



BELVEDERE INTERNATIONAL SCHOOL

REPORTING POLICY

2024-2025

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info@belvedereinternationalschool.com

Hili, Al Ain, United Arab Emirates

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Introduction

Communication with parents is vital and we provide formal contact with them every term in the form of a report. These reports will give each student a grade indicating their student current level of attainment, target grade for the end of that term and their effort in class and homework. There are also termly parents' evenings annually. Reports form an important part of the establishment of good liaison and relationships with parents. We must remember that although we write hundreds of reports each year the parents only receive one each half term and it is the most important document we send home. Communication of poor academic work or missed deadlines through the pastoral system is imperative to ensure that reports do not contain information that comes as a surprise to parents.

Internally reporting is important for the school. It acts as a summary of a period of learning and offers an opportunity to set targets for students. These targets are designed to raise the standard of achievement, by offering a focused approach to future learning. It also allows tutors to draw together a student's academic and co-curricular contribution to the school.

Staff must adhere to all deadlines to ensure that parents receive an up-to-date report and everyone has sufficient time to complete their part of the process.

Aims

What we aim to achieve through reporting:

- Give students helpful feedback on their achievements and areas for development, in order that they can learn more effectively.
- Enable students to understand what they have to do to attain specific levels and grades.
- Facilitate the setting of clear targets for improvement.
- Allow staff and students to plan more effectively.
- Involve students and their parents in the students' progress.
- Provide the school with information to evaluate teaching.

Principles

Reporting should:

- Be based on an agreed framework of consistent principles used throughout the school.
- Enable the school to fulfil its statutory obligations.
- Inform teachers' forward planning.
- Be integrated into curriculum plans, use a wide variety of assessment techniques.
- Provide intelligible and meaningful information for parents.

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- Be manageable within existing resources and time.
- Be simple and understood by all.

Report Process

Line Managers (LMs): Primary Key Stage Leaders and Senior Heads of Department (HoD)

HoDs are responsible for ensuring that the systems administrator has the correct reporting groups assigned to each teacher. This must be completed a week before the release of the reports on Engage to teachers.

Once teachers have completed their reports, LMs should check that all appropriate entry fields have been completed. In reports where staff have given written feedback LMs should proofread them for spelling, punctuation and grammar. They should also ensure that the comments match the grades given and that it is personal to that student. It is the responsibility of LMs to return any reports for rewriting that is inadequate.

Subject Teachers

The subject teacher must complete the entry of grades in accordance with the deadlines set by the SLT. This is distributed at the beginning of the academic year.

Reporting to Parents

Preparatory

In Foundation Stage 2 and Preparatory, reports to parents are given verbally at termly parents' evenings along with written information on the pupils' attainment and their targets.

Simple monitoring reports will be given to the parents termly with follow up meetings if there are issues with their child's progress. A comprehensive written report is provided at the end of the summer term. The reports are written in a clear, straightforward manner and are personal to the pupil.

They inform parents of:

- How their child is performing in relation to their past achievements and to national standards.
- Their child's strengths and any particular achievements.
- Areas of development and improvement.
- Whether the child is happy, settled and behaving well.

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Primary

On each report, there will be:

- Baseline judgement
- End of term judgement
- Effort grade
- Number of progress steps made since the baseline assessments
- Teacher's comment which includes strengths and weaknesses.

Baseline Judgement: The baseline judgement is an assessment carried out at the beginning of the school year. This is the child's starting point for the year. The judgement is made by the teacher which incorporates classwork, observations and assessments.

End of Term Judgement: The End of Term judgement is an assessment carried out at the end of a school term. This is the child's development at the reporting point of each term. The judgement is made by the teacher which incorporates classwork, observations and assessments.

Steps of Progress Made: Progress will be measured against the number of steps of progress throughout a year. Each year is split into 6 steps of progress this is to show a smaller amount of progress during a short period of time (half termly instead of termly), e.g. 1B to 1B+ will be one step of progress (see the progress and attainment chart in Appendix 2).

Effort grades: Attainment cannot be high and Effort low, therefore, there must be consistency between the two. The effort is measured by the attitude of the child as well as the amount of effort which is put into their work on an average.

