

Policy No. QW27	Policy: School Report policy
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Responsible: Cathy Edwards	Cross reference: AFL Policy Behaviour policy SMSC Policy ICT Policy

Queenswood School

INTRODUCTION

Reporting to parents/ carers/ guardians on their child's progress is an essential part of the home/school partnership and plays a vital role in raising pupil attainment. The aims and guiding principles of reporting in Queenswood School are common to all departments.

AIMS

1. To provide specific information for parents/ carers/ guardians, pupils and teachers.
2. To enhance home/school partnership.
3. To inform parents and pupils of pupil progress in a positive manner.
4. To alert pupils and parents to areas of concern so that these can be quickly addressed.
5. To provide a starting point for discussion at IEP meetings and consultation meetings with parents/ carers/ guardians, pupils.

GUIDING PRINCIPLES

1. Reports should be positive in their comments and demonstrate a sound knowledge of the child concerned.
2. Reports should be written by the Key tutor and reflect pupil progress against their individual programme of study

3. Reports should highlight pupil strengths as well as indicating areas in need of development.
4. Reports should be seen as a positive strategy in raising attainment.
5. Reports should indicate clearly where the pupil is and the next steps in their learning programme.

METHODS OF REPORTING

1. Reporting to parents/ carers/ guardians may be formal or informal or both.
2. Formal reporting takes place in accordance with an agreed reporting calendar. Interim reports will be completed by the last day of each term, they will :
 - Indicate the progress made by the pupil against NC levels in core subjects.
 - Set end of year subject specific targets .
 - Comment on effort within subjects.
 - Report on attendance.
 - Comment on vocational learning.
3. A full school report will be produced in line with a pupils SEN annual review or EHCP transfer review. A full school report will comment on progress made against the objectives set out in an individual's Statement of Special educational needs.
4. The format of formal reporting, as far as possible, is common in all departments throughout year groups.
5. Informal reporting may take the form of a telephone call home or end of day awards email highlighting positive progress or raising concerns.

Timings of reports:

Method of reporting	Timing	Method
Daily Awards	Sent out to residential units at the end of the school day.	Email
Weekly reports	Sent to the parents/ guardians/ carers at the end of each school week.	Email or post
Interim reports	Completed by the end of each term and sent to Sandra James (admin) to forward onto agreed parties.	Email or post
Full school report	Completed at least 2 weeks in advance of an SEN AR or EHCP review.	Sent to all agreed parties 2 weeks prior to the review date. Hard copies are disseminated within the review meeting.
IEP report meetings	First day of each term	Face to face meetings between key tutors, pupils, parent/ carers/ guardians at school or home address.
Sleuth Reporting	This is a behavioural monitoring system which is reviewed on a weekly basis and when concerns are identified or patterns of negative behaviours occur.	Behaviour intervention meetings.

Role of the key tutor:

The key tutor is responsible for gathering NC levels, attendance levels and ensuring that vocational subjects are reported upon within the interim reports.

The Key tutor will summarise progress at the end of an interim report within the key tutor comments section.

The Role of SENCo:

The SENCO will disseminate reporting templates to relevant teachers prior to an SEN annual review or EHCP review and request that they are completed by the teachers by an agreed date. Subject teachers are required to make comments on the progress made by a pupil or any areas of concern against the objectives set in a pupils Statement EHCP.

Quality Control:

The head teacher will quality control and check school reports prior to sending.

IEP Meetings:

IEP meetings are held at the beginning of the school term to discuss and review each pupil's educational targets with carers/ parents and guardians. The IEP review process in the case of the day pupil will be held at the pupil's home address or at an identified suitable location. In the case of a residential pupil the IEP review should be held in conjunction with a teacher, pupil, key worker at Queenswood School unless otherwise specified.

The role of the pupil during IEP meetings:

Pupils are required to attend their IEP meeting. We actively encourage all pupils at Queenswood to be able to recognise their achievements and identify their own strengths. During the IEP meeting a pupil will be given the opportunity to discuss

their achievements, set new targets for the term, have an input into their individualised timetable and be given the opportunity to discuss any concerns they may have and any new experiences/ opportunities they may like to try.

The role of the Parent/ Carer/ Residential Key Worker during IEP meetings:

The role of the Parent/ Carer/ Residential Key Worker during IEP meetings is to support and advocate the pupil's feelings about their education, timetable and progression route, be part of the whole review process, report any concerns or additional information which may have an impact on the pupils education and ensure that appropriate educational documents for the pupil are held within the pupil's home/residential unit.

The role of the teacher during IEP meetings:

The role of the teacher is to liaise with all parties involved within the meeting and to acknowledge pupil achievements, success, progress and to set appropriate SMART IEP targets for the term that will help the pupil to move forward within their education make good progress and achieve their full potential. The teacher should take an active role in discussing identified behaviour, timetabling, new opportunities or experiences available to the pupil. The teacher will write a new IEP within 5 working days and disseminate to pupil, education staff, parents, carers, residential key workers.

End

