



RADLEY

Reporting

October 2023

Set Data

Set data must be kept up to date by HoDs. It is quite complex to sort out problems retrospectively.

Interim Reports

These are primarily internal documents which we make available to parents. The Head of Shells will make this clear in the first parent meeting stressing that they are not intended to be as full or polished as the end of term reports.

Lower School Interim Reports

Dons should give an

Effort grade

And a Performance Grade or a Term Position (ask your HoD about departmental policy)*

A Comment

Effort is graded as:

E=Exceptional

V=Very Good

G=Good

F=Fair

U=Unsatisfactory

P=Poor

Performance is graded as:

1=Exceptional

2=Very Good

3=Good

4=Fair

5=Unsatisfactory

6=Poor

* If a term position is given then just a single number should be entered in the box.

"**Good**" is intended to be the most common grade. "**Fair**" means that the pupil is coasting a little. "**Exceptional**" and "**Poor**" are only rarely given.

Dons should not feel that they need to use the entire range of grades. It may at times be appropriate for the majority of the set to score G3. This is likely to especially be the case at the start of the year.

Comments should not be long. It looks very odd to parents if one subject writes a few words and another writes a long paragraph.

Explanation should be included if a "Unsatisfactory" or "Poor" is given to outline how to improve. It is likely that concerns will have been flagged up with Tutors and FMs before awarding these grades.

Parents will find it strange if a decline in grades is not accompanied by an explanatory comment.

In the case of the **first Shell** interim report, no grades will be given.

In the **summer term** interim report for **exam sets** it is important to be aware of timings and tone. For example, there is little point in urging a boy to revise harder if he is only likely to see the report after his exam.

Explicit advice for improvement should be used instead of generalised aspirations.

Sixth Form reports do not make use of the grades above and a comment is required from dons.

Interim Form Master Reports

At the end of the reporting period, Form Masters can view copies of the completed reports to discuss with members of their Form.

Form Masters are responsible for checking reports for errors which they can refer back to the author or correct themselves (if they are certain that a mistake has been made).

Form Masters should write a comment which summarises the other reports, comments on how well the pupil is reflecting on their performance and stating what they need to do to improve.

End of Term Reports

Radley is proud of its end of term reports and each don is expected to write them with care.

Dons should not feel a need to fill a word count. Concise, to the point reports are much more effective.

Michaelmas - Leave Away

- Tutors write to Shell and 6.1 parents.

Michaelmas – End of Term

- Warden writes to Shell and 5th parents.
- Tutors write to Remove, Fifth and 6.2 parents.
- FMs write longer reports for Shell and 6.1 boys.

Lent – Leave Away

- Tutors write to Shell and 6.1 parents.

Lent – End of Term

- Warden writes to Remove and 6.1 parents
- FMs write longer reports for Shell, Remove, Fifth, 6.1 and 6.2 boys.

Summer - End of Term

- Warden writes to Shell and 6.2 parents.
- Tutors write to Shell, Remove, Fifth, 6.1 and 6.2 parents.

Exam Results

End of term exam results and mocks are collated from these data boxes and circulated to HoDs.

The important boxes as far as data collation is concerned are the **Exam %**, **Exam position**, **Exam Grade** and **Predicted Grade**

- The **Exam %** box should be filled in with **a single whole number** out of 100 summarising a boy's results in your subject.
- The **Exam position** box should be out of the **set**, not the **year**. The format should be a single number. Do not write "ex", do not write "st" / "nd" / "rd" / "th", do not write =.
- For mock exams the **Exam Grade** box should have a single letter (or A*) (or a number from the 1-9 grading for (I)GCSE).
- For mock exams the **Predicted Grade** box should have a single letter (or A*) (or a number from the 1-9 grading for (I)GCSE) and should be your best guess of the final outcome.

In some cases it may be useful to give a breakdown of results in the body of your reports. It should be written like this: "Unit 1: 67, Unit 2: 86, Unit 3: 56" rather than with carriage returns which uses up a lot of your report space.

It is helpful to include summary data within the body of a report to give it context. For example: "*The range of examination results for set 4 was 55% to 82% and so he can feel proud of his score of 78%.*" or "*His examination results of 82% compare well with the set average of 67%.*"

Predicted Grades

Purpose of Predicted Grades

1. To inform boys / parents where they are at and help them make sensible university choices,
2. To motivate boys to work hard,
3. To provide universities with predicted grades,
4. To provide information to the Warden and Academic Director, both in terms of planning interventions and for analysing results in retrospect.

These purposes are all subtly different and we need to a system which is as simple as possible but satisfies all aims.

On the 6.1 summer EOT report we will print:

- ***a working grade*** - what we think the boy will achieve if he continues working at the current level and makes the progress one would expect of a normal Radleian.
- ***an aspirational grade*** - what we think the boy is capable of achieving if he really applies himself and things go well on the day - the best possible but realistic outcome. This will be the same thing as the UCAS grade (and boys / parents will be informed that this is their UCAS prediction). We will make sure that pupils and parents understand that it is aspirational.

The grades given by HoDs to the Warden / Academic Director (for planning purposes and appraisals) will be somewhere between the two and will be by set rather than by individual. They should be a summary of what the set ought to get.

Please note that each should be **proper grades** (not B+ or B/C etc). Further Maths can award multiple grades - one per A level (eg A*AA, AB etc).

Where more than one don teaches a set the predicted grades should be the same.

What makes a good report

Writing good reports is important for reasons of:

- efficient and meaningful communication with parents;
- professional 'shop front' presentation' of a don's qualities;
- and the educational development of all boys.

Good EOT Reports should

- Include something positive and optimistic (even with the toughest of cases)
- Include something to work on (and clear strategies to get out of the mess, if there is one)
- Give boys and parents something to learn from
- Say what you need to say without feeling the need for padding and generic waffle (which tends to announce itself as... generic waffle)

Reports should not

- Contain major surprises, unless there has been, say, a complete and unforeseen disaster in an EOT/Mock exam. If a pupil is not working well in a subject, then conversations should already be happening between the Teacher, HoD, Form Master and Tutor.
- Be completely damning without explaining how to get better. **Constructive and tough criticism are fine where merited but ALWAYS shine a light towards the better place.**
- Contain extensive **copying and pasting**. Whereas it is OK to end a set's reports with a standard factual line such as "Holiday work has been set...", the report as a whole should be individual and **certainly not standard pro-forma with a few words changed**. A summary of the syllabus that has been covered should not be included. It is quite acceptable for dons who only see a boy once or twice a cycle to only write very brief comments without feeling the need to pad.
- Contain 'jolly good bloke' packing which has no analytical/diagnostic value...
- Dons need to take care to ensure that what they write cannot be interpreted as an advert for their subject in the lead up to **option choices**.

Advice on Form Master Reports

The FM report should sum up the other reports (and **most importantly explain any inconsistencies in the other reports**) and include aims for the future (holidays and next term)

Finally, in all reports try as much as possible to show that you KNOW the boy in question...

It is the Form Master's responsibility to check reports for mistakes.

They should be rigorous in checking for errors and in asking the author to make corrections. Alternatively if they are absolutely certain that an error has been made, they can correct it themselves.

If a report appears to be missing they should chase it up.

Showing reports to boys

The intended audience for end of term reports is the parents. However, it is acceptable (but not obligatory) for Form Masters to show reports to boys in the final Form Masters' meeting of term.