

TREVI GLAS COMMUNITY COLLEGE**Reporting to Parents****The college is committed to:**

- supporting students' learning, progress and achievement
- involving parents and students in evaluating progress
- ensuring equality of opportunity for all students
- raising standards
- ensuring progression and continuity of learning within the college and across the different phases of education.
- providing valid, reliable and comprehensible information for teachers, students and parents
- ensuring that statutory requirements for assessment, recording and reporting are met
- promoting a coherent approach to assessment, recording and reporting within the college

Central records hold a range of information to which staff as a whole have access - see Policy 34 for information as to their location.

Reporting is carried out in the following ways:**Annual report cycle**

The college believes in keeping all parents and carers informed about the progress made by their son(s)/daughter(s) and accordingly produce three detailed progress reports each year. One of these reports will include detailed comments from all relevant teachers. This is supported by an Academic Review meeting or Parents Evening when staff have the opportunity of discussing progress, in more detail, with parents.

It is essential that there is a constructive dialogue between home and college. We welcome the opportunity to discuss concerns, including those associated with academic progress at any time. However we ensure that all parents receive a termly report on the progress of their child. These reports consist of the following elements:

For all subject areas:

- grades indicating levels of achievement and engagement in class, independent study, working with others and overall effort
- for Key Stage 4 and 5 a student's coursework/controlled assessments are also graded for relevant subject areas(remove this bullet point)
- a tutor report indicating a student's effort, punctuality, uniform and completion of independent study
- a percentage attendance figure for the academic year so far

In Key Stage 3 and 4

- a "Likely Grade" is reported for each relevant subject. This is teacher-assessed and represents the grade the student is likely to achieve at the end of the course
- a "Minimum Target Grade for GCSE" is also reported for each subject. This is a target grade based on the student making good progress from their Key Stage 2 results.

In Key Stage 5

- an "Expected Grade" is reported for each relevant subject. This is a teacher assessed grade and represents the grade the student is likely to get at the end of the course
- a "Minimum Target Grade" based on information from ALPs

- a tutor report summarising planning for work experience, enhancement, community service and progress towards the gold Duke of Edinburgh Award
- termly tutor targets and proposed actions are also reported

Examination reports

In addition to the termly reports, students will receive individual reports with the results of any college examinations, statutory tests and end of Key Stage assessments. We will also issue reports for any modules or units entered before the end of a Key Stage. On request we will provide national comparative information about the attainments of students of the same age in the college and nationally.

Tutor Enquiry reports

These may be compiled for a variety of reasons ranging from a “settling-in report” for a student newly arrived at the college to a “welfare or progress concern”. Each class teacher, who teaches the child for whom the report has been requested, comments on personal and social qualities, punctuality, behaviour, achievement and effort. From time to time parents ask for a written report for their child and we always endeavour to produce this when requested and in a timely manner.

Tutor Report forms

At the request of staff, a student may be put on a weekly report, if there are problems concerning work, attitude, behaviour, punctuality or attendance. The form of the report depends upon the circumstances of the individual student. This process involves contact with the Head of House and parents. Parents are expected to sign these reports daily. Once Form tutors see a sustained improvement they contact the Head of House and the student is taken off report. All completed reports are kept in the student file. Such a report is regarded as an opportunity to praise and encourage a student on a session by session basis.

Head of House Report forms

Following a meeting with parents/carers, a student may be put on a weekly Head of House report if there are continuing problems concerning work, attitude, behaviour, punctuality or attendance. The form of the report depends upon the circumstances of the individual student. This process involves contact with the Head of House and parents. Students must have their reports signed each break and lunch by their Head of House and parents are expected to sign the reports daily. Once the Head of House sees a sustained improvement the student is taken off report. All completed reports are kept in the student file. Again, these reports provide an opportunity for one to one conversation and for praise and encouragement.

Key Worker Report forms

Following a meeting with parents/carers, a student may be put on a stage 1 exclusion. There will then be a weekly Key Worker report. This process involves regular contact with the Key Worker and parents. Students must have their reports signed daily by their Key worker. All completed reports are kept in the student file. Again, these reports provide an opportunity for one to one conversation and for praise and encouragement.

Gateway Report forms

If a student is on Gateway Report s/he must visit the Effective Learning Centre (ELC) each morning to collect his/her daily report. S/he must show this report to the key staff member in the ELC each lunchtime and break time. For Gateway students there is also a regular meeting with parents from which targets and action points are agreed. Tutor reports are used to inform us as to how any flexible programme is going to be personalised.

In addition the college will:

- arrange to translate, wherever possible, a report to support parent/ student understanding of teacher comments
- organise focus groups for parents who are new to the Treviglas reporting system, or when changes to reporting are made. Feedback is always appreciated
- monitor the issuing of Tutor, Head of House and Gateway reports to ensure parity of response particularly in relation to discrete groups, gender, SEND and Disability.