

Stanfield Reporting Policy

Revision and Terminology:

Policy owner:	Head of School
Last reviewed by / date:	Head of School / November 2022
Last approved by / date:	EXEC November 2022
Next review due:	November 2023
This version published:	November 2022
Circulation:	✓All Staff & Governors ✓Inspection Portal ✓School Website ✓Parent Portal
Linked Policies:	Assessment and Recording Staff Handbook



Contents

	Page
1. Rationale	3
2. Reporting Schedule	3



POLICY AND PROCEDURES ON REPORTING

Rationale

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 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 pupils' performance and cement the essential partnership between school and home, assisting each student to achieve their "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. The schedule below should therefore be regarded as a statement of current practice, which may change from time to time, rather than as fixed and final.

The use of attainment grades are as follows:

Reception: Pupils in Reception are assessed through observation and ongoing formative assessment with each pupil assessed against the Early Years' Foundation Stage Profile in summer term. The profile provides parents and carers, practitioners and teachers with a clear picture of a child's development, knowledge, understanding and abilities, as well as their progress against expected levels. It furthermore prepares Year 1 teachers for individual children's readiness, needs and next steps. The teacher will determine whether the child is meeting the expected levels or continuing to work towards expected levels of development. The child's level of development is assessed against the Early Learning Goals.

Years 1: Pupils sit nationally standardised tests (PUMA and PIRA) at the end of the summer term. Scores are not shared on the summer report.

Years 2 to 6:

Pupils sit nationally standardised tests (PUMA and PiRA) at the end of each term. Parents are informed of their child's progress across the year. ASS are shared on reports in the Summer Term.

Stanfield Reporting schedule

The pattern of formal feedback and reporting opportunities is as follows:

Year group	Autumn	Spring	Summer
Reception	Parent Teacher Evening Report / Parents' Evening	Parent Teacher Evening Report / Parents' Evening	Full Report

Year group	Autumn	Spring	Summer
1	Parent Teacher Evening Report / Parents' Evening	Parent Teacher Evening Report / Parents' Evening	Full Report
2	Parent Teacher Evening Report / Parents' Evening	Parent Teacher Evening Report / Parents' Evening	Full Report
3	Parent Teacher Evening Report / Parents' Evening	Parent Teacher Evening Report / Parents' Evening	Full Report
4	Parent Teacher Evening Report / Parents' Evening	Parent Teacher Evening Report / Parents' Evening	Full Report
5	Parent Teacher Evening Report / Parents' Evening	Parent Teacher Evening Report / Parents' Evening	Full Report
6	Parent Teacher Evening Report / Parents' Evening	Parent Teacher Evening Report / Parents' Evening	Full Report

References

- School Assessment and Recording Policy
- Staff Handbook – Section on Reports