

PUPIL REPORTS

Parental Communication

2021+
EDITION



Totus Tuus Sum Maria



MISSION STATEMENT

We are all one in Christ, our mission and our responsibility is to recognise all individuals in our community as part of the body of Christ and to value them accordingly in our treatment of them, thriving and progressing in a spirit of togetherness. (1 Cor. 12-29)

A SERVICE TO THE FAMILY

"Since parents have given children their life, they are bound by the most serious obligation to educate their offspring and therefore must be recognized as the primary and principal educators."

Gravissimum Educationis Declaration on Education Vatican II

At All Saints Catholic School, we solemnly hold that parents and carers are the primary educators of our pupils. It is therefore a duty of all educators working within a Catholic context to ensure that effective and honest communication is maintained as a central tenet of our school ethos.

Catholic schools were established as a gift to parents in order to assist them to fulfil their vocation as parents by giving children a more specialised and complete formation. Engaging parents with their child's formation is always done with the good of the child and their family in mind. The active engagement of parents is something we encourage and expect for the good of their child.

The formation we wish to give pupils is not solely academic, it is a formation in morals and virtues which seeks to promote the discovery of truth, development of goodness and an appreciation of beauty. We seek to complement and promote the moral formation provided by parents and where relevant parishes also.

We act in partnership and in service to the parents of the young people who have been entrusted to our care. For this reason we maintain the highest standards by regularly reporting our observations of pupil progress with complete clarity and integrity.

A teacher must communicate effectively with parents with regard to pupils' achievements and well-being.

Department for Education - Teachers' Standards

This brief document will provide teachers, parents and pupils a clear understanding of our reports which are a routine and essential component of our parental communication.

THE ACADEMIC YEAR

We know that many parents will be aware of the following, however, to ensure the inclusion of all parents and pupils this will serve as a starting point.

The academic year is divided into three terms, these are generally known as the Winter term, the Spring term and the Summer term.

WINTER

SPRING

SUMMER

These three terms are divided in half to give us the six half terms of each academic year.

HALF 1

HALF 2

HALF 1

HALF 2

HALF 1

HALF 2

During each half term pupils will follow a curriculum which is sequenced to enable long term progress and the retention of skills and knowledge. At the end of each half term there will be an assessment of the pupils against a set standard or criteria.

ASSESSMENT

Here we wish to briefly explain the nature of assessment. Assessment is sometimes perceived in a limited sense as a test which will generate a score to give an indication of projected outcomes. At All Saints we wish to assert that assessment is better described and viewed as an opportunity for pupils to demonstrate their skills and knowledge in a way which is observable and can be used by teachers for one of two main purposes.

Formative Assessment

One type of assessment which is utilised by staff is known as formative assessment. Formative assessment helps teachers to form conclusions about pupil knowledge or skills in order to give feedback and improve pupil performance. Every quiz, presentation, debate, demonstration can be described as formative assessment if it is used to improve a pupil's overall outcomes. We like to call this diagnostic assessment, we run a test to get a diagnosis and improve something.

"Ok class, give this assessment a go so I can see how you get on and help you to get better. This is a practice run for when a 'real' test comes along."

