

Netherhall School

An Ambitious, Caring Community



Written Academic Reporting Policy

Adopted by Netherhall School Governing Body

On August 2023

Signed:  (Neil Watt, Chair of Governors)

Date by which the procedure was last reviewed: August 2023

Anticipated review date: August 2024

Equality Act 2010

Our school is committed to equality both as an employer and a service provider. We welcome our general duty under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations. In addition, we recognise our specific duties to publish information every year about our school population; explain how we have due regard for equality; publish equality objectives which show how we plan to tackle particular inequalities and reduce or remove them.

We recognise our duty to ensure no-one experiences harassment, less favourable treatment or discrimination because of their age, any disability they may have, their ethnicity, colour or national origin, their gender identity or reassignment, their marital or civil partnership status, being pregnant or having recently had a baby, their religion or belief, their sexual identity and orientation.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion and British values.

Written Reports – Subject Teacher

The parents/carers of each student in Key Stage 4 and Key Stage 5 will receive one written report from every subject studied at Netherhall School throughout the academic year.

A written report is an exercise in personal and professional pride; it is a ‘window’ into the classroom and a demonstration of the teacher’s professional knowledge and capabilities. The teacher’s written report is a representation of the teacher’s understanding of the progress, ability and potential of each student in their care and their ability to convey this to students, parents and carers to support progress. It is also a demonstration of the teacher’s ability to write a coherent and well written report.

You are writing to the parents/carers; therefore, the body of the report is to be addressed to the parent/carer, not to the student.

Subject reports may be completed by multiple teachers, with each teacher completing a separate report about the student or may be completed by the student’s main teacher in a given subject. All written reports should be checked within departments for spelling, punctuation, grammar and accuracy prior to submission and the reports must be individualised for every student using ‘free text’. The report should be written in prose; the use of ‘comment banks’ is not acceptable at Netherhall School.

The subject report should be an informative account of a student’s performance throughout the academic year, or where applicable, since the last written academic report. It may include information on recent and current performance or future expectations, progress and areas for improvement, but essentially it should be used as a means to positively enhance the outcomes for each student.

As a guide to writing an effective student report, teachers should aim to produce their report in a 2-paragraph structure to cover the following key areas:

Paragraph 1:

A student’s overall attitude to the subject and in lessons.

The standard of their classwork.

The standard of their homework.

The student’s performance in assessments completed.

Paragraph 2:

Areas for improvement and future targets.

In terms of the length of written reports, it is important that there is a standardisation in both the quality and quantity of the written reports provided by each subject for each student in each key stage. At KS4, written reports should be a minimum of 225 words in length for each student, and at KS5, written reports should be a minimum of 300 words in length for each student.

Departmental Report Checking

Individual teaching colleagues are ultimately responsible for the completion of their own written reports, after all, it is the name of the teaching colleague at the bottom of the report and the reports are directly representative of the subject knowledge, standards, expectations, standard of English and ability to write meaningful prose of the named teacher. Fundamentally, it is a matter of professional teaching standards and personal pride, and reports are not only representative of the teacher whose name is at the bottom of the report, they represent the subject and the school, and they are an invaluable insight into the classroom.

Each head of department will direct the report checking process to ensure that their subject reports are ready and completed by the close of the second week of the 3-week report writing window for each respective year group, so that all reports are completed in time to give members of the SLT the following week of the report writing process to read through and correct any literacy issues prior to the reports being released to parents, carers and students.

The head of department will offer guidance to their departmental team and provide an exemplar written report for the year group in question to model the key structure and content to be included in each written report at the outset of the 3-week report writing window. While departments are free to begin the process earlier than the start of the 3-week window for report writing if they so wish, colleagues will have a 2-week window to submit their final written reports to SIMS; during this time, each departmental colleague should complete their own reports and then exchange these with a fellow colleague's set of reports for reciprocal checking to ensure the standard is as expected before handing in their reports to their head of department. Once the head of department has checked each department member's reports to ensure they are happy with the spelling, punctuation, grammar, content, phrasing and length of the report, any reports which require further correction are to be returned to the author of the report to make the identified amendments with enough time to meet the report submission deadline at the end of the second week of the report writing window. It is expected that all department colleagues contribute to the report checking process, even if they do not teach that specific year group, to aid this process.

If there is only one colleague in the department, the sole member of the department should link with another department for this process.

In the event of staff absence, the head of department will be required to fulfil the responsibilities for absent colleagues, both in terms of writing and checking reports.

Here are some examples of well written reports that colleagues may find useful:

KEY STAGE 4

David always appears to enjoy mathematics, although he does find it rather challenging at times. He completes good work in class when he remains focused, but he must follow the steps given in the model solutions when he is solving problems on his own. Towards the end of the last half term, David's classwork was beginning to make significant improvements; however, he has not completed all the work set; this is a concern as he will be assessed on all areas of the topics covered in his GCSE next year. In terms of homework, David completed the minimum amount during the autumn term; it was obvious that David simply wanted to complete it as quickly as possible but was not prepared to put enough effort in to consolidate and gain a good understanding of the topics covered. David's assessment results have reflected this effort and have been rather disappointing, but he still has the time to turn things around.

To make further progress, David must complete all work set to the best of his ability, this includes homework. I am always available to help in class and Sparx Maths has extremely useful videos on every topic required at GCSE. In addition to this, David has been issued with a revision guide and workbook to complete during registration time to consolidate his performance in exam style questions ahead of his GCSE next year. The key to David's success is to practise exam questions until he is comfortable that he understands how to successfully complete the problems that he is presented with.

KEY STAGE 5

John has produced some outstanding work in history this year and has always displayed a highly mature and conscientious approach to his studies. He has made first class contributions to class discussions and shown great discipline in the completion of extremely thorough and accurate class notes. In completion of homework tasks, John has shown a similar level of professionalism and always completes tasks on time to the strict deadlines that have been set. The result of this focus has been an excellent set of assessment data completed in class-based examinations, where he has achieved a range of grades consistently in line with his target grade. I was particularly pleased with his recent mock examination performance, where he secured a grade A*. With further work on technique and further detailed revision, John can achieve the top grade in A level history this summer. He must spend the next half term concentrating primarily on the completion of his personal study, while simultaneously maintaining a consistent focus upon examination revision in all the units he has covered as part of the A level course. I am sure he will be able to do this. Should he maintain the excellent commitment he has shown to me so far this year, he will be well placed for a great success in the final exam.

John should continue to hone his examination technique in terms of both source work skills and the various essay techniques and structures required across the different units studied in both British, German and Tudor history. He should continue to ensure that he carefully unpicks the true meanings of the questions set, so that he is able to provide focused and analytical responses to the various questions that will be set in the summer examinations.