# Reporting Policy

At The Ladies' College, the purpose of reporting is to:

- provide clear information on performance and progress.
- allow evaluation to take place.
- promote discussion of achievement between students and parents.
- allow targets to be set in order to raise standards further.

**The Principles of Reporting**

Reporting must; -

- Be regular.  Each term parents will receive either a written Interim (Remove to Upper Five)/ Progress Review (Sixth Form), a written report or an invitation to a Parents' Evening to discuss their daughter's progress with teachers.
- Be clear, to inform progress and targets.
- Follow agreed criteria in this Policy and be consistent across the curriculum.
- Provide a basis for planning the next step in a student's learning.
- Allow all students a relevant range of opportunities to show what they can achieve.
- Celebrate progress
- Motivate all concerned towards raising standards.
- Be of high quality, factual and supportive.

Students will have an opportunity to view and discuss their reports with their Form Tutor to.

- evaluate their own progress
- set targets.

**Interim Reviews (Remove to Upper Five):**

These provide an intermediate overview of a girl's performance assessed against the following criteria.  There will be two Interim Reports per year and they will be e-mailed home.

A SMART target will be set after the first Interim in a meeting between the student and their Form Tutor.

The second interim will review progress towards achieving a target.

An Interim contains the following categories for comment:

- **Knowledge and Skills:**  Understanding of work covered in **that group**

**Exceeding** expectations– Has a very good understanding of work covered
**Meeting** expectations – Has a reasonable understanding of work covered
**Working towards** expectations – Has difficulties in understanding some parts of the work covered

The criteria for awarding each grade is based on the subject knowledge expected and agreed within each department for that group (year or set and not for each individual student). There should be a clear understanding as to what is required at each grade using written criteria that shows progress from one session to another.

- **Organisation:** Arrives to lessons correctly equipped

**Meeting** expectations – Brings the required equipment and hands work in on time (allow one slip but give a warning either verbally or, preferably, recorded in their home work diary)
**Working towards** expectations – Has difficulties in bringing equipment etc. to lessons or handing work in on time

- **Independent learning:** Includes quality of homework or their ability to work independently such as learning lines, vocabulary etc.

**Exceeding** expectations– All homework or/and quality of performance is very good
**Meeting** expectations – Homework or/and performance is completed to the required standard
**Working towards** expectations - Homework lacks understanding or performance is poor

- **Effort: In lessons**

**Exceeding** expectations
**Meeting** expectations
**Working towards** expectations

The final column is for recording the number of lessons missed. This is counted from the beginning of the Michaelmas term. A double or triple lesson counts (just) as one absence, as does part of a lesson due to a peripatetic music lesson.

**Completing Interims:**
- Interims are completed to a deadline given in the College calendar. A teacher accesses them through Integris.
- Select 'Assessment' top left hand side.
- Select 'Markbook' on the bottom left hand side.
- In the centre of the screen click on '+' My Markbooks. A list of the groups you teach should appear.
- Select the assessment and teaching group you wish to complete e.g. Remove Lent Maths: Teaching set 7w/MA5. It should go bold.
- You open the markbook by clicking pen and paper which is located on the right hand side. A list of names you teach should appear.
- Double click on each cell and a grid appears. Choose from the data and OK to add to cell
- **Save your data frequently** and definitely at the end of the session.
- Press 'back' and then 'log-out'.

**Responsibilities for Interims:**

**All Staff must:**
- Keep in mind deadlines and plan accordingly so that they are completed and checked in time for collation by the E-Learning Co-ordinator.

**E-Learning Co-ordinator must check (Remove to Upper Four):**
- No blanks for subjects – check against timetable and e-mail staff
- Check tutor group against most updated list from Registrar
- Check date e.g. Michaelmas Term 2016
- Full name is correct as used on written report
- Complete a spreadsheet for Year Co-ordinator/ Form Tutor which provides collated information about a Tutor group.

