**Rationale**

At Portlethen Academy, reporting serves a number of functions:

- Provides information to parents on their child's progress
- Informs learning conversations with pupils on their next steps and choices
- Allows whole school tracking and monitoring of progress to identify where interventions are required
- Forms part of Portlethen Academy's raising attainment strategy

Each academic year, there are 4 reporting events per year group; one parents' evening, one progress report, and two tracking reports.

Faculties also have internal arrangements for tracking and monitoring progress which they use to inform learning and teaching, discussions with pupils on their progress and next steps, and to inform their reports to parents.

**Reporting procedures for staff.**

In the school calendar, there are 4 reporting events per year group per session; one parents' evening, one progress report, 2 tracking reports. Time is allocated to reporting in the working time agreement under item 5.6: preparation for reports, records etc.

All reporting deadlines appear on the school calendar. There will be a reporting schedule sent at the start of each new term and a reminder during the week of each report. Reports will also be opened for editing at the end of the previous term to allow teachers to manage their time by entering information at a time that suits them.

Two deadlines are indicated on the school calendar for each set of reports; an internal deadline and a final printing deadline. The internal deadline indicates the latest date by which reports should be finished to allow PTs to proof read a sample. In larger faculties, this may not allow enough time for PTs to complete proof reading and in these circumstances, PTs will advise in advance on when they will require reports to be finished. Where PTs have made their own arrangements to check reports as they are completed, some staff may be given until close to the printing deadline to submit their reports. Where in any doubt, please stick to the internal deadline on the calendar.

The tables below indicate the information that should be entered for Progress and Tracking Reports for each year group.

Further information on each item is available below the tables.

In addition, the final report for S3 –S6, whether this is a progress or a tracking report, should include a Recommended Level.

**Progress reports**

|  | Grades 1-4 for Effort, Behaviour and Homework | CfE level including OT, RS, A, EE | Working Grade (WG) | Next Target Grade (NTG) | Action Plan Comments |
|---|---|---|---|---|---|
| S1 | √ | √ |  |  | √ |
| S2 | √ | √ |  |  | √ |
| S3 | √ | √ |  |  | √ |
| Senior Phase (S4 –S6) | √ |  | √ | √ | √ |

**Tracking reports**

|  | Grades 1-4 for Effort, Behaviour and Homework | CfE level including OT, RS, A, EE | Working Grade (WG) | Next Target Grade (NTG) | Action Plan Comments |
|---|---|---|---|---|---|
| S1 and S2 | √ | √ |  |  |  |
| S3 | √ | √ |  |  |  |
| Senior Phase (S4 –S6) | √ |  | √ | √ | optional |

**Effort, Behaviour and Homework**

| Homework | The extent to which homework is completed on a regular basis and to an acceptable level. |
|---|---|
| Effort | The extent to which the pupil works hard, is motivated and has progressed in their learning. |
| Behaviour | The extent to which the pupil behaves in class, is focussed and on task. |

**Curriculum for Excellence Levels**

Curriculum levels, including OT (On Track), RS (Requires Support), A (Achieved) and EE (Exceeding Expectations) should be entered in S1, S2 and S3 tracking and progress reports.  These allow us to track progress against the experiences and outcomes in each Curricular Area and to make informed recommendations for subject choice.

**Working Grade**

This is the grade at which the pupil is currently working. This should be informed by evidence from formative and summative assessment and teacher professional judgement.

**Next Target Grade**

This is the pupil's target to work towards **by the next reporting period.** This target should be negotiated with the pupil in relation to their progress so far and the next steps in their learning.

Working Grades and Next Target Grades from parental reports are used to track pupil progress at whole school level to inform interventions and school attainment targets.

**Action Plan Comments**

On each progress report, brief comments should be made giving advice on the next steps the pupil needs to make to make further progress in their learning. Comments should be individual to each pupil and teachers should avoid giving general information on the content of courses studied.

Where relevant, it would also be appropriate to include evidence of progress for example recent assessment results.

Comments are not required for tracking reports, however at the request of a number of faculties, Senior Phase tracking reports have the facility to add an optional comment if appropriate. This has generally been used to clarify presentation level such as study of National 5 or Higher over two years.