Summative Assessment

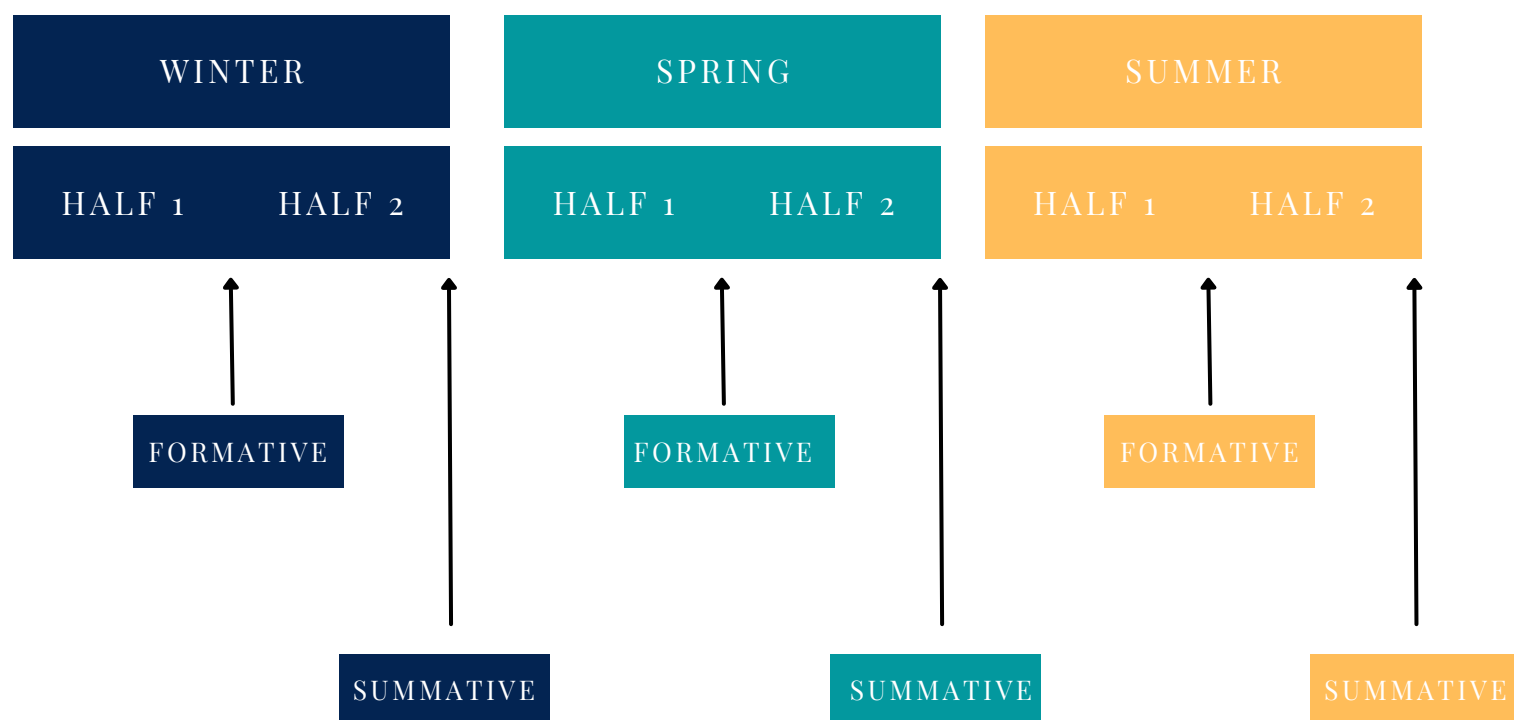
Another type of assessment which is utilised by staff is known as summative assessment. This is a test in a controlled environment which does not lead to specific teacher feedback. These tests produce data which indicates the level of a pupils performance at the time of the test.

"Ok class, this is your end of term assessment. You will get your result in two weeks. You now have 50 minutes, best of luck, off you go."

TIMINGS OF ASSESSMENT

At the end of each half term pupils will complete a formative assessment which their teacher will use to provide feedback and help them to make progress.

At the end of each full term, pupils will complete a summative assessment which their teacher will use to give an indication of their overall progress during that term.



Both assessments will lead to a score for data analysis purposes, however, the formative score will be used to give an early indication and feedback. Whereas the summative score will be used to give a realistic summary of pupil performance.

Formative assessments can be seen as checkpoints.



Summative assessments can be seen as finish lines.



FORMATIVE ASSESSMENT



SUMMATIVE ASSESSMENT

HOW WILL I RECEIVE MY CHILD'S REPORT?

We like to report pupil outcomes regularly. You will receive report data for *all* assessment outcomes, both formative and summative.

Half Term Report

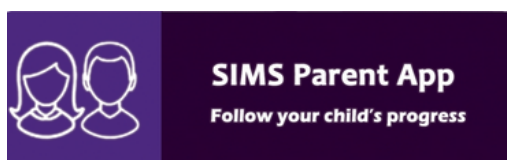
Every half term we will provide parents with full reports using the SIMS Parent App. Your child's login details are issued in year seven. However, you can request these again by contacting office@allsaintsschool.co.uk - someone will be in touch to resolve any queries you may have.



End of Term Report

At the end of each full term, parents will receive reports on the SIMS Parent app as well as a paper copy which parents can keep in their assessment record folder for their child.

A record folder should be kept along with any relevant merit certificates, sporting achievements and other documents of particular significance.



WHAT WILL I SEE IN RELATION TO ASSESSMENTS?

Target Grade

Firstly, **the report will display a pupil's target grade** in a particular subject. We set **ambitious target grades** because we believe in pupils' ability to succeed under our guidance and with our quality-first teaching approach. We never set target grades below a pass and we encourage all pupils to achieve good grades in every subject area.

We determine a pupil's target grade through a combination of Key Stage Two data, CATS tests as well as internal baseline assessments. At Key Stage Four and Five we also use national data to guide target grade setting.

