



# Reporting

## Introduction

St Dunstan's College provides pupils and parents/carers with reports on pupil learning, attainment, and progress at least termly, and usually twice termly. The main purposes of these reports are:

- To support pupil progress and motivation via the sharing of academic and wider information between teacher, pupil, and family.
- To help teachers and tutors to support pupil progress by the regular evaluation of learning and achievement in dialogue with pupils, families, and colleagues.
- To help parents and carers understand their child's performance in the context of the College's aims, expectations, and in relation to national standards.

**The current cycle of Reporting to parents/carers at the College is as follows:**

## Junior School

Term	Year Group						
	EYFS	1	2	3	4	5	6
Michaelmas 1	EYFS Settling in Meetings	Parents' Evening					
Michaelmas 2	Tapestry ongoing	Michaelmas Achievement and Targets Report and Learning Scores					
Lent 1							
Lent 2	Parents' Evening and Learning Scores						
Trinity 1	Tapestry ongoing						
Trinity 2	End of Year Report and Learning Scores						

Senior School

Term	Year Group						
	7	8	9	10	11	12	13
				LS1	LS1	LS1 & BM	LS1 & BM
Michaelmas 2	End of term Report (LS1 & WG)	End of term Report (LS1 & WG)	End of term Report (LS1 & WG)	End of term Report (LS1 & WG)	End of term Report (Trials & LS2)	End of term report (BM & LS2)	End of term Report (BM & LS2)
				Written subject targets	Parent-Teacher consultation	Written subject targets	Parent-Teacher consultation
Lent 1		Parent-Teacher consultation	Parent-Teacher consultation				
	LS2	LS2	LS2	LS3	LS3	LS3	Trial examination results LS3
Lent 2	Parent-Teacher consultation			Parent-Teacher consultation	Written subject targets	Parent-Teacher consultation	Written subject targets
	End of term Report (LS3 & WG)	End of term Report (LS3 & WG)	End of term Report (LS3 & BM)	End of term Report (BM & LS4)	End of term Report (BM & LS4)	End of term Report (BM & LS4)	End of term Report (Trials & LS4)
Trinity 1	LS4	LS4	LS4	LS5		LS5	
Trinity 2	End of term Report (EOY exams & LS5)	End of term Report (EOY exams & LS5)	End of term Report (EOY exams & LS5)	End of term Report (EOY exams & LS6)		End of term Report (EOY exams & LS6)	

**Key:**

**LS = Learning Score**

**BM = Benchmark Examination**

**WG = Working at Grade**

**EOY = End of Year Examination**

**Trials = Trial Examinations**

**Types of Report**

- **Hecker Reports are based around learning scores. Learning scores are reported subject by subject on pupil approaches to learning over the period of time since the last**

## ISI 4a – Pupil Performance

Learning Score. They are a score out of 20 comprised of scores out of 4 in the following categories: Engagement with the Subject, Response to Feedback, Collaboration, Strategies for Study, and Homework. In the Junior School these categories are adjusted to be age appropriate: Subject Engagement, Response to Feedback, Organisation, Independence and Collaboration. For an explanation of the educational thinking behind Learning Scores, please refer to our Learning policy.

- **Attainment Update** report subject by subject on pupil attainment in the most recent common assessment task undertaken across the whole year group. The grading is 9-1 in the Lower and Middle School (to reflect likely GCSE potential) and A\*-U in the Sixth Form (to reflect likely A Level potential.) Parents/carers/pupils are not provided with ranking order information or year group data relating to means and averages. Individual progress since the previous Attainment Score is the focus of review. In the Junior School, pupils are given an In Class Achievement Score of either Working Towards Expectation, Meeting Expectation or Working at Greater Depth. For more information about the College's approach to assessment and tracking, please refer to our steering document on Assessment and Tracking (STARS).
- **Written Subject Targets** are teacher specific targets clearly indicating strengths and weaknesses and providing clear advice on how to improve. They are provided to Year 11 and Year 13 pupils at the end of Lent 2 and to Year 10 and 12 pupils at the end of Michaelmas 2. In the Junior School, the Michaelmas Achievement and Targets report and written comments for English and maths provide areas of strength and areas for development in each subject.
- **Usherwood Reports** are reflections by each pupil's tutor on both their academic development as reflected in their Scores, and their wider and equally important development as a young person on an educational journey in its wider sense in line with our College motto of *Albam Exorna*. They are provided to all pupils once per academic year. In the Junior School, parents also receive a written report of pupils' achievements and targets in maths and English.

Forder Reports include a summary of the Forder activities a pupil has taken part in, they include attendance as well as a summary of the key achievements of each Forder activity. Forder is reported at the end of every term, three times in an academic year.

Stuart reports, for years 7 to 9 only, are reflections by each pupil's Stuart teacher on their participation and development over the three courses each year; Relationships, Skills for the Future and Critical Thinking.

- **End of Term Reports** include a report on the Hecker, Stuart, Forder and Usherwood curriculum in addition to an attainment update. These reports are published at the end of

## ISI 4a – Pupil Performance

each term. In the Junior School, the End of Year Report comprises of written achievements and targets for all subjects, Learning Schools, In Class Achievement Scores and Assessment Scores.

### Access to Reports

Reports are available to all parents/carers via their individual logins to the College's Parent Portal. In the events of parental separation, or when otherwise relevant, separate personal logins will be provided to ensure equal access to information about a child.

### Parent-Teacher Consultations

Parents/Carers will be invited to at least one **Parent-Teacher Consultation evening** in each Academic Year. At these parents can speak with their child's teachers face to face. Also present will be relevant Senior Pastoral and Academic Staff and representation from the Learning Support Department (such as the SENDCo or Learning Support Coordinators). From Year 7 pupils are encouraged to join their Parents/Carers at these evenings to develop ownership of their progress and as the primary beneficiaries of the advice being given. The timing of these events is managed to give meaning as part of each year group's own academic journey in relation to key phases of assessment or choice. Where Parents or Carers are unable to see every teacher on the day, or where dialogue and support is best continued outside of the event, further contact and communication between home and school is encouraged. It is the College's intention that these events should be part of a 'no surprises' culture. Contact between home and school (in both directions) regarding concerns of an academic or pastoral nature is encouraged to take place as and when it is relevant and not to be reserved or stored up for a **Parent-Teacher Consultation evening**. The dates of **Parent-Teacher Consultation evenings** for each academic year are published in advance via the School Calendar.