**E-Learning Co-ordinator must check (Lower Five and Upper Five):**
- Check tutor group against most updated list from Registrar
- Check date e.g. Michaelmas Term 2016
- Complete a spreadsheet for Year Co-ordinator and Form tutor which provides collated information about a tutor group.

**Form Tutor / student must (All year groups):**
- Check spelling of name
- Check Form is correct
- Check that the correct options appear
- Count lessons missed from the beginning of the year
- Ensure the printed copy has not been damaged
- Ensure there is a review for each girl, against subjects

**<u>Written Reports (Remove to Upper Five):</u>**

A written report includes information on the student's progress in EVERY subject she studies, from ALL colleagues who teach her.

In addition there will be a comment from the Form Tutor. This will be an overview of the student's academic progress, punctuality and attendance, her behaviour, her contribution to the life of the College and any special achievements attained by her during the year. Comments should be constructive and have a positive effect on a student's attitude and motivation by suggesting how she may improve. The report is a professional communication which should be read and understood easily. A full report will be completed towards the end of the course and e-mailed home.

A student's report will highlight her strengths and provide targets for improvement. It should aim to encourage her to maintain or improve performance in the future. The Tutor will make a final review of the target set in the Michaelmas Term.

**Format of Report:**
The best approach in writing a clear report is to keep the sentences short, e.g.

*Mary has made immense strides in German this term.*

At most, allow a sentence to have no more than one dependent clause, e.g.

> *Despite not always keeping to homework deadlines,* Mary has made immense strides in German this term.

Alternatively, join no more than two independent sentences together at a time, e.g.

> Mary has made immense strides in German this term, *though she does not always keep to homework deadlines.*

A report should:
- Include one or two positive achievements that give an accurate picture of current attainment.
- Include one area where the student could improve, if appropriate.
- Make reference to attitude, general effort, behaviour and organization
- Contain information about homework.
- NOT be used to advertise or attract girls to follow subjects in future

The information from the student's previous Interim for that year will be included to show on-going progress.

**General points, including those embodying our House Style**
- Use a student's full name throughout report, though not so often that it becomes tiresome.
- Use only one space between a full stop and the capital letter at the start of a new sentence.
- Keep sentence structure simple and avoid flowery language.  Use full sentences and check punctuation and full stops.
- All subject names should be capped throughout e.g. History, Physical Education, Information Technology.
- Do not use abbreviations such as & or etc.
- Use 'examination' and 'examinations' NOT 'exam' or 'exams'
- Check thoroughly for errors before copying and pasting from a comment bank.
- Use spell-check on completed reports and check again for common mistakes, which will not be picked up, by the spell-check. (E.g.- practise (verb)/practice (noun))
- Use a double "s" in spelling focussed or focussing
- "Hardworking" is one word, rather than two with a hyphen.
- Adjectival phrases that are hyphenated include "end-of-topic" (as in end-of-topic test) and "up-to-date"
- Words and phrases that should be capped: "Controlled Assessment", sub-headings within subjects e.g. Genetics, Photosynthesis etc.
- Please refer to the College as "The Ladies' College", thereafter "College".
- Year group names: Remove (not Removes), Lower Four (not the Lower 4), Upper Four, Lower Five, Upper Five, Sixth Form, Lower Sixth, Upper Sixth.
- Reports must be completed before the final deadline so that there is sufficient time to check them thoroughly.
- **DO NOT** use double quotes, % signs in exam marks or *italics*; the reporting software uses these for other purposes

- All Interims, Progress Reviews and previous written reports are stored in Integris for reference.
- The normalized score from the examination sessions will be included (Remove to Upper Four) and some subjects may give a break down of the GCSE modular exam scores that have been achieved by students in Lower/Upper Five.

**Completing Written Reports (Remove to Upper Five):**
All written subject reports in these year groups MUST be completed on a Word document and sent to designated proofreader for checking.  Ensure that every student is named IN FULL before each report and that any one Word document contains EVERY member of a subject teacher's set.

