



St Brigid's School

To Inspire and be Inspired

Reporting Policy

Report Author	PH
Report Status	Ratified
Ratified by Governors	16.10.2014
Review date	October 2016

Rationale

Reporting at St. Brigid's School provides parents with an opportunity to review a pupil's progress to date, discuss strengths and areas for improvement and set targets for the future. It is, therefore, a key aspect of the school improvement process and a statutory requirement. Reports are important ways of helping pupils make progress. The pupils can be motivated through highlighting their strengths, and recognising and valuing achievements in different areas of school life, including social, cultural and academic. However, areas for development should be clearly identified with suggestions made for improvement. It is important that problems and issues of underachievement are clearly highlighted. The report should give an accurate picture of current attainment against the pupil's school target.

Reporting is an essential part of any teacher's duties and responsibilities as noted in the School Teachers' Pay and Conditions Document September 2013 (STPCD): *"Provide colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development, using supportive records and other evidence"*. It is also a requirement of the Practising Teacher Standards and the Post Threshold Teacher Standards (Wales). Failure to report according to this policy could result in disciplinary proceedings or could mean that Performance Management Targets would not be met.

Report Writing Guidance

All Primary reports are to be completed using Incerts.

All KS3-5 reports are to be completed using SiMs. Examples of good practice can be found in Appendix A along with Secondary Reporting Operational System Appendix B.

NB. Quality Assurance for each reporting session will be carried out by SLT.

Some principles of good report writing practice:

- Use the pupil's full name (which is the name on SiMs e.g. Rebecca, not Becky).
- The tone of a report should be formal at all times.
- Do not abbreviate any words e.g. use 'examination' and not 'exam'.
- Academic subjects should be written in full and with a capital letter e.g. English.
- Reports should be personal to the pupil.
- Comments should be succinct as possible and use wording which is precise and appropriate.
- Jargon should be avoided if it unlikely to be understood.
- Targets in reports should be limited to no more than 3 and be subject/pupil specific.
- Check the spelling, punctuation and grammar which you have used.
- Progress against LNF objectives must be noted on each subject report from Reception to Year 9 (with the exception of Mathematics and English).

Targeting the audience

Most parents/guardians want to know:

- How their child is performing in relation to their potential (School Target), past achievements and national expectations.
- What are their child's strengths including any particular achievements in the subject.
- Areas for development and future steps to improve.
- How can they help?

Concentrate on performance

- The report should concentrate on what the pupil has or has not learnt, rather than what has been taught.
- It should indicate what standards the pupil has reached and a comparison with the expected progress of that pupil, including what steps the pupil needs to take to continue progressing, on at least an annual basis.
- Be specific about the pupil and the subject in comments and guidance.

Appendix A

Foundation Phase Exemplars

- Full report

KS2 Exemplars

- Full report

KS3 Exemplars

- Cymraeg
- ICT

KS4 Exemplars

- English Language and Literature

KS5 Exemplars – To be added

St Brigid's School

School Report / Adroddiad Ysgol 2013/2014



Pupil / Disgybl: Pupil A

Year / Blwyddyn: Reception

Teacher / Athro/Athrawes: Miss McMurray

Date / Dyddiad: June 2014

**Attendance /
Presenoldeb**

Attendance / Presenoldeb

98.6%

Unauthorised absences /
Absenoldeb heb ganiatad

0

Personal and Social Development, Well-Being and Cultural Diversity / Datblygiad Personol a Chymdeithasol, Lles ac Amrywiaeth Ddiwylliannol

Pupil A is gaining an awareness of healthy eating habits and she can usually distinguish between foods that are healthy and those that are not. She sometimes supports, comforts and helps other children when they are sad or upset. She is beginning to enjoy caring for the environment, such as plants and pets. Pupil A has really enjoyed looking after the class guinea pigs this year and takes great care when handling them.

Pupil A will take part in co-operative play independently. She is becoming aware of the similarities and the differences between herself and her peers, and she is learning to recognise cultural differences and diversity. She shows self-control and she is often able to wait for her needs to be met. Pupil A is now trying hard to put up her hand on the carpet rather than shouting out.

