

Annual Achievement and Progress Reports – March 2016 Consultation

Parental Feedback

28 Responses (3.1% Response Rate)

Summary of Responses by Year Group									
Year 7	5	Year 8	8	Year 9	8	Year 10	6	Other	1

	What you have said	Our Response
Year 8 Parent	<p>The new format of report is clear and easy to understand. It will clearly track academic progress against age related expectations. It will also reduce the burden on staff to complete lengthy reports for each child.</p> <p>However, I do feel it is essential that the data the report contains is accurate and up to date, as this hasn't been the case on termly progress reports or in some areas of last year's full report. Inaccurate attainment grades and effort marks can be upsetting for children who have consistently made progress and tried their best.</p> <p>My only other concern is does the report give a holistic/comprehensive view of the child in each subject? It will be hard to see where their strengths and weaknesses lie within a subject are and where the areas</p>	<p>Thank you for your feedback; this is our intention to improve the process.</p> <p>We do endeavour to do our best. A key issue for us has been in relation to reports, where when written one WAG grade is entered and the student goes on to complete other tests and assessments before the reports are issued. However, it is worth noting here the difference between a Working at Grade issued by a teacher and an assessment score. Students will receive assessment scores all the time in class. These scores are used to inform Working at Grades. A student could receive a Level 6 in an English assessment today and receive their Working at Grades tomorrow and still be awarded a Level 5. This will reflect the fact that the teacher has acknowledged they are starting to work at a Level 6 in one or more areas, but are not yet secure at this level to be considered to be “working at” this level all the time.</p> <p>As outlined in the report consultation letter, this is the key reason for looking to evolve the reporting processes in school. At present the school report provides commentary of strengths and areas for development in text format, but it is only a “snapshot” in time and is</p>

	<p>for improvement within a subject may be. These would previously have been covered in the comment section of the full report.</p>	<p>significantly out of date by the time the report is published. Instead we are working to provide high quality “live” feedback on strengths and weaknesses in a meaningful context direct to your child through verbal and written feedback in their lessons and in their exercise books/ on their work as well as an open dialogue between teachers and parents whenever the need arises using letter, phone calls and emails.</p>
Year 8 Parent	<p>The new reports are excellent, more specific and much more directive in providing a true picture of exactly where your child is at.</p> <p>I understand that some teachers have an email dialogue with parents relating to progress and assessments coming up etc. what to revise. I have yet to experience this but think it’s great. I would like to think that if my child was not on track that I'd hear about this prior to an end of year report.</p>	<p>Many thanks. Our teachers work very hard to try to provide effective support, encouragement and guidance in many different formats. Email is a method that many teachers choose to use.</p>
Year 8 Parent	<p>I find the termly progress reviews very useful as they enable me to see how my daughter is progressing and also form the basis of a discussion with her on how she is doing at school. Without these I feel that I wouldn't know of any issues until the end of the year, by which time it is too late and much harder to get back on track. For instance last year I noticed that she wasn't progressing in science. When I spoke to her about it I found out that her teacher was on long term sickness absence and that she was being taught by a number of supply teachers. I wouldn't have known this if it hadn't been for these reports. This has meant that this year I have been paying much closer attention to her progress in this subject as she got off to a bad start in year 7 and has a lot to make up for.</p> <p>Also, I don't feel that the written feedback on assignments is sufficient for me to get an understanding of where she is. It's a bit hit and miss to be honest and the only open dialogue between home and school is from the emails that her science teacher sends to parents which are</p>	<p>Termly Progress Reviews will continue unaffected in these new proposals. Teachers award every student a Working at Grade three times a year and these are collated, printed on the one page Progress Review document and issued to students the following week in Ready to Learn tutorial sessions. So at most, this data is 10 days old upon receipt. The proposal here is just to change the format of the annual report and the time of year it is sent, so that is a summative overview of the progress and achievements in that school year.</p> <p>All teachers/subjects provide a range of different feedback to support student learning including written, verbal, peer and self-assessment feedback. Often this feedback is tied into success criteria shared in lessons in order for the students to understand how they need to</p>