A copy will be returned to you for your records.  Another will be sent to the IT Department for uploading into Integris.

Should you subsequently wish to view/alter the uploaded subject reports then please see staff in the IT Department.

**Completing Tutor Reports (Remove to Upper Five):**
All tutor reports in these year groups MUST be completed on a Word document and sent to designated proofreader for checking.  Ensure that every student is named in FULL before each report and that any one Word document contains EVERY member of a tutor's form class.

A copy will be returned to you for your records.  Another will be sent to the IT Department for uploading into Integris.

Should you wish to view/alter the uploaded subject reports, they can be accessed as follows:

- In Integris, select 'Reporting to Parents' on the top left hand side.
- Select 'Review and Approval' on the bottom left hand side.
- From the Reporting Cycle drop down box, select the appropriate year that you are looking for.
- Select the form whose tutor reports you wish to view/alter.
- Click the first students name to bring up the Review and Approval screen.
- To review a subject report for that student, simply select the subject name.
- To view/alter your Tutor comment, select the tutor comment column.
- Once you have completed the tutor comment, then click Approve and then SAVE.
- Move onto the next student (using the record navigation buttons)
- The record navigation bar also contains buttons to see the student's picture and profile.
- The profile will enable you to see the last set of Interims and examination scores.

**Responsibilities for Written Reports:**

**All Staff must:**
- Follow the general guidelines for completing reports and carry out necessary checks.
- Keep in mind deadlines and plan accordingly so that the reports can be completed AND checked in time for collation by the E-Learning Co-ordinator

- Ensure that they are a professional communication and can be read and understood by parents. Avoid educational jargon.

**Heads of Department/Subject Leaders must:**
- Advise members of the department on completing written reports.
- Discuss procedures with the E-Learning Co-ordinator and Deputy Principal if a member of staff is absent for an extended period.
- Inform E-Learning Co-ordinator and Deputy Principal if the reports are delayed and why.

**Designated proofreader must:**
- Check Written Reports thoroughly and inform a member of staff if appropriate so that improvements are noted and pass report to IT Department for uploading...

**Form Tutor must:**
- Spend tutor time reviewing performance individually with tutees.

**Year Co-ordinator must:**
- Monitor the progress of the reviewing and reporting process as appropriate.
- Ensure that tutors spend time individually with tutees reviewing performance.
- Advise tutors on completing Tutor reports
- Inform E-Learning Co-ordinator of any problems as appropriate.
- Review the outcome of the reporting cycle with Tutors.

**Deputy Principal must:**
- Ensure that dates for reporting are published in the academic year calendar.
- Ensure that an appropriate length of time is available for each stage of the reporting process.
- Assist with monitoring and evaluating the overall process of reporting.

**E-Learning Co-ordinator must:**
- Liaise with SMT over dates for reporting.
- Ensure there are no missing reports including tutor reports, for each girl.
- Collate finished reports for each individual and upload to Integris.
- Keep a copy of reports on Integris for each student.

**Principal must:**
- Read written reports and comment.

**Progress Reviews (Sixth Form)**
These are completed twice a year for Lower Sixth and once for Upper Sixth. They are completed in iSAMS. For each Progress Review, the Assistant Principal will send an email alerting staff when the system is ready to receive information plus any changes to this information.

Please refer to Appendix One for further information.

**Lower Sixth** data fields are:

- Quality of independent work (1,2,3)
- Keeping to deadlines (Yes/No)
- Engagement in lessons (!,2,3)
- Lessons missed (from beginning of Michaelmas term until the specified date)
- Current performance grade. This is your assessment of how the student is currently working. This should be what grade you think they will eventually gain if they continue with their current progress. Target grade (second Progress Review ONLY). Teachers should discuss the ALIS profile grade with every student individually to see if it is a true reflection of their potential. Teachers can amend the target grades on iSAMS following this discussion
- Comment. This is optional; however, if you enter a '3' or 'no' in any data fields a target-based comment is compulsory.