Pupil A enjoys going to Chapel each week and is beginning to develop her relationship with God through prayer. She is aware that prayer is listening to and speaking to God. Pupil A has listened to many stories from the Old and New Testament and has covered many topics such as 'Friends', 'Universal Church', 'Baptism' and 'Pentecost'.

Targets for Next Year / Targedau ar gyfer y Flwyddyn Nesaf

- To recognise her feelings and to express them in a suitable way.
- To grasp the concept of fair play and to understand rules and why they are there.

Language, Literacy and Communication Skills / Sgiliau Iaith, Llythrennedd a Chyfathrebu

Pupil A listens to other people and responds in a suitable way. She is able to speak audibly, getting across meanings to a range of listeners. She is starting to extend her ideas or descriptions of events by including more details. Pupil A really enjoyed sharing her adventures with Fynn the Bear and included lots of details and descriptions!

When she reads aloud, Pupil A uses her knowledge about letters and the relationships between sounds and symbols to read words. She recognises familiar words in simple pieces of writing. Pupil A is now beginning to read simple books without needing to sound out every word phonetically. She's starting to respond to poems, stories and non-fiction by identifying aspects she likes.

Pupil A writes simple words and phrases to get her meaning across. She forms letters that are usually the right shape and the right way round. She is beginning to show that she has an understanding of how sentences work. Pupil A has written some lovely pieces of news this year, she has even included extended sentences on occasions!

Targets for Next Year / Targedau ar gyfer y Flwyddyn Nesaf

- To use a growing variety of words and begin to realise that there is variety in the language she hears around her.
- To read out simple pieces of writing accurately with sounding out.
- To begin to understand the different purposes and functions of written language.

Mathematical Development / Datblygiad Mathemategol

Pupil A is just learning to talk about her work and explain how she has solved a problem. She is developing the ability to use mathematics as an integral part of classroom activities. She's beginning to make mathematical objects or pictures that represent the concepts she has learned about.

Pupil A counts on and back in steps of different sizes and from different numbers. She has really enjoyed learning about the 2 times table. She puts numbers up to 20 into the right order. She writes the symbols for numbers up to 10+. Pupil A can answer simple subtraction and addition problems.

Pupil A can usually use everyday language to compare and to describe positions and properties of regular shapes. She has learned to measure objects and put them into the right order using direct comparison. She is starting to put events into the right order.

Pupil A is just learning to be aware of the values of different coins. Pupil A has enjoyed using money to 'pay' for her afternoon drink each day. She really likes being the shopkeeper! She's developing the ability to sort and classify objects, showing the basis on which she made her comparison.

Targets for Next Year / Targedau ar gyfer y Flwyddyn Nesaf

- To begin to record mathematical ideas in a formal way.
- To subtract numbers when she solves problems involving numbers up to 10.
- To distinguish between straight and turning movements, and to recognise half-turns and quarter-turns and right angles in turns.

Welsh Language Development / Datblygu'r Gymraeg

Pupil A responds to instructions and questions, spoken clearly by a familiar voice. She listens to songs and rhymes with some enjoyment and interest, and she can repeat or memorise them with support. She is starting to express herself through role play.

Pupil A is beginning to get things across by copying correctly and by writing words, and some simple and familiar phrases, from memory.

Pupil A has really enjoyed being the 'Helpwr Heddiw' this year and can ask questions about the weather and feelings without support.

Knowledge and Understanding of the World / Gwybodaeth a Dealltwriaeth o'r Byd

Pupil A really enjoys this area of learning and has a fantastic memory for all sorts of facts that she enjoys sharing with the class. Pupil A particularly enjoyed the 'Space' topic where she was able to remember lots of information about the planet Mars!

Pupil A participates in the planning of future activities and she makes predictions by reflecting on previous experiences. She's starting to recount episodes from stories she knows about the past. She is just learning to recognise and group pieces of information about the past.

Through enquiry, Pupil A is able to identify changes in her environment, she can talk about how the jungles have changed over time and why. She's beginning to show she knows about and understands her local area. She is starting to find answers to simple questions about places using the resources that are provided.

Pupil A makes and records observations that often show great detail. She is starting to listen and respond to scientific ideas. She can recognise and name a range of common animals, objects, materials, sources of light and things that make sounds.

