



**DUBAI
BRITISH
SCHOOL**
EMIRATES HILLS

Report Writing Policy - Secondary

This procedure is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Head of Secondary	
Date of review	August 2023
Date of next review	August 2024



Rationale

At DBS we expect our staff to use formative and summative assessments to track progress over time of all students in their care. This will differ between departments for weekly monitoring; however, all staff must feed into the common reporting windows which are strategically placed throughout the year.

Introduction

At DBS we aim to provide five high-value points of contact to report on student progress

- Three data point reports
- One full report
- One parent's evening

We recognise that the reports that we produce follow students to future schools and therefore our primary aim is to produce an accurate and appropriate series of reports.

This policy document will detail our approach to the data point and full reports.

Report windows and parental contact points

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Parents evening	Term 2a	Term 2a	Term 2b	Term 2b	Term 1b	Term 3b	Term 1b
Full report	Term 3b	Term 3b	Term 1b	Term 3b	Term 2b	Term 1b	n/a

Data point	To be shared beginning of third week after each assessment week
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Data point report

- One sided A4 document that provides a snapshot of a student's academic performance. Data points 2 and 3 will include the previous data points so pupils and parents can easily track progress.
- Will be produced after each of our three formal assessment weeks and as a result should be informed by the performance during the assessment week.
- The report contains
 - Percentage attendance
 - CAT 4 battery performance
 - CAT 4 expected and challenge targets
 - Key stage 3: For a group of subjects (Languages/Expressive arts/Islamic), staff will enter expected and challenged grades – based upon professional judgment. These will need to be inputted end of Sept: Rationale; influenced by other factors other than CAT 4 domains
 - Key stage 4: Cat data used for all subjects, bar Islamic and Level 2 BTECs – Students should be at UK 'expected' levels to be progressing with the course, hence use of CAT information.
 - Key Stage 5: Cat data used for all subjects, bar Islamic and Level 3 BTECs.
 - Data point for each term
 - KS3 – 'Step' for end of academic year
 - Steps are 1-8 with use of +/-
 - KS4 – Likely GCSE/BTEC outcome
 - KS5 – Likely A-Level/BTEC outcome
 - Attitude to Learning
 - Grade 1-5 (1 being outstanding, 3 being the DBS minimum expected)
 - Exam performance vs class average
 - Assessment week percentage score inputted
 - Class average calculated by isams
 - Positive behaviour log
 - Merits and Commendations
 - Negative behaviour log
 - Number of Level 1's
 - Lateness to school
 - Student comment
 - See 'Student comments on report guide'

Full report

- One per academic year
 - With the exception of Y13 who receive UCAS reference instead.
- This is a formal document and all written input should contain no spelling or grammatical mistakes.
- All teaching staff are required to submit a "Teacher comment" and "Targets" (maximum of three). These should be written in continuous prose. Use of comment banks is allowed.
- Full guidance sheet is copied below

<p><u>Spelling</u></p> <p>Always ensure you check your spelling in English (U.K.) Eg: recognise / finalise / behaviour / definitely</p> <p>Use the pattern: (the) advice / practice but (to) advise / practise 'He needs to practise his evaluation skills' 'Regular practice of past papers would be beneficial'</p> <p>(the) effect but (to) affect</p> <p>Recommended spelling - focused & focusing as opposed to focussed & focussing</p> <p>number (can be counted) / amount (cannot be counted) fewer (can be counted) / less (cannot be counted)</p>	<p><u>Punctuation</u></p> <p>Apostrophes:</p> <ol style="list-style-type: none"> 1. Never use to contract in reports (eg "It's been a positive start" = It has) 2. Only use for the possessive (eg "Rosie's work / Thomas's work") 3. Should not be applied to plurals (ECAs Year 9s) <p>Semi-colons: (;) Use to link 2 complete, grammatically correct sentences which have a close, logical connection 'Lara is an excellent student; she studies hard every day.'</p>
<p><u>Content</u></p> <p>Please make any comments about how the points below relate to your subject area reports or add any other concerns you have to the list:</p> <ol style="list-style-type: none"> 1. Subject specific abbreviations – write the phrase in full the first time, and then abbreviate if another reference is made (eg CSP, LCM, HCF) 2. Everything written in the reports must be in full sentences 3. Keep 100% relevant to pupil performance in your subject over the course of the year 4. Avoid only giving generic comments about behaviour, participation, work rate 5. First reference to pupil in both sections (highlights and concerns / targets) should be by name. After that it is at your discretion. 6. Always write about the student, not to them (avoid 'Well done' for example) 7. Highlights section – changed to Teacher comment and character limit of 350-500 characters has been set up. 8. Targets/concerns section changed to Targets – please keep to a maximum of three targets. 	<p><u>DBS consistency</u></p> <p>Please feel free to add to this list, or query anything on it. We should all agree to adopt these terms:</p> <ul style="list-style-type: none"> • reference to taught subjects capitalised and written in full eg French, Computer Studies, Mathematics but not the wider subject area. 'He participates well in <i>History</i> / He demonstrates a passion for <i>history</i>' • use of preferred name, which is in brackets, no other abbreviation • ...in Assessment Week 1/2/3... (but shorten to AW 1/2/3 if making second reference) • refer to ECA or ECAs – does not need to be written in full • ...achieve Step / Grade 4/5/6/7/8/9... (not level) • ...in Paper 1... / ...in Unit 1... / ...in Term 2... / ...in Key Stage 3/4/5... / Data Point 1/2/3 • ...in Year 11... ...the School Council... / ...a House Captain... • ...in the Under-16 football team... • refer to homework (not home learning) • refer to assessment not examination unless referring to external (eg ...in his recent assessment) • external examinations refer to as 'final GCSE / IGCSE / A-level examination(s)', do not abbreviate to exam(s)

Checking process

The checking process is key to ensuring high quality reports.

- Deadlines
 - Deadlines will be set by the secondary leadership team when the report windows go live.
 - Deadlines are 'strict' and must be met on time to ensure the process runs smoothly from start to finish.
- Process – Data point
 - It is the responsibility of the class teacher to input the relevant information
 - There should not be an instance where a data point step/grade increases by more than one value between data points
 - A positive change in DP step/grade should not be accompanied by a negative change in A2L and vice versa.
 - Initial data check is to be completed by Faculty leader (who may delegate to subject leader). FL is checking for a coherent set of data and should challenge staff if questionable data has been provided.
 - Final check rests with SLT
- Process – Student comment
 - It is the responsibility of the student to input their comments for each data point report.
 - Form tutors will support students during tutor time.
 - Year leaders and Form tutors are responsible for checking that students have completed the reports and that the content is suitable and coherent.
 - Final check from SLT when checking full reports.
- Process – Full report (subject)
 - It is the responsibility of the class teacher to input a 'Teacher comment' and 'Targets' by the set deadline
 - Initial check is completed by 'buddies' within faculty.
 - Looking for appropriate tone as well as spelling and grammar.
 - Second check by faculty leader
 - Looking for common errors with names and his/her etc.
 - Final check to be completed by SLT
- Process – Full report (tutor)
 - It is the responsibility of the form tutor to complete the report by the set deadline.
 - Initial check to be completed by Year Leader/Key Stage Leader
 - Final check by SLT alongside full report.
- Data point help sheets
 - One page document is produced to explain the report sheet for parents.