



A Parents' Guide to the Reporting System at Hill House School

Introduction – The Importance of Feedback

It is very important to us that pupils and parents understand the reporting and feedback process.

Pupils can benefit greatly from reflecting upon their performance and from using this, alongside the feedback that they receive from their teachers, to determine the next steps they need to take. Indeed, educational research suggests that feedback is one of the most powerful influences on learning and achievement.

This is further reflected in our Teaching and Learning Policy where we acknowledge the importance of pupils taking responsibility for their learning, persevering through difficulties and learning to enjoy risks and challenge. You will see that the feedback you will receive will allow you and your children to reflect on how they are meeting up to these aspects of learning.

Should you have any queries / concerns about any aspects of our reporting systems, please do not hesitate to contact us. Details of how to do so can be found at the end of this document.

Nursery to Year 4

Michaelmas Term: During the Michaelmas term, there will be a parents' evening in September/October to allow time for parents to meet with form tutors to discuss how their child/ren have settled in to the new academic year. At half term, every child from Reception – Year 4 will receive a short, personalised target for mathematics, English and PSE/science/topic. This also includes progress and effort data (Reception only), where staff use their professional judgement of how they believe your child is getting on in school. The following indicators are used for progress and effort:

- * excellent (some pupils)
- + good (most pupils)
- not good enough (a few pupils and a reason for this is given)

On the final day of this term, every child in Reception to Year 4 will receive an online end of term report which gives written feedback for mathematics, English and science/topic as well as progress and effort information for all other subject areas. Accompanying this will also be a Form Teacher and a Head of Junior School comment. Year 3 and 4 receive grades at this time taken from end of term assessments. In order to achieve consistency across different subject areas, assessments are graded as the following:

- A Top 40%
- B Next 40%
- C Next 15%
- D Remaining 5% of the cohort

Lent Term: During this term there will be a parents evening for all year groups including Nursery. At half term, every child from Reception – Year 4 will receive a short, personalised target for mathematics, English and science/topic/PSE. Progress and effort (Reception only) is also reported on.

Summer Term: Children receive a half term target report as in Michaelmas and Lent. On the final day on the year, all children receive an end of year report. This consists of a full written report with progress and effort data as well as grades. Nursery children receive their full written report at this time.

Years 5 – 8

Reports are issued every three weeks from Year 5 upwards and are sent to parents by email and also published on the parent portal. This means that parents can encourage their children to quickly make any necessary changes to their study habits.

During the first term of each year, pupils will discuss and agree their **target grades** with their subject teachers for the year in each subject. As well as information from the discussion, teachers will be using information from national tests and internal assessments, and will be looking to set a target grade which is aspirational for each child.

Three times per year, teachers will report a **current attainment grade** which can then be seen alongside their targets. This is the grade at which your child is currently working. Occasionally, a child may exceed his/her target grade: this may signal that a grade needs to be adjusted upwards. If a child repeatedly performs significantly below their target grade, this may indicate that their working practices need to change, they need some additional focus or support in that subject or occasionally that a target grade needs to be lowered.

In addition, in order to give you a fuller picture of how your child's teachers believe he or she is getting on in school, they will report on the following key areas, following our teaching and learning policy, as follows:

Application of perseverance

Pupil shows exceptional levels of perseverance and resilience	1
Pupil routinely completes all work set, revises thoroughly for tests, overcomes minor difficulties and meets deadlines	2
Pupil usually completes work, revises thoroughly for tests and meets deadlines but occasionally slips up or is easily defeated.	3
Pupil often misses deadlines, does not revise for tests, and/or easily gives up when things seem difficult; much improvement required	4

Taking of responsibility

Pupil takes full ownership over their own progress and proactively seeks out ways to improve	1
Pupil is well prepared and equipped; is ready to start the lesson without delay; asks for help when needed; catches up on any absences; supports the learning of others and does not distract	2
Pupil sometimes needs reminding of their responsibilities towards themselves or others	3
Pupil takes little responsibility for their own learning; much improvement required	4

Embracing of risk, challenge and enjoyment of learning

Pupil is invariably passionate about their work and seeks out new challenges	1
Pupil is enthusiastic to embrace new learning; may ask searching questions and tackles presentations and problems in front of their peers willingly; may carry out their own research/visits	2
Pupil shows some enjoyment in lessons but can avoid opportunities to challenge themselves or occasionally be disengaged or reluctant	3
Pupil can be negative, or apathetic, towards their learning; much improvement required	4

A parents' evening is held twice a year and parents will also receive one academic report and one house/tutor report. Reports will be sent to parents by email.

Internal examination results are published during the Summer Term. In order to achieve consistency across the different subject areas, examinations are generally graded as follows:

- A* Top 15% of the cohort
- A Next 25% of the cohort
- B Next 40% of the cohort
- C Next 15% of the cohort
- D Remaining 5% of the cohort

Year 9 and GCSE

Reports continue to be issued roughly every three weeks, as before.

By Year 9, pupils will have made option choices for GCSE. Parents and pupils will receive booklets with information about the process and pupils will receive more information in school. An options parents' evening is also provided to ensure that parents are able to gain the information they need and that pupils are fully supported whilst making their options choices.

At the beginning of their studies in Year 9, in discussion with their form tutors, pupils set themselves aspirational targets using the GCSE scale of 9 – 1.

Over the first half-term, subject teachers monitor the progress and effort of their pupils and use a combination of this knowledge, the pupils' own target grades and projected grades from national data sets to formulate the School's target grades for every pupil.

There will be two parents' evenings during the year and we will also report on any internal exams at the appropriate time. In addition, parents will continue to receive

one academic report and one house report every year. Reports will be sent to parents by email.

During Year 11, pupils are interviewed by members of the Senior Management Team. These interviews will discuss progress in general, their preparation for mock examinations, any necessary targets they need to set to ensure that they achieve their target grades and to ascertain whether they require any further support with study skills and career options.

Information from you

Please don't forget to tell teachers of any concerns you or your child may have, especially if they / you feel that they are struggling with any aspect of the work or perhaps do not consider that they are being sufficiently challenged. Similarly, if you or they feel that the classroom dynamics are impeding their progress, it is very important to let the teacher know so that they can adjust seating plans or ensure that group work does not combine individuals who may not work well together.

Contacting the school

If you have any **general** queries or concerns about any aspects of the school's reporting process please address these to Mrs McCrea who is responsible for its oversight. She can be contacted via the school office using e-mail on parents@hllhouse.doncaster.sch.uk or by telephone.

If you have a more specific question concerning report grades / comments which you wish to pose to your child's Form Teacher or one of their subject teachers, we recommend that you contact the school office as above and ask them to pass on your question or request to talk to an individual member of staff.