**Recommended Level**

On the final report before course choice in S3 – S5, whether this be a progress or tracking report, a recommended level should be included. This helps pupils, with the support of parents/carers and staff to choose courses at a level appropriate for them and which will be most likely to lead to a successful qualification.

The recommended level is based on the evidence of the individual pupil's performance so far and their teacher's professional judgement of their potential based on experience and knowledge of the content of relevant courses.

At this point the level indicated is a recommendation and the final presentation level is subject to change depending on the pupil's performance in that subject.

**Good practice in writing comments for reports (see Appendix 1)**

**Exemplar reports (see Appendix 2)**

**Interventions by PTs, Guidance and Year Heads**

After each set of reports has been printed, year heads will identify pupils who have been awarded 'inconsistent' or 'needs improvement' for effort, behaviour and/or homework and will request interventions as follows. **All interventions should be recorded in Seemis.** Year Heads will also keep a record of interventions requested and will store in SLT shared area:

- For 'inconsistent/needs improvement' in one subject only, Year Heads will email the Principal Teacher of that faculty and ask that they meet with those pupils to discuss expectations for improvement.

- Where the pupil is 'inconsistent' or 'needs improvement' in two/three subject areas, Guidance teachers will meet formally with that pupil and agree a plan for improvement. They will also send home a standard letter detailing the conversation that has taken place and actions agreed for improvement
- Where the pupil is 'inconsistent' or 'needs improvement' in four or more subjects, Year Heads will meet with those pupils and will also send home a standard letter detailing the conversation that has taken place and actions agreed for improvement.

Where there has been no improvement, or a deterioration by the next reporting period, the intervention will escalate to the next level. Where this has already involved SLT during the previous reporting period, parents will be invited in to discuss our concerns.

Where there are significant numbers of pupils requiring interventions, cut offs may change so that workload is distributed fairly between the Year Head and Guidance.

Standard letters issued by Guidance staff and Year Heads are automatically generated in Seemis and printed by Office staff.

### Interventions by Class Teacher

Class teachers will have ongoing discussions with pupils to review their progress. This could involve differentiation to ensure pupils are working at the correct level, ensuring pupils know what level they are working at and setting targets for them so they know what they need to do to improve.

### Assertive Mentoring

As part of our raising attainment strategy, a number of pupils in S4 are identified for staff mentoring and S5/6 for industry mentoring each session on the basis of their baseline assessments, prior attainment and September tracking report. The rationale for which pupils are chosen will vary year on year depending on the characteristics of their particular year group and on whole school targets and improvement priorities.

Pupils who are mentored have regular meetings, usually once per month, with their mentor to look at their latest progress and agree next step targets. Staff mentors may liaise directly with subject teachers while industry mentors will work with the appropriate member of SLT. Mentors keep a written note of meetings of which their mentor pupil is given a copy.

Mentoring is voluntary for staff and industry colleagues and as such it cannot be guaranteed that additional non-contact time will be provided for meetings. However, should you be finding it difficult to meet your mentor pupil, please see your PT/SLT to discuss a solution.

### Frequently Asked Questions (see Appendix 3)

**Appendix 1**

**Good practice in writing comments for reports**

The following points should be considered.

- Comments around improving punctuality.
- Comments around improving attendance.
- Comments around improving behaviour.
- Advice on how to revise.
- Targets on asking and answering questions in class.
- Targets on specific aspects of practical work e.g.
- Targets with named websites for specific topics.
- Targets to attend supported study.
- Targets specific to pupils on the misreading of the stems of questions.
- Targets on improving presentation in jotter work.
- Targets relating to specific concepts that the pupils have struggled with in tests.
- Quoting actual test scores / percentages, as some parents may not attend or be able to attend parents' evening and this also allows parents to act on the information more quickly.
- Targets relating to underachievement in certain skills e.g. percentages, ratios, literacy, graph drawing and labelling of axes.
- More specific targets for high achievers.
- Scrutiny of their tests/jotters/home works may indicate specific weaker areas. Perhaps advise to attend STEM club, supported study, visit relevant websites to reinforce or extend their learning, steering towards good textbooks etc.
- Advice around improvements in homework.

