Strood Academy

Reporting Academic Information Policy

Academic year 2024/25

Date of issue	September 2024
Date to be revised	August 2025

Intent:
Reports are provided to parents and carers in order to provide an update on student progress, allowing parents and carers to support students to identify areas in need of further development and celebrate student successes.

Approach to reporting:
It is the class teacher's responsibility to enter data for their students and to monitor/put interventions in place to
ensure that all students have the support/opportunities needed to achieve their targets. Data should not be entered by anyone other than the class teacher without the approval of the Principal or Head of College.

Once information has been entered, it can be used to produce various internal reports and analyses as well as reports to parents/carers. It is important that information entered into the database is as accurate as possible and that there are no gaps. If a member of staff is absent, the subject leader must take responsibility for entering the grades.

Evidence for current attainment should come from a range of sources. This includes work students have completed in class (written & oral), homework and assessments (both formative and summative). All teachers grade work in line with the grading system used in reports. Teachers award grades based on the MYP, GCSE, A Level, IBCP or BTEC grade criteria.

It is important that students understand the various grade criteria, how they can improve and that they engage in the process. Academy systems of marking and feedback, reports, progress trackers, learning conversations and parental engagement are all essential parts of this process. Tracking and interventions at faculty, college and academy level are in place to ensure that all students make good progress over time from their starting points. Feedback should include written positive comments, relating to performance against specific objectives/outcomes of the programme of study/assignment. There should also be advice on future targets and actions.

Schedule:
Data entry points have been carefully planned at specific points in the academic year to ensure that accurate and robust data is collected at appropriate times. Key stage 3 has two key data points in the year in line with IB MYP expectations. This provides staff with significant periods of time to employ interventions and strategies in a holistic manner to have a clear impact on attainment and progress. KS4 and KS5 cohorts have three or four data capture points to provide all stakeholders with accurate assessment information. The rationale for the increased frequency is to support students in measuring the impact of their

curriculum knowledge and identify areas of development in their qualifications.All data reports are communicated to parents a minimum of twice a year via the 'my child at school' platform.

Key Stage 3 reports:

IB MYP interim reports demonstrate the student's current progress towards achieving their final IB MYP grade. Final IB MYP reports will be compiled at the end of the academic year based on final assessments incorporating all 4 assessment criteria in each subject area. The reports will include the following information:

- Current attendance percentage
- A Target Grade for each subject area
- Criteria Grades (A-D) for each subject area
- Interim or Final Grades for each subject area
- Engagement grade for each subject area

An example is shown below:

MYP Subject Group	Timetabled subject	Criterion A	Criterion B	Criterion C	Criterion D	Final Grade	ATL (1-4)
Language & Literature	English	3	3	4	3	3	4
Mathematics	Maths	3	6	5	3	4	4
Sciences	Science	4	4	3	4	4	4
Individuals and Societies	Geography	5	4	5	5	5	3
	History	4	4	3	4	4	3
Arts	Performing Arts	6	5	5	5	5	3
Design	DT	4	5	5	5	5	4
	Computing	6	6	5	5	5	4
Physical & Health Education	PE	3	3	3	3	3	3
MFL	French/Spanish	4	6	3	3	4	4

Further information on the MYP assessment criteria and formulation of final gradings can be found in the Strood Academy MYP Policy.

Key Stage 4 reports:

GCSE reports demonstrate the student's current progress towards achieving their final GCSE grades. The reports will include the following information:

- Current attendance percentage
- Target grade for each subject area (if applicable)
- Previous report grade for each subject area (if applicable)
- Cohort average grades for each subject area
- Mock grades for each subject area (if applicable)
- Engagement grade for each subject area

Current grades are formed from a broad portfolio of evidence and is a judgement of how a student would perform in the qualification at that moment in time. A significant proportion will be based on the evidence contained within the students assessment folder which contains a body of assessments as a student progresses through the course. Mock grades are formed from the evidence provided at that moment in time on the most recent mock examination and/or coursework, if applicable. In most instances, the most recent grade boundaries will be applied to form the grade. GCSE Grades 1-9 (9 being highest) will be used for all GCSE subjects. Most other vocational subjects follow the BTEC grading structure of; D* (Distinction*), D (Distinction), M (Merit), P (Pass) are awarded at Level 2 and D (Distinction), M (Merit), P (Pass) at Level 1.

Key Stage 5 reports:

Student reports demonstrate the student's current progress towards achieving their final grades in their chosen qualifications (IB/A Level/BTEC). The reports will include the following information:

- Current attendance percentage
- Target grade for each subject area (if applicable)
- Previous report grade for each subject area (if applicable)
- Mock grades for each subject area (if applicable)
- Engagement grade for each subject area

The current grade reflects the standard of all work produced up to the point of reporting. Each qualification will be reported as follows:

- IB Diploma Higher : H1 - H7 (H7 being the highest)
- IB Diploma Standard: S1 - S7 (S7 being the highest)
- IB Reflective Project: A - E
- Applied General Qualifications: A* - E
- BTEC: Distinction*, Distinction, Merit, Pass and Below Pass
- T level: Distinction*, Distinction, Merit and Pass

Further information on the IBCP grading conditions can be found in the Strood Academy IBCP Policy.

Attitude to Learning (AtL) Descriptors:

4: Exceptional - work consistently exceeds expectations.

Students consistently demonstrate hard work, enthusiasm and engagement in all lessons. They work to the best of their ability and meet all deadlines. IB traits in the subject area are consistently exhibited.

3: Advanced - work consistently meets and sometimes exceeds expectations.

Students demonstrate a commitment and willingness to learn in all lessons. Their work and participation is of a high standard. Students meet their deadlines and many IB traits in the subject area are exhibited.

2: Secure - work generally meets expectations but improvement is required.

Students engage in most lessons but may not work to the best of their ability. Their work and participation is of a good standard overall. However, students may require encouragement to complete tasks and may not always engage adequately with their learning. Students meet deadlines but this may be inconsistent, with some of the IB traits in the subject area being exhibited.

1: Emerging - work is unsatisfactory and action is required.

Students persistently fail to meet expectations in lessons and do not complete work to the best of their ability.

Deadlines are not met and IB traits are not exhibited. A meeting with the subject teacher will be required.

X: Unable to grade currently due to absence or recent arrival at the academy.