

## Focus Group on reporting to parents

### 18.6.08

#### Paper Reports

1. All agreed that sending out Academic Progress Report twice a year - at Christmas and July - was right. They didn't see the point in sending it out 3 times a year
2. Sublevel are confusing for some people
  1. Give a good simple explanation in carefully chosen words to explain sublevels
  2. explain that 5a is higher than 5b
  3. use parents' evening / other events to clarify
  4. plus, explanation of significance of NC levels in achieving A\* - C at GCSE in individual subjects
  5. Put info on website
  6. Explanation of c=Weak. Can the word be changed to something else?
3. Historical progress graph not clear as significance of numbers on the left is not identified
4. Key at bottom – contradictory: A=Excellent                      A=Absent
5. Would like a graph comparing child to rest of the year group
6. The word “Foundation”. They know it's an education-speak word, but while “Core” means something, they'd prefer “Other” instead of “Foundation”
7. They liked the way the table shows progress over time – saves them having to hunt down previous reports to see what progress has been made
8. Where progress has slipped back from Y6, they'd like a note to explain why
9. The report that Year 7 parents got a few weeks ago was a bit of a waste of time as it didn't tell them much – just subject level and effort
10. They were happy with the booklet of profiles for each individual subject. I explained that there were going to be some changes in style

#### Parents' Evenings

1. They accept that appointments can never be made to run to time though they find it frustrating
2. Would like better spacing between teachers. It's too crowded and not private. No space and it raises the pressure. One parent mentioned feeling very uncomfortable sitting next to an irate parent who a teacher was trying to reason with.

#### Target setting

1. Some of the targets are not very meaningful – things like – Continue to work hard, or Try to go to more clubs. Say something precise and helpful that the parents can support, or say nothing. Don't try to pluck things out of the air.
2. Target setting days not very effective unless there is a real issue that needs to be discussed. Waste of time coming in for 10 minutes. Also, who is the conversation for? Is it for the children, or is it for the parents?