

CHAFYN GODOLPHIN



REPORTING POLICY

Review: September 2026
Next Review: September 2027
Review by: Deputy Head, Heads of Department

Refer also to:

Teaching and Learning Policy
Curriculum Policy
Prep Policy
Prizes and Commendations
Assessment and Marking Policy

Reporting

Through our reporting system, we aim to communicate a pupil's progress accurately and regularly to both the pupil and to parents.

Written reports

Pupils in Years 7 to 9 receive Checkpoint reports that include Attainment and Engagement grades, plus Achievement and Action comments to provide praise and opportunity for improvement.

Pupils in Year 10 and above receive regular Review reports that include attainment, engagement and target grades plus action points for improvement. Reviews will also include a Progress to Target Grade to indicate if a pupil is on track to achieve the target grade. This includes End of Year exam and Mock exam reviews.

Grade descriptors for engagement and attainment are given in the Marking and Assessment Policy, and included in MySchoolPortal (MSP) publication of checkpoints and reviews.

Pupils review these reports with their tutors and discuss targets for the coming term, based on these reports. Reports are processed through our information system, *iSAMS*. The reports are then posted on the MSP for parents and pupils to access.

Following the production of a report, a PowerBI summary of engagement and attainment grades is circulated to relevant staff by the Deputy. This calculates average engagement and highlights grades of concern.

Following the production of a grade card for Fifth Year and Sixth Form mock exams, a summary is circulated which colour-codes the grades obtained vs Yellis and ALIS. Progress summaries are also circulated following internal summer exams for First to Fourth Years plus Lower Sixth.

Progress is then discussed with tutors but the colour-coding is normally kept confidential to staff; we feel that parents and pupils would not understand the nuances of the CEM grades and could have a negative impact on pupil performance.

PARENTS' MEETINGS

There are one or two meetings each year for each year group where parents can meet all their child's teachers and tutors to discuss her progress. These meetings are usually held on a Friday evening in person, or on other days of the week online. Pupils are invited to accompany their parents, and indeed are strongly encouraged to do so in the GCSE and Sixth year groups. Parents are also welcome to meet ad hoc with teachers

and tutors should they wish to do so. There are also opportunities to discuss progress and raise any concerns at Parent-Tutor social events.

For the schedule of Reports, Parents Meetings and monitoring please see Academic Sharepoint

Report Writing Policy – Pre-Prep

Early Years

Parents receive a short written report for their child at the end of the autumn term and a more detailed one at the end of the summer term. This gives details of progress towards the Early Learning Goals in all seven areas of learning. The Head of Pre-Prep will comment on every child's report. Reports can then be accessed through Schoolbase.

Years 1 and 2

Written reports are electronically sent at the end of the autumn and summer term. The autumn reports confirm the discussions of the initial teacher parent interviews and provide an update on progress. They both have a simple format containing three sections; academic, pastoral and Head of Pre-Prep's comment. The Head of Pre-Prep will comment on every child's report. Reports can then be accessed through Schoolbase.

Report Writing Policy – Prep School

Half Term Milestone Reports

At every half term all children are given a Milestone report with reports grades for Effort and Attainment in all subjects, as well as Milestone descriptors.

End of Term Milestone Reports

At the end of every term all children are given a Milestone Report with reports grades for Effort and Attainment in all subjects, as well as Milestone descriptors. These reports will also highlight targets and areas for development and improvement.

These reports will also include written reports from the child's Form Tutor and the member of staff who takes them for games.

The School's Milestone Grade System

In line with the system used to grade written work, effort and attainment grades shown on both full and half term reports, follow these criteria:

Milestone Grade Descriptors

Effort	Attainment	Descriptor
A	A	Excellent
B	B	Good
C	C	Adequate
D	D	Inconsistent
E	E	Low

Attainment

Likely to achieve the following scores in Common Entrance, if they maintain progress at this level (i.e. prediction)

- A over 70%**
- B over 60%**
- C over 50%**
- D over 40%**
- E less than 40%**

The Form Tutor's report

This should be no more than about 200 words.

- *Form tutors should give their tutees a questionnaire to elicit information from them about the range of activities they have been involved in during the term and should consult School Base for other details of pupil achievements.*
- *They should then read all the subject reports and look at any Milestones, marks and grades before writing their tutor report.*
- *The tutor should comment on the academic progress made by their tutees both generally and in particular subject areas –‘pulling together the threads’ of the subject targets.*
- *They should make a comment about progress in activities.*
- *They should note involvement in extracurricular activities and any particular achievements during the term- participation in musical, sporting or dramatic events.*
- *Comment on personal development and organisation, helpfulness and general demeanour.*
- *Point to a general target for the following term.*

Important Notes for report writing.

Take note of the prescribed length of subject reports.

- *Each report must be grammatically correct, honest and accurate but not relentlessly negative.*
- *Pay particular attention to punctuation. Use grammar and spell-check options on the computer or check with a colleague if you are unsure.*
- *Please ensure that you take time to proof read your reports. One way to proof-read a report is firstly to read it through to ensure it makes sense; secondly, read it backwards so that you look at each word in isolation, checking for spelling mistakes.*
- *In the body of the report you can use a more casual name if that is what a child is usually called but pupil nicknames should not be used.*
- *Read through the report to ensure that it flows and gets across what you want to say.*
- *Don't give too many targets in one report.*

Learning Support Reports from Learning Support Staff.

