



Westerton Primary School

Reporting Policy

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Reporting Policy November 2020

Building the Curriculum 5: a framework for assessment outlines the key purposes and features of reporting within *Curriculum for Excellence*. The focus of reporting is to support and improve learning:

“Reporting has two main purposes. Firstly, it provides clear, positive and constructive feedback about children’s and young people’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.”

Reporting allows information to be shared and exchanged among children and young people, parents and staff. At the centre of reporting are informed discussions between teachers and parents on their child’s learning. It focuses on what information is needed to ensure that parents know what their child has achieved and how well they are doing against targets or expectations. Clear learning targets, informed by assessment, make this process more focused for the learner, parent and the teacher.

At Westerton Primary, our reporting takes the following forms:

Interim Report (December)

The interim report provides parents with a brief overview of their child’s progress in term 1. Teachers provide constructive feedback, including strengths and areas for development, for a child’s learning within numeracy, literacy and health and wellbeing. This feedback also gives parents clear information about their child’s next steps and may suggest ways in which they can be supported at home to achieve these.

Full Report (June)

This report gives a more detailed assessment of a child’s progress. It focuses mainly on the areas of numeracy, literacy and health and wellbeing but will also include comments relating to a range of curricular areas. The report will clearly state the CfE level at which the child is currently working and will contain informative teacher’s comments that highlight strengths, progress made and next steps in learning.

Snapshot Jotter

This jotter captures children's learning in 'snapshot' at different stages as they progress through school. Jotters are sent home several times throughout the school year as a means of sharing learning and progress with parents. The jotter provides information on a child's learning journey.

The 'Snapshot Jotter' plays a vital role in encouraging discussions at home centred around learning. Parents can talk to their child about their work and support them in setting realistic targets.

Prior to being sent home, teachers and pupils will reflect on the learning that has taken place. An evaluation sheet will accompany the jotter and contain both teacher assessment and pupil self-assessment.

Twitter

Twitter allows parents and carers to get a feel of day-to-day life within Westerton Primary. It provides an opportunity for parents to see what their child is learning about and the activities that they are participating in. Twitter is also an effective communication tool by which we inform our school community about events, important news and achievements. Parents are able to comment on posts and share positive feedback.

Class teachers are encouraged to tweet regularly throughout the week.

YouTube

The school's YouTube is accessible by all staff and can be used to share learning in a variety of ways. 'Meet the Teacher', class assemblies and 'shows' are created in school and shared, via a link, with our school community. Other aspects of learning are shared by classes throughout the year.

This provides opportunities to showcase learning and maintain engagement with our families.

ASN and Equality

Those pupils who have Additional Support Needs will be invited to attend virtual TAC meetings twice in the session in November and May. This will allow for a multi-agency approach. The school's educational psychologist will also attend to help support and meet the needs of the child and family.

In keeping with our open-door policy and nurturing ethos parents are able to call the school at any point in the year to speak with the class teacher or member of the SLT about any concerns they have. Being proactive we will also make calls home throughout the year to discuss any concerns raised or make an 'Above & Beyond' call. These are made when a class teacher brings an effort, behaviour or action by a child to the attention of the SLT that demonstrates them going above and beyond daily expectations.