



Ark Boulton
Academy

“Growing together, reaching higher”

REPORTING TO PARENTS POLICY

2016 - 2017

Date of last review:	May 2017	Review period:	1 Year
Date of next review:	May 2018	Owner:	Daniel Richards

POLICY INFORMATION

Named personnel with designated responsibility for

Academic Year	Designated Senior Person	Deputy Designated Senior Person	Nominated Governor	Chair of Governors
2016/17	Daniel Richards	Caroline Entwistle		Julie Griffiths

Policy Review Dates

Review Date	Changes Made	By Whom
May 2017	Policy created in line with new CCR report documents	Daniel Richards

Ratification by LGB

Academic Year	Date of Ratification	Chair of Governors
September 2016		Julie Griffiths

Dates of staff training for this academic year (if applicable)

Academic Year 2016/17		
4 th January 2017	Whole academy inset (Ark Assessment + and student reports)	All teachers
26 th April 2017	Whole academy inset session (Progress Review Day preparation)	All teachers
27 th April 2017	Ark Data Lead training (Bolingbroke Academy)	DR

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1. INTRODUCTION

At Ark Boulton Academy we report to parents/families three times each academic year, regarding the progress their child is making.

Parents will receive their child's report during a 'Progress Review Day' that is held at the academy once per term. Progress Review Days (PRD) are held after the academy has completed its' assessment week, marked the tests, moderated them and standardised the results against those achieved by students from across the Ark network.

During PRD parents will have an appointment with their child's tutor to receive their report and discuss how well they are performing at the academy. A student's printed report sheet will include a number of elements including:

- Behaviour information.
- Attendance.
- A table to inform parent and child about how well they are performing in each subject.
- An attitude to learning score.
- Reading age.

2. PARENT GUIDE – OUR NEW ASSESSMENT SYSTEM

At Key Stage 3 students will no longer receive a traditional level from their teacher due to the abolition of the national curriculum. Instead, teachers will use Ark Assessment + (AA+) grades to report how well your child is doing.

AA+ is known as an 'age-related' scale. This means that your child's target grade is highly unlikely to move up each year, nor do we expect a student's grade to increase at each assessment point. This is because it becomes tougher to achieve that grade as a student moves through the academy. It is like being on a treadmill. Even though you are not travelling anywhere, you are still being active and healthy!

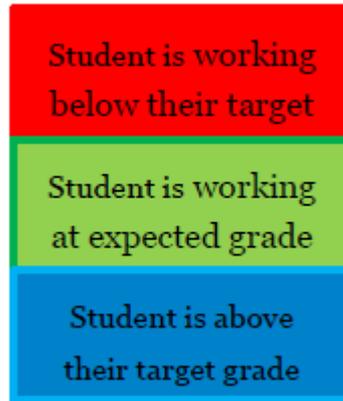
In years 7 to 9 your child will receive a grade based on new GCSE grades. These will run from 1 (being the lowest grade) to 9 (which is the highest – students in Year 11 for 2017 will still receive results reported as a lettered grade as they continue to complete the 'old' GCSE in most subjects). The grade your child receives will be the grade that we would expect them to attain at the end of Year 11, if they continue to work hard and do the work required of them.

3. STUDENT SUBJECT TARGETS

- Each student, for each subject, receives what is known as a baseline grade. This has been calculated by looking at how well they did at Primary School.
- If a student didn't take any tests in Year 6, then we create a baseline grade from their reading test score.
- Students are expected to achieve one grade more than their baseline grade by the end of secondary school. We call this their target grade.
- We want students to make excellent progress, so their target grade has been set at a level that exceeds the progress usually expected at secondary school.
- Nearly everybody has a target of at least level 5. This is because a GCSE grade 5 is considered a 'strong' GCSE and gives students a higher chance of completing further studies at college and university and going into a career of their choice.

- A grade 4 at GCSE is expected to be the equivalent to a grade 'C' in the old GCSE specifications.

Each time we have assessment weeks; we will gather student results and report them. Results will be colour coded and focus on whether your child is on track to hit their target. Your child's report will include their target grade and their current grade (the most recent assessment grade achieved):



4. READING AGES

We know that one of the most important skills that a student can acquire to support them with their studies is the ability to read well. Each year we test our students to measure whether their reading ability reflects their chronological age so that we can ensure that any students that require additional support can be identified and receive the help they need to get better quickly.

The reading age data reported is their chronological reading age at the time of taking the test, in years and months. The 'variance' number reported is the number of months and years they are either ahead of or below their chronological reading age.

5. ATTENDANCE

A student's progress report also includes their attendance percentage. Research shows a very clear link between the grades that a student will get in their GCSEs and how often they attend school. We want all students to have an attendance of above 96% and will reward students with merits if they achieve 100%.

6. ATTITUDE TO LEARNING

Our teachers will also report on your child's attitude to learning. A grade from 1 to 4 (1 outstanding to 4 inadequate) is given to show how well they are learning in each of their subjects. The report includes a key which describes how each score is attained.

