

KELSO HIGH SCHOOL

REPORTING POLICY

FOR ALL TEACHING STAFF / OFFICE STAFF

AIMS OF REPORTING POLICY

- ◆ to provide an accurate comment on attainment and progress
- ◆ to comment on strengths and development needs of individual pupils
- ◆ to motivate pupils to aim for higher standards
- ◆ to provide a focal point for dialogue between
 - pupil and parents
 - parent and teachers
 - guidance staff, pupils and parents
- ◆ to give a consistent pattern of reporting throughout the school
- ◆ to devise a structure to ensure that issues highlighted by the reports, and comments contained in them, are followed up
- ◆ to publicise the above to pupils, parents and staff

RATIONALE

School reports communicate information about pupils to parents, pupils and staff. Effective communication depends upon mutual understanding. Parents need to know what the school is trying to do and to recognise the knowledge, skills and attitudes which the school seeks to impart.

Teachers need to be aware of parents' aspirations and concerns, (received via comments sheet). A good report is one which promotes this vital communication between home and school. The rationale for the school reporting policy is to ensure that reports provide information about pupil progress in each of the components of a subject and that this information is used to set targets for pupils.

FORMAT OF THE REPORT

Kelso High School reports (Appendix I) contain course information for S1 - S6 courses and the components for each course are described in detail. The level of pupil attainment in each course component is recorded in the second section of the report. The third section of the report is the motivation section where teachers can report on: level of work; completion of tasks; attitude; deadlines and homework. The fourth section of the report is the teacher's comment box where teachers: make constructive comments on each pupil's progress; indicate how improvements will be made; give an indication of next steps or particular targets.

A checklist for completion of reports (Appendix II) will be issued with each set of reports. The aim of this is to ensure that there is consistency in report writing across all subject areas. The aims of reporting are published on the reverse of the checklist.

REPORTING SCHEDULE

The reporting schedule will be produced for all staff at the beginning of each session. The timing of reports and parents' evenings for all year groups are listed below:

| S1 | S2 | S3 | S4 | S5/6 |
|----------------------------|------------------------|---------------------------|---------------------------|---------------------------|
| October Settling in Report | March Report | December Report | January Report | November Report |
| January Parents' Evening | March Parents' Evening | December Parents' Evening | February Parents' Evening | December Parents' Evening |
| May Report | | June Report | | March Report |

ADMINISTRATION OF REPORTS

The procedure for the production of reports is listed as Appendix III. A-T Lawrie (AHT) will be responsible for ensuring that reports are issued to departments three weeks before the completion date.

GUIDANCE TEACHERS AND HOUSE CO-ORDINATORS

Details on the issuing of reports and the follow-up of comments sheets are to be found as Appendix IV. The rationale of the comments' sheet is described in Appendix V.

REVIEW

This policy will be reviewed in 2004 / 2005 when Support for Pupils will be on the Development Plan.

Miss A-T Lawrie will be responsible for the review.

KELSO HIGH SCHOOL

S4 REPORT



January 2001

| | |
|-------------------------------|--------------|
| SUBJECT PHYSICS | NAME |
| GRADE STANDARD | CLASS |

COURSE DESCRIPTION

An "Applications-led" course, starting with what we see around us and then trying to find out in an experimental way how it all works.

Pupils study Telecommunications, Electricity, Health Physics, Electronics, Transport, Energy and Space.

| ASSESSMENT | GRADE |
|---------------------------|-------|
| Knowledge & Understanding | |
| Problem Solving | |
| Practical Abilities | |

| MOTIVATION | All the Time | Most of the Time | Sometimes | Rarely |
|---------------------------|--------------|------------------|-----------|--------|
| Works hard | | | | |
| Completes tasks set | | | | |
| Shows a positive attitude | | | | |
| Sticks to deadlines | | | | |
| Completes homework | | | | |

TEACHER'S COMMENT

| | |
|--|-----------------|
| TEACHER Mr Brian Farrell | INITIALS |
|--|-----------------|

* At this stage in the course, the work covered in these elements has not gone beyond General Level.

** This element has not been assessed in this diet of examinations

COMPLETION OF REPORTS

CHECKLIST

PLEASE

- Write neatly and legibly in **BLACK**
- Check the correct spelling of each pupil's name
- Check each pupil's guidance group
- Enter a grade (working **TOWARDS**) in each of the assessment boxes
- Tick each of the elements of Motivation - if one element is not appropriate to your subject enter Not Applicable
- Include constructive comments on each pupil's progress
- Make a positive statement **BEFORE** highlighting particular weaknesses
- Suggest how improvements could be made and set specific targets
- Sign or initial report
- Proof read each report to avoid spelling or grammatical errors
- Check you have written a report for each pupil in your class

PLEASE DO NOT

- Leave any boxes blank or without explanation
- Use subject jargon or abbreviations
- Make overly subjective or personal comments which reflect negatively on a pupil's personality

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 - Pupil and parents
 - Parent and teachers
 - Guidance staff, pupils and parents
- ◆ To give a consistent pattern of reporting throughout the school.
- ◆ To devise a structure to ensure that issues highlighted by the reports, and comments contained in them, are followed up.
- ◆ To publicise the above to pupils, parents and staff.

ADMINISTRATION OF REPORTS

Six weeks before completion date A-T Lawrie (AHT) to advise office staff of changes to any report.

