



# **Educational Services**

## **Management Guidelines on Reporting in Primary Schools**

(Adopted as non devolved JNCT 2.16)

SOUTH AYRSHIRE COUNCIL  
Educational Services

**Reference: MG/Reporting in Primary Schools /Version 1**

**Date Approved: February 2015**

<b>CONTENTS</b>	<b>PAGE</b>
<b>1. Introduction</b>	<b>2</b>
<b>2. Languages</b>	<b>2</b>
<b>3. Mathematics</b>	<b>3</b>
<b>4. School Comments</b>	<b>4</b>
<b>5. Homework / Effort / Behaviour</b>	<b>4</b>
<b>6. Evaluative Writing</b>	<b>4</b>
<b>7. General</b>	<b>5</b>
<b>8. Review</b>	<b>5</b>

## 1. Introduction

These guidelines are intended to be used by school staff in primary schools when completing reports for parents on how their child is progressing through Curriculum for Excellence. They have been approved by both the authority Assessment Group and the Joint Negotiating Committee for Teachers and therefore it is expected that all staff will adhere to them.

“Reporting has two main purposes. Firstly, it provides clear, positive and constructive feedback about children’s and young people’s learning and progress, looking back on what has been achieved against standards and expectations. Secondly, it creates an agenda for discussions between learners and those teaching and supporting them about their next steps in learning.” (BTC5).

In addition to the written reports, schools should provide a range of opportunities for dialogue with parents.

Reporting comprises a range of activities including, for instance, written reports, children presenting their learning to parents, parents’ consultation meetings and on-going oral discussions. Staff should ensure that learners are involved in reporting activities in order to promote learners’ ownership of their learning. These on-going reporting activities are closely linked to learners’ reflection and dialogue about progress.

Teaching staff, using a range of assessments including class assessment results, planned assessments and knowledge of all children should produce a written report on the SEEMIS system. It is vital that teaching staff use their professional judgements to ensure information re levels is **accurate and evidence-based** as this is populated automatically from Click + Go.

The written report should reflect accurately the learner’s journey thus far and in so doing should highlight his/her *personal* progress, achievements and, where appropriate, outline any areas for further development. To this extent, the report should be a document which is personal to the learner.

## 2. Languages

Teachers should write a concise, accurate statement about the child’s ability, progress and next steps - **not** next topics, but next steps specific to individual children. This section should reflect all areas including reading, writing, talking/listening, spelling and, where appropriate, modern languages.

Mention may be made to specific resources e.g. clicker, Lexion etc, the nature of support being put in place to ensure each learner makes appropriate progress and ways parents can help.

The word count for this section should be no more than 150.

### **When commenting on a child’s reading staff should consider:**

- The extent to which the learner is able to access unseen and unfamiliar texts; their ability to apply taught strategies to extract meaning from a range of texts; the extent to which the learner is able to explain their choice of strategy;

SOUTH AYRSHIRE COUNCIL  
Educational Services

- The extent to which the learner is able to explain, discuss and describe the purpose of different texts; ability to reflect upon the different authors' styles and their ability to discuss favourite texts;
- The extent to which the learner offers inferences and personal evaluations of texts; ability to use different clues to respond to increasingly complex questions and to formulate questions of their own; and
- The ways in which the learner demonstrates an enjoyment of reading both in the classroom and beyond.

**When commenting on a child's writing staff should consider:**

- The extent to which the learner, in his/her writing, is able to convey information, express feelings, express thoughts and communicate imaginatively;
- The range of strategies used by the learner before, during and after writing;
- The range of ways used by the learner to engage the reader in his/her writing, particularly in relation to punctuation, spelling and grammar;
- The extent to which the learner identifies and selects the most appropriate form of writing for an increasing range of purposes; and
- The ways in which the learner demonstrates an enjoyment of writing both in the classroom and beyond.