	really helpful. If you are to abandon regular reports I would feel better if progress was monitored and any dips in performance brought to parents attention as that can indicate either an issue with a particular subject or if in a number of subjects a personal problem that parents may not be aware of.	progress in their learning. We hope that this feedback should be accessible to parents when you look at books; we are always seeking to make it better. Teachers regularly monitor the progress of their students and with regular reports continuing, you should have plenty of different ways to review this during a year.
Year 7 Parent	I believe it's a welcome change, hopefully which will allow us (parents) to track a live report of our children. This format also gives an easier opportunity for parents to follow up any comments if required.	Many thanks for your comment.
Year 10 Parent	Looks good. Please can you ensure teaching staff use the correct names and information on each child they are reporting on - such as after school activities etc. The generic cut and paste is obvious to us as parents particularly when staff fail to make the changes for each child. Thank you.	We do always endeavour to produce the highest quality reports; the changes proposed we feel will enable the quality of reports to improve even further.
Year 9 Parent	THE NEW FORMAT LOOKS SIMPLE ENOUGH TO UNDERSTAND AND INFORMATIVE RATHER THAN BEING REPETITIVE COMMENTS FROM INDIVIDUAL TEACHERS	Many thanks for your comment.
Year 9 Parent	The new report format looks great. Look forward to receiving it. Regards	Many thanks for your comment.
Year 9 Parent	I would much prefer the report to be still on paper	The proposed changes to the reports are only to the style/content of the report. Please be reassured you will still receive the annual report for your child as a paper report.
Year 9 Parent	The new format in both KS3 and KS4 gives a wide range of informative feedback to both students and parents. I feel the reports explain the grading with easier interpretation for parents. And gives a real feel and thorough picture of how the child is performing in school. Which will encourage and hopefully make the students feel noticed and rewarded, thus more enthusiasm. And has the tools to provide sufficient guidance/ feedback when improvements need to be made and has the spectrum to show under achieving students what they are good at and what they need to do to improve.	Many thanks for your comments.

	I would be happy to receive this level of feedback for my child.	
Year 7 Parent	The proposed format for the reports seems to cover all the needs that parents wish to be informed of. Your staff seem on top with situations and needs of the pupils and deal with this on a daily basis. Thank you for allowing our input.	Many thanks for your comments.
Year 7, 8 and 9 Parent	<p>In the new "Form tutor report", I would specify which subject/s has the child been "outstanding"/ "Requires Improvement Lessons"/ "Inadequate Lessons".</p> <p>In the new "Subject Teacher report" I would compare the child's "Achievements & Progress" with the school median and/or national median, a value by itself does not have much meaning (I think), also I will make sure the grades are correct, in our specific case, our children have a grade in Spanish that it does not correspond with the reality, which sometimes it does make us think as parents, who has check the reports and how "accurate" are they...</p>	<p>This is a very sensible suggestion and something that we will be endeavouring to be able to provide for you in the future. At present there is not a simple way to draw the information down from our registration data management systems (called SIMS) to present it like this quickly for every parent. However, this is something that on a 1:1 basis Form Tutors and Progress Leaders are able to look at for students where there are concerns.</p> <p>Your comments about having school and national comparisons is a very valid one and would help parents to have a benchmark to compare against. In the past, we have indicated the "national average" or "age related" expectations in the information for parents section. Maybe moving this onto the subject teacher page would help to make this a quick reference.</p> <p>We do try to ensure that all grades are accurate on entry and these are checked by subject teachers and Heads of Department. Please see the point above about how Working at Grades can sometimes be different from recent stand-alone assessment scores.</p>
Year 8 Parent	The forms look well set out with all the relevant information needed. They were easy to follow and set out targets and achievements clearly.	Many thanks for your comments.
Year 10 Parent	Whilst it is ideal to have a tabulated summary of outcomes, targets etc. in one place, the report format is extremely impersonal. In addition, it has been my experience that the 1-4 grade descriptors can be	Thank you for your points. Our hope is by building the reports around a simplistic 1 – 4 grading and a clear definition of the meaning of these numbers, that we should hopefully simplify this process and

