021.

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## Statutory statement

Head teachers 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 culture of growth mindset 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 growth mindset attitudes. Following the publication of reports, students, Form Tutors, Raising Attainment Co-ordinators, Faculty leaders and Subject 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 intervention 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 intervention 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.

Raising Attainment Co-ordinators: to liaise with parents and staff regarding student under-achievement; to direct Form tutors in personalised intervention activities as part of the Form Tutor *Raising Attainment* programme.

Form tutors: to complete intervention activities as part of the Form Tutor *Raising Attainment* programme and as directed by Raising Attainment Co-ordinators.

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Teachers: to ensure that deadlines are met for entering student data and completing intervention activities.

Students: to review termly Progress Updates in the designated pages in their Learning Journals for use during Community Time and other mentoring activities.

Parents: to respond to issues raised in termly updates by using the feedback systems provided.

## **Related documents**

Assessment policy, Feedback policy