7. APPENDIX A – EXAMPLE STUDENT REPORT SHEET



Ark Boulton Academy

Year 7 Progress Report April 2017

B Capper

7Compassion

Subject Assessments

The table below shows the grades that your child is currently achieving. Targets that we have set for them are based upon their Key stage 2 SATs. The final column highlights whether your child is above target, on track, or below their target. The table's first column is a teacher's score for your child's attitude to learning as displayed in the classroom. The key for these scores can be found overleaf.

	Attitude To Learning	Current Grade	Current Target	On Track?
English <i>L Marsh</i>	2	5	3	Above target
Mathematics <i>Mr T Mahmood, U Mardamaigan</i>	3	5	3	Above target
Art <i>Ms Y Crawford</i>	2	2	3	Below target
Drama <i>Ms S Babber</i>	1	4	3	Above target
French <i>Ms H Soubi, M Goma</i>	2	3	3	On target
Geography <i>Mr C Taylor</i>	2	4	3	Above target
History <i>Mr A Harris</i>	1	3	3	On target
Music <i>S Al-Hamush</i>	1	5	3	Above target
Physical Education <i>Mr C Freeman</i>	2	3	3	On target
Religious Education	2	2	3	Below target
Science <i>Mr M Abdel</i>	2	3	3	On target

Additional Learner Information

Attitude To Learning Scores

<p>1. Outstanding</p> <p>Behaviours For Learning</p> <p>Shows exemplary behaviour at all times, helping others with their learning. Always has a positive attitude and wants to learn more.</p> <p>Classwork</p> <p>All classwork is completed to the highest standard and presentation is excellent.</p>	<p>2. Good</p> <p>Behaviours For Learning</p> <p>Always well behaved and has a good attitude to learning therefore earning merits.</p> <p>Classwork</p> <p>Classwork is always completed and well presented.</p>	<p>3. Requires Improvement</p> <p>Behaviours For Learning</p> <p>Some instances of low level disruption; not always focused.</p> <p>Classwork</p> <p>Completes the minimum amount of work, and presentation is not good enough.</p>	<p>4. Inadequate</p> <p>Behaviours For Learning</p> <p>Poor behaviour during lessons and distracts others from learning.</p> <p>Classwork</p> <p>Little or no work completed, poor presentation.</p>
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Reading Age

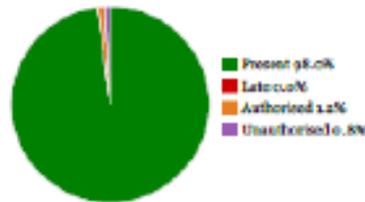
The table opposite shows your child's reading age and whether it is at the standard expected for their age.

The variance is the number of months and years either above or below their chronological reading age.

Reading age	11:10
Variance	00:05

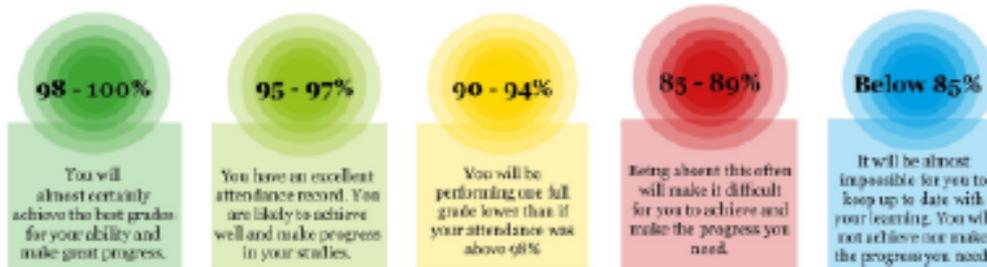
Attendance To Date

The pie chart opposite shows your child's attendance at the academy. As a general guide, your child's attendance is expected to be at 96% or above for them to have the best chance of achieving their academic potential.



Attendance Bands

Levels of attendance at the academy affect the likely performance and achievement of students. This has been shown to be true from analysis of national data. The graphic below shows the likely outcomes for different bands of attendance.



8. APPENDIX B – PARENT FAQs

1. How will I know if my child is making good progress in all their subjects?

Your child will be given a personalised target in each subject. If they meet this they will be making good progress.

2. How often will my child get a grade?

Your child will get a grade three times a year in each subject.

3. My child is doing really well and exceeding his/her target, will his/her target change?

Yes, if this is consistently the case and not a one-off. If a student consistently exceeds above his/her target across an academic year we will change it so that it more accurately reflects his/her ability and potential.

4. My child does not have any KS2 data, how are his/ her targets created?

In these instances we will use reading test data to create targets.

5. My child has a target of a 5 but his/her KS2 results were really low, why?

Our mission as an academy is to ensure that all students have the opportunity to go to university or pursue a career of their choice. A grade 5 is now deemed a 'good pass', the minimum pass requirement for English and Mathematics for students to attend university or further education courses.

6. If my child gets a certain grade, does that mean that they could sit a GCSE tomorrow and get that grade?

No! These grades are based on long-term predictions. The grade your child gets is the grade we would expect them to get at the end of Year11 if they continue to work hard and do the work required of them. It does not mean that they could get that grade in a GCSE if they took the exam tomorrow.

7. Why are the government abolishing national curriculum levels?

The government felt that national curriculum levels were not appropriate for all schools, and wanted to give schools the freedom to use a system that suited their pupils. You can read more about why the government abolished levels, [please click here](#).