**Upper Sixth**: The data fields are the same as for the Lower Sixth with the exception of the target grade which is replaced by the UCAS grade.

## Completing Reports (Sixth Form):

Students in the Sixth Form receive one report per academic year. This is issued at the end of the Lent term. (You should refer to the College calendar for deadlines for proofreading and entering into iSAMS.) The reports should be emailed to the designated proofreader as per Lower School reports, but they will be returned to you after proofreading and it is then your responsibility to enter the reports into iSAMS.

Please refer to Appendix two for further information.

## Lower Sixth reports currently include:

- **Teacher comments** (see general guidelines for report-writing). The maximum length is 1,000 characters (not words) – you cannot enter more.
- **Mid-term assessment grade** (MTA): This is the grade to which their MTA performance across all modules for which they took an MTA equates. This field is pre-populated as Heads of Department are asked to enter the results into iSAMS s0on after the MTAs.
- **Target grade.** This will be pre-populated from the December progress review. These can only be changed by the Head of Department after discussion with the student and all other teachers involved in delivering the subject, and in agreement with the Assistant Principal or Sixth Form Co-ordinator.
- **Predicted grade**. This should be your best prediction for the actual grade you think they will achieve overall for specification. NOT what you think they would achieve if they took the exam at the time of writing the progress review.

All three grades above MUST be agreed for all the teachers of a given subject, including with opposite numbers at the other College for split sets.

Upper Sixth reports currently include:

- **Teacher comments** (see general guidelines for report-writing). The maximum length is 1,000 characters (not words) – you cannot enter more.
- **Lessons missed:** These must be calculated from the start of the Michaelmas term until the date specified in the instructions.

- **Mid-term assessment grade** (MTA): This is the grade to which their MTA performance across all modules for which they took an MTA equates. This field is pre-populated as Heads of Department are asked to enter the results into iSAMS soon after the MTAs.
- **Mid-term assessment result:** This should be the total percentage for all MTA examinations taken. This field should be pre-populated as Heads of Department are asked to enter the results into iSAMS soon after the MTAs.
- **Predicted grade:** This MUST be the same for all teachers of a given subject – so must be agreed with opposite numbers at the other College for split sets. It should be your best prediction for the actual grade you think they will achieve overall for the specification. **NB – this should take into account the UMS marks they have already banked from AS exams as well as any improvement there might be in re-takes, do NOT simply reproduce the A2 MTA exam performance.**
- **UCAS grade:** These should already be there. Please inform the Assistant Principal if they are missing.

## REMEMBER TO DISCUSS GRADINGS WITH STUDENTS

**NB.  Target grades (Sixth Form)**

The ALIS chances graphs for Lower Sixth (boys and girls) arrive from CEM either just before or after half-term.

The graphs are stored on the T-drive: go to the Sixth Form Folder, ALIS folder, ALIS 2016 folder.

The individual graph for each student you teach is provided with a list of their subjects at the top of the sheet.

Each subject is listed as both 'A1' and 'A2'.  Refer to the A1 grade for non-linear subjects and the A2 grade for linear subjects.

