

New Reporting System:

Policies at Waterford are reviewed every five years or as necessary when determined so by management and staff. The review of the Assessment Policy in 2016 and 2017, undertaken by the Academic Council and discussed in Department meetings with all members of staff over a period of eighteen months, provided us with a much needed chance to review, in particular, the Reporting System at Waterford. We found that, while we were sending out reports regularly each term, the reporting was not necessarily contributing in a meaningful way to the education process. Many reports seemed not to say anything new or particularly useful for either the parent or the student. The examination of students' reports over the course of a two year programme revealed that not much changed between the reports of each term in any particular subject unless there had been some sort of significant change. While the reports provided, in the main, a reassurance for parents and guardians that all was well, they did not provide anything more than an overview of a student's progress. In addition, a teacher teaching across all three phases may well have found themselves writing upwards of a hundred forty reports each term. All reports had to be edited and proof read and this added yet another burden of responsibility on teachers who are already stretched. This is incredibly time consuming and a source of significant staff stress.

It was thus the findings of the Academic Council that the Reporting System needed an overhaul and a tremendous amount of work and effort was put into a Reporting Proposal which was then presented to CMG.

The new Reporting System Proposal is as follows:

1. Reporting will happen twice a year for all Phases (in May/June and November/December) with the exception of Form 5 and IB2 in which a third reporting period will be added to provide feedback from Mock Examinations. This will be implemented in 2019.
2. There will be no reports sent out in Term 1. Tutors will communicate informally with parents and guardians to update them on progress and to highlight any early concerns.
3. There will be a parents evening in Term 1 and Term 3 to provide parents and guardians with the opportunity to meet teachers and discuss student progress.
4. There will be Phase meetings twice a term (at the start of term and at mid-term) to identify concerns and discuss our responses.
5. Progress made in each reporting period will be recorded cumulatively on each report. Thus the report in December of Form 3 will record the achievements of that student for each reporting period since Form 1. This will allow for a much more comprehensive overview of a student's progress or lack thereof. Spikes and dips will also be far more noticeable and areas of concern could thus be identified much more efficiently allowing for more effective intervention. Students in the Lower School will thus have six reporting periods (if they came to Waterford in Form 1) and four reporting periods (if they came to Waterford in Form 2). Students in the IGCSE and IBDP Phases will have five reporting periods with the last one being the mock examination transcripts.
6. Reports will now be more in depth and comprehensive and will include the following indicators of behaviour such as: Motivation and Work Ethic, Focus and Participation in class, Attitude and Behaviour, Organization (including punctuality, meeting deadlines, completing homework and other

tasks) and Attendance (both excused and unexcused absences will be taken into consideration). These indicators will provide a much needed method to review a student's performance and achievement in a more holistic way allowing for a more timely and focused response to areas of concern. The indicators will also provide an insight to the merits of a student's application to the IBDP programme.

In the course of the new term, we will be requesting feedback from parents and guardians via a survey which will be sent to you.