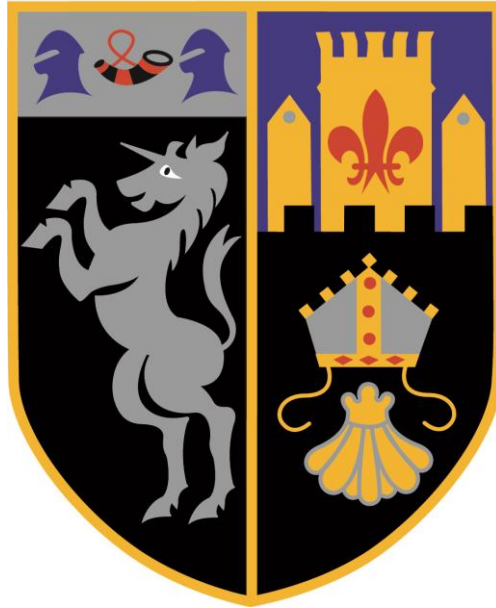


# Reporting

MELROSE  
PRIMARY SCHOOL



# Guidance paper

Reviewed: November 2022  
Review Date: tbc

## Rationale

### National expectations from How Good Is Our School 4 on reporting:

#### 2.3 Learning, Teaching and Assessment.

**Effective use of an assessment:** At key milestones, our assessments provide reliable evidence which are used to report on the progress of all children and young people.

**Features of highly effective practice:** Processes of assessment and reporting are manageable and very effective in informing improvements in learning and teaching.

**The challenge questions which we consider when reporting to parents are:**

- How well do we apply the principles of planning, observation, assessment, recording and reporting as an integral feature of learning and teaching?
- How effectively do we involve learners and parents in planning and evaluating learning?

### National expectations from Building the Curriculum 5

Reporting has two main purposes. Firstly, it provides clear, positive and constructive feedback about children'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.

To inform parents and help them understand how they can support their child's learning, reporting will provide information on their child's progress and achievements in their broad general education:

- **Progress** in the curriculum areas
- Progress will be described in brief **qualitative statements** (see Appendix 1) noting particular **strengths, areas for development** and **achievements** in challenging aspects and in the applications of learning
- **Achievement** of a curricular level, either in a part of a curriculum area such as reading, or in a whole curricular area
- **Achievement** in different contexts and settings, including across curricular areas, the life and ethos of the school and learning out with the school, including in the wider community
- The nature of **support** being put in place to ensure each child or young person makes appropriate progress
- Any **gaps** in their child's progress and **ways parents can help**
- Refer to development within aspects of the **4 capacities** [there is no expectation to comment on each of the 4 capacities]

All those who provide and support learning should have an opportunity to contribute to reporting on learner's progress and achievements

Reporting should also:

- Accentuate the **positive**, be **constructive**, be **fair** and minimise the use of jargon. There should not be reference to specific resources e.g. Big Writing, VCOP, TeeJay or use of terms like 'but' or 'however' when identifying next steps
- Ensure that the description of learning provides a **clear, concise and recognisable** picture of the individual learner
- Provide information on a **learner's attributes** including **attitude** to learning and **motivation**
- Provide opportunities for the learner to contribute, including to comment on written reports, when possible
- Provide opportunities for parents to give their views on their child's progress, including through their responses to written reports.(See Appendix 1)

### Guidance on using Benchmarks for Assessment – Education Scotland (June 2017)

Benchmarks have been developed to provide clarity on the national standards expected within each curriculum area at each level. They set out clear lines of progression in literacy and English and numeracy and mathematics and across all other curriculum areas from Early to Fourth Levels. Their purpose is to make clear what learners need to know, and be able to do to progress through the levels, and to support consistency in teachers' and other practitioners' professional judgements.

Benchmarks have been designed to support professional dialogue as part of the moderation process to assess where children and young people are in their learning. They will help to support holistic assessment approaches across learning.

Benchmarks for literacy and numeracy should be used to support teacher's' professional judgement of achievement of a level. In other curriculum areas, Benchmarks support teachers and other practitioners to understand standards and identify children's and young people's next steps in learning. Evidence of progress and achievement will come from a variety of sources.

### **Reporting at Melrose Primary School**

To put the principles into practice and in response to new guidance from Scottish Government in 2016:

'Reporting to parents should highlight latest progress, identify next steps in learning and build on profiling. Discussions should highlight ways in which parents can support their child's learning.'

'Do not spend time writing long reports for parents which describe lots of classwork or use professional jargon.'

