



KNIGHTSBRIDGE
SCHOOL

Assessment Policy

Appendix 2 – Reporting Progress to Parents

At Knightsbridge School, our aim is to give a complete and thorough picture of each child's overall achievement including areas they need to develop and to offer advice on the way forward. Reports and Parents' Evenings are a crucial point of contact with parents.

We understand that it is our professional and legal responsibility to provide meaningful, worthwhile and accurate information of each individual child's progress.

The Head is responsible for ensuring that the school sends a written report to parents on their child's achievements at least once during the school year. The Education (Pupil Information) (England) Regulations 2005, prescribe the minimum content of pupils' reports. Schools may issue more than one report, provided that the minimum information is sent to parents by the end of the summer term. The following information must be sent to parents for all pupils:

- Brief comments of a pupil's progress in each subject and activity studied as part of the school curriculum. These should highlight strengths and development needs.
- The pupil's general progress.
- Arrangements for parents to discuss the report with a teacher at the school.
- A summary of the pupil's attendance is recorded on iSams and accessed by parents via the 'parent portal.'

Reports to Parents

Data Reports

- i. In first half of the Autumn Term, parents are given an initial set of baseline data for their children in Years 1 - 11. This will include PTM, PTE and CAT (Y2 upwards) results, as well as an overall BAMEM and effort grade from all of their subjects. This indicates at what stage their child is in their learning at the very start of the year. BAMEM grades are issued based on the expectations of achievement at that point in time, relative to peers of that age group.
- ii. At the end of Autumn, middle of Spring and end of Summer, parents receive Progress Check Cards (PCCs) which allocate a BAMEM and effort grade.
 - a. For Y10 and Y11 students, PCCs are replaced by a GCSE Mock Grade Card, showing current and predicted grades.

Written Reports

There are various written reports sent out to parents as detailed below.

i) EYFS Learning Journeys and EYFS Written Report

Parents of children in the EYFS will receive an electronic copy of their child's learning journal at the end of the academic year. Parents will have a shared link sent to them at the end of every full

term to see their child's work and progress. This could also be in PDF form depending on the simplest way for families.

Parents are invited to discuss class targets and progress through a 'Next Steps' meeting in the Autumn and Spring term. Parents are offered a 'Reception to Year One' transition meeting in the Summer term.

At the end of the Summer Term they receive a full written report which contains short comments about the child's progress and learning in the three prime areas (Personal, Social and Emotional Development; Physical Development and Communication and Language) and the four specific areas (Literacy, Mathematics, Understanding the World and Expressive Arts and Design) as well as languages.

The class teacher also offers opportunities and recommendations for what their next steps in learning should be for transitioning into Key Stage One, some recommendations for how to help at home and some comments on the child's characteristics of effective learning.

ii) Autumn Term: Short Reports

This report is sent out once per year at the end of the Autumn Term and details how the child is progressing in their core subjects. It also includes information about the child's effort and a report from their Class Teacher / Class Tutor.

iii) Summer Term: Full Written Reports

This extensive report is sent out once per year in the Summer Term. This report details how the child is progressing in all of their subjects. It includes information about their effort, and pastoral development in comments from their Class Teacher / Class Tutor. The Heads of Section and the Head also make comments.

Written reports are phrased positively and accurately. Members of staff are encouraged to meet with parents to discuss any problems prior to writing about it in a report. We ensure that nothing is flagged up for the first time in a report as it will come as a real shock to parents. Comments must be frank but fair, based on evidence collected and recorded during the course of the year.

Parents (and others, including any future schools) may judge, in part, the school and its teachers by the quality of the reports. We thus attach great importance to the reporting process.

The child's report is recorded in the school's MIS (iSAMS) and a PDF version of the child's report can be accessed via the Parent Portal.

Format for Reports

Reports are completed in four parts; however, the length of the personalised comment and targets will increase for the full report.

- i) Content:** the teacher, in consultation with the Head of Department, writes a brief overview about what topics and skills have been covered over the reporting period. This will remain the same for all children in the year group (with some change perhaps for sets).

