



# SHEFFIELD GIRLS'

INFANT, JUNIOR & SENIOR SCHOOL

## Sheffield High School for Girls Reporting Policy

### The Reporting Policy is guided by and committed to the following principles:

- Promoting a coherent approach to reporting within the school.
- To support pupils' learning and achievements.
- To involve pupils in evaluating their own progress.
- To ensure equality of opportunity for all pupils to display achievement.
- To seek to raise standards by reviewing and improving the teaching and learning programmes.
- To ensure progression and continuity of learning within the school and across the different phases of education.
- To provide valid, reliable and comprehensible information for teachers, pupils, parents/carers and other users.
- To ensure that statutory requirements for assessment and reporting are met.
- The principles in this policy concur in all respects with the GDST guidance on the data and assessment systems available to schools.

### Reporting Objectives

Reports should:

- provide parents/carers and other users with full and accurate statements about pupils' achievements and progress, written in clear and accessible language.
- communicate pupils' attainment and progress in all subject areas.
- Communicate pupils' effort in all subject areas.
- communicate pupils' achievements across a wide spectrum including extra-curricular achievements, personal and social skills.
- be based on evidence from formative assessment and recording.
- have a positive effect on pupils' attitudes and motivation.
- support pupils' learning by setting targets and areas for development.
- provide opportunities for pupil involvement so that they are encouraged to take responsibility for their own learning.
- seek to increase pupils' confidence and motivation.
- be part of a continuing dialogue with parents/carers and encourage parental involvement and support.
- aid continuity and progression within and across schools and from one phase of education to another.
- be manageable for teachers to produce.
- conform to statutory and GDST requirements.

## **Reporting is carried out in the following ways:**

### **School Reports**

These are written and sent home to parents/carers once a year for years 7-13. The course content provides an overview of the course covered in each subject. They provide a detailed comment on progress and areas for development, aimed at supporting pupils in each subject. The Form Tutor provides an overall comment including on personal and social skills, along with a summary of extra-curricular involvement.

The Headmistress reads every report and discusses them with Form Tutors.

Details of current procedures and dates can be found on Firefly under Assessment and Reporting and on the school calendar. A paper copy is issued to parents/carers and an electronic copy is also available via Firefly.

### **Monitoring Cards**

Individual summary monitoring cards are organised throughout the year as follows:

Y7-9 – once a year issued in December

Y10 – twice a year issued in November and February

Y11 – once a year issued in October

Y12 – twice a year issued in November and March

Y13 – twice a year issued in October and March

In Y7-9 a current attainment grade is given based on an assessment. They also provide an attitude to learning grade and these are awarded on a 1-4 scale for attitude, organisation and deadlines, and participation. They include a comment on how the student is doing, progress being made or an area of strength and provide a target for improvement. The Head of Year and Deputy Head review the data and act upon them as appropriate.

In Y10-11 the MidYIS predicted grade and school target grade are shown, along with a current attainment grade based on a range of evidence, including classwork, homework and tests. These are colour coded (red, amber, green) based on attainment relative to prediction based on MidYIS. They also provide an attitude to learning grade and these are awarded on a 1-4 scale for attitude, organisation and deadlines, and participation. The Head of Year and Deputy Head review the data and act upon them as appropriate.

Y12-13 monitoring cards detail the ALIS prediction, school target grade and working at grade based on a range of evidence, including classwork, homework and tests. This is shown as a flight path. The Head of Year and Director of Sixth Form review the data and act upon them as appropriate.

The Headmistress, Deputy Head or Director of Sixth Form reads every monitoring card.

A paper copy is issued to parents/carers and an electronic copy is also available via Firefly.

Twice a year, each pupil in years 7-11 is given time with her Form Tutor twice a year to discuss progress and set SMART targets. These follow the receipt of reports or monitoring cards. There are pages in pupils' planners to record the targets.

**Consultation Evenings**

Consultation evenings are held once a year for years 7-13 and provide an opportunity for staff to give a “verbal” report on pupils' progress. In years 7 to 13, pupils are invited to accompany their parents/carers.

**Daily Report Forms**

At the request of staff, a girl may be put 'on report' if there are problems concerning work, attitude, behaviour, punctuality or attendance. The form of the report depends upon the circumstances of the individual pupil. This process always involves contact with parents/carers prior to this happening.

**References**

The Headmistress and the Heads of Year are involved in writing reference for pupils throughout the year for different reasons. This is particularly the case when a pupil is moving to another school. On occasions subject staff are asked to give specific information about a pupils' progress and attainment if a reference asks for this. The information completed and sent is dependent on the school the pupil is transferring to.

A team of experienced staff are involved with writing UCAS references each year. Regular updates and training takes place to ensure everyone is up-to-date with requirements and support is readily available. The Headmistress reads all references and discusses them individually with the students.

**Reports on Request**

Parents/carers can request additional information about their daughter's progress and further discussion can be held verbally with the Head of Year or subject staff.

Parents/carers and pupils are asked to comment on our reporting procedures via parent forums and through the Teaching and Learning Council. Their views are taken into account when reviewing the Assessment and Reporting schedule and policy.

*Updated 16 October 2017*  
*SW*