Physical Development / Datblygiad Corfforol

Pupil A shows increasing control and coordination in a variety of activities. She's beginning to use the basic actions of travel, jump and land, balance and stillness in her play and gymnastic activities. She explores simple tasks using a variety of equipment for longer periods of time.

Pupil A is starting to be able to walk to or run and kick a ball. She is quite competent in manoeuvring bikes and cars. She grasps a pencil or crayon maturely and with good control.

Creative Development / Datblygiad Creadigol

Pupil A is beginning to participate in the planning of future activities by reflecting on previous learning. She's starting to use materials and tools to make pictures and hand-made objects. She increasingly collaborates with other people in her work, and she expresses her opinions about her own work and other people's work.

Pupil A contributes to sound stories and she makes choices about the sounds that are going to be used. She is nearly able to clap or tap a steady beat in time with other people. She is just learning to sing with clear diction, performing loudly or quietly as directed.

Pupil A is beginning to express her ideas and feelings through more varied movements. She makes changes in the position and level of her body.

Teacher's Comments / Sylwadau'r Athro/awes

Pupil A is a happy and affectionate little girl who always comes in to school with a smile. She really enjoys taking part in the activities on offer to her in school and is always eager to join in. Pupil A has a real thirst for knowledge and will always question what she doesn't understand. She also has a great memory for her age and has often surprised me with the things she has remembered from her time in Nursery or a fact she can recall about the topic we are learning about! Pupil A usually listens well on the carpet but can sometimes need reminding not to shout out all of the answers. Pupil A is now always trying her best with more formal work such as reading and writing and is making fantastic progress in both of these areas. Pupil A is very particular about her work and when she tries can produce work that is presented at a very high standard. Pupil A is a popular member of the class and has many friends. She is usually polite and well behaved and loves to help out with classroom jobs!

Pupil A you are now ready for Year 1 and the more challenging experiences that it will offer. I have enjoyed chatting with you this year Pupil A and will miss your sense of humour next year! Well done on a great year in Reception and good luck!

_____ Signature / Llofnod

Headteacher's Comments / Sylwadau'r Pennaeth

A lovely report that shows Pupil A's happy little personality. She has learned such a lot this year and Pupil A is a delightful member of the Reception class. Well done Pupil A!

_____ Signature / Llofnod

Acknowledgment/Reply Slip

Pupil A

Please acknowledge that you have received your child's report by signing this page and returning it to Miss McMurray.

Please feel free to make comments below:

I/We have received Pupil A's report:

Signed

St Brigid's School

School Report / Adroddiad Ysgol 2013/2014



Pupil / Disgybl: Pupil B

Year / Blwyddyn: Year 6

Teacher / Athro/Athrawes: Mr Madog

Date / Dyddiad: June 2014

		Consistently high standards	Good standards achieved	Some areas for development	Major areas for development
Cyflwyniad Gwaith	Presentation of Work		✓		
Cwblhau Gwaith Dosbarth	Completion of classwork		✓		
Agwedd At Waith	Attitude to work	✓			
Cwblhau Gwaith Cartref	Completion of homework	✓			
Prydlondeb	Punctuality	✓			
Ymddygiad	Behaviour	✓			

**Attendance /
Presenoldeb**

Attendance / Presenoldeb

97%

Unauthorised absences /
Absenoldeb heb ganiatad

0

English / Saesneg

Pupil B is starting to use Standard English in formal situations. He talks and listens confidently in a wide range of situations, including some formal situations. He deliberately develops the way he speaks.

5c

Level / Lefel

Pupil B shows he understands a wide range of pieces of writing, picking essential points out, and inferring things and making deductions in a suitable way. He is beginning to retrieve and collate information from a range of sources. In his responses, he expresses his opinions and he identifies key features, themes and characters, picking out relevant words, phrases, sentences, images and other information to support his views. He has enjoyed reading *Carrie's War* and *Skyhawk*.

Pupil B writes clearly and legibly, and he properly adapts how he presents his work to suit the task. He sometimes chooses words for effect, and those choices are often adventurous. He is beginning to use punctuation within the sentence, including inverted commas for speech.