- ii) **BAMEM grade:** using a set of statements pertaining to the knowledge and skills developed by each subject, the teacher then makes a judgement as to whether the child is: beginning, approaching, meeting, exceeding or mastering the expectations for their year group (see below) at that point in time. The teacher’s judgement is made based on the child’s performance throughout the period of reporting. Staff moderate judgements between different classes to ensure consistency and fairness. They will be linked to both time in class and homework.

Attainment	
Beginning	Refers to work which is working towards meeting the expectation for the year group.
Approaching	Refers to work which is starting to meet the expectation for the year group.
Meeting	Refers to work which meets the expectation for the year group.
Exceeding	Refers to work which exceeds the expectation for the year group.
Mastering	Refers to work which far exceeds the expectation for the year group.

iii) **Effort**

Effort & Attitude	
Excellent	Effort and attitude is consistently excellent in both classwork and homework. The child consistently takes responsibility for their learning by making appropriate contributions to class discussions.
Very good	Effort and attitude is frequently very good in both classwork and homework. Contributions to class discussions are frequent and appropriate.
Good	Effort and attitude is generally good in both classwork and homework. The child makes some good contributions to class discussions and answers questions.
Satisfactory	Effort and attitude is satisfactory in both classwork and homework. The child asks and answers questions when prompted.
Inconsistent	Effort and attitude is inconsistent in both classwork and homework.
Requires Improvement	Effort and attitude in both classwork and homework required immediate improvement.

- iv) **Personalised comment:** The teacher writes a short paragraph that reflects on the judgements made in the dropdown section and focuses on the child’s attitude, strengths, particular areas for development and anything else that stands out about teaching the child. A judgement about the child’s effort in each subject area is also made according to the criteria below. This comment will include areas that the child needs to work on (targets) and what they can do to improve in these areas, having reflected on the dropdown section.

Pastoral Reports

Each child's Class Teacher/Tutors are asked to write a pastoral report on each child in their care and their wider contributions to school life. This should include general remarks on academic work, observations on the sporting, social and welfare aspects of each child and comments on all his or her activities. There should be some element of 'dynamic profiling', i.e. details of where a child was, where he or she is now and where he or she is going. In addition, there should be 'a personal touch', to complement the professional analysis, and to reflect the special relationship between teacher and child. The Class Teacher/Tutor should mention particular interests of or achievements by each individual child. These might include: Eco committee, commitment to their house in terms of gathering supers or acquiring subs, house competitions, School Council, commendations, prizes, Knight of Knightsbridge, sport, creative arts, academics and assemblies. A short comment from the Head of Section and from the Head is included on the child's pastoral report.

The Reporting Schedule

A list of deadlines will be created and distributed in good time for all members of staff to follow. Dates for reporting for the forthcoming academic year will be agreed by the Head annually and given to staff in advance.

The dates will include:

- a) Reports available to teaching staff
- b) Reports to Head
- c) Reports issued to Parents

Verbal Reports to Parents (Meetings)

a) Curriculum Evenings – Foundation Stage, Junior School and Senior School

These Curriculum Evenings occur during the first half of the Autumn Term and are the main opportunity for parents to familiarise themselves with the protocols of their child's new school year. The Head of Section will deliver a presentation which outlines all the key information including (but not restricted to):

- introducing members of staff
- outlining the curriculum
- information about school procedures
- homework expectations
- reading
- uniform and equipment e.g. homework diaries
- assessment and reporting

After the main presentation, parents are invited to a Q&A about curriculum and specific department or subjects.

In the Foundation Stage, the curriculum meeting is held during the 'Open Day' before the academic year starts.

b) Settling-In Meetings with Parents

These meetings occur during the first half term of the new school year for parents of all children in Nursery to Year 11.

The school will invite parents to arrange a meeting with their child's Class Teacher/ Tutor. Class Teachers and Class Tutors are expected to manage their meeting schedule for the evening. Nursery, Reception and Junior School meetings will be held in the child's classroom and specific areas will be allocated to each Class Tutor.

It is intended that these are very much a two-way conversation whereby a class teacher/ tutor can find out a great deal about the child's home life and the parents' opinion about their progress in school so far. Always have something positive to say for each child, but at the same time use this as an opportunity to explore any concerns that may have arisen since school started. Do not enter into a discussion about an issue which you have not already brought to the attention of the Head of Junior or Head of Senior School. Ensure that you keep minutes of each meeting.

