

Durston House

Reporting Policy

Aim of the Policy

- to ensure that reporting to parents about pupil progress is effective and informative

Objectives of the Policy

- to explain the school's approach to reporting to parents, both formally and informally
- to set out clearly the elements of reporting at Durston House
- to establish the responsibilities of teachers in reporting to parents about pupil progress, and the responsibilities of parents in receiving such information
- to complement all relevant school policies and procedures found on the Durston House Operations Tree, including the **Pastoral Care** and **Safeguarding Policies**
- to complement all further procedures, guidelines and risk assessments introduced and implemented to manage the school during the COVID-19 pandemic

Introduction

Durston House believes that effective reporting of pupil progress is a right that all parents can expect. It is done in such a way that is honest and fair to each pupil and his parents, whether the reporting is on an informal or formal basis, expressed orally or in written form. Any reporting of progress is done in the best interests of the educational well-being of each pupil: his Pastoral Care, encompassing his academic, physical, emotional, spiritual, moral and cultural development.

Responsibilities of Teachers in Reporting to Parents

Part of the role of a teacher at Durston House is the timely and effective reporting to parents. His or her professional judgement is relied upon to help a pupil and his parents make the most of the educational experience at school. Each teacher is responsible for reporting in a manner which is:

- informative
- honest
- fair
- consistent
- constructive
- appropriately timed.

Responsibilities of Parents in Receiving Reports

Parents of Durston House place their sons in the school's care, relying on the professionalism of its staff, especially those who teach their sons. Parents trust the professional experience and skills of teachers and seek their advice and support in the development of their sons. In receiving reports of their progress, parents are responsible for:

- listening carefully.
- being open to the professional judgement of teachers.
- sharing information with their sons.
- acting on advice given.
- supporting the teacher to effect positive development of their sons.
- responding, when necessary, to reports given.

Informal Reporting

Informal Parents Evenings

The **Informal Parents Evenings** take place in the early part of the Autumn Term, for all year groups. The format of these evenings is that of an informal drinks party, providing all parents with the opportunity to meet and get to know their son's teachers in a social context. Teachers have the chance to report to parents how their sons have settled into the new school year, in new teaching and form groups. Parents may wish to make general enquiries about the course, the curriculum, or the way a subject is taught, but the evenings are not designed to give formal feedback on progress.

Message Books and Pupil Diaries

Teachers use the Message Books (Pre-Prep) and Pupil Diaries (Years 3-8) to report to parents about immediate issues relating to a pupil's day at school, or his work at home. Issues may be about pastoral concerns or the quality or quantity of work a pupil has done. The Message Book and the Pupil Diary can inform parents, on a given day, about matters that may need addressing, and provide a means for the parent to respond in writing.

Telephone Communication and Parent/Teacher Meetings

Durston House encourages teachers to report to parents by telephone, or in a meeting, any issues that might be of sufficient importance, and which may be better dealt with personally. These are usually made at the teacher or Form Teacher's instigation, but may be through the initiative of a parent. Often, a telephone conversation is enough to effect change, but occasionally a meeting is necessary to discuss an issue at greater length. The secretary makes an appointment, on behalf of the teacher or Form Teacher, convenient to both parents and staff. Any telephone conversation or any meeting is recorded by the member of staff on Engage (MIS).

Assessment Feedback Forms

Assessments are made of pupils throughout the year. Teachers give feedback to the class and each boy makes notes, on the Assessment Feedback Form, about the strengths and weaknesses of his performance. Guidance is given by the teacher. The teacher signs it and pupils are asked to take the form home to discuss with their parents, who duly sign it to acknowledge that their sons have informed them about it.

Formal Reporting

Formal Parents Evenings

The majority of **Formal Parents Evenings** take place in the Spring Term. There are three exceptions, however. Specific Year 8 teaching groups, which have early senior school entry examinations, and Year 6 classes which have prepared for and taken senior school pre-tests, have their Formal Parents Evenings in the second half of the Autumn Term. Reception classes, for whom early parental contact is necessary, have two Formal Parents Evenings, one in the Autumn Term and one later, in the Spring Term.

All Formal Parents Evenings for Pre-Prep take place in the form rooms, by appointment. All Formal Parents Evenings for Years 3-8 take place in Haven Green Baptist Church Hall, where parents are seated at discrete tables, with an appointment list of their son's teachers. Teachers

discuss pupil progress within the times allotted for their particular subject. Information about his progress in knowledge and skills, in relation to the curriculum, and his approach to his school work, are given. This interchange between teachers and parents highlights the success of a pupil, as well as areas for improvement to maximise progress. Information about specific examination or assessment results may be imparted, if necessary.

Formal Reports

Formal Reports are written for all pupils twice a year. Parents are given feedback at the end of the Autumn Term, when **Initial Reports** are sent home. These indicate, for each subject, a boy's approach to learning, his levels of attainment and progress, effort and behaviour. Also, personal development is assessed. Form Teachers write a summary of his performance and attitude, giving advice about future development, and a member of the Senior Management Team (SMT) comments on the entire report. Such information and subsequent progress can be taken up by parents and teachers at the Formal Parents Evenings, in the Spring Term.

Final Reports are sent to parents at the end of the Summer Term, at the conclusion of the school year. Apart from Year 8, each teacher writes a full report of a pupil's **work ethic** (approach to learning), his **attainment and progress** in knowledge and skills in the subject, throughout the year, and his performance in the **end-of-year examinations** (where appropriate). In Year 8, a more general, valedictory report is written by the subject teachers. The Form Teacher's Report focuses on a pupil's **Contribution** to the life of the Form and the school, as well as his **Social and Personal Development** throughout the year. The Headmaster reads each set of reports and writes his own reflection of the pupil's year. Included with the set of reports for Years 3-7 is a graphic representation of the pupil's examination attainment in each subject, in relation to others in his year group.

Examination Results Sheet

At the conclusion of any examinations taken in school, apart from Common Entrance Examinations, and after teachers and departments have moderated marking, an Examination Results Sheet is sent home to parents. This gives the pupil's final percentage result and the average score for the year group. Parents are asked to sign and return the acknowledgement slip. Post-Common Entrance, candidates receive a letter giving details of their performance at their respective schools.

Conduct and Work Cards

One aspect of the sanctions used by the school (see **Rewards and Sanctions Policy – JSc MSc USc – School Handbook**) is the Conduct Card or the Work Card. A pupil receives one when his conduct or work is not of a standard expected by the school, appropriate to his year group. Teachers report to parents the nature of the problem and anything that must be done to rectify it. The pupil will usually have been warned previously about the problem. The pupil is issued with the card and is required to take it home for his parents to see. Parents are asked to sign the card and have their son return it the next day to the appropriate senior member of staff.

Evaluation of this Policy

This policy will be evaluated biennially by the school, amended where necessary and approved by SMT.

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