



**YOUTH ORGANISATION SINCE 2015**

## **Report Writing Policy**

Reviewed: 2026

## 1. Purpose

This policy outlines the procedures and expectations for writing and sharing student progress reports at Aspire in Arts. It ensures that accurate, timely, and meaningful information is communicated to referring schools, Local Authorities, and parents/carers. This supports effective collaboration and planning for each learner's next steps.

## 2. Scope

This policy applies to:

- All students accessing Alternative Provision at Aspire in Arts on a part-time basis.
- All teaching and pastoral staff responsible for tracking progress and engagement.
- Referring schools and/or Local Authorities (LAs).
- Parents/carers of students.

## 3. Reporting Schedule

### 3.1 Half-Termly Progress and Engagement Updates

- Frequency: Every half term (six times per academic year).
- Purpose: To provide brief but targeted updates on:
  - Academic progress (based on tailored curriculum/targets)
  - Attendance and punctuality
  - Behaviour and attitude to learning
  - Engagement in personal development, wellbeing, and enrichment activities
  - Safeguarding or pastoral updates (as appropriate)
- Format: Standardised template completed by tutors and key workers.
- Shared with:
  - Referring school or Local Authority (via secure email or agreed system)
  - Parents/carers (via secure email or printed copy)

- o Internal staff (for tracking and intervention)

### 3.2 Full Termly Quality Reports

- Frequency: Once per term (three times per academic year).
- Purpose: To provide a comprehensive review of the learner's experience, progress, and development at Aspire in Arts.
- Content should include:
  - o Academic attainment and progress in each subject area (with reference to tailored curriculum and personalised targets)
  - o Attendance and punctuality summary (with comparison to previous term/s)
  - o Behaviour and attitude summary, including any rewards, sanctions, or incidents
  - o Social, emotional and mental health (SEMH) progress or concerns
  - o Enrichment, PSHE, and life skills development
  - o SEN support and outcomes (where applicable)
  - o Summary of key interventions, mentoring, or external agency involvement
  - o DSL comments (where safeguarding concerns have been raised)
  - o Student voice (short reflection from the learner)
  - o Next steps and recommendations (e.g., reintegration plan, extended placement, additional support)
- Format: Full report using the standardised organisational template.
- Shared with:
  - o Referring school or Local Authority (via secure email or agreed system)
  - o Parents/carers (via secure email or printed copy)
  - o Student (where appropriate, as part of reflective practice)

## 4. Responsibilities

### Subject leaders

- Complete subject specific sections of reports in a timely, accurate, and professional manner.

- Ensure all language is clear, objective, and free from jargon.

#### Key Workers

- Provide updates on behaviour, wellbeing, mentoring, attendance, and safeguarding where relevant.
- Coordinate the gathering of information from staff and compile reports for review.

#### Designated Safeguarding Lead (DSL)

- Provide input on any safeguarding updates (where relevant and appropriate).
- Ensure sensitive information is handled in line with GDPR and Safeguarding Policy.

#### Senior Leadership Team (SLT)

- Quality assure all reports before they are sent out.
- Ensure deadlines are met and content is appropriate and personalised to each student.
- Act as the point of contact for schools, LAs, or parents/carers requiring clarification or further discussion.

### **5. Sharing and Communication**

- Reports must be shared via secure and GDPR compliant methods, such as:
  - Encrypted emails
  - Secure cloud portals (if used by referring agency)
  - Hard copies (by recorded delivery or handover to parents)
- A record of all reports shared must be retained on the student's central file.
- For Looked After Children (LAC) or students with high needs, copies of reports should also be shared with the relevant Virtual School Head and any multi-agency professionals involved in the case.
- Parents/carers should be encouraged to discuss the report during review meetings or via scheduled follow up calls with staff.

## **6. Report Quality Standards**

All reports must:

- Be factual, specific, and free from subjective or emotional language.
- Focus on strengths as well as areas for improvement.
- Use accessible language for parents/carers without educational jargon.
- Include measurable comments (e.g., “has improved attendance from 64% to 85% this half term”).
- Reflect input from the multi-disciplinary team.

## **7. Confidentiality and Data Protection**

- All student reports are considered sensitive personal data.
- Reports must be stored securely in line with the Data Protection and GDPR Policy.
- Staff must not store reports on personal devices or send them from personal email accounts, as outlined in the Devices and ICT policies.

## **8. Review and Evaluation**

- The effectiveness and quality of the reporting process will be reviewed annually by the SLT.
- Feedback from referring schools, LAs, and parents/carers will be gathered to improve future reporting formats and processes.
- The templates used for reporting may be revised to ensure clarity and consistency.

## **9. Related Policies and Documents**

- Teaching, Learning & Assessment Policy
- Safeguarding & Child Protection Policy
- Data Protection and GDPR Policy

- SEN and Inclusion Policy
- Attendance Policy
- Behaviour Policy
- Referral and Transition Policy