

Meeting Notes: Parent Consultation on Reporting

Thank You: Thank you to the parents who joined me this morning for our consultation on how we report your child's progress.

Current Reporting Structure: I began the meeting by outlining what, when and how we currently report. At present, this includes:

- Three written reports per year:
 - A settling-in report at the Autumn half-term.
 - In-depth reports at the end of the Autumn and Summer terms, covering all core subjects and providing comments for Humanities, French, Art, PE, IT & Computing, Music, PSHE, Drama, Recorder/Practical Music and SEND.
- Three scheduled face-to-face meetings with your child's form teacher:
 - Autumn and Spring half-term meetings.
 - End-of-term meeting in the Summer.

Development of Reports: We discussed how reports have evolved over time, including grades. We discussed Effort Grades which were removed and replaced with standardised progress assessment data from (Progress in English, Maths and Grammar/Punctuation/spelling) PIRA, PUMA and GAPS statements. There was general agreement that effort grades were subjective and unreliable, whereas the new format is more reflective of progress. However, all present understood that the progress results were a snap-shot and should be taken alongside in-class assessment by our experienced teachers.

Key Feedback from Parents:

- **Frequency of Reports:** Parents agreed that the current frequency is appropriate.
- **Settling-in Report:** Most found the Autumn One report useful.
- **Length of Reports:** Parents appreciated the detailed written reports.
- **Subject-Specific Comments:** There was consensus, aligning with staff opinions, that subject-specific comments could be reduced. A general statement such as "working towards/at/beyond national curriculum expectations", with an additional comment if necessary, was discussed.
- **Holistic Development Reporting:** Parents supported the idea of including more communication on children's overall development, focusing on areas such as:
 - Emotional well-being & Managing feelings
 - Approach to learning
 - Friendships and social skills
 - Creativity and critical thinking
 - Communication Skills (Speaking & Listening)

Assessment Data: All agreed that retaining PIRA, PUMA and GAPS termly progress statements is beneficial and more understandable for parents compared to numerical scores.

Parent-Teacher Meetings: A discussion was held regarding the format of meetings, with an overwhelming preference for in-person meetings, while acknowledging time constraints and teacher workload.

Additional Insights:

- Data collection from pupils regarding their school experience was discussed. The school currently runs questionnaires (anonymous) amongst the older classes (F4 - F6) to gain more honest feedback.
- Parents outlined that they would appreciate further explanations lower down in the school of the school's approach to preparing pupils for competitive 11+ assessments in Form Six, such as:
 - Scaffolding healthy learning habits from KS1 through into KS2.
 - A gradual increase in pertinent homework that supports classwork.

Sharing Reports with Children: Parents asked whether reports should be shared with their children. It was advised that:

- Reports are written for parents to stay informed.
- As children mature, particularly by Form Six, they should begin reading reports with parental guidance.

Summary:

- Parents value the reports but agree that reducing the length of subject-specific comments and including holistic assessment, potentially by including a tick-box format, covering critical thinking, social skills and overall pupil development would be beneficial.

Next Steps: A follow-up questionnaire will be sent out and your feedback would be greatly appreciated.

Thank You Again for your time and valuable input.

<https://docs.google.com/document/d/12-GGprkPEj3oRBbitKfkrRGbE9qsvLX2PR4150-DWU/edit?usp=sharing>
<https://forms.gle/XmT5r7viygVqs3Ad7>