LS Academic Reporting - Teachers Policy

Living School will provide academic reports with grades to every student enrolled in the school twice every year.

Procedure

Living School Academic Report Cycle

Academic reports are completed every semester (consisting of three learning terms. These are formal reports that map a student's progress against four levels:

Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
22 Reports open	23	24	25	26	27	28
29	30	1 3 x Comments to Conductor Overall Achievement Comment/s to Conductor	2	3	4	5
6	7	8 Comments to a buddy teacher for checking	9	10	11	12 Last day of term
13 PD Day for finalizing ac. Reports. Buddy Checks and Edits	14	15 All reports are with Admin	16	17	18	19 Reports emailed to parents

WRITING REPORTS

Please use **Microsoft Word** to first draft your comments.

LS Academic Reporting - Teachers Policy
Policy - 3.E.3
Effective August 2019
Updated January 2020
Review date January 2027

As our academic reports are legal documents – and are used by students entering other schools/tertiary institutions, when writing your reports, please remember the following:

SUBJECT OVERVIEW
This is an overview of what the student has been learning – what the syllabus was and the work that was covered. This is a generic statement. It supports the parents to understand the content. In years to come, it can spur understanding of the program and future schools can review to see what has been taught.

GUIDELINES FOR COMMENTS
If possible, always find a positive thing to start and to conclude – called the teacher's sandwich. Students are encouraged to discover and use their talents and strengths during their Primary school years. Specific strengths are to be identified and reported in writing each semester; such may be academic activities or otherwise. A child's main strength is to be identified by any one of their teachers and reported by the class teacher.

Do not address the student individually in first person – this should be written in the third person. Please use formal active language.

All comments need to be drafted carefully and in line with the following:

- **Student Well-Known to the Teacher**
  The comment should clearly demonstrate that the teacher does know the student and their activities/areas of participation/achievements, etc.
- **Accurate**
  All details need to be accurate. Teachers should not rely on what students have said or written on a survey form. Teachers need to check details for accuracy.
- **Positive**
  Comments should be expressed in positive terms but should not shrink from telling the truth where appropriate.
- **Detailed and Specific**
  As much specific detail should be included as possible. Avoid overly-generalised comments which do not communicate anything of substance to the parents.
- **Wide-Ranging**
  Wherever possible, the comment should reflect the full range of activities and should make specific mention of any special activities/achievements/ community service, etc.
- **Length**
  Length will vary but comments should be long enough to let parents know that the tutor does know the student well.
- **Checked Carefully**
  Comments should be very carefully checked for:

- expression
- syntax
- grammar
- spelling
- punctuation, etc.

Buddy Checks - Making use of a buddy can save a lot of time and inconvenience.

GRADING A STUDENT
We grade students based on their individual level of development. We write positively but we are prepared to state areas where development is required. Across all subject areas, we report on Effort and Attainment.

Attainment – attainment is the level of achievement a student. It is based on a personal journey but is mapped against standard 'expectations' of achievement.

- **Needs Attention** – this is for students who are struggling in either the subject level or their interest/engagement. The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

- **Developing** - The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

- **Attaining** - The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

- **Excelling** - The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

- **Unable to Report** – this is for students who for whatever reason have not attended your classes. This could be owing to illness, misadventure or very late enrolment. Please ensure parents are aware of this situation before you proceed with the report.

Frequency Grading

SCALE BASED ON FREQUENCY: 4 = Consistently 3 = Usually 2 = Sometimes 1 = Improvement Needed

Effort – effort is a purposeful focus on a task. It is aligned with engagement but involves more of a deliberate decision to work hard. It is also referred to as 'grit', 'diligence' or 'toil'. It is dedication to self-improvement – giving more to develop a better outcome. Students with effort believe they can improve with practice. Effort grading assists in giving students with lower attainment an opportunity to find success. Effort is integral for a growth mindset (see Carol Dweck's work)

Grading effort is subjective – you are making a judgment call on an individual. But the focus is on explicitly highlighting the importance of effort – and opening a dialogue where you, as a professional teacher, believes more effort is required or where we can recognize a student giving of their personal best.

How to recognize Effort:

- A student striving for goals they have set for themselves
- Working to complete more than requested
- A student who initially said they couldn't do something going on to deliver
- A student in group work who takes on the scribe's role, or listens more attentively to others' viewpoints
- A student who actively completes set home-learning tasks
- A student who puts more detail into their responses – often using the question to frame a response
- A student's self-talk – whereby they are encouraging themselves to do more

JUDGING VALUES – we believe that good students are successful people who share strong values. As educators, we have a responsibility to role-model and explicitly increase awareness of our key values – new3Rs. To this end, we need to be able to define and make a judgment call on such character traits. Again, this is subjective and is intentionally reported on to develop a dialogue and promote awareness.

Values and definitions to map against with definitions:
Respect

- Respect for self
- Respect for others
- Respect for property
- Respect for the environment

Responsibility

- Responsibility for my thoughts
- Responsibility for my words
- Responsibility for my actions
- Responsibility for my deeds (deeds are different to actions as this is service leadership – where our deeds are intentionally focused on helping others in need)

+ve Relationships

- Caring for others by being kind
- Working collaboratively to improve an outcome
- Caring for the environment so others may benefit
- Acceptance of differences
- Giving of one's best to support the needs of others

A possible way of considering the assessing of our values is via a template such as below:

Rubric for self assessment by students -			
Living School values	**I have met all criteria**	**I have met at least 1 criteria**	**I need to work towards these criteria**
Respect I stand up for what is right I am honest, I tell the truth I do what is right even when no one is looking I keep my promises I speak kindly and respectfully \ I do not touch or take someone else's things without asking			
Responsibility I put in my best effort to do my work neatly and carefully . I take good care of my things and books I accept I have made a mistake and apologize when necessary I come to school ready for the day I perform my assigned duties without reminders and with enjoyment			

My teachers and friends can rely on me I speak the truth			
Positive Relationships I care for my friends and help them when they need it I try to understand and share my friend's feelings I think about how my friend will feel before I say something I try to solve problems with my friends If I cannot stop someone's wrong behaviour, I move away I try to understand what someone is trying to say I understand that people are different and it is okay to be different I do not bully anyone I do not make fun of anyone I do not judge someone or form opinions I can work together with all my classmates I enjoy doing things with my classmates I help other children and people I like being a part of my school and take care of my school I know that my teachers and parents love me, I can tell them anything			

Sustainability I use paper thoughtfully I throw garbage in the right bins I keep my environment clean and take care of plants and animals I bring my lunch and snack in reusable boxes I try to carpool as much as I can I turn off lights and water taps when not using			