Targets for Next Year / Targedau ar gyfer y Flwyddyn Nesaf

- To express opinions with evidence to support them.
- When he reads and talks about a wide range of pieces of writing, to select relevant words, phrases and information, to make comments on their meaning and effect, and to identify different layers of meaning.
- To give personal responses to both fiction and non-fiction pieces of writing, referring to aspects of language, structure, themes, images and ideas in justifying his views.
- To use a range of punctuation accurately.

Mathematics / Mathemateg

Pupil B is developing the ability to check his results are reasonable by considering the context or the size of the numbers. He presents information and results in a systematic way. He develops his own strategies for solving problems.

4c

Level / Lefel

Pupil B is nearly able to use simple fractions and percentages to describe approximate parts of a whole. He has almost learned to multiply and divide whole numbers by 10 and 100 using his understanding of place value. He's developing the ability to use simple formulas expressed in words.

Pupil B is nearly able to find perimeters of shapes, to find areas by counting squares, and to find volumes by counting cubes. He's starting to use what he knows about shape to make 3-D mathematical models. He is developing the ability to choose and use suitable units and instruments, and to read, with suitable accuracy, numbers on a range of measuring instruments.

Pupil B understands and uses simple terms associated with probability. He draws frequency diagrams and he makes simple line graphs. He collects discrete data, and he is learning to group data at suitable times.

Targets for Next Year / Targedau ar gyfer y Flwyddyn Nesaf

- To draw his own conclusions, explaining his reasoning.
- To identify and get information to solve problems.
- To check his solutions by applying inverse operations or estimating using approximations.

Science / Gwyddoniaeth

Pupil B makes predictions based on his scientific knowledge and understanding, including simple models. He finds and uses relevant evidence, information and ideas. When he plans a fair test, he spots the key variables and distinguishes between independent and dependent variables and those that he will keep the same.

5c

Level / Lefel

Pupil B distinguishes between 'facts', beliefs and opinions and he is starting to recognise bias. He links what he has learned to situations that are different but familiar to him. He decides whether his method was successful by referring to his success criteria, and he says how he could improve it.

Targets for Next Year / Targedau ar gyfer y Flwyddyn Nesaf

- To plans how to control the variables that he needs to keep the same, and to make decisions about the range and values of the independent variable, in a fair test enquiry.
- To link what he has learned to unfamiliar situations.
- To begin to judge how far his criteria for success reflect the successful results.

Welsh / Cymraeg

Pupil B's speech is understandable and quite fluent. When he expresses his opinions, he gives various reasons. He responds to speech from a variety of voices by using short spoken phrases.

Pupil B is learning to select relevant information from pieces of writing and to express his opinions simply. He reads independently. He's developing the ability to respond to a variety of suitable pieces of writing and he shows his understanding of the main ideas, events and characters.

When he writes for different purposes, Pupil B writes linked sentences and he shows some grasp of how words are ordered and how they build on each other. He uses capital letters, question marks and full stops accurately and uses apostrophes and quotation marks when he needs to. He uses suitable vocabulary and phrases, he varies his patterns and he produces basic sentences.

5c

Level / Lefel

History / Hanes

Pupil B uses what he knows about history to describe the characteristic features of past societies and periods and to identify changes within and across periods of the past. He is starting to produce structured work, using dates and terms properly. He describes some of the main events, people and changes. He has worked well on our WW2 topics.

Geography / Daeryddiaeth

Pupil B shows some understanding of how people's actions, including his own, can improve or damage the environment. He is starting to explain the natural and human features of different regions and how and why places are different. He is starting to recognise patterns of obvious distributions of places and how they are connected.

Art / Celf

Pupil B is able to control a range of materials, tools and techniques to achieve a variety of results. He is developing the ability to apply his understanding of visual, tactile and sensory qualities to his work. He is starting to review his work and, where he sees the need to modify it, to do so. He has shown good understanding in his work on landscapes, pop-art and shape.

Design Technology / Dylunio a Thechnoleg

When he is working with a range of given materials and ingredients, Pupil B picks and uses suitable tools or utensils and equipment. He is nearly able to outline what he is going to make and how he is going to make it. When he designs and makes things, he gathers information independently and uses it to help generate a number of ideas.