Settling-In Meetings are especially important regarding the pastoral elements of school. As it is at the start of the year, these meetings are primarily about how the child is settling into their new class and year group, and not about academic progress in various subjects. It is a good opportunity for parents to inform new teachers about their child.

c) Book Looks / Parents Profiles Morning

These mornings are an opportunity for parents to come in and spend some time looking at the work that their child has been doing in recent weeks. In the Junior and Senior School, parents will be invited to look through their child's books during the second half of the Autumn term. In the EYFS, parents will have their child's online learning journey sent to them via a link at the end of the Autumn, Spring and Summer Terms. Parents are welcome to come into the classroom during the 'Open Day' before the academic year starts. Parents will be made aware of their child's next steps for learning at this point.

d) Report Reviews

Parents will receive one short report and one full written report per year as outlined above. Each time any report is sent home parents are welcome to arrange a meeting with members of staff present to discuss any matters arising. No appointments are formally arranged. It should be noted that nothing that goes home in a report should be a surprise to a parent. Any concerns that a teacher may have must be flagged up early and the parent invited in for a meeting.

e) Formal Parents' Evenings

We offer parents a formal opportunity to meet their child's teacher on an annual basis. However, if members of staff are concerned with the progress of any individual pupil, a proactive approach should be adopted. Contact the parent by telephone and if necessary arrange a mutually convenient appointment at school.

Parents' Evening is an opportunity for parents to discuss their child's progress against their personal targets with the teacher and for areas of strength and development to be acknowledged and addressed. It is arranged to enable staff to meet parents, report to them on pupil progress, enlist their support in improving their children's performance at school in all respects, and to learn from them more about the children's personalities and backgrounds. It also enables parents and teachers to put specific questions and requests to each other. An honest and open discussion about each individual child is essential; senior colleagues should be called upon for advice or assistance.

There may be times when further discussion is needed and we invite parents to make a longer appointment at a different time as appropriate. Parents are also welcome to make individual appointments.

Know exactly which parents you expect for each appointment, and have a thorough knowledge of the work of their child. Have your mark book at hand, and if appropriate the children's exercise books or exams. The impression given of your personal knowledge of each child is paramount. Please use an appropriate form to take notes. When an exam or assessment season precedes the Parents' Evening, it can be useful to show the parents the exam papers and talk them through areas of concern. However, formal assessment or exam papers must not be sent home or copied for parents.

As in report writing, always have something positive to say for every child, but at the same time be candid in your critical evaluation of the child's work, effort and attitude. Comments should focus on achievement and progress. Indicate how the child can improve, how the parent might help, what you have done or are doing to improve the child's learning, and what specific targets you have set. Remember that you are the teacher, and parents rely on you for reassurance that the learning needs of their children are being met.

If there was a major concern about any specific area, it should have been brought to the parents' attention long before Parents' Evening, our concerns expressed, and action taken explained. Parents are more receptive to less appetising sentiments if the scales have been balanced by positives and there are no surprises.

Do not say anything, which brings the school into disrepute or compromises the professional integrity or competence of any of your colleagues. Similarly, do not make negative or critical comments about other children, or about the academic standing or behaviour of particular groups. Ill-judged comments of this nature can cause considerable parental unease and disaffection.

Inform the appropriate member of staff of any matters arising from any appointments, which you consider merit their attention. Refer specific problems about individual children or subject curricula to your Department Head/Head of Section as appropriate.

f) EYFS Next Steps Meeting

Parents of children in the EYFS are invited to meet their child's teacher in the Autumn and Spring Term to discuss their Learning Journeys and their next steps for learning. Teachers prepare a Next Steps form to guide the conversation. In the Summer Term, parents are given a chance to meet the class teacher to discuss the transition to Year One.

g) GCSE Options Meeting

Parents of pupils in Y9 are invited to attend a meeting with the Head of Seniors and/or the Director of Learning to discuss GCSE option choices. This is usually conducted alongside the pupil. Parents will have received the Options Booklet prior to the meeting and are encouraged to review the choices and discuss it with their child beforehand so that by the end of the meeting a firm decision has been made.

h) 16+ Future Schools Meeting

Parents of Y10 and Y11 students will be invited to meet with the Head of Seniors to discuss sixth form options.