



MELROSE PRIMARY SCHOOL
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Reporting

The focus of reporting is to support and improve learning, recognising the individual needs of each child:

‘Reporting has two main purposes. Firstly, it provides clear, positive and constructive feedback about children’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.’

To inform parents and help them understand how they can support their child’s learning, reporting will provide information on their child’s progress and achievements in their broad general education:

- **Progress** in the curriculum areas
- Progress will be described in brief **qualitative statements** noting particular **strengths, areas for development** and **achievements** in challenging aspects and in the application of learning
- **Achievement** of a curricular level, either in a part of a curriculum area such as reading, or in a whole curricular area
- **Achievement** in different contexts and settings, including across curricular areas, the life and ethos of the school and learning out with the school, including in the wider community
- The nature of **support** being put in place to ensure each child or young person makes appropriate progress
- Any **gaps** in their child’s progress and **ways parents can help**

Curriculum for Excellence Building the Curriculum 5 A framework for assessment: recognising achievement, profiling and reporting 2010, p13-14

To put the principles into practice and in response to new guidance from Scottish Government in 2016:

‘Reporting to parents should highlight latest progress, identify next steps in learning and build on profiling. Discussions should highlight ways in which parents can support their child’s learning.’

‘Do not spend time writing long reports for parents which describe lots of classwork or use professional jargon.’

Education Scotland Curriculum for Excellence A statement for Practitioners from HM Chief Inspector of Education August 2016

We reviewed our procedures, in consultation with parents and staff, and have developed and adapted effective approaches building on our current practice.

At Melrose Primary School reporting comprises of a range of approaches

- Personal Learning Planning (PLP)
 - Teaching and learning overview each term which includes ways parents/carers can help
 - Targets
 - Pupil evaluation of and dialogue about learning
 - Teacher feedback on progress and next steps in learning
 - each term literacy, numeracy, health and wellbeing
 - throughout the year other curricular areas
 - Pupil achievements
 - Parent/carer feedback on learning
 - Pupil as a learner annual (March) report written by the class teacher.
- Children presenting learning for example at assemblies and open afternoons/mornings.
- Parents Consultation meetings twice a year (November and May). Information about progress and achievement in relation to National expectations based on Curriculum for Excellence levels and the support and challenge in place will be shared.
- Progress and absence overview annually (June)
This gives an overview of learner's progress against National expectations for literacy and numeracy defined as working below National expectation, on track to achieve National expectation, working beyond National expectation and level of attendance.
- Formal, or on request meeting.

Our aim is to ensure that reporting is proportionate to the needs of learners and parents/carers and also manageable for teachers. It also reflects the way teaching and learning takes place in Melrose Primary School and Early Learning and Childcare (ELC) through which learners are fully supported and engaged in the assessment and reporting process.