Music / Cerddoriaeth

Pupil B is just learning to distinguish between different musical elements and recognise the main characteristics of a variety of music, and to evaluate the music. He maintains a part in a part song, sung as a group, and he maintains an individual instrumental part in a group piece. Working with other people, he thinks up and develops simple musical ideas to make compositions, showing both understanding and a proper use of musical elements.

Physical Education / Addysg Gorfforol

Pupil B identifies what makes a skill, idea or action successful and uses this information to plan how to improve. He uses key words that relate to the different activities and asks relevant questions in order to help make progress. He can keep his performance going for suitable amounts of time.

Religious Education / Addysg Grefyddol

Pupil B shows an appreciation of the elements needed for prayer, reflection and contemplation (places, times, focuses, stimuli). He shows how his own decisions and other people's decisions are informed by beliefs and values. He shows he understands how religious belief shapes life.

Teacher's Comments / Sylwadau'r Athro/awes

Pupil B has had a great year as Head Boy, having set a superb example of model behaviour. He has worked diligently throughout the year, contributing to class activities with a commendable sense of cooperation and helpfulness. Pupil B has worked confidently with others and has thoughtfully tackled all tasks.

Pupil B has enjoyed participating in class discussions and has made some very entertaining presentations to class, demonstrating a good ability to engage his audience.

At Glan-Ilyn, Pupil B was impeccably behaved and his enthusiasm contributed to a highly successful and memorable experience.

It has been an absolute pleasure to teach such a pleasant pupil and I wish Pupil B the very best of luck in his future studies. Well done.

Signature / Llofnod

Headteacher's Comments / Sylwadau'r Pennaeth

Signature / Llofnod

Acknowledgment/Reply Slip

Pupil B

Please acknowledge that you have received your child's report by signing this page and returning it to Mr Madog.

Please feel free to make comments below:

I/We have received Pupil B's report:

Signed

Cyflwyniad Gwaith / Presentation of Work	Rhagorol / Excellent
Trefniant Gwaith / Organisation of Work	Rhagorol / Excellent
Cwblhau Gwaith Dosbarth / Completion of Classwork	Rhagorol / Excellent
Cwblhau Gwaith Cartref / Completion of Homework	Rhagorol / Excellent
Agwedd at Waith / Attitude to Work	Rhagorol / Excellent
Ymddygiad / Behaviour	Da / Good

End of Key Stage Target level	6
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Teacher's Comments

Teacher:

Pupil A has a positive attitude to Welsh. All class-work and homework is of a high standard and he demonstrates potential in Welsh. He is well motivated and makes an effort to participate in lessons. Pupil A is able to develop ideas sensibly in written assignments; selecting vocabulary suited to the purpose and demonstrating variation in sentence patterns.

Pupil A expresses his opinion simply and is able to respond to a range of suitable reading material showing understanding of the main ideas. Pupil A is able to initiate conversation in Welsh and speaks intelligibly and fairly freely using a variety of phrases, sentence patterns and verb forms. Pupil A's examination result was pleasing and above average for the year group. He is making sound progress in relation to his end of Key Stage target.

- All topic related vocabulary must be learnt.
- Sentence patterns and constructions must be committed to memory.
- Take every opportunity to use spoken Welsh both in and outside of the classroom environment.

*******Literacy/Numeracy comment required from Sept 2014*******

KS3 Exemplar

ICT

Cyflwyniad Gwaith / Presentation of Work	Da / Good
Trefniant Gwaith / Organisation of Work	Da / Good
Cwblhau Gwaith Dosbarth / Completion of Classwork	Da / Good
Cwblhau Gwaith Cartref / Completion of Homework	Da / Good
Agwedd at Waith / Attitude to Work	Da / Good
Ymddygiad / Behaviour	Rhagorol / Excellent

End of Key Stage Target Level	5
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Teacher's Comments

Teacher:

Over the past few months Pupil A has been working on the first of our multimedia projects and Pupil A has put a good deal of effort into his work, producing some interesting results. Planning is critical to the successful completion of any project and his work shows some evidence that he understands the importance and value of planning, although this is a skill that he could improve with more detail and preparation.