Last Assessment Grade

Secondly, the report will detail the **last assessment grade** (LAG) which the pupil completed. At half term this will be a **formative assessment** grade, at the end of term this will be a **summative assessment** grade. This will be written on the report as a grade which is in-line with the pupil's Key Stage and course.

Performance Indicator

Lastly, you will see a performance indicator (PI). This is a **teacher's professional judgement**, based on a range of assessments and in-class indications, of a pupil's final outcome at the very **end of the Key Stage**.

"Based on all the information I have about your ability, I am confident that you are on track to achieve a grade A in your English GCSE"

WHAT ARE THE DIFFERENT ASSESSMENT GRADES?

Key Stage Three

Pupils will study our broad Key Stage Three curriculum from year seven until year nine. The system we use at Key Stage Three is based on government guidance and research into **assessment without levels**. The intention of our Key Stage Three assessment is to increase engagement with **qualitative teacher feedback** as opposed to the method used previously which utilised national curriculum levels. Our awarding of grades is based on **age-related** expectations within the particular curriculum of a subject.

B

Beyond - Working **beyond** age-related expectations.

Extend

A

Achieving - **Achieving** at the expected age-related level.

Affirm

T

Toward - Working **towards** the expected age-related level.

Enhance

P

Performing below - **Performing below** expected level.

Intervene

We aim for every pupil to achieve 'A' with a few pupils going beyond the age-related expectations of a subject and achieving a 'B'.

For example, the English department would have a set criteria for pupil performance at the expected age-related level. If the pupils are writing an English essay, the department has an **objective criteria developed by the subject specialists** to determine what the expected age-related standard would be for pupils. Teachers will report that a pupil is working towards that level or going beyond that level.

The grade 'P' is only awarded when there is the need to report to parents, pupils and other teachers the necessity of intervention in order to further support a pupil. This grade is generally used to identify any unmet needs a pupil might have.

Key Stage Four

The system we use to report assessment outcomes at Key Stage Four is a direct reflection of the **GCSE grading system**. This is a **numbered system** which denotes pupil achievement in comparison to national standards.

The **pass grade is a 4**, the lowest grade is a grade 1 with the highest being grade 9.

Grade 9 is given to a small percentage of pupils who achieve the very highest scores.



Some pupils complete vocational courses and are graded from Level 2 Distinction star (L2 D*) to Level 1 Pass (L1 P). A key reminding parents and pupils of this is available on every report.

HOW WILL CONDUCT BE REPORTED?

The General Conduct Scores

As part of our ethic of **ongoing and honest communication with parents**; we also ensure that pupils are given **scores based on their general conduct**.

Pupils are given **scores from all of their teachers** to reflect their observations in the following three areas.

A. Behaviour

The **moral conduct and general behaviours** of a pupil are recorded in the behaviour score. We do this to help parents and staff to bring together a clear picture of a child's moral development. At All Saints we strive for the very highest standards of personal conduct because we understand that this impacts relationships, the development of communication skills and overall pupil progress. We are a school with a Catholic character and as such we seek to model the Gospel values that we wish to instil in our pupils.

B. Effort

The **amount of effort a pupil makes** is inextricably linked to their progress and attainment. Pupils who work hard achieve long-term success. Effort is something which can be observed by classroom teachers and teaching assistants. We want our pupils to exhibit high levels of conscientiousness in all that they do because this is linked to long-term future success.

C. Classwork & Homework

Good behaviour and good effort should yield good work. Pupils who make an effort go beyond learning in the classroom and complete exceptional home learning activities. These are the **scholarly skills we expect to see in all pupils** at All Saints. Staff record a score which reflects that which is observable to them in class based and on the **quality of work** they see in a pupil's exercise books, responses, interactions etc. This grade is linked to, but distinct from the effort grade.

The conduct scores bring together an accurate picture because of the distinction between the various areas and the clear descriptors for the scores which are awarded.

Below is a description of the scores a pupil can receive for each of the areas of general conduct.

1

Outstanding - has far **exceeded** expectations consistently.

Reward

2

Good - has **achieved** the expected level of conduct.

Affirm

3

Requires Improvement - there **need to be improvements** in order to achieve the expected level of conduct.

Enhance

4

Cause for Concern - this **requires an intervention** in order to achieve the expected level of conduct.

Intervene

HOW DO WE REPORT ON A CHILD'S BEHAVIOURAL DEVELOPMENT?

What is Ethos?

Ethos is **the shared spirit and collective character** of a community. Our ethos is articulated in our school mission statement as outlined on the first page. We are one in Christ. We are a Catholic Christian community which was established in Dagenham to provide an academically excellent and passionately Catholic education to those who seek it.

