



SOUTH MOLTON
COMMUNITY COLLEGE
— supporting success —

Progress Reporting Policy

This policy should be read in conjunction with the
'SMCC Assessment and Recording Policy'
and the 'SMCC Life after Levels' document

Adopted by the Governing Body

Rationale

Assessment is a part of everyday teaching and learning in the classroom. Through assessment teachers find out about their pupils' capabilities, strengths and weaknesses and achievements. The knowledge gained then informs pupils, parents and outside agencies, and helps in the process of evaluating the quality of teaching and learning.

It is essential that this vital assessment information is reported to stakeholder in a clear concise and meaningful way. Our reports need to be of a high standard in that they, report accurately the current attainment of a pupil and give them clear guidance as to how progress can be made.

The aims of the whole school policy are:

- to maximise the performance of all pupils by setting ambitious targets and providing assessment feedback.
- to inform stakeholders of a pupil's current attainment
- to involve stakeholders in supporting pupils.
- to meet statutory requirements.

Access

Students and parents are made aware of the existence of this policy and have open access to it.

It can be found :

- On our Learning Platform ~ <https://smcc.itslearning.com>
- On our website ~ www.smcc.devon.sch.uk
- Or on request from The School

A summary can be found:

- In our School Prospectus

All tutors are made aware of this and all our policies and how to access them in order that students can be supported.

This policy is reviewed regularly and may be amended in response to feedback from students, staff, parents and external organisations.

Assessment Calendar

Each academic year an assessment calendar will be produced, after consultation with colleagues. The calendar will give specific dates for reporting points, scheduled internal assessments points, scheduled external assessments, scheduled internal book monitoring, parents' consultation evenings and pupil mentoring sessions. These dates will also be programmed into our electronic pupil tracking system in Sims.

Teacher access to the system is through appropriate windows of opportunity for teachers to input the required data, the data will then be locked down after the window has been closed. Colleagues will have appropriate levels of access to the system, in order that they can analyse the performance of pupils at any point, classroom teachers can access their classes, Head of department have departmental access, Head of Year have year group access and Senior Staff have whole school access.

The annual calendar provides the opportunity to prepare for assessment points well in advance. Assessment points are spread throughout the year, after due consideration, of the needs for regular reporting for pupils & parents and teacher workload.

Scheduled Reporting points				(the specific dates can be found in the appropriate assessment calendar and may vary from one academic year to the next)			
Year Group	Progress point	Written report	Other reporting	Parental consultation Evening	Pupil Mentoring	Formal book monitoring	Internal assessment weeks / mocks
7	3	1		1	1	1	1
8	3	1		1	1	1	1
9	2	1	End of KS	1	1	1	1
10	3	1		1	1	1	1
11	2	2	GCSE results	1	1	1	1

Monitoring, Evaluating and Reporting	Details		
Progress Point (PPT) Will include:	The individual pupil's target for each subject studied, set in line with FFTD and teacher professional judgement, this is set for the Key stage and will only be changed should there be exceptional circumstances		
	The pupil's current progress indicated by the letter A, O or B, indicating progress in the subject area. <ul style="list-style-type: none"> • A indicates that the student is performing above target level. • O indicates that the student is on course to achieve his or her target. • B indicates that the student is working below the target set or underachieving. 		
	The level of effort a pupil is making in their subject using a 1-4 grading system. <ul style="list-style-type: none"> • 1 indicates Outstanding effort. • 2 indicates Generally works well, some room for improvement. • 3 indicates A more determined effort required. • 4 indicates Makes very little effort 		
	The commitment to homework and self study <ul style="list-style-type: none"> • 1 indicates Tasks set are always completed on time and to the best of the pupil's ability • 2 indicates Generally tasks are completed on time and to the best of the pupil's ability • 3 indicates Tasks set are only sometimes completed on time or are not to the best of the pupil's ability • 4 indicates Tasks set are rarely completed on time and/or are not to the best of the pupil's ability 		
Written Reports (WR) Will include	Subject section	A brief course/subject synopsis	
		All of the information contained in a Progress Point	
		A comment related to the current attainment, effort, attitude, participation, co-operation and/or progress of the pupil	
		A comment highlighting what a pupil needs to do in order to improve their attainment in that subject	
	Form tutor	Tutors do not see the subject reports	
		A comment related to the current punctuality, attendance, uniform, attitude, participation, contribution, social skills, extra-curricular involvement.	
		A comment highlighting what a pupil needs to do in order to improve their general 'conduct'.	
	Head of Year	HoY will have access to the full report and their general knowledge of the child	
		A comment summarising the academic progress in subjects.	
		A comment summarising the social progress and/or conduct of the pupil	
		A comment highlighting how the pupil can make progress generally.	
	Principals comment	Principal will access to all the reports and makes a general comment of support, either praise, encouragement or a warning. The principal will also use the extensive knowledge they have of the conduct of the pupils to formulate their comment.	