	<p>misleading. Parents respond to a comment which suggests that a teacher actually knows and acknowledges their child. The quality of the form tutor comments given in the KS4 example is aspirational!</p>	<p>make it consistent for all. As suggested in the last part of your comment, it is our hope that the reports will actually become more personalised with a longer tutor comment box, allowing the holistic report that captures the whole child's approach to school life both inside and outside of lessons.</p>
<p>Year 8/11 Parent</p>	<p>Like the summative information which gives year round progress. From this I can tell how my son has done throughout the year. Interesting way of showing pupils engagement in class. Graded 1-4, if it works great!</p> <p>If a parent uses ongoing online information on their child and attends parents evenings and these all link up. It looks very good and all pupils, parents and staff should be fully engaged.</p> <p>Is 4 weeks from the end of term long enough to reply to parents comments? Particularly when and if this goes whole school? I guess this is already a challenge in the current reporting schedule anyway. Is it possible to get all reports ready for June 23rd? Years 7 to 10?</p> <p>Is the 1-4 grading of lessons in relation to teachers or pupils performance? If students how realistic is it for teachers to accurately grade every pupil for every lesson?</p> <p>On the return slip which we've generally returned with positive comments, only once have we wanted feedback which wasn't forthcoming. Do teachers get back to parents?</p>	<p>Many thanks for your comments, we do hope that we have provided a range of different opportunities to enable parents to engage with school to monitor, track and discuss student achievement and progress. Currently, the "online" system you refer to called SIMS Learning Gateway is no longer used in school, being removed in August 2015. This has been replaced with a paper Progress Review report issued three times a year, so you still receive the same information just via a different route this year.</p> <p>We would hope that 3 – 4 weeks at the end of the school year would be plenty of time to make contact with parents should they have questions about reports and that, by limiting the time, would make these contacts more focussed and timely before the holidays. Where any issues couldn't be addressed in the time at the end of a school year, it would allow for focussed conversations about interventions and actions that could begin immediately at the start of the next academic year, hopefully increasing the overall impact of these interventions.</p> <p>All report reply slips are read by Form Tutors, Progress Leaders and the Headteacher upon receipt and comments are always acted upon. If you ever feel this hasn't happened fully please tell us.</p>
<p>Parent</p>	<p>The new report format looks a lot better having the information wanted by parents set out more clearly. I'm sure staff will find them better to fill in too!</p>	<p>Many thanks for your comments.</p>

<p>Year 10 parent</p>	<p>Tracking is easy to follow for both parent and student and would certainly prompt discussions between interested parties if it appeared little progress was being made. Tracking of lesson grades seems challenging and I would wonder how honest a reflection this would be and indeed how beneficial this information is. Surely anyone not performing should be spoken with and this is what should be recorded. Info is too late in the day. If there is anything less than a good then something is surely going wrong for them. Waiting to be told this in a report is too late. Like seeing all subjects on one sheet. Prefer this to individual sheet per subject. Thanks.</p>	<p>Thank you for your comments. In relation to your points about the lesson attendance information graded: outstanding, good, requires improvement and inadequate; you will see from the grade descriptors (on the report document) that lessons graded below a 3 or 4 are for specific reasons and actions are taken. Some of these actions, especially linked to a grade 4 would be communicated home to parents formally; for example, afterschool detentions and time in the BIC are communicated via formal school letters. The grading system for lessons therefore does not replace any of the current good practice about ensuring the behaviour for learning of all our students is as good as it can be. The power of the lesson grades we believe is in its ability to track patterns of behaviour overtime and increase the “visibility” of very low level off task behaviours that fall just short of our high standards.</p> <p>Our pastoral teams in school work very hard to monitor and check the progress of all students and this data is monitored weekly by Progress Leaders and Form Tutors to identify any “patterns” as they emerge. Where concerns over lesson scores emerge, interventions with students, and parents if necessary will follow. If required Form Tutors and Progress Leaders will explain to you the actions they take for students who are getting more than 2 grade 3 lessons in one week. By reporting on this data at the end of the school year we are aiming to furnish parents and students with a final summary of the performance in that academic year.</p>
<p>Year 9 Parent</p>	<p>Feel there needs to be individual subject teacher feedback within each report not just numeric levels</p>	<p>Thank you for your comment. We are working very hard as a school to ensure that students receive regular and effective feedback on their individual pieces of work to enable them to make more rapid progress within lessons. In this way, the feedback is timely and linked to specific learning in the classroom. Additionally, while this report will be issued at the end of the academic year, Parents’ Evening formats remain unchanged and will allow you to speak directly to</p>

