

Reporting to parents and carers on attainment and progress

Consultation Survey- January 2016

Background information and rationale for the consultation

In January 2016 we consulted with parents and carers to find out their views on the way that we report progress and attainment. As part of the school's assertive mentoring programme class teachers meet with pupils three times a year to discuss progress and review personal targets. Parents are invited to attend these meetings and are given a copy of their child's assertive mentoring report. These meetings and the reports that are sent to parents are the main way that school communicates with parents and carers on their child's attainment and progress so we wanted to make sure that the information provided continues to be useful and easy to understand.

Although the assertive mentoring programme has been established for the past three years the introduction of the 2014 National Curriculum means that school has changed the way that it evaluates individual pupil progress and attainment. **Cheetwood is now using 'steps' as part of the Target Tracker assessment tool, rather than old national curriculum levels.** We wanted to consult with parents and carers to find out if they understood this new system and if they had a clear idea of where their child was in relation to national age related expectations.

In addition to the assertive mentoring reports parents and carers also receive an end of year report that provides an overview of their child's achievements and summarises attainment in the foundation subjects as well as English, maths and science. This report was updated last year to reflect the changes to the national curriculum and in summer 2016 we plan to develop the report further. Parents and carers were asked to give feedback on a draft copy of the new report.

Objectives for the consultation

- To identify what parents and carers think of the assertive mentoring programme
- To identify parent views on the new way that the school reports on attainment and progress
- To ensure that the information provided by teachers is useful and relevant
- To ensure that the information provided helps parents and carers understand their child's attainment in relation to national age related expectations
- To gather feedback on the new end of year report format
- To give parents an opportunity to make comments and suggestions

Overview

- Parents and carers continue to engage positively with consultation activities and they demonstrated their commitment by completing over 80 questionnaires.

- When the assertive mentoring programme was first introduced a consultation at the time confirmed that parents and carers supported this very personalised way of working with pupils and this continues to be the case.
- 84% rated the assertive mentoring programme excellent or very good with 5% rating it good and only 1% rating it as satisfactory
- Overall parent and carers like the new way that the school is reporting on attainment and progress with 86% describing it as excellent or very good, 9% describing it as good and only 1% suggesting there was room for improvement.
- The detailed feedback by the class teachers continues to be highly valued as 94% described the information they are given about their child's progress and learning as excellent or very good. 5% rated this information as good and 1% as satisfactory.
- The transition from reporting in national curriculum levels to steps appears to have been a success as 100% of parents and carers said that the report helped them to understand their child's attainment in relation to national expectations for their age.
- The draft for the new end of year report also received positive feedback with 87% of parents describing it as excellent or very good, 12 % describing it as good and 1% as satisfactory. The vast majority of parents (85%) preferred the new report and gave reasons such as:
 - The report is clear and provides a thorough assessment of my child's progress
 - All subjects in the report are well graded
 - The report is very comprehensive and easy to understand
 - The report is easier to understand as it is divided into detailed areas and has more information on all subjects
 - The report gives more information on effort
 - The report is more focused on learning outcomes
- A small number of parents and carers (15%) said that they didn't prefer the new report and the reasons for this included:
 - The report was very similar to the previous one
 - The report was too 'squashed'
 - The parent was unsure of the difference between attainment and effort
 - There were also a couple of parents who appeared to be confusing the draft report with their child's assertive mentoring report.

Next Steps

- Feedback to staff, parents, carers and governors
- Post data onto the school website
- Use new end of year report format in summer 2016
- Ensure that a key is provided to explain effort and attainment

- Continue with the assertive mentoring programme
- Ensure that new parents are given a copy of the parent guide to assessment

Consultation Survey Whole School Results

What do you think of our assertive mentoring programme?

excellent		very good		good		satisfactory		room for improvement		Total
51	63%	25	31%	4	5%	1	1%			81

How would you describe the new way of reporting your child's attainment and progress?

excellent		very good		good		satisfactory		room for improvement		Total
35	47%	29	39%	7	9%	2	3%	1	1%	74

How would you describe the information the teacher gave you about your child's progress and learning?

excellent		very good		good		satisfactory		room for improvement		Total
44	59%	26	35%	4	5%	1	1%			75

Did the report help you to understand where your child's learning was in relation to national expectations for a child of their age?

yes		no		Total
75	100			75

How would you describe the new end of year report?

excellent		very good		good		satisfactory		room for improvement		Total
26	35%	39	52%	9	12%	1	1%			75

Do you prefer the new report to the previous report?

yes		no		Total
62	85%	11	15%	73

Comments and Suggestions:

- The layout of the report makes sense and the colour coding is easy to understand
- The report shows in detail what pupils are learning and what needs improving
- The new report is easier to understand and has more detail
- The report is clear and covers many subjects
- All subjects in the report are well graded
- The new report explains more

- The report is very clear and it provides thorough assessment of my child's progress
- The new report is clearer
- The report is very comprehensive and easy to understand
- I love the report format as it is really thorough and I can keep track of my child's progress
- The report is more focused on learning outcomes and what the pupil is expected to do against expected targets
- The new report is more squashed
- The report gives more information on effort
- The report is structured and easy to read
- There is more in depth detail in learning and progress
- During the meeting the teacher spent a lot of time explaining how my child was doing – I am very happy
- The report is easier to understand as it is divided into detailed areas and has information for all subjects
- The other report was more understandable
- I am not sure how effort is different to attainment
- More information on tests please
- The report has clear headings
- It helps me to understand my child's needs and where to improve – I am a happy mum
- I like the new report as it gives more information
- The reports are similar and have the same information

Tina Batkin

Deputy Headteacher

February 2016