



Merchant Taylors' School

Ambition | Character | Excellence

Reporting and Tracking Policy MTGS

Reporting Policy

Author: Headmistress MTGS

Last Amended: January 2021

Review: September 2021

POLICY AND PROCEDURES ON REPORTING & TRACKING

The school recognises that regular written reports are essential to promote pupils' learning. Written reports enable staff to give pupils structured and positive feedback and advice for future improvement in a way which complements the regular communication achieved through marking and assessment of work and interchanges in class. Reports provide pupils with the opportunity to take stock of their progress and to set themselves targets for their future learning through the report reading sessions and Academic Reviews, which are held with staff as part of every reporting occasion. Reports are also an essential element in the school's communication with parents. They give vital information on girls' performance and cement the essential partnership between school and home, assisting each student to achieve her "personal best" in line with the school's objectives for pupils. Reports provide data to add to our understanding of a pupil's progress over time. Detailed instructions to staff on the procedures for writing reports are given to them at the start of every academic year. The report system is an organic one and is kept under review to ensure its relevance and effectiveness.

In the academic year 2020/21 we have launched a new approach to tracking pupils throughout their academic journey at MTGS. The new system will lead to greater consistency in the way we report to parents during the academic year and, most importantly, it will help ensure that all of the pupils in our care are supported and challenged to ensure they achieve their full potential. As part of this new system we will report to parents on pupils 'approach to learning'. This new grading system will focus on five student habits which we believe are vital, so that pupils develop the skills, personal qualities and character strengths to ensure high levels of academic progress and success in later life. The rationale for these changes are as follows:

1. to ensure that all pupils achieve their full academic potential
2. enable us to identify when students are underperforming and put appropriate interventions in place to support pupils
3. to ensure that academic concerns are dealt with in a timely manner and to avoid problems being identified when they are too late to address

Parents of pupils in all year groups will receive three types of information about the progress of their child in each academic year:

Grade Cards	Full Report	Parents Evening
<p>These will be issued to pupils and parents once per term and will include the following information:</p> <ul style="list-style-type: none"> • 'Indicator of Average Progress' grade (A level only) • 'Working at' grade* • 'Approach to Learning' grade • Examination results 	<p>These will include a form tutor report and subject reports with three components:</p> <ul style="list-style-type: none"> • A generic subject statement • A personalised written report • Subject-specific targets to ensure high levels of academic progress 	<p>These will provide the opportunity for one to one discussions with pastoral staff and subject teachers, as well as opportunities for advice and support from the learning support team and, where appropriate, the Examinations Officer and Head of Careers.</p>

*At Key Stage 3, the 'working at' grade will provide teachers with 3 options: above target, on target and below target. At Key Stage 4, 9-1 will be used and, at A level, A-E will be used.

AT MTGS we use CEM Assessments (MidYIS, Yellis & Alis) to baseline the starting point of pupils at the beginning of Year 7, Year 10 and Lower Sixth. These assessments provide an indicator of the ability of individual pupils and cohorts at that point of time, along with an objective insight into the likely performance of pupils in future examinations. The CEM Assessments assess key areas which research shows are linked to later academic outcomes.

- Vocabulary – word fluency and understanding
- Mathematics – logical thinking, manipulating numbers and numerical concepts
- Non-verbal ability – recognising shapes, matching patterns, applying spatial awareness and visual intuition
- Skills - such as proofreading, perceptual speed and accuracy (MidYIS only)

The CEM Assessments provide school with chance graphs which show the probability of a pupil achieving a particular grade in their GCSE or A level examinations. These chance graphs are based on average performance of similar pupils in previous examinations. They provide an indicator of what could happen assuming average progress between the baseline measure and the GCSE or A level examinations.

MTGS Reporting Schedule

In MTGS, the pattern of formal feedback and reporting opportunities is as follows:

	Winter Term	Spring Term	Summer Term
Year 7	Grade Card	Full Report inc. Grade Card	Grade Card Parents Evening
Year 8	Grade Card	Grade Card Parents Evening	Full Report inc. Grade Card
Year 9	Grade Card Parents Evening	Full Report inc. Grade Card	Grade Card
Year 10	Grade Card	Parents Evening Grade Card	Full Report inc. Grade Card
Year 11	Interim Report inc. Grade Card	Grade Card Parents Evening	
Lower Sixth	Grade Card	Grade Card Parents Evening	Full Report inc. Grade Card
Upper Sixth	Grade Card Parents Evening	Full Report inc. Grade Card	

Parents' Evenings

In the senior school, parents' evenings usually take place in the Centenary Hall. There is an appointment system that pupils are asked to make with staff prior to the evening. Parents should spend 5 min with each member of staff in Years 7 to 11 and 10 min in Years 12 and 13. During parents' evenings, Heads of Section and Heads of Year are also available for consultation and parents may also request a meeting with the Headmistress.

References

- Year Plan
- Approach to Learning
- Avoiding Reporting Errors
- School Assessment and Recording Policy Staff
- Internal Staff A-Z – Section on Reports