

New Reporting: A Parents' Guide

During the last academic year, we reviewed our reporting procedures at the College in order to ensure that our systems were in the best interests of the pupils. Following this review, we are delighted to announce that there will be some changes to pupils' **Progress Reviews** this half term, in terms of both the content and the appearance of reports sent to parents.

The Changes

1. Learning Characteristics and Colour Coding

Pupils will be judged against criteria in three new categories:

1. *Academic Performance*
2. *Organisation for Learning*
3. *Engagement with Learning*

Teachers will assess pupils in each category using the following judgements and this will be colour-coded on the report:

Exceeding

Meeting

Room for Improvement

Cause for Concern

Academic Performance is relative and will measure a pupil's attainment against our expectations of that individual. For example, a grade C for one Year 12 pupil may be **Meeting** but for another individual it may indicate **Room for Improvement**

All descriptors will be available to view online with a link attached to the report.

2. Academic Performance Grades

Pupils in **Years 7 - 9** will not receive a grade. Instead, these pupils' *Academic Performance* will be assessed using the judgements **Exceeding**, **Meeting**, **Room for Improvement** and **Cause for Concern** (please note that these will not be colour-coded for the reasons outlined above).

Pupils in **Years 10 and 11** will receive a current working grade equivalent to current GCSE grades (both numbers and letters) and will be banded as follows:

- 9/8 (A*)
- 7/6 (A/B)
- 5/4 (C)
- 3/2/1 (D-G)

Pupils in **Years 12 and 13** will receive a current working grade equivalent to current A level and BTEC grades (A*-U and Distinction*-U, respectively).

3. Teacher Action Steps

Action Steps will be provided by each subject teacher for all pupils. These will outline the action needed to be taken by pupils in order to make sustained academic progress and will be referred to in future reporting for that pupil.

The New Report

The format of the final report is being finalised in time for Progress Review 1 and will appear something like this draft:

SHIPLAKE COLLEGE HENLEY-ON-THAMES		Progress Review 1 Autumn 2016			
Name: Paul Jones	Year: 11	House: Orchard	Tutor: Mr Mallins		
Summary of Progress					
SUBJECT	Academic Performance	Organisation for Learning	Engagement with Learning	ACTION STEPS	
Art and Design	Needs for Improvement	Meeting	Meeting	Enhance the shading of your coursework piece	
Drama	Meeting	Needs for Improvement	Meeting	Memorise your lines and bring your script to every lesson	
English	Meeting	Meeting	Meeting	Make the suggested changes to your first draft	
French	Needs for Improvement	Meeting	Meeting	Revise thoroughly for your vocab tests	
Mathematics	Cause for Concern	Meeting	Needs for Improvement	Devote the time to your fractions in Maths Academic Support	
Music	Exceeding	Exceeding	Exceeding	Prepare for solo performance after half-term	
Science	Meeting	Needs for Improvement	Meeting	Organise your revision notes into clear categories	
Tutor's Comment					
It's clear that Paul has made a good start to Year 11 although there are clearly areas he needs to work on before Christmas. Paul must ensure that he attends Maths Academic Support on Wednesdays at 4.45pm as fractions remain an issue (this is now marked in his Prep Diary). The Action Steps from his teachers are very clear and I look forward to his performance at a Lunchtime Concert in November.					
Mr A J Mallins					

These changes will ensure that pupils and parents are aware of the action needed in order to make academic progress with every teacher providing important *Action Steps*. At the heart of our reporting remains the important overview provided by Academic Tutors and Housemasters.

Academic Performance* (Years 7-9 only - where no grades provided)	
EXCEEDING	An excellent level of academic performance, displaying a consistently high level of knowledge, understanding and analysis of the subject. Work completed is consistently excellent and exceeds expectations of this pupil
MEETING	A good level of academic performance, displaying a good level of knowledge and understanding of the subject. Work completed is consistently good and in line with expectations of this pupil
ROOM FOR IMPROVEMENT	Academic performance is inconsistent. Knowledge and understanding is variable showing a need for a more consistent approach to work set and a need to develop core academic skills. Work completed can sometimes be below expectations of this pupil
CAUSE FOR CONCERN	Very little progress has been made and academic performance is weak. Work completed demonstrates a lack of care and attention and is far below expectations of this pupil

*Years 10-13 *Academic Performance* will be assessed on the basis of current working level, relating to examination grades/numbers. No colours will be used for these year groups on this category as performance is relative

Organisation for Learning (all years)	
EXCEEDING	Consistently excellent organisation demonstrated by always having the correct books, equipment or kit without the need for reminders. This pupil is keen to learn and displays a passion for the subject outside of lessons. Classwork and prep is always completed to the best of this pupil's ability and is consistently handed in on time
MEETING	Good organisation demonstrated by nearly always having the correct books, equipment or kit. This pupil is ready to learn and seeks help and guidance when necessary. Classwork and prep is completed to a good standard and is nearly always handed in on time
ROOM FOR IMPROVEMENT	Organisation for learning is inconsistent and this pupil requires reminders to come to the lesson with the correct books, equipment or kit. This pupil has late to lessons, this pupil may need reminders to complete any work set. Classwork and prep can be completed to a good standard but is not always handed in on time
CAUSE FOR CONCERN	Rarely prepared for class often having no books, equipment or kit. Needs regular reminders to complete any work set. Often late to lessons, classwork and prep is often incomplete and late. This pupil's organisation to learning is a barrier to their progress

Attitude to Learning (all years)	
EXCEEDING	Excellent use of class time with thoughtful contributions in lessons and an enhanced level of curiosity. Views show evidence of wider reading and independent study. This pupil is always open-minded, reflective and is respectful of the opinions of others. Can lead a group well and does not dominate. This pupil is highly motivated, displays exemplary behaviour in lessons and shows real determination to succeed
MEETING	Uses class time productively, contributes to class discussion and engages with tasks set. This pupil has a positive work ethic, collaborates effectively and is able to work well independently. This pupil is interested in their learning, displays good behaviour in lessons and is keen to make progress
ROOM FOR IMPROVEMENT	Is inconsistent with their use of lesson time and in their attitude to learning. Still requires guidance and support to work independently and can rely on the teacher to provide the answers. Can collaborate effectively but sometimes wants to dominate the group or take a passive role. This pupil demonstrates a wish to do well but needs to take responsibility for their own learning in order to make consistent progress
CAUSE FOR CONCERN	Rarely engages during lesson time and displays a negative attitude to their learning. They require external motivation to work independently and can easily disregard the opinions of others. Struggles with meeting teachers' expectations and rarely collaborate positively. This pupil rarely shows an interest in learning and lacks the motivation to make sustained progress.