Teacher Comment: For terms 1 and 2 reports there will be a brief teacher comment which will focus on strengths and next steps/targets to work on (what a child can improve on). For the end of year report the teacher will give a clear overview about the child's progress and attainment as well as achievements throughout the year.

Senior

For Years 10-13 a target should be agreed with the HoD using information from the CEM Data and professional judgment. This target should not change unless it is agreed with the HoD in consultation with the Director of Studies.

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For all Years an attainment grade should be entered. This should be the same grade as is used in tracking and should differentiate within a grade between high, medium and low attainment, using 9 + or -. (e.g. 8+ or 9-). The attainment grade should forecast the likely outcome at the end of that academic term and/or any internal or external assessments taken that term.

Effort grades should be given for classwork and homework. For both of these the student's ability might be taken into consideration. For homework this should reflect the quality/quantity of work done and its presentation. In class, the contribution to lessons would be an additional consideration.

Where a comment is required, it should be individual to that student and add to the letters and numbers already provided. These should outline improvements made or how future improvement could be achieved. Comments should be succinct but must not exceed 200 characters.

Tutor Comments

It is the responsibility of tutors to read the report thoroughly and make a comment on the academic, pastoral and CoCurricular contribution for that reporting period. This must give a clear indication of the progress of the student in question and add to the information given by subject staff. It should also sum up the contribution of the student to the wider school community.

SLT Review

Draft copies of the reports will be printed for SLT review. Any corrections will be returned to staff and need to be completed within 24 hours. Reports will be made available to parents on the dates given.

Report Correction Procedures

It is vital that reports go home free from typographic, spelling, grammar or factual errors. Reports must also adhere to the school's reporting conventions and house style (see below).

Error Checking Roles & Responsibilities

There are many stages through which reports proceed and each stage gives an opportunity for error checking. For subject reports the LM is primarily accountable for accurate reports being produced. Similarly, LMs are responsible for Tutor comments. Time is given for all LMs and SLT to conduct these checks.

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Error Correcting

The use of Engage for reports allows for a range of methods for error correction. Staff should use the method that is most efficient and appropriate:

1. Correct the error themselves. This is useful for typographic errors, spelling mistakes etc. provided it does not change the meaning and it is quicker to do so. Should they find a large number of errors of this kind, the problem should be brought to the attention of the report writer.
2. For errors that are more significant and require a level of rewriting send an email to the report writer or on a printed version circle the error and returned to the teacher.
3. Should there be any disagreement as to whether there is actually an error, it should be referred to a more senior member of staff for a final decision.

BIS Reporting

Parents can receive reports in two ways:

1. An electronic report, to view and download from Engage.
2. A paper copy from the Reception, on individual request from parents.

All reports have grades.

A written report from Primary Class Teachers and Senior Form Teachers in Term 1 and Term 2.

In Term 3, full written progress reports are provided by Primary Class Teachers, Senior Subject Teachers, Form Teachers.

Report Writing, Checking and Publishing Process

Term 1

07:00 Monday 20th November: Reports available for all teachers

23:59 Monday, 04th December: Reports to SLT for checking

23:59 Wednesday 06th December: Final data entry deadline

10:00 Friday 08th December: Reports available on Engage for parents to view and download

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Term 2

07:00 Monday 04th March: Reports available for all teachers
 23:59 Wednesday 13th March: Reports to SLT for checking
 23:59 Wednesday 20th March: Final data entry deadline
 10:00 Monday 08th April: Reports available on Engage for parents to view and download

Term 3

07:00 Wednesday 01st May: Reports available for all teachers
 23:59 Tuesday 04th June: Primary Year Leaders and Senior HoDs to check
 23:59 Tuesday 11th June: Primary Key Stage Leaders

 23:59 Thursday 20th June: Reports to SLT for checking
 23:59 Wednesday 26th June: Final data entry deadline
 15:00 Monday 01st July: Reports available on Engage for parents to view and download

Appendix A – Primary Grade Criteria

B = Beginning W = Within S = Secure B+ = Beginning + W+ = Within+ S+ = Secure+		
	Band	Expectations
Early Years Foundation Stage	20 – 36 Months Green	Entry to Foundation Stage 1
	20 – 36 Months Green+	
	30 – 50 Months Red	December
	30 – 50 Months Red+	
	30 – 50 Months Yellow	March
	30 – 50 Months Yellow+	
	30 – 50 Months Green	End of Foundation Stage 1/ entry FS2
	30 – 50 Months Green+	
	40 – 60+ Months Red	December
	40 – 60+ Months Red+	
	40 – 60+ Months Yellow	March
	40 – 60+ Months Yellow+	
	40 – 60+ Months Green	End of Foundation Stage 2 / Entry to Year 1
	40 – 60+ Months Green+	