Progress & Report Support Meetings (PSM)/(RSM)	Following each round of progress points or reporting sessions, SLT and specific middle leaders met to evaluate the progress of pupils and to agree targets to bring about improvement. These meetings are recorded and used as a starting point for the next round of meetings. These meetings are in the assessment calendar and members of SLT has specific departments and year groups to work with. Collaboration to bring about improvement is at the heart of this initiative.
Mentoring	<p>Verbal reporting, mentoring sessions, will follow one progress point and is made on an appointment basis with form tutors. Verbal reporting will be expected to provide greater depth and detail about the pupil's achievement. It is an opportunity to talk to parents about strengths and weaknesses, both academic and pastoral. Form tutors have access to all pupil records. Parents should be encouraged to help the school to fulfil the pupil's social and academic targets.</p> <p>Parents are invited to attend</p> <p>Parents will be offered a phone appointment should they be unable to attend</p> <p>Pupils will attend regardless of whether there is parental involvement</p> <p>For specific individuals the HoY may sit in on the appointment</p>
Parental Consultation Evening	Verbal reporting, at parental consultation evenings, will follow one progress point and is made on an appointment basis with subject teachers, form tutors, Heads of Year or Senior Staff. Verbal reporting will be expected to provide greater depth and detail about the pupil's achievement. It is an opportunity to talk to parents about strengths and weaknesses. Teachers are expected to have records of the pupil's performance in the various attainment targets. Parents should be encouraged to help the school to fulfil the pupil's social and academic targets.
Work Scrutiny	Throughout the year, dictated by the assessment calendar, each year group has a work scrutiny week for Heads of Department, followed a week later by an SLT work scrutiny. The focus of the scrutiny may vary, however, the quality of marking and formative feedback will always be monitored. Written feedback is given to individuals or departments, suggesting areas for improvement and highlighting 'good or exemplary' practice.
Internal Assessment weeks / mocks	Each year group will have a set of formal examinations during the year. Departments are at liberty to set papers that will inform 'teaching and learning' and give pupils and their parents relevant progress information. There are mock examinations at Ks4. All these are fixed in the whole school assessment calendar.
Learning walks	All members of staff are at liberty to request 'cover' to undertake 'Learning walks', whether this be for their own professional development or to analyse a key area or specific focus. SLT have fortnightly 'Learning Walks' scheduled that will be a minimum of 1 lesson, by each member of SLT, but may encompass a series of lessons, a specific focus or development area. These are recorded centrally and staff are able to request feedback.
Individual Appointments (AS REQUIRED)	<p>The school has an open door policy and parents are at liberty to contact the school to meet with, teaching staff, Heads of Year, Heads of Department, The SENCO or Senior staff to discuss their child's progress.</p> <p>As a proactive school it is sometimes deemed necessary to invite parents to meet with staff to discuss pupil progress.</p>

End of KS4 Reporting	Subjects in which the pupils have been awarded a GCSE or other qualification or credit are reported and later certificated.
End of KS3 Reporting	All subjects will report to parents the final KS3 level attained

This policy is the result of the work undertaken by the ARR Group.

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Thank you for your time and effort.