

Reporting and Parents' Evening Policy-Full School

1. Introduction

At Cranleigh Abu Dhabi we are committed to providing the highest quality of education. A high standard of report writing is expected. Reports are formal documents which are an exercise of our accountability to parents and we are judged on them. The aim is to give up-to-date and accurate information about academic progress throughout the year.

2. Reporting Cycle

Typically, there are 6 Assessment Points (AP) each year. However, prior to the start of the year, the calendar is reviewed and a change can be made, under the guidance and approval of the Vice Principal, Academic, in order to respond to unusually short half terms due to, for example, Ramadan.

Interim Reports from Y1 consist of a range of performance indicators. At the end of each term, there will be tutor comment and the End of Year report will include comments from each subject area. Specific details are outlined in supplements and/or other policies as indicated.

3. Report Grades

Cranleigh Abu Dhabi Attainment Scale September 2018

Scale	A level	New (I)GCSE	Old (I)GCSE	Common Entrance	MoE Exams	FS1 to Y4
9	A*	9	A* (high)	A+	90 % +	well above (A)
8	A	8	A* (low)	A	80 % +	
7	B+	7	A	B+	75 % +	above (B)
6	B	6	B	B	70 % +	
5	C+	5	B/C	C+	65 % +	at (C)
4	C	4	C	C	60 % +	
3	D	3	D	D+	40 % +	below (D)
2	E	2	E/F	D	20 % +	
1	U	1	G	E	< 20 %	

Attainment grades for those studying at Common Entrance level and above reflect what a pupil would typically go on to get in the actual exam based on recent work.

E.g. a Year 7 pupil gets a “5” for a set of Interims. This means that his or her work since the last grades is typical of a pupil heading for a higher end C grade at Common Entrance. This is not a prediction as such because it is based only on a small snapshot of work.

Effort Grades

5	Outstanding
4	Excellent
3	Good (but with room for improvement)
2	Poor (significant room for improvement)
1	Unacceptable

Notes

In Years 1 to 4, grades link to the expected level as linked to the National Curriculum of England and Wales.

In Years 5 to 8, grades link to what might be achieved at Common Entrance (11+ or 13+ as applicable) based solely on the work during the period to which the grades refer (usually half a term).

In the Senior School, grades link to what might be achieved at (I)GCSE based solely on the work in the preceding period. (I)GCSE grades are due to change to numbers in the near future and, at that stage, we will change our grading system to match it.

Academic Progress during the year is shown on a tracking graph (asterisked reports). There is a uniform numerical scale behind the above attainment grades, which runs from Pre-Prep through to the Senior School. The graph shows clearly whether a pupil is above or below the minimum expected standard and the degree of progress since the last report. See Tracking Policy for more information on this.

The Publishing of Reports

Interims and Reports are published on the ISAMS Parents' Portal. No report is to be printed or emailed to a parent without permission from the relevant Head of School.

Version: 2
Reviewed by: VP Academic
Final reviewed by:
Reviewed: 29/06/20
To be reviewed by: 31/08/2020

Reporting and Parents Evening Policy-Pre-Prep School

Pre-Prep Reporting Cycle

	Before half term	End of Term 1	Before half term	End of Term 2	End of Term 3
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FS1	Parents meeting	<p>All attainment data recorded but not reported</p> <p>Prime areas, Reading, Writing, Maths next steps</p> <p>Teacher comment</p>	Parents meeting	<p>All attainment data recorded but not reported</p> <p>Prime areas, Reading, Writing, Maths attainment and Prime areas next steps</p> <p>Teacher comment</p>	<p>Comment for every subject, Attainment grade for Prime areas, Reading, Writing, Maths, Arabic</p> <p>Teacher Comment</p>
FS2	Parents meeting	<p>Prime areas, Reading, Writing, Maths, Arabic next steps</p> <p>Attainment and Attitude to Learning for every subject reported</p> <p>Teacher comment</p>	Parents meeting	<p>Prime areas, Reading, Writing, Maths, Arabic next steps</p> <p>Attainment and Attitude to Learning for every subject reported</p> <p>Teacher comment</p>	<p>Comment for every subject</p> <p>Attainment grade for Prime areas, Reading, Writing, Maths, Arabic</p> <p>Teacher Comment</p>
Year 1 and 2	Parents meeting	<p>Reading, Writing, Maths, Arabic next steps</p> <p>Attainment and Attitude to Learning</p>	Parents meeting	<p>Reading, Writing, Maths, Arabic next steps</p> <p>Attainment and Attitude to Learning</p>	<p>Comment for all subjects</p> <p>Attainment and Attitude to Learning grade for every subject</p>

		for every subject reported		for every subject reported	Teacher Comment
		Teacher comment		Teacher comment	

Assessment and reporting is based on a 1-9 scale. Working below expectations has been split to show the difference between significantly below and working towards but 1, 2 and 3 reported to parents as working towards.

Attitude to learning Grades are given in all Year 1 and 2 reports and at the end of FS2.

Internal word descriptors	Numerical Scale	Reported to parents
Working at depth	9	Working at depth
Working at depth	8	Working at depth
Working above year group expectations	7	Working above year group expectations
Working above year group expectations	6	Working above year group expectations
Secure in year group expectations	5	Meeting year group expectation
Meeting year group expectations	4	Meeting year group expectation
Working towards year group expectation	3	Working towards year group expectation
Working towards year group expectation	2	Working towards year group expectation
Working well below year group expectations	1	Working towards year group expectation

Effort / Attitude to learning	
Outstanding	The pupil demonstrates an outstanding attitude to learning in all tasks.
Excellent	The pupil applies themselves consistently to tasks regardless of outcome.
Good	The pupil applies themselves well in the majority of tasks, completing them to the best of their ability.
Inconsistent	The pupil could work well and complete tasks to the expected standard but greater consistency in their attitude to learning is required.
Cause for concern	The pupil does not show sufficient commitment which has an impact on their learning. An improvement in their attitude to learning is required.

