



Dear Parent/Carer,

### **Reporting to Parents and carers in the Senior Phase S4-6**

Thank you to those of you who contributed feedback on the bullet point reports last session. We collected feedback from parents of pupils in S4-S6 via a parent survey and a parent focus group. You said that you liked short, jargon-free practical action points. Almost all parents thought the new template and format was an improvement.

We report to parents on progress of pupils' learning in the Senior Phase in three ways:

- Tracking reports: Target Grades, Working Grades and Ratings (September and November)
- Action Plan reports: Target Grades, Working Grades, Ratings and Comments (December and February)
- Parents' Evenings: (November S4, December S5/6 and an additional invited targeted evening in February only for those who need discussion with teachers following prelims)

You may also be contacted at other times about specific aspects of your child's progress should the need arise. Parents of pupils who have additional support needs requiring specific additional arrangements for assessment are invited to contact Mrs Brooks, Principal Teacher ASN, should they have any queries about this.

### **Reports Explained:**

The general content of the reports is usually discussed and negotiated with pupils in classes. Pupils should be aware of where they are in relation to their learning and progress and be clear about what they need to do to improve or progress. Their report should reflect this, there should be no surprises.

All pupils have a learning journal. It is their responsibility to keep their own record of learning and next steps. Parents can help and encourage pupils by having regular discussions at home about each subject and any concerns, prompting them to seek advice from teachers where necessary. Following written reporting to parents Home Room tutors have follow-up learning conversations with pupils to offer support and mentoring across their learning.

### **Target Grades**

Target Grades are set carefully using a range of information such as prior attainment across learning, school based assessment data such as Cognitive Abilities Test results (CAT), the

pupil's own aspiration and teacher judgement. These targets remain the same throughout the year unless a young person's level of study in a subject is changed. Sometimes during the course of the year, a pupil's level of study will be changed. This may be because either they are exceeding expectations or possibly they are not performing as well as hoped to the point where they may not pass. In these instances, they may be moved up or down from National 4 to National 5 or vice versa. If a change is required you should be notified by the school prior to this change being made.

Please be guided by what your child tells you is their level of study and if you have any queries about this please do not hesitate to contact us for clarification.

The scale below is used for Target Grades. Please note if your child is studying National 4 their Target Grade will always be indicated as a 6 because it is pass/fail only.

**National 5, Higher and Advanced Higher**

Grade	1 or 2	3 or 4	5 or 6	7	8 or 9
Level	A	B	C	D	No Award

**Nationals 1 - 4**

Pass	6
No Award	9

For all S4-6 pupils undertaking National Qualifications targets in each subject have recently been agreed. A copy of these Target Grades is attached.

**Working Grades**

These are entered by staff, again in discussion with pupils, at key points in the session and will reflect, based on professional judgement, what the pupil is expected to achieve given current circumstances and level of application.

**Ratings**

Effort, Behaviour and Homework are rated in reports as follows:

- Excellent
- Good
- Needs Improvement
- Serious Concern

If at any time you wish to discuss the progress of your child outwith planned reporting opportunities please contact the school office and you will be directed to the appropriate member of staff.

Yours faithfully,

Eleanor Paul

Depute Head Teacher