These are done for all prep year groups at the end of all three terms and are emailed directly to parents.

LAMDA Reports.

These are done for all Prep Year groups at the end of all three terms and are emailed directly to parents.

Music Reports from Peripatetic staff.

These are done for all Prep Year groups at the end of all three terms and are emailed directly to parents.

All reports should contain comments about the following, while avoiding becoming formulaic. The threads can be woven in together.

- *the child's approach to their instrumental/singing lessons and music practice*
- *their achievement/ability level*
- *One or more areas of improvement should also be mentioned.*
- *Music exam preparation or results (where appropriate) should be commented on.*

Overview of Assessment, Recording and Parents' Meetings

<i>Autumn</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<i>Before Start of Autumn Term</i>	<i>Letter to parents explaining the cycle and curriculum</i>	<i>Letter to parents explaining the cycle and curriculum</i>	<i>Parents sent booklet outlining courses and expectations</i>	<i>Parents sent booklet outlining courses and expectations</i>
<i>1st Half of Autumn Term</i>	<i>Parents Meeting Form tutor only</i> <i>Reading age assess</i> <i>Parallel Spell A</i>	<i>Parents Meeting Form tutor only</i> <i>Reading age assess</i> <i>Spelling A</i> <i>CAT4</i> <i>NGRTA</i>	<i>Parents Meeting Form tutor only</i> <i>Spelling B</i> <i>CAT4</i> <i>NGRTA</i>	<i>Spelling B</i> <i>CAT4</i> <i>NGRTA</i>
<i>Half Term Mailing</i>	<i>Milestone Reports</i>	<i>Milestone Reports</i>	<i>Milestone Reports</i>	<i>Milestone Reports</i>
<i>2nd Half of Autumn Term</i>				
<i>End of Term Mailing</i>	<i>Full Milestone Report including Games, Boarding & Form Tutor.</i> <i>Individual Music Lessons, LAMDA</i>	<i>Full Milestone Report including Games, Boarding & Form Tutor.</i> <i>Individual Music Lessons, LAMDA</i>	<i>Full Milestone Report including Games, Boarding & Form Tutor.</i> <i>Individual Music Lessons, LAMDA</i>	<i>Full Milestone Report including Games, Boarding & Form Tutor.</i> <i>Individual Music Lessons, LAMDA and LS Reports emailed directly to parents</i>

	<i>and LS Reports emailed directly to parents</i>	<i>and LS Reports emailed directly to parents</i>	<i>and LS Reports emailed directly to parents</i>	
Spring	Year 3	Year 4	Year 5	Year 6
1st Half of Spring Term				
Half Term Mailing	<i>Milestone Reports</i>	<i>Milestone Reports</i>	<i>Milestone Reports</i>	<i>Milestone Reports</i>
2nd Half of Spring Term	<i>Parallel Spelling Test NGRTA PTM PTE</i>	<i>Parallel Spelling Test NGRTA PTM PTE</i>	<i>Parallel Spelling Test NGRTA PTM PTE</i>	<i>Parents Meeting Parallel Spelling Test NGRTA PTM PTE</i>
End of Term Mailing	<i>Full Milestone Report including Games, Boarding & Form Tutor. Individual Music Lessons, LAMDA and LS Reports emailed directly to parents</i>	<i>Full Milestone Report including Games, Boarding & Form Tutor. Individual Music Lessons, LAMDA and LS Reports emailed directly to parents</i>	<i>Full Milestone Report including Games, Boarding & Form Tutor. Individual Music Lessons, LAMDA and LS Reports emailed directly to parents</i>	<i>Full Milestone Report including Games, Boarding & Form Tutor. Individual Music Lessons, LAMDA and LS Reports emailed directly to parents</i>

Summer	Year 3	Year 4	Year 5	Year 6
1st Half of Summer Term	Parents Meeting <i>Form and subject teachers</i>	Parents Meeting <i>Form and subject teachers</i>	Parents Meeting <i>Form and subject teachers Assessments in class</i>	<i>Assessments in class</i>
Half Term Mailing	<i>Milestone Reports</i>	<i>Milestone Reports</i>	<i>Milestone Reports</i>	<i>Milestone Reports</i>
2nd Half of Summer Term			<i>Informal Subject Assessments</i>	<i>Informal Subject Assessments</i>

End of Term Mailing	<i>Full Milestone Report including Games, Boarding & Form Tutor. Individual Music Lessons, LAMDA and LS Reports emailed directly to parents</i>	<i>Full Milestone Report including Games, Boarding & Form Tutor. Individual Music Lessons, LAMDA and LS Reports emailed directly to parents</i>	<i>Full Milestone Report including Games, Boarding & Form Tutor. Individual Music Lessons, LAMDA and LS Reports emailed directly to parents</i>	<i>Full Milestone Report including Games, Boarding & Form Tutor. Individual Music Lessons, LAMDA and LS Reports emailed directly to parents</i>
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