Educational Services

Management Guidelines on Reporting in Primary Schools

(Adopted as non devolved JNCT 2.16)

Version Control

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Contents

1. Introduction

These guidelines are intended to be used by school staff in primary schools when completing reports for parents on how their child is progressing through Curriculum for Excellence. They have been approved by the reporting consultation group and the Joint Negotiating Committee for Teachers and therefore it is expected that all staff will adhere to them.

"Reporting has two main purposes. Firstly, it provides clear, positive and constructive feedback about children's and young people's learning and progress, looking back on what has been achieved against standards and expectations. Secondly, it creates an agenda for discussions between learners and those teaching and supporting them about their next steps in learning." *(BTC5).*

In addition to the written reports, schools should provide a range of opportunities for dialogue with parents.

Reporting comprises a range of activities including, for instance, written reports, children presenting their learning to parents, parents' consultation meetings and on-going oral discussions. Staff should ensure that learners are involved in reporting activities in order to promote learners' ownership of their learning.

Education Scotland – Reporting to Parents and Carers, guidance for schools and ELC settings.

Listed below are examples of reporting activities for individual learners and groups of learners. This is not an exhaustive list nor is it intended that all of these are expected. The key message is that reporting opportunities are **regular, meaningful, purposeful** and **on-going** throughout the academic year.

Reporting activities for individual learners	Reporting activities for group/class/school/setting
• Learning conversations – pupil and teacher/ pupil and pupil and/or pupil and parent/carer • Learners' reflections on their learning/Learning Logs • Achievement Logs • Parents' consultation meetings involving parents, teachers and learners, as appropriate • Homework/Shared Learning activities • Learning profiles/folios • Monthly/termly tracking information • Written reports • Monthly/termly progress reports • Review meetings • Progress within additional support for learning plans • Interagency meetings • On-going feedback in classwork	• Assemblies • Open days/events • Leading learning events • 'Meet the teacher' sessions • School concerts/shows • Achievement wall displays • Wall displays showcasing learning • School/class newsletters highlighting learning • Pupil led Glow blogs • Curriculum workshops • Information events • 'Soft starts' where parents can join their children in class • Class showcase events • Social media • Curriculum workshops led by learners and/ or staff • School website/Twitter • Class Blogs • Parent Council meetings • Pupil Council meetings

These on-going reporting activities are closely linked to learners' reflection and dialogue about progress.

Teaching staff, using a range of assessments including class assessment results, planned assessments and knowledge of all children should produce a written report annually.

The written report should reflect accurately the learner's journey thus far and in so doing should highlight his/her *personal* progress, achievements and, where appropriate, outline any areas for further development. To this extent, the report should be a document which is personal to the learner.

2.   Minimum Expectations

All pupils/parents of pupils in South Ayrshire Primary Schools can expect the following reporting activities as a minimum in each academic school year.

- two opportunities to individually discuss their child's progress
- one written report
- a shared learning experience

When reporting schools should indicate for all 8 curricular areas if a pupil is

- on track to meet national expectations
- exceeding national expectations
- requires support as they work towards national expectations
- working on individual milestones

In addition to this an extended comment is required.

Extended Comment

The extended comment should contain information regarding a child's literacy and numeracy ability. (Please see sections below). In addition to this it should contain high level statements about the child's ability and progress in other curricular areas.

You should use this section to make reference to a child's personal achievements - acquired through participation in clubs and activities beyond the classroom. Where possible it should make reference to how a child contributes to the wider life of the school.

It is essential that the report accentuates the positives. There should be minimal use of jargon. You should ensure that the description of learning provides a clear, concise and recognisable picture of the individual learner and provides information on how the learner can move forward.

The word count for this section should be no more than 250.

3.   Literacy

Within the extended comment you should write a concise statement about the child's ability, progress and next steps for Literacy. You should not merely give the next topic, but next steps specific to individual children. You should include information regarding reading, writing and talking/listening.

Mention may be made to specific resources e.g. clicker, Lexion etc, the nature of support being put in place to ensure each learner makes appropriate progress and ways parents can help.

