

# Reporting to Parents Policy

## Documentation Information

<b>Reviewed by:</b>	Ivanhoe School Local Governing Body		
<b>Last Reviewed:</b>	May 2025	<b>Next Review:</b>	May 2027
<b>Review Cycle:</b>	2 Yearly	Ratified by Governors	

This policy forms part of the school aim to maximise parental engagement and outlines the formal process and rationale behind reporting achievement and progress to parents. We are continuously improving and updating our approach in response to feedback from parents, students and staff and therefore this should be read as a working document.

## **Rationale**

Ivanhoe aims to develop a system of recording and reporting that informs others, including parents/carers, of a child's progress and attainment. It aims to enable staff to identify under-performance and potential underachievement at an early stage and implement appropriate strategies to ensure every student reaches their potential. It aims to inform and encourage a dialogue about progress and learning to take place between the school, the student and parents/carers. It also helps us to recognise and celebrate achievement and success.

## **Aim**

The aim of this policy is to ensure a consistent approach to:

- Reporting on a student's progress and achievement
- The regularity of reporting progress and achievement across the curriculum
- Identifying and responding to underachievement
- Recognising and celebrating success.

## **AIM 1: REPORTING ON A STUDENT'S PROGRESS AND ACHIEVEMENT**

### **Reporting Process**

As part of our responsibility to provide written reports each year to parents and our desire to keep parents informed about the progress of their child, we will provide the following:

- Year 7, 8 and 9 parents/carers will receive two progress reports. These will include details of their estimated GCSE target range and their progress towards achieving that estimate using an 'on track' indicator based on teacher assessment and performance in mid and end of year assessments.
- Year 10 and 11 parents will receive two progress reports. These will include details of their target GCSE grade, Predicted GCSE grade, and Working At Grade.
- In addition, Year 7 and 10 parents/carers will receive a settling in report, which will provide information about how a student has settled during the first half term of Year 7 or Year 10 at Ivanhoe.
- All reports include information about a student's performance against school identified Scholarship indicators, which we believe improve chances of success academically. As well as a judgement about their attitude to learning in the classroom and engagement with homework.

## **Progress Consultation Meeting Process**

- Year 7 parents/carers are invited during the first half term to meet with their child's form tutor to discuss transition from primary school and their initial progress.
- All parents/carers in all year groups are invited to a consultation evening once a year where they can meet their child's subject teachers and discuss progress. Some of these will be face to face, and others virtual through an online system.
- Teaching staff can be contacted at any time to discuss a student's progress. Email addresses for all members of teaching staff are available on our website .
- At all opportunities we will seek parental/carers feedback regarding the process of reporting.

## **Communication Process**

As part of Ivanhoe's commitment to improving communication we use Arbor as an additional communication tool.

As well as receiving emails and in app messages directly from subjects and teachers on Arbor, parents can see:

- Attendance, including live session and lesson attendance
- Rewards and achievements
- Behaviour information

All reports are published on Arbor and are available for Parents on their electronic devices, as well as being sent via email.

Parents can request a paper copy by contacting the school directly. Parents of students eligible for the Pupil Premium are sent a paper copy routinely.

## **AIM 2. REGULARITY OF REPORTING**

### **Reporting Summary**

Parents have 3 points of contact per year – 2 data reports and a progress consultation meeting with subject teachers. There may be additional progress consultation meeting during the year in response to students' needs.

### **Responsibilities - Whole School**

- The School will report to parents/carers each year during Key Stage 3:
- Brief particulars of achievements in all subjects and other activities forming part of the school curriculum, attitude to learning and homework
- An attendance record providing the number of possible absences and, of those, the percentage of unauthorised absence

In addition to the above the following information will be reported to parents/carers during Year 9:

- Year 9 Exam Results
- End of Key Stage 3 Teacher Assessments for all national curriculum subjects

In Year 10 and 11, the following information will be reported to parents/carers at appropriate times:

- Target grades for all subjects
- Working At Grades
- Predicted Grades
- Trial Exam Results

The School will share, at an appropriate level, details of the terminology and methodology used to generate targets and reports to enable them to understand and support their child's progress.