Most of Pupil A's work has been successfully completed and uploaded for marking although it is a shame that we did not get to hear his completed podcasts from the first project.

To ensure that Pupil A meets or surpasses his end of Key Stage target, he should make sure that he spends a little more time on detailed planning for his work and that he definitely completes and uploads all parts of his projects. Pupil A should also read and take on board the feedback which I leave for him on the VLE against his project mark. This will help Pupil A to continue to improve in this subject. He is definitely capable of an excellent final grade at the end of this year.

*******Literacy/Numeracy comment required from Sept 2014*******

KS4 Exemplars

English Language and Literature

Cyflwyniad Gwaith / Presentation of Work	Rhagorol / Excellent
Trefniant Gwaith / Organisation of Work	Rhagorol / Excellent
Cwblhau Gwaith Dosbarth / Completion of Classwork	Rhagorol / Excellent
Cwblhau Gwaith Cartref / Completion of Homework	Rhagorol / Excellent
Agwedd at Waith / Attitude to Work	Rhagorol / Excellent
Ymddygiad / Behaviour	Rhagorol / Excellent

GCSE Target Grade	Lang A Lit A
Examination Result	Lang C Lit B

Teacher's Comments

Teacher:

English Language: Pupil A's answers to the Section A questions were satisfactory and demonstrated a clear focus. She now needs to develop greater detail and further timed practice in the coming months ought to enable her to refine her techniques. Her story for Section B was engaging but she lost marks due to spelling inaccuracies. Allowing for proofreading time at the end of the examination should help to remedy this. Pupil A should also prepare four possible plot-lines, which may then be adapted to the examination questions.

English Literature: Pupil A gained pleasing results for both of the *Of Mice and Men* tasks and further, thorough revision will enable her to enhance these marks. Her essay regarding the unseen poetry was excellent, demonstrating close analysis as well as a sensitive overall approach.

Appendix B

Operating Systems

- Primary Reports
- Secondary Reports



Operating System

SDP Priority – Please tick:- **1. Teaching and Learning**

Specific Innovation Area: - **Primary Full Reports**

Lead facilitator:- BH Amended July 2014

STEP	WHO	WHEN
1. Training will be given to all staff to enable them to use the reporting system on INCERTS. This system ensures that electronic data on pupils can be kept in school and pupil progress can be tracked. The Primary Assistant head will hold surgeries to update & train staff if they have any questions/problems.	Primary Head	Staff induction
2. Teachers must acquaint themselves with the reporting dates and deadlines. Staff will fill in the INCERTS tracking programme as an ongoing process throughout the year. An end of term report with information of current levels will be generated at the end of each term for tracking purposes.	All Staff	Termly
3. A yearly report will be issued to parents using the INCERTS format. End of Key stages will be informed of the National curriculum levels attained. Extra training or time may be given to allow staff involved with the end of Key stages to level and produce evidence of this.	All Staff	Annually
4. Pupils' full names to be used. The use of abbreviations will create inconsistencies from report to report. This must to be avoided.	All Staff	Annually
5. Tone – The tone of the report should be as positive as possible, a largely negative report can be detrimental to self-esteem.	All Staff	Annually
6. Staff will need to complete the teacher's comment section on the yearly report. This will allow staff to comment in more detail on pupil attainment and behavior. The INCERTS generated comments and targets will need to be checked and amended to individualise each report and make sure they are suitable. Make sure each sentence does not begin with the child's name, and try to avoid sending out identical reports to parents of twins or		Annually

to parents of children who are close friends, as reports should read as though they have been written for an individual rather than a “best fit general comment”.		
7. The reports will be placed on the P drive by the staff to allow the head teacher to add comments and to be checked for accuracy. Teachers should pair up with another teacher to check each other’s reports for errors.	All Staff	Annually
8. All deadline dates must be met to ensure the reports go out to the parents on the date published on the school calendar.		Annually
9. Reports will be sent out to parents on the date set.	Admin	Annually
10. The parental reply slips will be collected by the class teacher and sent to the Primary Assistant head.	Admin/ All staff	Annually



