Internal Data Collection and External Reporting Policy

March 2025

This policy should be read in conjunction with the [Behaviour Policy](#), which covers Distinctions, Postcards, Copies and Detentions.

Aims of progress data collection and reporting

Internal: To identify how pupils are performing, to communicate this in a non-complicated manner to those within the school who need to know (teachers, pupils, HoDs, FMs, HoYs, Tutors, Deputy Head Academic) to allow appropriate interventions to be put in place if needed.

External: To give regular points of communication with parents about how their son is progressing. Some of these points will be written reports, some will be phone conversations from Form Masters or letters from Tutors or the Warden, some will be Parent Meetings.

Departmental Target Grades

These are created at the start of Lent term for Removes and 6.1s.

The aim of Departmental Target Grades is to maximise outcomes by:

- Helping CMT, HoDs, Tutors, FMs and dons to understand better the abilities of those pupils and to sharpen conversations about pupils.
- Incentivising pupils and encouraging ambition, to promote discussion with pupils about how to get to the next level.
- Identifying issues earlier and putting in place appropriate interventions.

Internal data collection

Session Grades (E/P/C)

Data collected is a simple E = Excellent / P = Pass / C = Concern.

We collect data centrally once per school session (eg Michaelmas Term has four sessions divided by Michaelmas w/e, Leave-Away, Advent w/e). The deadline is the Thursday evening.

Exactly what contributes towards the E/P/C grade is up to HoDs. We would encourage regular testing but there could be other elements. For subjects with few periods per week, a short quiz could contribute to the grade rather than a formal test.

E/P/C should be measuring "progress relative to ability" – roughly speaking, effort. We are not holding less able pupils to the same standards of academic achievement as more able pupils.

Session Grade Data is collected via the ISAMS "Online Assessment System" module. The default is P so teachers just need to adjust those that are E or C and mark it as complete.

A grade is given per pupil per session per subject per Don. So typically, a lower school pupil will receive one grade per subject each session but a Sixth Former will receive one from each Don who teaches them.

E/P/C grades should be communicated by the subject teacher to the pupil. This is especially important with a C as it allows a conversation about why a pupil has been given a C and how he can get better and about any interventions that are put in place. To allow time for this, if a Don is basing the grade partly on a quiz then is best for that quiz to not be in the last lesson of the session.

Session Grade Data is circulated to teachers, HoDs, FMs, Tutors, HoYs, Deputy Head Academic to allow appropriate interventions to be put in place if needed.

Form Masters should discuss grades with pupils immediately after each break. An extra Form Master's period before p1 on Tuesdays following each exeat (Michaelmas, Advent and Hilary weekends) has been added for this purpose. Although the expectation is for Form Masters to speak to boys about their Session Grades at the start of the next session, the fact that the deadline is on the Thursday makes it possible them to speak before the break if needed.

The data will **not be sent to parents** in their raw form, but Form Masters can make reference to areas which are going well or less well in their reports.

As a **very rough guide**, E:P:C may be awarded in the ratio 1:3:1. So in a lower school class of 20 we would expect roughly 4 excellents, 4 concerns and the rest passes. But note that this is only a guide. In no way should we be expecting failure. There may be instances where no pupils gain a C. A boy who puts in good effort should pass his test and receive a 'P' for his Session Grade. We would expect only pupils who have not put in the requisite effort to gain a C.

In the first session of the academic year some subjects will have just seen the boys a handful of times (eg Shell Music, CT). In such instances we do not exempt them from the session grade but we would expect them to just mark all pupils as "P" unless there are reasons not to.

We will conduct Session Grades in the final session of term. The deadline will be the same as the EOT report deadlines to allow time to discuss grades with students. This does mean an

element of doubling up with full EOT reports but it is important that we know where the Cs are for the Clinics and Supervised Study at the start of the following term. There will be no session grades in the last session of the Summer Term as September will be consider a fresh start for all years.