There are two predicted grades one is called 'from GCSE grade' and the other is 'from test grade'.  The higher of these two grades will appear by default as the student's target grade in the December progress reviews (no target grade appears in the October progress review; current performance is the only grade which will appear). These grades should be discussed with each student and you should keep a note of the outcome of these discussions. In December you have the chance to agree or change for the Progress Review as long as it is agreed between everyone who teaches that subject to that student (at both colleges if shared). The student must be informed of the change of grade at least a week before the progress reviews are issued so it does no't come as a surprise. Target grades can be altered again, following mid-term assessments or other changes in circumstances, but the student must be informed of the change at the time it is made, the reason/s for it, and (in the event of a target grade going down) given specific target-based advice on how to improve.  The Head of Sixth Form and Assistant Principal must be informed via email of any changes of grade and the reason/s for it.
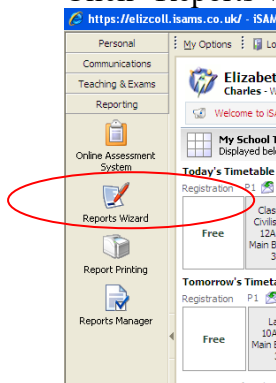
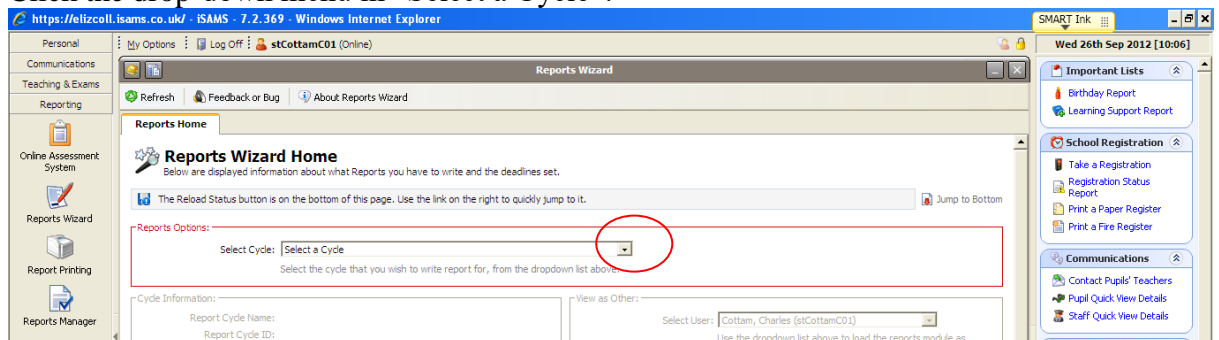**APPENDIX ONE:**

**Completing Progress Reviews:**

- Open iSAMS and log-in

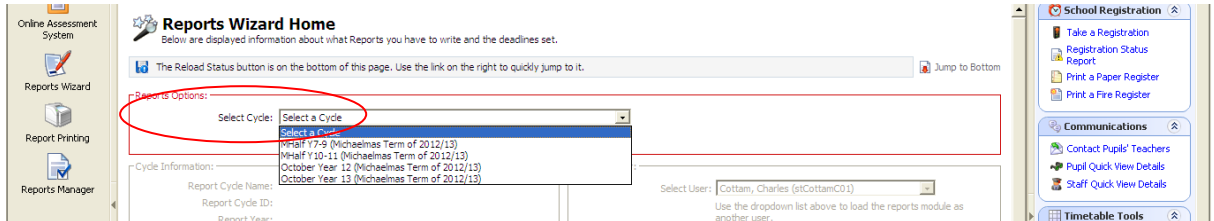- On the home-screen click "Reporting" in the left menu:
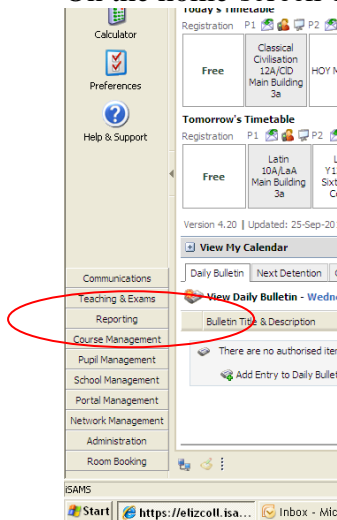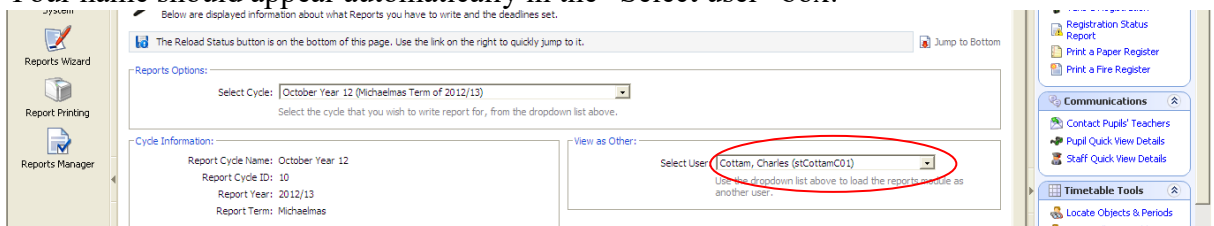
- Click "Reports Wizard":