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Primary	Band 1 B	December
	Band 1 B+	
	Band 1 W	March
	Band 1 W+	
	Band 1 S	END of Year 1 / Entry to Year 2
	Band 1 S+	
	Band 2 B	December
	Band 2 B+	
	Band 2 W	March
	Band 2 W+	
	Band 2 S	End of Year 2 / Entry to Year 3
	Band 2 S+	
	Band 3 B	December
	Band 3 B+	
	Band 3 W	March
	Band 3 W+	
	Band 3 S	End of Year 3/ Entry to Year 4
	Band 3 S+	
	Band 4 B	December
	Band 4 B+	
	Band 4 W	March
	Band 4 W+	
	Band 4 S	End of Year 4 / Entry to Year 5
	Band 4 S+	
	Band 5 B	December
	Band 5 B+	
	Band 5 W	March
	Band 5 W+	
	Band 5 S	End of Year 5 / Entry to Year 6
	Band 5 S+	
	Band 6 B	December
	Band 6 B+	
	Band 6 W	March
	Band 6 W+	
	Band 6 S	End of Year 6/ Entry to Year 7

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Senior Grade Criteria

				Most Able (AG&T)					
				Y7	Y8	Y9	Y10-11		
				Higher Ability					
				Y7	Y8	Y9	Y10-11		
				Middle Ability (H)					
				Y7	Y8	Y9	Y10-11		
				Middle Ability (L)					
				Y7	Y8	Y9	Y10-11		
Lower Ability									
Y7	Y8	Y9	Y10-11						
U	1	2	3	4	5	6	7	8	9

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Appendix B – Reporting guidelines

There are a few conventions that must be observed when completing written school reports to ensure the house style is consistent.

1. Reports should not be used to promote or market a particular subject.
2. Reports should not be critical of school procedures, policies or a colleague etc.
3. Preferred name, as found on Engage should be used.
4. Months start with a capital letter, but seasons do not.
5. All subject names should begin with a capital letter.
6. All sports and musical styles should begin with a capital letter.
7. Controlled Assessment should be capitalised.
8. Year group should start with a capital and be followed by a number.
9. The words Sixth Form should be capitalised.
10. Houses should have a capital letter. "Kingfishers House" or "The House."
11. CoCurricular, not extracurricular. No apostrophe in CCPs.
12. Percentages to be written as a number then symbol e.g. 83%.
13. UK spellings should be used for all words.
14. Practice (noun) 'a practice', 'the practice', "with further practice she can...."
Practise (verb) 'to practise' "she needs to practise her spellings."

This document has been compiled to help support staff when writing reports, in order to maintain a unified style of reporting and eliminate inconsistencies. Reports should be spelt properly, be grammatically correct and intelligible to the intended audience. It is important to remember that parents are not familiar with abbreviations or other language which is common parlance in teaching circles. They should reflect the formal nature of the report and not contain elisions, or slang. Reports should be unique to the individual and give parents a valuable insight into the behaviour and work ethic of their child, when at school; it is not acceptable to cut and paste statements between students.

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Report Grades

This is not meant to be an exhaustive list of the things that should be considered when generating the grade but merely some guidance. You need to know what you have previously given to inform your decisions. Large variations in grades should not occur from one report to another without some contact with home.

Target: This should be based on the Baseline data and your professional judgment. As a rule of thumb we expect students to achieve two sublevels of a grade on average across a department, e.g. 4+ to 5- (Senior). Although targets can change over time this should be an exception rather than the norm.

Attainment: This is an average of the marks students have received during that reporting session. Eg: where a student has received 9,9,8,9,8 the average would be 9- If work has been marked numerically then a grade should be awarded for the overall percentage.

Effort grades: There should be a link between attainment, benchmark data and the effort grades in so far as, if attainment goes down effort cannot have gone up and if attainment is significantly below benchmark data effort cannot be excellent.

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