Process, Timings and Quality Control: The window for writing session grades is the two weeks leading up to an exeat / end of term. The Database Manager will send a reminder and remind dons of the process. HoDs will monitor Session Grades.

Concerns (session grade C)

A C grade is likely to result in an intervention of some form.

By default, if a Fifth Former is awarded a C then it will be compulsory for the student to attend subject clinics in that subject until the next Session Grades.

By default, of a 6.2 receives one or more Cs then he will have to attend Supervised Study during his free periods until the next Session Grades.

HODs / FMs will monitor Cs given in Session Grades and they may intervene by speaking with JDR or TCL if they feel that clinics / supervised study is inappropriate.

We are finding that some 6.2s who do not have a concern are voluntarily asking to be included in Supervised Study. Subject to space, we will accommodate this.

The Overall Academic Strategy – how does this all fit together?

Departmental Target Grades

give teachers a more focused sense of what pupils should be aiming for.

⇩

Regular quizzes / tests

help inform a teacher whether a pupil has understood the work set.

⇩

Session Grades

highlight problems to FMs, HOYs, Tutors etc.

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Interventions

such as Subject Clinics and Supervised Study help to put the pupil back on track.

Publication of exam results to pupils

A reminder that it is not appropriate to publish year group exam results as a named list on a noticeboard or *en masse* by email/Teams etc.

In some circumstances it may be acceptable to share results on a smaller scale eg emailing or Teams messaging a class following an exam or class test. But sensitivity is needed if you are aware of a pupil who wants their result to be private or if some results are much lower than the others.

It is acceptable (and desirable) to circulate summary data to help pupils understand what their result means in context. This may include measures of average results (eg median, mean), spread (eg interquartile range) or distribution graphs.

Formal year group exam results should not be published until the last exam has started. This is to make them as like the real exams as possible.

External Reporting

The following overall structure ensures regular touchpoints avoiding unnecessary duplication of effort.

	Shell	**Remove**	**Vth**	**6.1**	**6.2**
MT1	Mentor Report Form Master Parent Meeting	Form Master Introduction Parent Meeting	Form Master Introduction Tutor Letter	Form Master Introduction	Form Master Introduction Tutor Letter
MT2	Full Academic Report Tutor Letter	Full Academic Report	Full Academic Report Warden Report	Full Academic Report Tutor Letter	Full Academic Report
LT1	Warden Report	Tutor Letter	Parent Meeting	Form Master Phone Call	Parent Meeting
LT2	Form Master Phone Call	Warden Report	Full Academic Report	Warden Report	Full Academic Report
ST1	Parent Meeting	Form Master Phone Call	Form Master Phone Call	Parent Meeting	Form Master Phone Call
ST2	Full Academic Report Tutor Letter	Full Academic Report Tutor Letter	Tutor Letter	Full Academic Report Tutor Letter	Tutor Letter Warden Report

Form Master Introductions

All Form Masters should make contact with parents at the start of the Michaelmas Term (or end of the Summer holidays) to introduce themselves (or in the case of Fifth and 6.2, to re-introduce themselves).

A sample:

Dear XXXX and XXXX (if I may),

I am writing to introduce myself. My name is XXXX and I will be XXXX's Form Master in the Sixth Form. We met briefly when I taught XXXX in the Removes. I am a Maths teacher and Coach XXXX.

I will be meeting with XXXX regularly with a particular focus on his academic progress, but please consider me as a point of contact, along with his Tutor, for any matters. If you ever have any concerns, please drop me an email.

Entering the Sixth Form is a big step up. There is more freedom (for example study periods) but with that, higher expectations for pupils to work independently. So our focus over the first couple of weeks will be making sure that he is happy with his A-level choices and getting into good work habits.

Regards,

XXXX

Process, Timings and Quality control: Emails to be sent through ISAMS. HoYs to provide training and sample templates. HoYs to remind FMs to write introductions. HoYs to check with FMs that this has been completed no later than the end of the first full week of the Michaelmas Term and do random checks.