**Appendix 2**

**Exemplar reports**

Chloe is a lovely girl who is making good progress in Science.  She has settled in well to S2 and generally works hard.  She has scored well in tests i.e. Electricity Test = 73%.  Cells Test = 91%. Microbes Test = 73%. In order to improve Chloe should:
- Ensure she settles down to work quickly and avoids becoming distracted, this isn't a major issue but she sometimes becomes easily distracted.
- Focus on improving her interpretation of graphs by practicing using revision guides and BBC bitesize.
- Focus on ensuring she reads the questions properly before answering.

Lucas is a very well-mannered and enthusiastic pupil who is making very good progress in Science. He is a positive role model to the other pupils and a real pleasure to teach.  He has scored the following in recent tests:  Cells = 95%.  Microbes: 70%.  He should try to do the following to improve:
- Ensure he draws both axes when drawing graphs.
- Practices calculating percentages.
- Revise for tests well in advance to maximise his chances of gaining top grades.

Nathan is a bright and enthusiastic pupil who is making good progress in Science.  He has settled in well and is a pleasure to teach.  He has scored the following in recent tests: Electricity = 80%. Cells = 82%.  Microbes = 53%.  His microbes test is lower than expected for Nathan.  In order to improve he should:
- Revise fully for all tests using his jotter and online revision resources and always asks for help if he needs it.
- Offer more answers in class, as when he is asked, he often has very valuable things to say.
- Practice interpreting graphs using published revision materials and websites such as BBC bitesize.

**Appendix 3**

**Frequently asked questions**

*Until what time on the reporting deadline can I enter information?*

PTs will advise on the time on the internal deadline they require reports to be finished. On the final deadline for printing, unless otherwise indicated on the day, reports will be stored at 4pm. This means that any information entered after that time will not be printed in the reports.

*What happens if I cannot enter my reports by the deadline?*

If you foresee a difficulty in meeting the reporting deadline for whatever reason, please contact your PT/SLT as soon as possible. The further in advance you can do this, the more likely it is that a solution can be found. Ultimately however there is little flexibility in reporting deadlines due to the demands on reprographics staff and the impact on other events in the school calendar. Similarly, failing to meet the internal deadline may result in reports not being proof read which can result in errors being overlooked.

*What if a member of staff is absent?*

Staff are encouraged to enter their reporting information far enough in advance that unforeseen short term absence does not prevent reports being completed. Staff should also ensure that their PT has access to mark books containing assessment information so that in the event of an emergency which prevents the teacher completing the reports, the PT has the information they require to enter information on their behalf. PTs should set procedures for this in their faculty.

In the case of a long term absence, PTs should make arrangements where possible in advance for another member of their faculty to take responsibility for gathering assessment information and completing the reports for those classes affected should the class teacher not have returned to work. Where classes are being covered by supply staff, and those staff are unable to write the reports, the PT should gather the information required to complete reports for those classes.

Only as a last resort should blanket reports be entered by the PT or reports be left blank.

*What if I forget to do my reports and don't realise until after they have been stored/printed?*

Internal deadlines have been added to the school calendar so that PTs have an opportunity to check a sample of reports from each class before they are printed, however PTs cannot check every report. There will be an email reminder to all staff at the start of each term and in the week the reports are due, however it is up to each teacher to ensure they have consulted the school calendar and taken a note of reporting dates. It should not be expected that PTs issue verbal reminders.

In the event that reports have been missed, please see SLT to find a solution that least inconveniences reprographics and office staff.

*I have 5 S2 classes. How can I get the reports finished in time?*

PTs have tried wherever possible to allocate year groups evenly across their staff to avoid one person teaching a disproportionate number of classes in any one year group.

Where there are shared classes, it makes sense that the teacher with the lower number of classes in that year group takes responsibility for the reports for the shared class.

It is also advisable where you have a large number of reports to write that you begin early. It is more important to have comments individual to each child than the quantity of what is written.

It is worth remembering that although you may have a larger number of classes in one year group, the knock on effect to your timetable as a whole will be that you have comparatively fewer in other year groups and will write a similar number of reports overall to others in your faculty.