- Click the drop-down menu in "Select a Cycle":

- Select "EC Y12 Michaelmas End" for L6 October,  <mark>ADD in for different year groups and cycles.</mark>
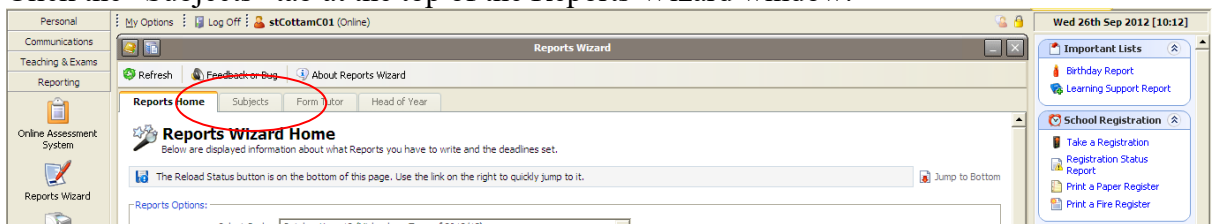


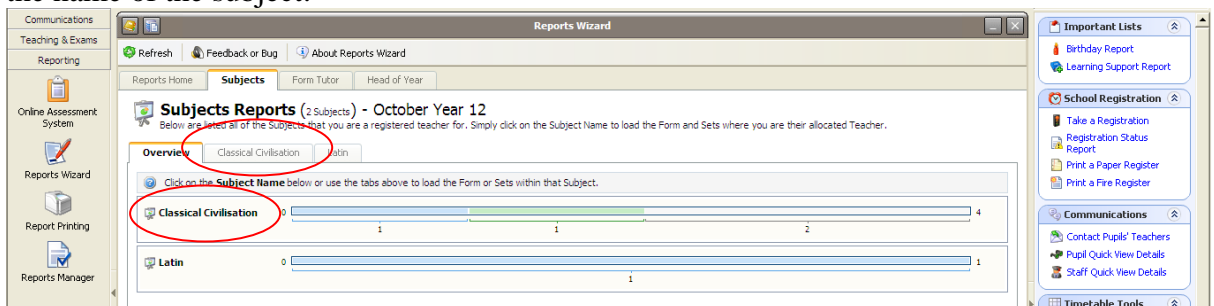- Your name should appear automatically in the "Select user" box:
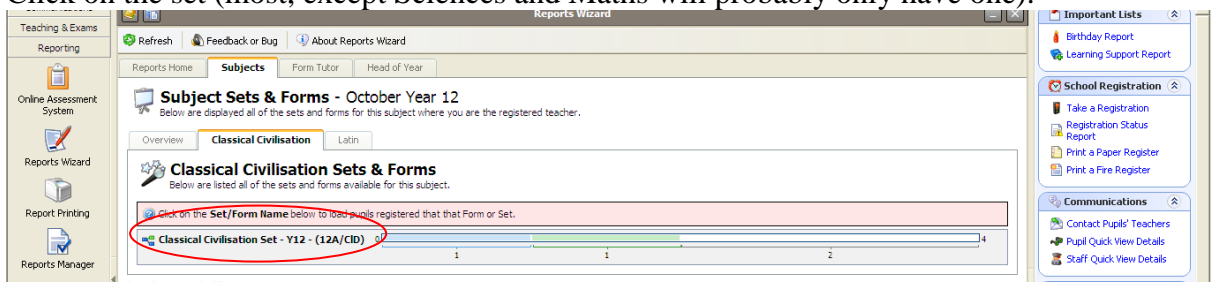


If it does not, click the drop-down and select yourself!