## **AIM 3 AND 4: IDENTIFYING UNDERPERFORMANCE AND RECOGNISING SUCCESS**

### **Heads of Faculty**

- Heads of Faculty are responsible for quality assuring reports within their department and agreeing targets before they are issued to parents/carers.
- Heads of Faculty have continuous access to the online data system and are responsible for tracking progress of students and identifying underachievement in their subject area.
- Subject leaders will coordinate and ensure contact with parents/carers is made where concerns arise or where success is to be celebrated.

### **Teaching Staff**

- Each year reporting schedules are published for staff in the Staff Calendar, outlining report deadlines. (See appendix A for an example of this). Staff are expected to meet these deadlines.
- Staff are responsible for inputting data for reports by the Data Checkpoint Deadlines.
- Staff are expected to keep records of individual and group targets and progress up to date via secure internal and online access to their electronic reporting marksheets and make appropriate contact with students and/or for praise or support as identified by themselves or Heads of Faculty.

### **Form Tutors**

- The form tutor will contact home as appropriate to welcome students to a new school year, check in with attendance or behaviour concerns, and for any other appropriate reason.

### **Monitoring**

The reporting calendar and process will be reviewed annually.

## Support

- For technical support with Arbor please contact [arborhelp@ivanhoe.co.uk](mailto:arborhelp@ivanhoe.co.uk)
- To discuss your child's progress, contact their Form Teacher or if for a specific subject area, contact subject teacher or Heads of Faculty
- To request a paper copy of a report or other information please contact [j.bates@ivanhoe.co.uk](mailto:j.bates@ivanhoe.co.uk)

## APPENDIX A: REPORTING SCHEDULE

Year Group	September	October	November	December	January	February	March	April	May	June	July
<b>Year 7</b>	Target Setting	Settling In Report (signs of scholarship, target range)			<b>Mid Year Assessments</b>	Mid Year Report, signs of scholarship, TEACHER INPUT on track, a2l, hw, assessment	Subject Progress Meetings (1 f2f)			<b>End of Year Assessments</b>	END Year Report, signs of scholarship, TEACHER INPUT on track, a2l, hw, assessment
<b>Year 8</b>		Settling In Evening (Tutors)									
			Subject Progress Meetings (1 f2f)		<b>Mid Year Assessments</b>	Mid Year Report, signs of scholarship, TEACHER INPUT on track, a2l, hw, assessment				<b>End of Year Assessments</b>	END Year Report, signs of scholarship, TEACHER INPUT on track, a2l, hw, assessment
<b>Year 9</b>		Subject Progress Meetings (2 eves, f2f and online)		<b>Mid Year Assessments</b>	Mid Year Report, signs of scholarship, TEACHER INPUT on track, a2l, hw, assessment				<b>End of Year Assessments</b>		END Year Report, signs of scholarship, TEACHER INPUT on track, a2l, hw, assessment
<b>Year 10</b>		Settling in report signs of scholarship/targets etc	Subject Progress Meetings (1 f2f)	<b>Mid Year Exams</b>	Mid Year Report, signs of scholarship, TEACHER INPUT WAG, Predicted, a2l, hw, assessment	Academic Mentor Progress Meetings (involving slt and academic mentor)			<b>Trial Exams</b>	<b>Trial Exam reviews</b>	END Year Report, signs of scholarship, TEACHER INPUT on track, a2l, hw, assessment
		Settling in Evening (Tutors) Invitation only cause for									
<b>Year 11</b>		Academic Mentor Progress Meetings (involving slt and other ac mentors)	<b>End Nov: Trial Exams</b>		<b>Trial Exam review</b>				<b>END Year Report, signs of scholarship, TEACHER INPUT on track, a2l, hw, assessment</b>		
			<b>End Nov: Trial Exams</b> Data Drop: Subject Report		Subject Progress Meetings (1 f2f)	Half Term: Exam Masterclasses		Easter: Exam Masterclasses	<b>GCSE Exams Start</b>		