How do teachers know what a pupil has to be able to achieve for each number of the 1-9 scale?

Reading: Teachers use RWI phonics assessments to inform their reading judgements alongside 1:1 and guided reading teacher assessments. Reading is moderated by teachers within a year group and also SLT for any children requiring further moderation.

Writing: An independent writing assessment is carried out every term and moderated within a year group using bespoke descriptors against UK and EYFS standards across features of text, grammar, punctuation, spelling and handwriting. Teachers also use evidence from other pieces of writing to support their judgements.

Maths: FS1 and FS2 teacher assessments are ongoing using observations and a bespoke moderation grid drawn directly from the EYFS curriculum. From Year 1, teachers use the termly Power Maths assessments as an assessment tool as well as end of unit checks and evidence from Maths lessons / teacher observations to identify gaps in learning as well as attainment.

Science: Ongoing assessment through Science lessons informs teacher judgment, termly Science investigations focusing on key vocabulary and scientific enquiry using a bespoke moderation grid gives evidence for assessment grades. Science is moderated in year groups to ensure consistency.

EYFS Prime Areas: Using the Cranleigh EYFS curriculum teachers assess through continuous observations, observation notes and photographs provide evidence which is discussed during year group moderation meetings.

The full report at the end of the year has the following, for each subject:

- A written report summarising the year's strengths and next steps in learning.
- An attainment grade for the work covered since the last report, depending on the year group as above.

- An Attitude to Learning grade for the work covered since the last report, depending on the year group as above.

Version: 2

Reviewed by: Head of Pre-Prep School

Final reviewed by:

Reviewed: 17/08/23

To be reviewed by: 31/08/2024

Reporting and Parents Evening Policy - PREP SCHOOL

This policy is undergoing major review and a new policy will be implemented in due course

Prep School Reporting Cycle

Tracker

Prep School

Term 1

start of term	Meet the Tutor Evening
half term	Interim Report
second half	Parents' Meeting
end of term	Interim Report*
	Exam Report

Term 2

half term	Interim Report*
second half	Parents' Meeting
end of term	Interim Report*

Term 3

half term	Interim Report*
end of term	End of Year Report (including Exams)*

* A tracker is released with asterisked reports and interims. Trackers have data and charts to show average effort, average attainment and progress

Details - Term 1

Meet the Tutor Evening (start of term)

This is for tutors to meet parents of tutees and to establish themselves as the first point of contact regarding academic, co-curricular and pastoral matters.

Interims (just before half-term)

Interims consist of an effort grade and an attainment grade for each subject. The tutor writes a highly personalised comment covering academic and co-curricular matters.

Parents' Evening (second half of term)

Parents meet each teacher for a progress report and discussion of the way forward. Use the Interim grades as a basis for the discussion.

Interims (just before the end of term)

Exam Report (just before the end of term)

The Exam Report has a percentage, grade and very short comment for each subject. The exam position may be referred to in general terms (e.g. towards the top of the set or year) but is not quoted as a number.

Details - Term 2

Interims (just before half-term)

Parents' Evening (second half of term)

Interims (just before the end of term)

Details - Term 3

Interims (just before half-term)

Full Reports (just before the end of term)

Full reports have, for each subject:

- A very brief summary of work covered.

- A written report summarising the year's strengths, weaknesses and targets for next year.
- A written comment about the Term 3 (end of year) exam performance.
- An attainment grade for the work covered since the last grades (as for interims).
- An effort grade for the work covered since the last grades (as for interims).
- The exam percentage and grade.

The exam position may be referred to in general terms (e.g. towards the top of the set or year).

Attainment Grades (Interims and Reports)

These grades refer solely to the work since the last set of grades (so the preceding half term).

The grade given is the grade that a pupil at that age and level would typically go on to get at 11+ or Common Entrance based on their recent work. This is not a prediction (because it is based on a snapshot of work) and it is certainly not the grade a pupil would be expected to get if they sat these exams the next day.

Effort Grades (Interims and Reports)

In order that effort grades are applied consistently, it is important that the following criteria are observed. Effort is again based on the pupil's efforts since the last reporting cycle. Effort grades are subjective. Good record keeping will help teachers bring more objectivity to this grade.

1	Outstanding	Well above and beyond even high expectations of effort. As a guide, award to around 10 % of the class at most.
2	Excellent	Little more could reasonably be expected. The pupil is trying very hard indeed. Effort is excellent, just as the name suggests!

3	Good	This is the norm. There is room for more effort, but a decent amount is being put in most of the time. This is “fair enough”.
4	Poor	Sometimes effort is good, but there are failings and times when effort is poor. The pupil should improve effort with urgency.
5	Unacceptable	There are rarely, if ever, signs that the pupil is making any real effort at all. “5”s would quickly lead to a meeting with parents.

Reporting and parents evening - Senior school supplement

The Parent Evening and Reporting policy has been integrated into the [Assessment Policy for Senior school](#) as these elements are integrally linked.

Final reviewed by:
Senior Reviewed: 23/06/21 MMt & EKr
To be reviewed by: 31/08/2021