

CITY OF LONDON SCHOOL FOR GIRLS

POLICY AND PROCEDURES ON REPORTING

The school recognises that regular written reports are essential to promote students' learning. Written reports enable staff to give students structured and positive feedback and advice for future improvement in a way which complements the regular communication achieved through marking and assessment of work and interchanges in class. Reports provide students with the opportunity to take stock of their progress and to set themselves targets for their future learning through the report reading sessions which are held with staff as part of every reporting occasion.

Reports are also an essential element in the school's communication with parents. They give vital information on girls' performance and cement the essential partnership between school and home, assisting each student to achieve her "personal best" in line with the school's objectives for pupils. Reports provide data to add to our understanding of a pupil's progress over time.

Detailed instructions to staff on the procedures for writing reports are given in the Staff Internal Handbook. The report system is an organic one and is kept under review to ensure its relevance and effectiveness. The schedule below should therefore be regarded as a statement of current practice, which may change from time to time, rather than as fixed and final. The school does not use effort grades. Attainment grades are only used on reports and end of year exams if they can be standardised by an external body. The use of attainment grades are as follows:

- In Years 3 to 6 students sit nationally standardised tests constructed by NFER (National Foundation for Educational Research). Each set of parents are informed of their daughter's marks. Grades are not used on reports.
- In Years 7 to 9 grades are not reported to parents on reports or after end of year exams. Data on pupil progress, such as end of year exams, is kept internally to track progress. Parents are informed if this data indicates a cause for concern by the Head of Section.
- In Years 10 to 13 attainment grades are used on reports and to inform parents following mock and end of year examinations. These grades correspond to public examination grades. Grades for attainment are not predictions of public examination results, but indicate how a student is progressing at this point in their school career in relation to the standards required for public examinations.

Prep School

In the Prep School, the pattern of formal feedback and reporting opportunities is as follows:

	Autumn Term	Spring term	Summer Term
YEAR 3	Parents' evening Target setting report	Parents' evening Target setting report	Full report and exam results
YEAR 4	Parents' evening Target setting report	Parents' evening Target setting report	Full report and exam results
YEAR 5	Parents' evening Target setting report	Parents' evening Target setting report	Full report and exam results
YEAR 6	Parents' evening Target setting report	Parents' evening Target setting report	Full report and exam results

Senior School

In the Senior School, the pattern of formal feedback and reporting opportunities is as follows:

	Autumn Term	Spring term	Summer Term
YEAR 7	Parents' evening	Report	Parents' evening
YEAR 8	Report	Parents' evening	Report
YEAR 9	Report	Parents' evening	Report
YEAR 10	Parents' evening	Report	Parents' evening Exam results grid
YEAR 11	Report	Parents' evening Mock exam results grid	
YEAR 12	Parents' evening	Report Mock exams results grid	
YEAR 13	Report	Parents' evening	

		Mock exam results grid	
--	--	------------------------	--

References

School Assessment and Recording Policy
Staff Internal Handbook – Section on Reports

Approved: October 2008

Reviewed: September 2012, June 2016

Approved by Board of Governors: June 2013 – to be put before the board in June 2016

To be reviewed by: June 2019