



Policy

Reporting Policy

The purpose of the reporting system is to provide parents with timely and accurate information about the progress of their children's education, and to encapsulate a record of progress for students as they move through the school.

Reporting is made through Progress Reports ('PRs') which are, in general, written twice each term and sent to parents. These comprise subject-specific grades relating to academic performance and effort, together with a comment from the teacher. In addition, an internal Progress Report is produced early in the school year to alert tutors or other colleagues to any academic issues. All academic reports refer to the period since the last report. Reports are not written to cover periods where courses have already been completed or where insufficient lessons have been taught to render a report meaningful, for example where Examination Leave comprises a significant part of the reporting period. Reports will be written even in close proximity to a Parents' Evening, as they form a formal written record of progress.

Grades are awarded as follows:

- Attainment grades reflect academic performance in that subject relative to what would be expected from a student in that stage in their academic careers; notionally, they indicate a student's likely final grade if they continue progressing as at present
- In Forms 3 and above, the levels relate to performance in the public examinations for which the students are being prepared; this also applies in Form 3 even if the student is not intending to pursue the subject at GCSE or IGCSE
- In the Lower School, the levels relate to generic descriptors (detailed below) which are supported as appropriate by descriptors specific to the subject in question; these descriptors may also be specific and distinct for Lower 1, Form 1 and Form 2

Attainment	Descriptor
Outstanding	Consistent and thorough knowledge, understanding and skills, applied with fluency and originality, and in a wide variety of situations. Work produced and contributions in lessons are of a very high standard.
Very Good	Secure knowledge, understanding and skills, and mostly successful in their application in a variety of situations. Work is of a high standard with some insight and originality in evidence.
Good	Sound knowledge, understanding and skills, and able to apply them in normal situations. Work is of a good standard.
Intermediate	Inconsistent knowledge, understanding and skills, with difficulties in some areas. Able to apply the ideas with some assistance.
Low	Limited knowledge, understanding and skills, with difficulties in applying them even with assistance.

- Effort grades for performance in class and in prep are reported using a three-point scale: two ticks (indicating exceptional effort), a single tick (indicating the effort that would be expected of an Oakham student), or a cross (indicating an effort below normal expectations)

- Behaviour, together with punctuality and organisation, is reported on a three-point scale: 'Good', 'Inconsistent' or 'Unacceptable'; the latter should not be awarded without the tutor having been advised ahead of time
- Grades are not to be used as rewards or sanctions: they must tell the truth about the student as accurately and as honestly as is possible, and it is appropriate to use the whole scale for attainment if required; grades may need to be justified at a later date

In addition:

- Heads of Department are responsible for ensuring that departmental colleagues understand and use the reporting systems correctly to report performance in their subjects
- Elements of the Total Curriculum, such as sport, service, musical instruments and so on, are reported on by a comment on the Progress Report at the end of term
- Students complete two self-appraisals on their end-of-term report, reflecting on aspects of their academic and activities programmes
- Teacher comments (a maximum of 90 characters for the first PR in the term, and 280 characters for the second) are obligatory on all PRs: these should be diagnostic and specific to the student
- Tutors add a comment to their tutees' reports, and Housemasters add a comment on the end-of-term reports; a final comment is contributed to the second report by a member of SLT on a rotational basis
- Tutors are responsible for ensuring that reports are fit for publication, by checking for errors in spelling and grammar and for any omissions; subject teachers are responsible for the factual accuracy of reports and should also check that their comments are free from error before they are sent to tutors
- Results of internal examinations are sent to parents on a separate 'Exam Order' document

DAH

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Review in 2018