- Click the "Subjects" tab at the top of the Reports Wizard window:



- Select the subject for which you want to write reports by clicking on either the tab or the name of the subject:



- Click on the set (most, except Sciences and Maths will probably only have one):

- Click on the first name:
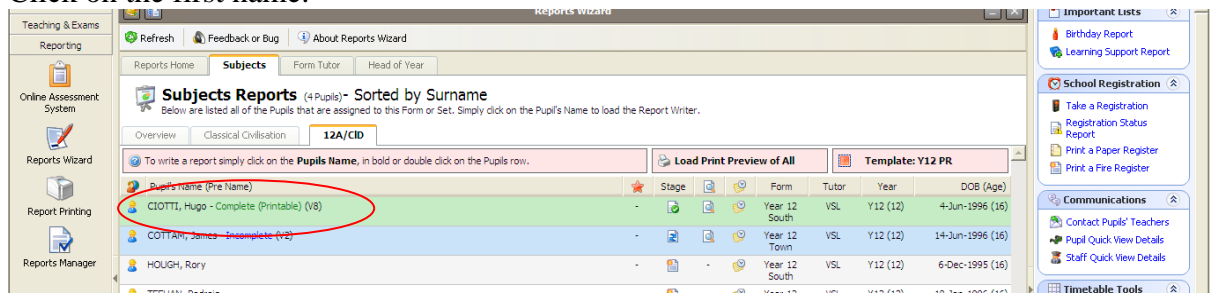


- If you click on the + next to 'Previous Grades', you will be able to see what was entered in October:
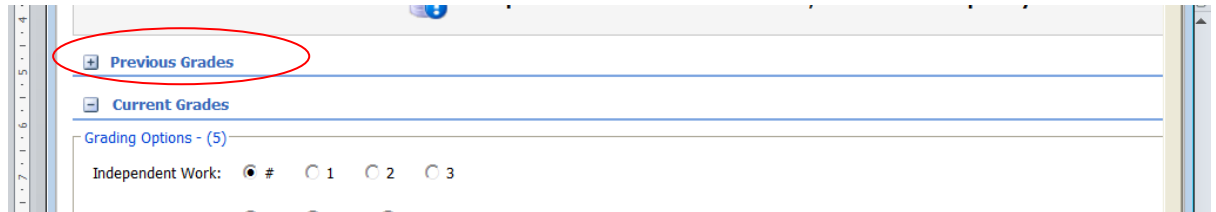


- PLEASE ENSURE THAT THE TARGET GRADE AGREES WITH WHAT YOU THINK IT SHOULD BE

**APPENDIX TWO:**

- Click on the appropriate buttons for the different criteria:



- **Independent work:** If current work is roughly in line with Target grade, click 2, if it is better click 1, if it is below, click 3 (***If you give a 3, you must make a comment to explain how to improve***)
- **Deadlines:** "Yes or "No"; if "No", *make a comment – e.g. was it only 1 piece or several?*
- **Engagement** in classwork
- **Current Performance**: Your assessment of how the student is currently working.
- **Lessons Missed Box**:



  You **MUST** enter a numeral here – if no absences, enter 0. This is absence for whatever reasons, and a double counts as 2 lessons, and is cumulative from the beginning of term, you will be advised what date to go up to.

- **Comment:**



  This is optional; however, if you have given a 3 for Independent Work or Engagement, or Current Performance is lower than Target, or a "No" for Deadlines, there **MUST** be a formative comment to indicate how to improve the situation. The maximum length is 240 characters – you cannot enter more.

- Click on "Complete". **This is <u>VITAL</u>**

  then "Save & Next". This should automatically prompt the spell check for this student