		<p>teachers and receive verbal feedback. All teachers at school can also easily be contacted via email.</p>
<p>Year 9 Parent</p>	<p>I agree that the current reports are out of date on receipt. I understand the benefit and efficiencies that the school can gain from producing a report in the suggested format. I think the current reports default to standard para-phrases and the value added is missed. As a parent I am generally left with multiple questions rather than understanding progress.</p> <p>Feedback on the suggested format is as follows:</p> <p>Agree with 'Ready to learn' overview from form tutor.</p> <p>Subject reports - agree with overview of progress across the three academic terms - however this leaves little scope to understand strengths and weaknesses in a particular subject area. In the example report for KS 3 the student has not made a full level of progress in Mathematics and the teacher assessments rate the student as a 3 in subject knowledge, clearly something is not connecting with this pupil. As a parent I would want to fully understand what has happened in this subject as the behavioural elements do not suggest a lack of effort. This report format does not allow for this information to be shared and for many parents would trigger immediate questions requiring intervention with school.</p> <p>SUGGESTION - for pupils who fail to make the expected levels of progress in a particular subject combined with a rating below a 2 in the teacher assessment I feel that additional voluntary information should be forthcoming to help identify what interventions can be made from both home and school. (I appreciate that this won't work for all pupils.) I appreciate that teachers have multiple challenges on their time,</p>	<p>Many thanks for your comment. This is exactly what we are trying to improve in the new reporting process. We hope we have designed a system that gives you a relevant and up to date overview of achievement and progress once a year. By being at the end of the academic year, you can get a full picture of achievements for the year. In addition, quality feedback will be available through the annual Parents' Evening night and the information and comments in student books.</p> <p>The points you go onto make are well considered and purposeful for the system. Firstly, Parents' Evenings are an important opportunity in the academic year review and discuss subject specific elements of student progress and actions needed. Additionally, with the growth of technology there are many opportunities and different routes for teachers and parents to initiate a quality dialogue about student progress should it be required.</p> <p>Following the consultation period, when a final format of the report is agreed we will be able to review of "systems" in school for monitoring and interventions that check and support student progress. In addition to the classroom teacher, both Heads of Department and Progress Leaders take responsibility for checking and monitoring the progress of all students. The "old" format of report writing was a document written by the classroom teacher for you as a parent and, as a school, we had no method of capturing the personalised content of this report. In the new proposed format, all the report content will be centrally held and will therefore enable all the relevant staff in school to review the data and take any appropriate action needed.</p>

	<p>however, I imagine that pro-active intervention from school is easier to manage than responding to parental contact.</p> <p>SUGGESTION: ratings 1-4, expand these further to show more positive and negative indicators to share with pupils in form time, explaining what 'good' and 'bad' looks like, this makes the scoring more tangible and provides greater empowerment to the pupils and understanding of how they can influence their own learning. (Apologies if this already takes place!)</p> <p>I am happy to talk through any of the feedback provided for clarification.</p>	
Yr 10 Parent	<p>I understand that the current reports may take 6 weeks to produce but as there is only one report on the whole of the school year I feel this information is important. I have recently moved my daughter to Culcheth and have been disappointed with the lack of information given on her progress until I received this report. At her previous school we received a report like the current one you are proposing every term so we could track progress against targets and pick up any issues. This has been difficult to do for us since September and we have not had contact from teachers as your letter suggests unless there has been a problem to resolve, nor has there been any Parents' Evenings to attend which I have been very surprised about and commented upon. I like the style of report if it was to be a term time report but do not feel it gives enough information to be produced once a year. Year 10 and 11 are especially important so I think the progress report should be more frequent or alternative methods as you suggest should be used but I certainly haven't experienced this which has made it more difficult for my daughter to settle. This may be different for other pupils who have</p>	<p>Thank you for your comments. Firstly, please note that there are five separate reporting points in every school year at Culcheth High School: an annual Parents' Evening, three Progress Review points (where a data collection sheet is issued detailing target and working at grades) and the annual end of year report (the subject of this consultation). Year 10 Progress Reviews have been issued in November and March, with the third due to be issued in June. Year 10 Parents' Evening is coming up in May and, in July, you will receive a Pre-Public Examinations results report detailing your child's performance in all of their PPE exams to support exam preparation for the final GCSE examinations. Additionally to all this information, if you have any questions, concerns or queries you can contact your child's Progress Leader or the relevant Head of Department (if your questions are subject specific) at any time. I am aware that your daughter's Progress Leader has been in contact with you about the concerns you raise and is working with you to address these concerns.</p>

