



REPORTING POLICY

SENIOR SCHOOL

Committee normally reviewing:	Senior Leadership Team
Date last formally approved:	Summer Term 2019
Date policy became effective :	October 2008

Period of Review:	Three years
Review Date :	Summer Term 2022

Person responsible for implementation and monitoring :	Assistant Head
Other relevant policies :	<ul style="list-style-type: none">• Learning and Teaching Policy• Tutoring Policy• Curriculum Policy• Gifted and Talented Policy• Support for Learning Policy• Assessment Policy

The following Policy encompasses the Aims and Ethos of the Senior School

Mr Chris Townsend
Head, Senior School

[Aims and Ethos](#)

SAFEGUARDING STATEMENT

Felsted is committed to maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care, and to all aspects of its 'Safeguarding (Child Protection and Staff Behaviour) Policy'.

EQUAL OPPORTUNITIES STATEMENT

The aims of the School and the principles of excellent pastoral care will be applied to all children irrespective of their race, sex, disability, religion or belief, sexual orientation, gender reassignment or pregnancy or maternity; equally these characteristics will be recognised and respected, and the School will aim to provide a positive culture of tolerance, equality and mutual respect.

REPORTING POLICY

1. INTRODUCTION

The School's system of grades and reports provides a formal framework for communication between teachers, parents and pupils regarding a pupil's achievement, progress and attitude. In addition to a written record, it provides a focus for discussion between a pupil, his/her Tutor and HM and his/her parents and is complemented by the annual Parents' Meeting for each year group.

2. DEFINITIONS OF TYPES OF REPORT

A **Progress Report** contains a focussed comment limited by 400 characters by each of a pupil's teachers, including progress and achievement grade, and a Tutor report. This is made available on the MIS.

A **Mock or Exam report** contains a focussed comment limited by 700 characters on the pupil's performance in the exam/mock. The achievement grade is the grade awarded in the exam and the progress grade reflects whether the pupil is on a successful trajectory towards the target grade.

An **HM report** summarises a pupil's development academically and pastorally.

Report tutorials provide opportunities for pupils to reflect upon their reports with their Tutors. Pupils can also expect to discuss their reports with their HM.

3. Progress Reports

3a Progress/Achievement grades

The achievement grade is based on the current skill level of the pupil in relationship to the skills needed in the final exam. The progress grade is whether the pupil is on a successful trajectory to reach the final target grade.

3b Writing reports

The purpose of the report is to report on whether the pupil is progressing successfully to the final expected result. The comment should be giving guidance on how this can be achieved.

3c. Structure of the Report

This should contain three sentences within a limit of 400 characters. The bulk of the report should be on current skill achievement and how to progress to meet the final targeted result. The report should be personalised comments reflecting the pupil's progress and setting clear targets for improvement.

4a Progress Meetings

These meetings take place within House usually on a Monday morning and focus on a particular year group. Progress meetings are held in the week following a progress report. The aim of these meetings is to update the information provided in the reports and to decide on a course of action, where necessary, for a particular pupil.

Mrs S Capewell
Deputy Head (Academic)

GRADE DESCRIPTORS

Please note that descriptors refer to the current grading period and not to effort over the entire term.

ACHIEVEMENT GRADES

Please note in order to limit the pressure that pupils may put on themselves to achieve straight 9s, we are trying to keep their expectations realistic. Year 9 attainment grades will be based on the GCSE criteria and so we are limiting the grades in Year 9 to 7-1 so that this may allow us to show their progression over the 3 years.

Generic Grade Descriptors for Year 9	
7	Pupils have strong, comprehensive subject knowledge and skills that are deployed in an accurate and engaging way. Pupils can bring together ideas, concepts and techniques in novel and interesting ways, and can demonstrate a strong level of understanding and engagement with the topic at hand. Pupils are able to offer sound insights and evidenced conclusions. They show an understanding of alternative ideas and approaches, and can offer comparisons, from which they can draw reasoned conclusions. Pupils are highly effective in deploying recognised subject techniques and can explain why such techniques are as effective. Writing is well structured and makes very good use of subject specific vocabulary and concepts.
6	Pupils have good subject knowledge and skill which is evident in the level of detail of their work. Pupils can complete tasks effectively, making good use of a range of relevant data or facts which are coherent and carefully ordered for effect. Pupils can offer some analysis and insight of source material, and can make clear comparisons between ideas, data or methods. Pupils are able to indicate clear awareness of alternative approaches or ideas, and can offer some clear reasons for their own approach. Writing is well structured and makes good use of subject-specific vocabulary and concepts.
5	Pupils are able to express clear and coherent subject knowledge and demonstrate skills which are in the main accurate and effective. Pupils are able to work with recognised techniques and processes, and can communicate their ideas and understanding in a variety of ways. Pupils are able to offer simple but effective analysis and evaluation of ideas or sources, and can draw reasoned, supported conclusions. Pupils respond appropriately to source material or stimulus items. Writing makes use of subject specific vocabulary and concepts, and is of sufficient length to allow for a full response to a given question.
4	Some clear and coherent subject knowledge. There is simple analysis and evaluation of a stimulus item, source or opinion. Some ability to apply ideas in new contexts. Pupils are beginning to develop confidence and effectiveness in their own technique, and can identify in examples good or poor practice with some clear reasoning. Pupils are able to use some subject specific vocabulary but not always accurately or consistently. There is some attempt to structure or order work in an academically appropriate way.
3	Pupils demonstrate limited but specific subject knowledge. Pupils can express an opinion with a simple supporting reason. Writing makes use of key basic techniques but might sometimes be confused. Pupils might attempt to evaluate but reasoning may be muddled or unfounded.

