

A Parents' Guide to Reports and Parents' Meetings (Years 3-8)

Regular assessment, recording and reporting are an essential tool that is used at Hazlegrove as part of the wider teaching and learning strategy. At Hazlegrove we use several different types of reports and parent meetings to give feedback on pupil progress. The aim of reporting is to:

- Provide effective feedback to pupils and parents about their learning.
- Recognise and celebrate all pupils' achievements.
- Provide an evaluation of what has been taught and learned.
- Enable target setting and tracking of progress.
- Inform the reporting on individual pupils to other staff, future schools and outside agencies.

Parent Teacher Meetings

Parent meetings are organised for each year group in the Autumn and Spring Terms, and follow the following pattern:

Lower School: a 1-1 meeting with the Class Teacher, who will have collated comments from other subject teachers. This also includes a chance to look through your child's books.

Middle and Upper School: a larger meeting in the Sports Hall where subject teachers are available to discuss your child's progress. We do not run an appointment system, but a bell is rung to encourage us to keep the circulation moving.

Boarders: all boarding parents are welcome at the Parent Teacher Meetings for the relevant year group. However, we recognise that not all boarding parents are able to attend meetings midweek. We therefore have a meeting on a Friday afternoon prior to Exeat or Half term to enable parents of boarders to meet with their child's subject teachers.

Types of reports at Hazlegrove

A school report will contain some or all of the following:

- **Attitude to Learning Grade:** every subject teacher will provide a grade for each pupil. These are awarded in line with the published grade descriptors.
- **Attainment Grade:** these are given by academic subject teachers and are awarded to give an indication of a pupil's level of attainment within their set or stream.
- **General Comment:** a brief comment that shows the material that the set or group has been working on during that term.
- **Written Subject Report:** a summary of the progress made during the reporting period, including targets for the future.
- **Peri Report:** music, speech and drama and LSU reports are usually written termly.
- **Tutor report:** an overview of the whole report, focusing on a pastoral summary that will include extra-curricular involvement.
- **Houseparent Report:** for full boarders only.
- **Headmaster/Head of Section Report:** a brief comment on the whole report.

Timing of reports and parent meetings:

Reports and Parent Meetings occur at various points throughout the year to not only report on pupil progress, but to set targets and inform for the next stage of the academic year. Occasionally it can be beneficial for the reporting cycle to change, and any changes will be well communicated with parents and pupils.

Year group	Autumn Term		Spring Term		Summer Term
	First half	Second half	First half	Second half	
3	Parent meetings	Short Report	Parent meetings	Grade sheet	Parent drop-in; Full report
4					
5					
6					
7	Grade sheet	Parent meetings; Short Report	Grade sheet	Parent meeting	Full Report
8					
Boarders	Parent meeting (half term)	Short Report	Parent meeting	As year group	As year group

Grade sheet: Attitude to Learning Grades and Tutor Comment

Short Report: Attitude to Learning and Attainment Grades, General Comments, brief Subject Reports, Tutor Report

Full Report: Attitude to Learning and Attainment Grades, General Comments, more detailed Subject Reports, Peri Reports, Tutor Report, Houseparent and Headmaster/Head of Section Report.

It is at the discretion of individual teachers to write longer Subject Reports in a Short Report if they feel they have more to communicate, e.g. for an overseas boarder whose parents have not been able to attend a meeting.

Regular Contact

Throughout the year, in addition to the specific reporting outlined above, tutors are regularly in contact with parents by email. Parents are encouraged to email tutors as the first point of contact. Appointments with teachers can then be made where necessary.

Grade Descriptors

Attainment Grades: PSTQ

Pupils are grouped across each form, set or stream into four quarters according to their attainment in assessments in each academic subject.

P	Primary	1st Quartile
S	Secondary	2nd Quartile
T	Tertiary	3rd Quartile
Q	Quaternary	4th Quartile

In the Middle and Upper School, the distribution of the grades should be even across the form or set. For example, in a class of 16 pupils there will be four of each grade. Attainment grades are given at the end of each term up to and including Year 7.

Attitude to Learning Grades

		Attitude	Quality of Work	Organisation
1	Outstanding (Outstanding Learner)	Always engages in a respectful and productive manner showing high levels of enthusiasm and initiative. Actively listens and responds to instructions very well. Works independently when expected, showing brilliant focus. Willingly seeks feedback to further their learning and consistently relishes challenge, showing excellent resilience. An outstanding role model who always takes responsibility for their own learning.	Work (written, practical, oral, IT, collaborative) is of exemplary quality for the individual and they regularly seek opportunities to go above and beyond expectations.	Arrives at lessons on time with the appropriate equipment. Resources and books are very well organised, and any missed work is caught up without promoting. Deadlines are comfortably met. (Y6-Y8 iPads always fully charged)
2	Good (Ambitious Learner)	Always engages in a respectful and productive manner, taking an active role in lessons with enthusiasm and at times shows initiative. Actively listens and responds to instructions promptly. Works independently when expected, with good focus. Uses feedback independently as an opportunity to develop. Challenges will be sought without prompting, from time to time.	Work (written, practical, oral, IT, collaborative) is consistently of a good quality for the individual.	Arrives at lessons on time with the appropriate equipment. Resources and books are organised, and regularly catches up on missed work. Deadlines are met. (Y6-Y8 iPads always fully charged)
3	Meeting Expectations (Engaged Learner)	Engages in a respectful manner, normally displaying a 'ready to learn, can do' attitude. Usually listens and responds to instructions promptly. Tries to work independently and remain focussed when expected. Responds to feedback positively and is reflective on learning. With encouragement, will tackle a challenge.	Work (written, practical, oral, IT, collaborative) is usually consistent with the pupil's ability.	Arrives at lessons on time with the appropriate equipment. With some support, resources and books are organised, and missed work is usually caught up. Deadlines are met, sometimes with reminders. (Y6-Y8 iPads are usually fully charged)
4	Needs Improvement (Passive Learner)	Learning is passive. Occasionally an active role is taken, but levels of motivation and productivity are inconsistent. Does not always listen well and response to instructions is inconsistent. Contributions may not always be appropriate. Lacking sustained independence when expected. Response to feedback is inconsistent. Tendency to give up easily if a task is challenging or not to their specific interests. A child's tutor is informed prior to parents receiving a 4 grade on a report, so that they can build up a big picture and contact parents where necessary.	Completes most of the tasks, but work (written, practical, oral, IT, collaborative) is not consistently to a standard that the pupil is capable of, even when encouraged by the teacher.	Occasionally late to lessons and may be lacking equipment. Work may be disorganised, and some work may be incomplete or missing. (Y6-8 iPads not fully charged, or available)
5	Unacceptable (Disengaged learner)	Has a poor attitude to learning, demonstrating a lack of effort. Rarely listens to instructions and does not respond promptly or positively. Behaviour may be detrimental to the learning environment. Little independence shown. Response to feedback is very limited, sometimes negative. Avoids some tasks. Parents will be informed prior to receiving a 5 grade on a report.	Consistently fails to complete tasks. Completed work (written, practical, oral, IT, collaborative) may be of poor quality, even when encouraged by a teacher.	Consistently arrives late to lessons and is not fully equipped. Work may be disorganised, and work may be incomplete or missing. (Y6-8 iPads not fully charged, or available)