	<p>been at the school since year 7 so I can only comment from previous school reports given and our experience so far in year 10. "</p>	
<p>Year 10 Parent</p>	<p>I agree that the reports should be simpler and issued quicker so that they are more relevant. Based on previous reports there needs to be consistency between departments as to the meaning of ""Working at Grade"" - does this mean an A would be achieved if the student sat the exam now or they would achieve an A in the work covered to date?</p> <p>Also I would like to be able to tell from the report whether my child is on target for her predicted grades so that we could offer extra support if needed - using the example student used for Year 10, as there is no further explanation from the teachers it's not clear what the ""next steps"" would be for the student to ensure that the Target Grades are met e.g. Option Subject B shows C C C A does this suggest no progress over the year?- is the student still on target? Whereas on Option Subject A the results are D D C B showing progress but not whether the student is on target. Similarly in Maths where the results are 5 5 6 8 parents will not know if it is realistic to expect the student to rise from a 6 to a 8 by the end of KS4? Could there be some form of colour coding to show if the student is below/at/above target?</p> <p>Thanks"</p>	<p>Many thanks for your comments. The points you make are very carefully considered and illustrate the next steps we would like to take as a school to make the information we report even more powerful. Reporting and interpreting assessment data is not as straightforward as it first appears. It is not always as simple as what is your target and is your working at grade above, on or below target? If you are a Year 10 student just beginning your GCSE courses then being a certain amount below your target grade for the end of Year 11 would be expected as you haven't yet covered the course and gained all the skills required. However if you are in Year 11 with just a few weeks to go then you should be so much closer to your target grade. As a school, we plan to develop the communication of assessment information even further, with the new report format being the first step in this process. However, we have taken a little time to "wait" to do this while all the volatility of the new GCSE subject grades began. More information on this to follow.</p>
<p>Year 9 Parent</p>	<p>The table form of grades/levels is very clear to see and parents can compare their child's performance across subjects and the progress made throughout the year.</p> <p>Unfortunately, the report doesn't give any targets on how to improve in each subject and it doesn't seem personal enough as subject teachers are not writing about the pupil. There appears to be a lot of information missing because of these two points</p>	<p>Thank you for your comment. We are working very hard as a school to ensure that students receive regular and effective feedback on their individual pieces of work to enable them to make more rapid progress within lessons. In this way the feedback is timely and linked to specific learning in the classroom. Additionally, while this report will be issued at the end of the academic year, Parents' Evening formats remain unchanged and will allow you to speak directly to</p>

		teachers and receive verbal feedback. All teachers at school can also easily be contacted via email.
Year 7 and 10 Parent	I have looked at the sample reports provided and feel that they are nothing short of completely unacceptable. To have nothing but a number as a form of reporting performance and behaviour from the subject teachers is not good enough. There is no attention to my children as individuals there at all. It is also worth pointing out that although there are parent's evenings I am not able to see all my children's teachers due to 'time constraints' and as a parent of a student now doing their GCSE course this is wholly unsatisfactory. How am I supposed to decide which teachers I do not need to see? This new system means that I get no sense of how my children's teachers feel about them. I think that to receive a full report once a year is not an unreasonable expectation and furthermore is essential in maintaining critical links between school and home. I am curious as to the open dialogue that you refer to. What is this? My children receive postcards from school, but there are no comments in their planners which I sign every week and minimal comments in their school books although this does vary greatly between departments. I am quite sure that if I were to contact school with a concern it would be addressed but this is a one way process-just as if school contacted me with a concern. That is only one element of support-often in a negative situation. My children are not a number and I do not wish them to become one.	<p>I am sorry that you feel so unhappy about these new proposals. We intend the report in many ways to be more personal, with a longer, quality, dialogue box for the Form Tutor to provide an overall summative comment for the year. The range of information provided in the subject reports is then more up to date than in the old version of the reports. Your comments in relation to the availability of appointments at Parents' Evenings is being reviewed further and we are looking to ensure the Parents' Evening appointment system can run even more effectively next year. As a school, there are continually high quality dialogues between teachers, Form Tutors, Progress Leaders and Senior Leaders throughout the year and, as you reference in your comment, "you are quite sure that if you were to contact the school that these would be addressed".</p> <p>Please see our other responses, as we are working hard to ensure that quality and timely feedback is provided in lessons to students as they are working on particular areas of a subject so that they are clear how to progress and achieve lesson by lesson.</p>
Year 7/8 Parent	Many thanks for keeping us informed and allowing us to comment on these changes. I feel the new report appears to be an improvement on the previous format and will be much easier to see at a glance areas of achievement and areas in need of improvement. Thanks	Many thanks for your comments.
Year 8 parent	It seems that the proposal for Years 7 to 10 is to have a single annual report, albeit an accurate one. This would be a retrograde step in my	Many thanks for your comments. Hopefully our feedback will reassure you, as the Progress Review reports are not disappearing.

	<p>opinion. Progress reports are important to ensure that sufficient progress is being made. Would it not make more sense to open up the progress data so that parent's were notified each time the information was updated, that way we would know when a level had been assessed. Currently it requires some context to decode whether or not there is a problem - such as an apparent lack of progress due to no assessment being done, rather than an actual lack of progress. In short I would advocate more contact and progress reports - piecemeal if needs be, as long as the context is also provided. A single annual report is not sufficient."</p>	<p>Under these new proposals in a school year your child would receive three separate termly Progress Reviews, a Parents' Evening and the final annual achievement and progress report.</p>
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