Five weeks before completion date of pupil reports the office staff update reports (date and content). A copy of each report, including teacher's name, should be sent to A-T Lawrie (AHT) who will check the content with Principal Teachers. A-T Lawrie (AHT) will return these reports to the office with the number of copies required for each teacher printed on the back. Deadlines highlighted in the monthly calendar.

Three weeks before completion date A-T Lawrie (AHT) will arrange to have masters photocopied and the relevant number of copies sent to Principal Teachers. A-T Lawrie (AHT) will request disks for those teachers who use them. Deadline dates published on the two Mondays prior to the deadline.

A.T. Lawrie (AHT) to arrange to have front covers, covering letter and comments sheets (card) copied. Office staff to staple front covers onto completed reports.

One week before completion date, addressed envelopes to be checked by office staff for: new pupils, leavers, name changes; double reports and check subject choices of individual pupil (i.e. check that if an RE report missing – pupil may have opted out of RE or if subject report missing a pupil may be in LSU). Letter of explanation of grades to be inserted into envelopes by office staff.

Subject teachers to file reports, which should be completed in black ink, in the appropriate guidance drawer outside the West Staffroom by the completion date (see reporting schedule). Subject PT's to ensure that all members of their departments have filed reports by the completion date.

PM day before the completion date, the office staff arrange to have the reports photocopied (damaged reports should be removed and photocopied separately).

- 1 Remove from the filing cabinet in guidance order.
- 2 Sort the reports into subject alphabetical order and the herring bone summary to be at the back of the bundle.
- 3 The front cover of the report should be stapled onto the completed report.
- 4 Reports for recorded pupils should be extracted and sent to the Learning Support Department. Office staff to check with Mrs McEwan (PT LS) for list.
- 5 Discrepancies should be noted on choice of course list **in pencil** (to allow for erasure if report turns up). Choice of course list to be forwarded to SMT / Guidance with reports.
- 6 As each guidance group is complete take to reprographics room. Keep aside any pupil's report which requires an extra copy (list on office wall). An extra white copy should be taken before following begins.

Reprographics**All Pupils**

Numbers required - Original + 1 white departmental copy (recycled) + 1 yellow guidance copy + 1 blue copy (SMT)

One run to copy white departmental copy (recycled).

One run to copy yellow guidance copy.

One run to copy blue copy.

Original, yellow and blue in separate bundles.

White (recycled) copies to be divided back into subject groups for return to departments.

Blue copy to House Co-ordinator. House Co-ordinator to forward copies for S3 - S6 to Careers Library.

Guidance teachers and SMT should receive the list of their pupils' choice of course with discrepancies highlighted. SMT should contact Principal Teachers for copies of missing reports

Where reports are not received in the school office by the due date it is the responsibility of the Principal Teacher to arrange photocopying of the reports and distribution to Guidance teachers and SMT.

GUIDANCE TEACHERS AND HOUSE CO-ORDINATORS ADMINISTRATION OF COMPLETED REPORTS

After receiving the completed reports guidance staff write the pupil name on the front cover of the report. Guidance staff prepare comment on pupil report with particular emphasis on guidance issues. Comments sheet is then handed to the House Co-ordinator.

House Co-ordinators write a comment on the comments sheet. House Co-ordinators to issue the reports (arrangements to be agreed between GT and SMT).

Pupil completes comments sheet.

Parent completes comment sheet.

Pupil returns the comments sheet to their Register teacher by the prearranged deadline. Two days after due deadline the Register teacher sends the completed comments sheets to the appropriate Guidance Teacher together with a list of absentees on appropriate form. The GT will send the list of absentees to be copied and a copy will be sent to the House Co-ordinator.

The Guidance Teacher and/or the House Co-ordinator interviews the pupils to discuss comments and to set targets, agree any strategies for improvement and/or any other action plan. The Guidance Teacher and/or the House Co-ordinator will complete the targets/action plan box on the comments sheet. The Guidance Teacher will arrange to have the comments sheet photocopied twice. The Guidance Teacher will return the original comments sheet to the pupil, retain one copy for GT's record and send a copy to the House Co-ordinator.

The GT will continue to monitor the progress of pupils on an ongoing basis. Where there are ongoing concerns, the Guidance Teacher may choose to refer the pupil to the House Co-ordinator.

TIMESCALE

- ◆ From deadline date, collation, delivery to guidance staff – 1 day.
- ◆ From guidance staff through process to issue to pupils – under 2 weeks.
- ◆ From issue to pupils to return to register teachers – 1 week.
- ◆ Follow up guidance – as soon as possible.

RATIONALE OF COMMENTS' SHEET

The comments' sheet contains four boxes intended for use by: pupils, parents, guidance teachers and house co-ordinators.

Guidance teachers and house co-ordinators can use the comments' sheet to: highlight the progress of individual pupils; to determine the strength and weaknesses of pupils in each subject area and to set next steps / targets for pupils.

Pupils have to fill in the comments' sheet and this gives the opportunity for individual pupils to reflect on their report and provide feedback for guidance teachers / house co-ordinators and parents. Pupils should become more reflective about their own learning by considering their subject reports.

Parents are asked to complete a section in the comments' sheet and this allows parents to communicate with guidance teachers / house co-ordinators about their child's report.

The completed comments' sheet will be read by guidance teachers / house co-ordinators and used as a means of setting targets for individual pupils. Pupils will be interviewed by their guidance teacher / house co-ordinators to discuss individual pupil targets. Pupils will be given the original completed comments' sheet and a second and third copy will be retained by guidance teachers and house co-ordinators.