

## Reporting to Parents Policy

Written January 2019 – Review date January 2025

### 1.0 **Introduction**

- 1.1 At Bradford Christian School, we value the responsibility of parents in bringing up their children. In entering into partnership with us as a school, parents delegate responsibility to the school. It is important that the school communicates with them on a regular basis so that they can be informed about their child's academic ability and progress and the development of their character in the school community.
- 1.2 Bradford Christian School will report to parents in order to regularly update them on the progress of their child's academic ability and character development in keeping with the vision of building partnership between home and school.

### 2.0 **Responsibilities**

- 2.1 The Heads of departments are responsible for ensuring that reports are made to parents by directing staff to fill in reports at regular intervals during the year.
- 2.2 Subject teachers are responsible for recording the progress of students in their mark books, entering data in electronic form as requested, and using this data in feeding back to parents.

### 3.0 **Means:**

- 3.1 Reporting takes two forms:

**Informal** – In Primary, through presentation evenings, meetings in the playground and around school with parents, through emails and phone calls  
In Middle & Upper through the use of texts, emails, phone calls and face to face meetings.

**Formal** through written reports and various parents' evenings

### 3.2 **Target Grades**

Where target grades are set, these are based on a combination of pupil prior attainment and baseline testing. The school uses a range of baseline tests to moderate Target Grades including:-

Year 1 - Phonics Screening

Year 2 - SATs ( in house)

Year 4 - CAT

Year 6 - SATs (in house)

Year 8 -CAT

### 3.3 **EYFS**

EYFS have day to day interaction with parents, before and after school and parents are updated twice a week on average through the EY log.

EYFS invite parents of children moving into nursery and into Y1 into school to hear about the expectations of the EYFS and KS1. This is done at the end of the school year, ready for starting children starting in the September term.

They have twice yearly parents evenings for reception and nursery, stay and play sessions for parents to visit the setting and a formal end of year report for Reception children.

### 3.4 **Primary**

Primary send six reports to parents each year. The first one is sent in the autumn term and is a mini report. It focuses on how the child is settling into their new year group how parents can help their child through the coming year. From Year 1 it highlights target grades for the year.

The report, sent in the summer term is a full report covering academic achievement and character development. It shows progress related to target grades, and includes results of standardised testing.

Parent consultations are held twice in the year, in the October and February half term period when parents will be shown children's work and talk through progress and achievement in all areas of a child's wellbeing. In

September there is a welcome coffee morning for parents to meet their child's new teachers and develop the partnership between home and school

Communication through class assemblies, general assemblies, parents meetings, social and fundraising events form an important and integral part of our parent partnership. We welcome parents into the classroom to share their skills or interests where and when this is appropriate.

3.5 **Middle & Upper**

Middle & Upper send six written reports home each year. Each term, an Interim Report is issued summarising progress against Target Grades. At the end of each term a Final Report is issued which contains a Form Tutor comment, and attainment grades for subjects without Target Grades, in addition to summarising continuing progress against Target Grades.

Parents attend a consultation evening during the **Autumn and Summer** Terms, and are offered the opportunity to meet the Head of Upper School, or Head of Middle School following each of the above reports.

Year 8 have an Upper School Options evening, and follow up meetings during the **Summer** Term

3.6 **Special Educational Needs**

Students with Special Educational Needs may have their needs described and recorded on a Pupil Passport. This will be shared with the parents as part of the educational provision the school makes for such students.

3.7 **Autism Provision**

AP students will receive **progress** reports **termly** within the academic year.

**Acorn Middle school** class years **5-8** will also each have a pupil passport which will be renewed every term. **Oak Upper school class in years 9, 10, 11 will also receive their reports termly and have their pupil passports reviewed each term.**

AP students **based in SST** in Years **7 to 11**, will **receive reports in line with the** main school reporting cycle. **These will be students who have an EHCP, but are able to work at Age Related Expectations and will follow the GCSE pathway within the** mainstream school, otherwise they will remain on the previously described system.

4.0 Review

4.1 This policy should be read in conjunction with the following staff policies:

- Feedback and marking policy

4.2 This policy was written in October 2015 and will be reviewed bi-annually. This latest review was completed in **March 2023**.

Formally agreed through Governors compliance:	<b>4<sup>th</sup> May 2023</b>
Signed Richard Shackleton – Chair of Governors	
Signed Jane Prothero – Head Teacher	
Review Date:	<b>January 2025</b>