Operating System

SDP Priority – Please tick:- **1. Teaching and Learning**

Specific Innovation Area: - **Secondary Full Reports**

Lead facilitator:- LP Amended June 2014

STEP	WHO	WHEN
1. Training will be given to all staff to enable them to use the reporting system on SIMS. This system ensures that electronic data on pupils can be kept in school and pupil progress can be tracked. The data manager will hold regular surgeries to update & train staff if they have any questions/problems.	Data manager/ HOL	Staff induction
2. Teachers must acquaint themselves with the reporting dates and deadlines. These are published in the School's Calendar and in the Staff Handbook. Teachers will also need to plan, assess and track pupil's performance to enable relevant assessment of pupil's performance to feed into the report. The data manager will create report templates up ready for the reporting session.	All Staff Data manager	On issue of school calendar
3. Pupils' full names to be used. The use of abbreviations will create inconsistencies from report to report. This needs to be avoided.	All Staff	Each reporting session
4. Writing style – (Font Arial 12) try to use plain English that will be intelligible to parents who may be unfamiliar with national curriculum jargon. Reports should average 150 words (Maximum 200 words)	All Staff	Each reporting session
5. Tone – The tone of the report should be as positive as possible, a largely negative report can be detrimental to self-esteem.	All Staff	Each reporting session.
6. Staff will fill in the "my mark sheet" (Icon of mark sheet) entry on SIMS when the reporting sessions are opened. This contains the pupils' target levels/grades and allows opportunity for a brief comment on presentation of work, organisation, completion of class work, and homework, attitude to work and behaviour. If exam results are available these will be placed in here as well. There is also opportunity to report as to whether the pupil is above, on or below their target. Once completed this mark sheet needs to be saved.	All Staff	Each reporting session.
7. Staff will then need to complete the section on my mark sheet comment column for the term. This will allow staff to comment in more detail on pupil attainment in the subject specific skill areas. Some subjects will have produced comment banks – use these with care! Make sure each	All Staff	Each reporting session.

<p>sentence does not begin with the child's name, and try to avoid sending out identical reports to parents of twins or to parents of children who are close friends, as reports should read as though they have been written for an individual rather than a "best fit general comment".</p> <p>Some staff may prefer to write comments at home and cut and paste them into SIMS afterwards. Once completed this needs to be saved in SIMS.</p>		
<p>8. The reports will be placed on the Y drive by the data manager as full reports for each pupil. Subject teachers will check their own reports. It is essential that reports are checked by the subject teachers for accuracy before they are given to the form tutors.</p> <p>Teachers may like to pair up with another teacher to check each other's reports for errors.</p> <p>Any errors spotted must be amended on SIMS.</p> <p>After the checking and correction period, the updated and error-free reports will placed on the Y drive for form tutors to read.</p>	<p>Data Manager</p> <p>Subject teach</p> <p>Systems manager</p>	Each reporting session
<p>9. Any errors in the comment bank boxes controlled by the SIMS system should be reported to the Data Manager by the subject teacher so this can be rectified.</p>	Data manager/ All staff	Each reporting session
<p>10. Form tutors will have 5 days to read through the reports, which will help the tutor gain an overview of that pupil's progress in all subject areas. This will help the mentoring process, as well as assisting the tutor to write the form tutor comment. Any errors spotted by the form tutors will be highlighted passed back via e-mail for the subject teachers to correct on SIMS.</p>	Form Tutors	Annually
	All staff	
<p>11. The form tutor will then write the form tutor comments. Updated copies will then be regenerated and placed on the Y drive for the SLT to Quality Assure. Any further errors remaining will necessitate explanation to the HT.</p>	Form tutor	Annually
	SLT	Each reporting session.
<p>12. All deadline dates must be met to ensure the reports go out to the parents on the date published on the school calendar.</p>	All Staff	
	Head teacher	
<p>13. The completed error free reports will be ready for the HT for the Head teacher's comment to be written.</p>	Data manager Head teacher	Each reporting session
<p>14. Reports will be sent out to parents on the date set.</p>	Admin	Each reporting session
<p>14. The parental reply slips will be collected by the form tutors and sent to the office. Any issues arising will need to be passed to the HOL.</p>	Form Tutors HOL	Each reporting session