*Education Scotland Curriculum for Excellence A statement for Practitioners from HM Chief Inspector of Education August 2016*

**At Melrose Primary School reporting comprises of a range of approaches:**

- **Personal Learning Planning (PLP)**
  - Teaching and learning overview each term which includes ways parents/carers can help
  - Targets
  - Evidence
  - Pupil evaluation of and dialogue about learning
  - Teacher feedback on progress and next steps in learning
    - each term literacy, numeracy, health and wellbeing
    - throughout the year other curricular areas
  - Pupil feedback on learning
  - Parent/carer feedback on learning
  - Pupil as a learner annual (March) report written by the class teacher (see Appendix 2)
  - Pupil achievements
  - Vision, values and aims, evidence of values - respectful, receptive, resilient, responsible, reflective (5Rs)
- **Children presenting learning for example at assemblies and open afternoons/mornings**
- **Parents Consultation** meetings twice a year (November and May). Information about progress and achievement in relation to National expectations based on Curriculum for Excellence levels and the support and challenge in place will be shared
- **Progress and absence overview** annually (June)  
This gives an overview of learner's progress against National expectations for literacy and numeracy defined as working below National expectation, on track to achieve National expectation, working beyond National expectation and level of attendance
- **Formal, or on request meeting**

Our aim is to ensure that reporting is proportionate to the needs of learners and parents/carers and also manageable for teachers. It also reflects the way teaching and learning takes place in Melrose Primary School and Early Learning and Childcare (ELC) through which learners are fully supported and engaged in the assessment and reporting process.

## Appendix 1

### Checklist for comments

- Accentuate the positive yet be realistic
- Be constructive - identify next steps
- Be fair
- No jargon.
- Be clear
- Be concise
- Learner should be recognisable through personal comments within the report
- Language should be professional and formal
- No use of abbreviations or contractions
- Careful use of terms like 'but' or 'however' unless used in a positive context
- Child centred and about the child e.g. avoid statements like 'I would like to see...'

## Appendix 2

### Statements and examples

These statements are for guidance only and should be used flexibly and as appropriate. Pupil as a learner comments should be individual and create a realistic and recognisable profile of the pupil as a learner.

#### aspects of the 4 capacities

- ...is able to co-operate...
- ...shows respect...
- ...readily participates...
- ...has worked successfully to...
- ...has gained confidence in...
- ...has been an effective contributor in...
- ...values the views of others...
- ...has become a more confident individual...
- ...has respect for others...
- ...has proved to be a successful learner by...
- ...is keen to contribute thoughts and ideas...
- ...is able to do so confidently...
- ...is gaining confidence in...
- ...confidently shares...
- ...co-operates well when...
- ...makes pleasing contributions in...
- ...has responsibility for...
- ...is increasingly confident and more prepared to 'have a go'

#### learner's attributes

- ...work is well presented
- ...has a mature understanding of ...
- ... is reflective...
- ...considerate of others...
- ...demonstrates creativity/creative approaches to...
- ...works precisely when...
- ...conveys thoughts and opinions clearly...
- ...copes well with...
- ...is well mannered...
- ...demonstrates sensitivity/honesty/respect...
- ...has a caring attitude towards others...
- ...able to build and maintain friendships...
- ...demonstrates understanding of...
- ...reflects on own views...
- ...has good personal organisational skills...
- ...high levels of effort in...
- ...verbalise ideas clearly...

- ...listens well...
- ...enjoys exploratory learning...
- ...has shown determination when...
- ...is hardworking...
- ...is conscientious...
- ...honest...
- ...with increasing self-assurance...
- ...well behaved...
- ...polite...

### **attitude to learning**

- ...enjoys
- ...is conscientious...
- ...to fulfil their potential...
- ... with interest/shows interest in ..
- ...is enthusiastic in...
- ...consistently strives to make positive choices...
- ...keen to contribute...
- ...enjoyed the experience of...
- ...works hard to achieve...
- ...very focussed...
- ...positive attitude to ...
- ...enjoys challenge...
- ...actively participates in...
- ...works productively...
- ...has a positive manner/approach...
- ...puts full effort into...
- ...strives to...
- ...responds readily to...
- ...focuses well...
- ...always/consistently keen...
- ...tries his/her best to...
- ...recognises the importance of...
- ...hardworking...
- ...keen to...
- ...engages fully...
- ...recognises the importance of...
- ...participates readily/fully...
- ...is an enthusiastic learner...
- ...engages well in ...

### **motivation**

- ...is keen to ...
- ...is well motivated...
- ...with enthusiasm...
- ...does his/her best..
- ...to be the best he/she can be...
- ...actively participates...
- ...approaches new learning experiences with enthusiasm
- ...is determined to do well/achieve...
- ...enjoys taking on...
- ...is highly motivated to/in...
- ...values opportunities given to...
- ...makes the most of opportunities to...