Shell Form Master Parent Meeting

In addition to the above Form Master Introductions, there is an in-person parents' meeting for Shell parents and Form Masters (not subject teachers).

It takes place at the start of the Michaelmas Weekend Exeat and is organised by the Head of Shells.

The main aims of the meeting are:

- For Form Masters to continue building a relationship with parents.
- To reassure parents, especially those not used to boarding.
- To discuss any initial academic or pastoral issues which have arisen.

If any significant issues arise in the meeting then they should be recorded and communicated to relevant people via ISAMS as an academic / pastoral concern.

Shell Mentor Report

Shell Mentors are required to write brief progress reports on their mentees.

Process, Timings and Quality Control: The Head of Shells will provide mentors with detailed guidance and instructions on how to craft these reports effectively. Once completed, the reports will be compiled by the Head of Year and shared with Form Masters and Tutors for proofreading. Finalised reports will be emailed by Form Masters (acting on behalf of the mentors) to parents.

 A good report should:

- Mention how the Shell has settled in.
- Mention new things they have enjoyed.
- Mention things that have gone well or improved.
- Mention areas for improvement and actions taken by the 6.1 mentor.
- Be concise and meaningful.

Any particular concerns should be discussed with the FM / Tutor first.

Full Academic Reports

End of Term reports are written on ISAMS twice a year for each year group.

Reports should be:

- Efficient and meaningful communication with parents.
- Professional 'shop front' presentation' of a don's qualities.
- Aid the educational development of all pupils.

A good report should never be unduly negative and should contain:

- What is going well (include something positive and optimistic even with the toughest of cases)
- What could be going better
- Explicit, practical advice on how the student can get to the next level

In all reports try as much as possible to show that you **know** the pupil in question...

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, HoY, Form Master and Tutor and it will have been indicated by the Session Grades.
- **Not** be completely damning without explaining how to get better. Constructive and tough criticism are important where needed but **always** shine a light towards the better place.
- **Not** contain extensive copying and pasting. Whereas it is okay 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 pupil once or twice a cycle to only write very brief comments without feeling the need to pad.

[The only exception is the PSHE report which can contain a list of topics covered (as this helps evidence regulatory compliance) as well as a brief comment on how the student has responded to the work.]

- **Not** 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. Waffle should be avoided. There is a fixed character limit of 800.

If the character limit is insufficient to communicate a particular issue then a separate email should be sent (and this should be recorded and communicated on ISAMS as a concern).

The following data is included in reports:

Shell MT2: Comment, Exam%, ExamPos, TermPos

Shell ST2: Comment, Exam%, ExamPos, TermPos

Remove MT2: Comment, Exam%, ExamPos, TermPos

Remove ST2: Comment, Exam%, ExamPos, TermPos

Fifth MT2: Comment, TermPos

Fifth LT2: Comment, Exam%, ExamPos, TermPos, ExamGrade, PredictedGrade*

6.1 MT2: Comment, Exam%, ExamPos, TermPos

6.1 ST2: Comment, Exam%, ExamPos, Working Grade, Aspirational Grade, TermPos

6.2 MT2: Comment, TermPos

6.2: LT2: Comment, Exam%, ExamPos, TermPos, ExamGrade, PredictedGrade*

*Not included in printed reports for parents

Notes on data in reports:

- Data is collected via ISAMS Gradebooks. This ensures that where more than one don teaches a set the data is the same and avoids dual entry.
- All positions should be a single number representing position within a set (not year). Do not write "ex" or "/", do not write ordinal suffixes ("st", "nd", "rd", "th"), do not write "=".
- Exam% should be a single whole number out of 100. Do not include the % symbol.
- All grades should be a single letter (or A*) for A-level or number for GCSE.
- In the case of English and English Literature GCSE, Dual Science GSCE, Maths and FM A-level, appropriate separate boxes will be provided for the two qualifications.

