YASMINA
BRITISH ACADEMY

Reporting Policy

Overview

The purpose of this reporting policy is to ensure timely, accurate and meaningful information is shared to strengthen safeguarding, compliance, and educational outcomes. Through clear expectations, consistent systems, and professional accountability, all staff will contribute to early identification of risk, effective support for students, and transparent communication that upholds the highest standards of care, safety, and academic excellence.

Summary

Policy First Issued on	September 2022
Next Policy Review Date	June 2028
Policy Amended	June 2026
Lead Professionals	Claire Fox and Wendy Wortmann
Signature(s)	
Approved by ELT	
Date	**June 2026**

Rationale

The purpose of this policy is to ensure a consistent and rigorous approach to reporting at Yasmina British Academy. Reports are a vital communication tool between the school, parents, and students, providing a clear picture of achievement, progress, effort, and areas for development.This policy fully complies with ADEK's Student Performance Reports Policy (2024, v1.1) and should be read alongside the YBA Teaching & Learning Policy, Assessment, Recording and Reporting (ARR) Policy, and Feedback Policy. At YBA, reporting is designed not only to inform but also to drive improvement, promote accountability, and encourage student ownership of learning. Reflects the principles of High Performance Learning (HPL) and YBA's vision of Empowered Minds, Endless Possibility.

Our Aims

- To provide accurate, timely and meaningful information on each student's progress.
- To identify strengths, areas for development, and next steps in learning.
- To support a three-way dialogue between teachers, students, and parents.
- To ensure reports reflect both academic and personal development, in line with YBA values and ADEK requirements.
- To empower students to reflect on their reports and set actionable goals.

Frequency

- Reports will be issued three times a year (end of Term 1, 2, and 3).
- Each report will provide a holistic overview of progress and attainment.

Content of Reports

Reports will include:

- Attainment grades against curriculum standards.
- Progress indicators.
- Effort and engagement judgments.
- Attendance.
- Commentary on strengths and targets for improvement, behaviour and participation records.
- Student reflection (completed after report issue in tutor time).
- GL Standardised Testing Results (Term 3)

Reports are designed to be clear, evidence-based, and parent-friendly, avoiding unnecessary jargon.

Student Reflection and Accountability

Following each reporting cycle, tutors will allocate time in tutor sessions for students to:

- Review their report.
- Identify areas of strength and improvement.
- Set SMART targets linked to their progress.
- Record reflections and targets on Epraise / Seasaw(Report Reflection Log).

Tutors will monitor completion of reflections and escalate concerns to Heads of Year.

Roles and Responsibilities

Teachers: Provide accurate grades and meaningful commentary in line with reporting proformas.

Heads of Department (HoDs): Ensure consistency and accuracy of grading and commentary within departments; check quality before submission.

Heads of Year (HoY): Track patterns of effort, progress and engagement at year-group level; address pastoral concerns arising from reports.

Key Stage Leaders/Directors (KSLs): Monitor reporting standards across year groups; analyse data for trends and disparities.

SLT: Quality assure reports, ensure compliance with ADEK standards, and monitor impact of reporting on student outcomes.

Students: Reflect on their reports, set goals, and take ownership of their next steps.

Parent Engagement and Access

- All reports are issued digitally via the parent portal.
- Parents are invited to discuss reports during Parent-Teacher Conferences at least once per term.
- In line with ADEK guidance, these meetings provide opportunity to clarify learning goals and discuss support strategies.
- Parents of Students of Determination will receive additional updates aligned with their Individual Education Plans (IEPs) where appropriate.

Data Quality, Confidentiality and Record Keeping

- Reports are stored on the school information management system (iSams) and shared directly with parents using the Live AIDar application.
- Data accuracy is essential: grades must be supported by recorded evidence in teacher markbooks and assessment systems.
- Reports are archived securely in compliance with the ADEK School Records Policy (2024, v1.1).
- Staff must comply with data protection and safeguarding protocols when handling student information.

Appendicies

YBA Report Proformas

- KS2 Reporting Template

- KS3/4 Reporting Template
- KS5 Reporting Template
- Parent Guidance to Reporting