What then is RUAH?

Ruah is a **Hebrew word which means spirit**. We use the word ruah to describe the practical ways that our ethos is brought to life. We are able to do this because the word ruah also doubles as an acronym.

- R - Respect
- U - Understanding
- A - Affection
- H - Humour

We aspire to show **RUAH in all that we do**. Staff are expected to model RUAH in their actions and interactions. Pupils and parents are expected to uphold and reciprocate this shared ethos, thus confirming our oneness in Christ as articulated in our mission statement.

For this purpose we wish to support a child's moral formation by **recording as often as possible**, the occasions when they have upheld, or fallen short of our shared high standards.

Achievement and Behaviour Points

The behaviour conduct score outlined on the previous page is a general score which is given by one classroom teacher. This is a good summary. However, in order to provide a more detailed report, we record achievement and behaviour points from **all in-class and out-of-class observations of pupil conduct**.

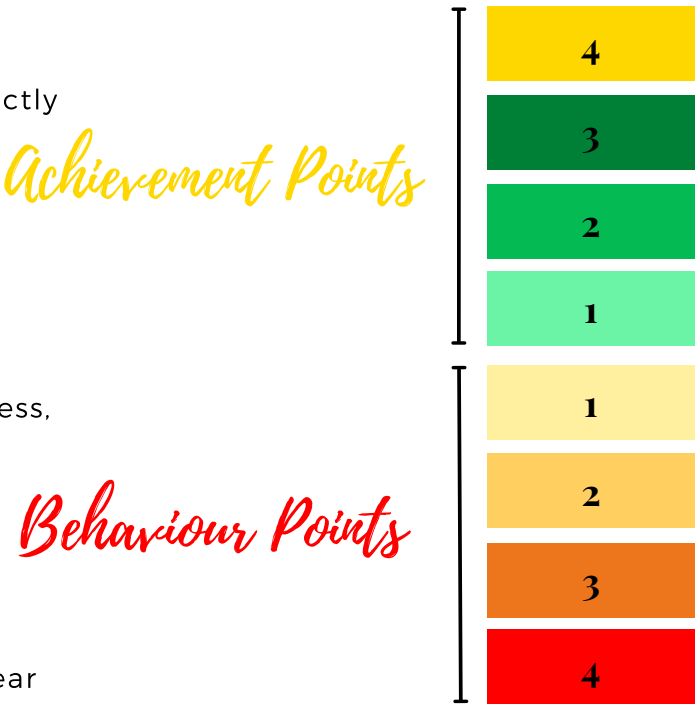
Our school ethos guides this system with positive achievements and negative behaviours being directly linked to respect, understanding, affection and humour.

This is sometimes referred to as the **RUAH Points System** by our staff and pupils.

We recognise respectful conduct, great effort, responsibility, preparedness to learn, thoughtfulness, kindness towards others and so much more!

We also adopt a system of **correction** and **restorative practice** to help guide our pupils towards moral and academic excellence.

Achievement and behaviour total points will appear on all pupil reports.



WHAT ELSE WILL BE RECORDED ON THE REPORT?

Attendance Summary

Pupil attendance records at All Saints Catholic School are consistently high. Working in partnership with parents we endeavour to ensure that our **pupils regularly attend school** and are best **prepared to achieve long term success**. This pastoral care is an innate part of our ethos and character.

For this reason, we share an **accurate attendance summary** on all pupil reports. This is recorded as a percentage. **We aim for pupil attendance to be at 100%**. If for some reason a child is absent it is very important that this is authorised as soon as possible.

Punctuality Summary

Similarly, we expect **pupil punctuality to be impeccable**. We expect all pupils to be on time unless there is some mitigating circumstance which prevents them from arriving at school promptly. As part of our pastoral approach, we expect the very highest standards from our pupils and help them to grow in responsibility and discipline, thus preparing them for life beyond school.

We will also **record the number of 'lates'** a pupil has accrued in order to work with parents to identify and correct this where necessary.

A SERVICE TO THE FAMILY

We hope that this document has emphasised the significance we place upon effective communication with parents. This effective communication is done through the pupil report as explained in this document. More importantly, effective communication takes place through meaningful relationships. We encourage excellent working relationships between parents, staff and pupils, most especially with form tutors and subject teachers.

As outlined in our mission statement, we are intent upon progressing in a spirit (ruah) of togetherness in service of God and neighbour. It is this which we offer our pupils, parents and staff as members of this family.

'Be you therefore perfect as your heavenly Father is perfect' Matthew 5:48