When commenting on a child's reading you should consider the extent to which the learner is able to:

- recognise and use sounds to read familiar and unfamiliar text;
- read with fluence;
- access unseen and unfamiliar texts; * apply taught strategies to extract meaning from a range of texts;
- explain their choice of strategy;
- explain, discuss and describe the purpose of different texts;
- reflect upon the different authors' styles and their ability to discuss favourite texts;
- offer inferences and personal evaluations of texts;
- use different clues to respond to increasingly complex questions and to formulate questions of their own; and
- demonstrates an enjoyment of reading both in the classroom and beyond.

When commenting on a child's writing you should consider the extent to which the learner is able to:

- convey information, express feelings, express thoughts and communicate imaginatively;
- use a range of strategies to plan and develop their writing;
- structure their writing: both sentences, paragraphs and extended pieces;
- use the tools for writing to support meaning, enhance writing and create impact;
- identify and select the most appropriate form of writing for an increasing range of purposes;
- apply their writing skills across the curriculum;
- independently edit and correct their writing for improvement;
- demonstrate motivation and stamina.

When commenting on a child's listening and talking you should consider the extent to which the learner is able to:

- talk and communicate appropriately in different contexts;
- use language to enquire and to develop their own thinking;
- distinguish fact from opinion;
- share ideas, express opinions, discuss experiences and give information (in both play and class situations);
- respond to formulate questions:
- participate in extended conversations across the range of situations, both formal and informal;
- present ideas to familiar and unfamiliar audiences;
- select the appropriate style and language for specific situation and contexts;
- use a range of rhetorical techniques to persuade, argue and debate;
- *adapt tone, pace and gesture to engage a listener/audience;
- communicate clearly and respectively.

4. Numeracy

Within the extended comment you should write a concise statement about the child's ability, progress and next steps for Numeracy. Your comments should include progress in basic numeracy and mental maths as well as highlighting particular strengths and areas for development in other mathematical areas.

When commenting on a child's numeracy and mathematics you should consider the learner's:

- attitudes to maths in terms of mindset, resilience, approaches to learning, valuing mistakes, etc;
- ability to identify mathematical relationships and make connections between concepts;
- ability to analyse information and make mathematical decisions i.e. Can they identify which mathematical process to employ (add, multiply, devide etc)? Can they identify a suitable strategy (count on, partition, share, group, etc)? How efficiently are they able to employ a strategy? Can they justify their thinking?
- ability to articulate their thinking using manipulatives and visual representations;
- ability to apply their understanding of mathematical relationships and concepts in a range of contexts.
- ability to solve increasingly complex problems and cope with increasing levels of challenge;
- ability to collaborate with others and share ideas when solving problems;
- ability to apply their conceptual understanding of maths across the curriculum and in the real world.

5.   Readiness to Learn

Within the report pupils/parents should be given an indication of the pupil's readiness to learn. This may include information around effort in and out of class, behaviour in and out of class, relationships in and out of class, independent learning in and out of class.

6.   Evaluative Writing

All comments should be evaluative and not descriptive – the reports should provide an evaluation of the impact of an activity on the development of the learner not a description of the activity itself. When writing in an evaluative way it can be useful to stop and ask "Does this answer the SO WHAT question?".

The following sentence starters may be useful in compiling reports.

The learner:

- has made very good/good/adequate progress in...
- has improved their ability to…
- has improved…
- is developing the ability to…
- has developed skills in…
- has developed the skills of…
- has developed a confidence in…
- is confident in…
- can confidently…
- can competently…
- has mastered…
- is keen to…
- has demonstrated leadership skills…
- regularly...
- often..
- frequently...
- occasionally...
- is beginning to…
- with support can...

7. General

Schools should have in place arrangements for quality assuring reports and ensuring consistency.

Teachers should liaise with any member of staff who has been working with individual children or cohorts of children to ensure that the reports reflect their input and comments.

Teachers should avoid copying/pasting information across reports as this leads to errors re names, etc. Reports should be specific and personalised to each pupil.

Teachers should use plain English, avoid using jargon or acronyms, keep sentences short and remove unnecessary words.

Reports should be consistent and have no contradictions.

Teachers should avoid negative /critical comments.

Where a child moves school either at a point of transition or due to relocation a copy of the current years report and the previous year's report (as a minimum) should be printed and included in their Pupil Progress Record (PPR). If the reports can transfer via SEEMIS from school to school there is no need to print and add to PPR.

8. Review

These management guidelines will be reviewed on a three yearly basis or earlier if required.