**When commenting on a child's listening and talking staff should consider:**

- The extent to which the learner uses talk appropriately in different situations;
- The extent to which the learner uses language to enquire and to develop his/her own thinking e.g. the extent to which the learner is able to distinguish fact from opinion;
- During play situations and class activities, the extent to which the learner is able to share ideas, express opinions, discuss experiences and give information;
- The ability of the learner to respond to and formulate questions; the extent to which the learner engages in extended conversations across a range of situations, both formal and informal;
- The ability of the learner to present ideas to familiar and unfamiliar audiences; his/her ability to plan and select appropriately the style, duration and content of such; the extent to which the learner adapts his/her tone, pace and gesture to engage the audience; and
- The range of ways that the learner demonstrates his/her skills as an active learner; his/her ability to formulate increasingly searching questions and his/her ability to pose this concisely and in a respectful manner.

### **3. Mathematics**

Teachers should write a concise, accurate statement about the child's ability, progress and next steps - **not** next maths topics, but next steps specific to each individual child. This section should reflect all areas of mathematics and should include progress in basic numeracy and mental maths as well as highlighting particular strengths and areas for development in other mathematical areas.

This area should reflect the learner's competence in key mathematical concepts and numeracy. When commenting, consideration should be given to the learner's application of these across different contexts.

The word count for this section should be no more than 150.

**When commenting on a child's numeracy and mathematics staff should consider:**

SOUTH AYRSHIRE COUNCIL  
Educational Services

- The extent to which the learner explains their thinking to show their understanding of number processes and concepts;
- The extent to which the learner applies his/her mathematical skills and knowledge to problems and makes connections within maths and other curricular areas;
- The range of ways the learner tackles problems in unfamiliar contexts and the extent to which the learner confidently identifies which skills and concepts are relevant to the problem; and
- The extent to which the learner enjoys the challenge of number/logic puzzles and mathematical games.

#### **4. School Comments**

In this area, teachers should write a broad statement about the child's general progress in all other areas – high level statements about ability and progress in relation to work undertaken and very brief next steps. This should reflect the broad general education provided in the school.

This section should also reflect the input of any additional staff.

Staff should also in this section make reference to how a pupil's personal achievements – acquired through participation in clubs, activities beyond the classroom, awards etc – contribute to the development of the child and to the life of the school. This should include reference to special interests and/or dispositions and specific contributions made by the child to the school community e.g. as a member of the pupil council, ECO committee, fundraising etc.

It is essential that reports accentuate the positive, are constructive and fair and minimise the use of jargon. Teachers should ensure that the description of learning provides a clear, concise and recognisable picture of the individual learner and provide information on a learner's attributes and capabilities including attitude to learning and motivation.

The word count for this section should be no more than 250.

#### **5. Homework / Effort / Behaviour**

Comments on these three areas are entered by a code 1-4. Teachers should ensure the comments made in other sections of the report reflect the comments in this section.

#### **6. Evaluative Writing**

All comments should be evaluative and not descriptive – the reports should provide an evaluation of the impact of an activity on the development of the learner not a description of the activity itself. When writing in an evaluative way it can be useful to stop and ask "does this answer the SO WHAT question?".

The following sentence starters may be useful in compiling reports.

The learner:

- has made very good/good/adequate progress in...
- has improved his/her ability to...
- has improved...
- is developing the ability to...
- has developed skills in...
- has developed the skills of...

SOUTH AYRSHIRE COUNCIL  
Educational Services

- has developed a confidence in...
- is confident in...
- can confidently...
- can competently...
- has mastered...
- is keen to...
- has demonstrated leadership skills...
- regularly...
- often..
- frequently...
- occasionally...
- is beginning to...
- with support can...

**7. General**

Schools should have in place arrangements for quality assuring reports and ensuring consistency.

Teachers should liaise with any member of staff who has been working with individual children or cohorts of children to ensure that the reports reflect their input and comments.

Teachers should avoid copying/pasting information across reports as this leads to errors re names, his/her, he/she etc. Reports should be specific and personalised to each pupil.

Teachers should use plain English, avoid using jargon or acronyms, keep sentences short and remove unnecessary words.

Reports should be consistent and have no contradictions.

Teachers should avoid negative /critical comments.

**8. Review**

These management guidelines will be reviewed on a three yearly basis or earlier if required.