- Exam%, Exam Grade and Exam position should represent an aggregate of all school exam papers in that subject. In the case of Fifth and 6.2 LT2 reports it should be an aggregate of first and second tranche mocks.
- 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%".
- On the 6.1 summer EOT report we will print:
  - an **aspirational grade** - what we think the pupil 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 pupils / parents will be informed that this is their UCAS prediction).
  - a **working grade** - what we think the pupil will achieve if he continues working at the current level and makes the progress one would expect of a normal Radleian. Part of the purpose of including a working grade is to make it clear that aspirational grades are aspirational.

Form Masters write a report which summarises academic, pastoral and co-curricular progress. It should provide context, especially where one subject report is out of kilter with the others. Balance can be achieved by recognising pastoral issues (eg "Fred's Maths result is a concern but I suspect that it will have been affected by the fact that he injured himself the night before"). The report should include reference to distinctions and detentions. There is an *advised* character count of 800.

HoDs must ensure that set data is kept up to date on ISAMS as reports cannot be changed once they have been created.

The intended audience for end of term reports is the parents. However, it is expected for Form Masters to show and discuss the reports with pupils towards the end of term.

Process, Timings and Quality control: The Deputy Head Academic will define the deadlines which will be calendarised. The Database Manager will send a reminder and remind dons of the process. HoDs will monitor Session Grades. HoDs will provide training. HoDs will check first few reports written by new dons. The quality of written reports is important. Parents are less likely to be confident in the education their son is receiving if reports contain errors. It is the don's responsibility to make sure that their reports are written accurately. Once complete, the Form Master should check the reports and either correct mistakes themselves or ask the don to do so.

Form Master Phone Calls

For each year group there is a defined point in the year when the Form Master should make a phone call (or Teams if they prefer) to the parents to discuss how their son is progressing.

These will be in the term when the parent is not receiving a Full Academic Report.

The advantages of a Phone / Teams call over a written communication are that:

- It allows a dialogue
- It gives greater opportunity for nuance and inflection

These should take place sometime in the last two weeks of the session indicated in the table. For example, for the Shells, in the last two weeks of the Lent Term.

As this conversation is in place of a Full Academic Report, feedback should be detailed.

Session Grades (E/P/C) are not published in their raw form to parents but Form Masters are encouraged to reference these in their conversations. If a pupil has received one or more Cs then Form Masters should be able to see precisely why they have been failing because of the additional comment.

If any significant issues arise in the meeting then they should be recorded and communicated to relevant people via ISAMS, for example as a pastoral concern.

Process, Timings and Quality control: These calls are not optional. They should be scheduled by the FM. They should be a formal point of contact and should last about 10 minutes each. HoYs to specify a two-week period when the phone calls should happen and remind FMs. HoYs to provide training. HoYs to check with FMs that this has been completed by the relevant half term / end of term.

Tutor Letter / Warden's Report

Tutors write to each set of parents twice a year and the Warden writes a report on each pupil once a year. The Tutor letters will be written and circulated via ISAMS but the output template will make them look like a letter rather than a report.

Tutors' reports will be visible to Form Masters on ISAMS.

Parents' Meetings

Parents' Meetings are organised by the HoYs.

All formal parents' meetings are "in-person", and we strongly encourage parents to attend.

However, there may be occasions when a parent asks for an update on their son's progress which is not covered by the parents' meeting. This may be the case with parents who live a long way away and cannot make a parents' meeting. But it could also happen at other times of the year.

In such cases we will be always supportive. Depending on circumstances:

- This will usually be co-ordinated by Form Master.
- This support may take the form of an email from the Form Master, a meeting with the Form Master or a meeting with some or all subject teachers (or a combination of these).
- Where needed, HoDs will train / protect less experienced dons.

Communication of reporting structure with Parents

The Warden will provide an overview of the new reporting structure to parents.

In addition, HoYs will notify parents about forthcoming communications via the bulletin.

Eg "please expect a call from your son's Form Master about his progress sometime in the next two weeks".