2	Pupils can describe ideas, events and actions with some detail and can offer basic explanations to obvious details and basic elements of data or stimulus items. Pupils can follow key procedures and can indicate understanding of potential adaptations for given circumstances. Pupils might indicate basic inferences or very simple analysis, and may be able to connect these points. Pupils can express a view and draw their own conclusion, though this may not be explicitly linked to a particular form of evidence.
1	Very limited grasp of subject knowledge or skill. Some basic subject vocabulary is used. Basic ideas are expressed in a recognisable format.

Generic Grade Descriptors for Years 10-11	
9	Pupils demonstrate an exceptional level of subject knowledge or deploy exceptional subject-specific skills based on independent study and self-motivated exploration of topics. Pupils can offer highly sophisticated analytical insights into source material and can draw carefully evidenced, nuanced conclusions based on a well-balanced consideration of a range of evidence. Their critical analysis of evidence and methods is unusually profound and well informed for their stage, and demonstrates an ability to synthesise data from a wide range of accepted sources and methodologies. Pupils are able to offer highly perceptive judgements from a range of possible alternatives and deliver highly persuasive conclusions. Their written or technical response is impressive for their age, making use of highly academic concepts, vocabulary, processes and linguistic techniques.
8	Pupils demonstrate deep, relevant, comprehensive subject knowledge and skills that they are able to apply in both familiar and unfamiliar contexts. Pupils can offer sophisticated interpretations of data or source material and can critically evaluate these, as well as their own methods or outcomes of investigations. Pupils are able to draw evaluative conclusions based on deductive or inferential reasoning. Writing is crafted to a high level, making use of sophisticated vocabulary and techniques to enhance the impact of their response.
7	Pupils have strong, comprehensive subject knowledge and skills that are deployed in an accurate and engaging way. Pupils can bring together ideas, concepts and techniques in novel and interesting ways, and can demonstrate a strong level of understanding and engagement with the topic at hand. Pupils are able to offer sound insights and evidenced conclusions. They show an understanding of alternative ideas and approaches, and can offer comparisons, from which they can draw reasoned conclusions. Pupils are highly effective in deploying recognised subject techniques and can explain why such techniques are as effective. Writing is well structured and makes very good use of subject specific vocabulary and concepts.
6	Pupils have good subject knowledge and skill which is evident in the level of detail of their work. Pupils can complete tasks effectively, making good use of a range of relevant data or facts which are coherent and carefully ordered for effect. Pupils can offer some analysis and insight of source material, and can make clear comparisons between ideas, data or methods. Pupils are able to indicate clear awareness of alternative approaches or ideas, and can offer some clear reasons for their own approach. Writing is well structured and makes good use of subject-specific vocabulary and concepts.
5	Pupils are able to express clear and coherent subject knowledge and demonstrate skills which are in the main accurate and effective. Pupils are able to work with recognised techniques and processes, and can communicate their ideas and understanding in a variety of ways. Pupils are able to offer simple but effective analysis and evaluation of ideas or sources, and can draw reasoned, supported conclusions. Pupils respond appropriately to source material or stimulus items. Writing makes use of subject specific vocabulary and concepts, and is of sufficient length to allow for a full response to a given question.

4	Some clear and coherent subject knowledge. There is simple analysis and evaluation of a stimulus item, source or opinion. Some ability to apply ideas in new contexts. Pupils are beginning to develop confidence and effectiveness in their own technique, and can identify in examples good or poor practice with some clear reasoning. Pupils are able to use some subject specific vocabulary but not always accurately or consistently. There is some attempt to structure or order work in an academically appropriate way.
3	Pupils demonstrate limited but specific subject knowledge. Pupils can express an opinion with a simple supporting reason. Writing makes use of key basic techniques but might sometimes be confused. Pupils might attempt to evaluate but reasoning may be muddled or unfounded.
2	Pupils can describe ideas, events and actions with some detail and can offer basic explanations to obvious details and basic elements of data or stimulus items. Pupils can follow key procedures and can indicate understanding of potential adaptations for given circumstances. Pupils might indicate basic inferences or very simple analysis, and may be able to connect these points. Pupils can express a view and draw their own conclusion, though this may not be explicitly linked to a particular form of evidence.
1	Very limited grasp of subject knowledge or skill. Some basic subject vocabulary is used. Basic ideas are expressed in a recognisable format.

	6 th Form A level	6 th Form IB
Achievement	<p><i>These grades indicate the potential that a pupil is showing based on the standard of work produced during the term to date</i></p> <p>A* Currently producing a standard of work generally consistent with an A level grade A*</p> <p>A Currently producing a standard of work generally consistent with an A level grade A</p> <p>B Currently producing a standard of work generally consistent with an A level grade B</p> <p>C Currently producing a standard of work generally consistent with an A level grade C</p> <p>D Currently producing a standard of work generally consistent with an A level grade D</p> <p>E Currently producing a standard of work generally consistent with an A level grade E</p> <p>U Currently producing a standard of work generally consistent with an A level grade U</p>	<p><i>These grades indicate the potential that a pupil is showing based on the standard of work produced during the term to date</i></p> <p>7 Currently producing a standard of work generally consistent with an IB grade 7</p> <p>6 Currently producing a standard of work generally consistent with an IB grade 6</p> <p>5 Currently producing a standard of work generally consistent with an IB grade 5</p> <p>4 Currently producing a standard of work generally consistent with an IB grade 4</p> <p>3 Currently producing a standard of work generally consistent with an IB grade 3</p> <p>2 Currently producing a standard of work generally consistent with an IB grade 2</p> <p>1 Currently producing a standard of work generally consistent with an IB grade 1</p>

Progress Grades

Excellent; highly likely to meet (or exceed) target grade [1]

Good; likely to meet target grade [2]

More effective approach to learning required to meet target grade [3]

Substantial changes needed to meet target grade [4]