



PEARL
BRITISH ACADEMY

School Reports Policy

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Author:	Vice Principal
Reviewed By:	Principal

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Key Reporting Dates

Each term:

Parent Teacher Conferences	Wed and Thurs the week before half term from 12.30pm-5.00pm
School Report Data Deadline	All data and comments must be entered on to iSams two weeks before the last day of the term
School Reports Published	Last day of term

Report Content – EYFS

Nursery

Targets	Term 1	Term 2	Term 3
Pastoral Comment	✓	✓	✓
Literacy		✓	
Maths		✓	
Physical Development	✓	✓	
Communication and Language	✓	✓	
PSED	✓	✓	
Specific Area Comment (Literacy/Maths/Understanding the World/Expressive Arts)			✓
Prime Area Comment (Comm Lang, PD, PSED)			✓
Music and Movement Comment			✓

FS2

Targets	Term 1	Term 2	Term 3
Pastoral Comment	✓	✓	✓
Literacy	✓	✓	
Maths	✓	✓	
Physical Development	✓	✓	✓
Communication and Language	✓	✓	
PSED	✓	✓	
Specific Area Comment (Literacy/Maths/Understanding the World/Expressive Arts)			✓
Prime Area Comment (Comm Lang, PD, PSED)			✓
Music Education			✓
Arabic Comment T1, T2 write in Arabic target box T3, write in senior leader box	✓	✓	✓

Report Content – Years 1 to 6

Subject Title	Teacher Responsible	Attainment Grade	CFL Grade	Written Comment 100-150 words
Class Teacher Pastoral Comment	Class Teacher			✓
Moral Education (not Y1)	Class Teacher	✓	✓	T3 only ✓
UAE Social Studies Non Arabs (not Y1)	Class Teacher	✓	✓	T3 only ✓
English Reading	Class Teacher	✓	✓	
English Writing	Class Teacher	✓	✓	
Mathematics	Class Teacher	✓	✓	
Science	Class Teacher	✓	✓	
Computing	Class Teacher	✓	✓	
Geography	Class Teacher	✓	✓	
History	Class Teacher	✓	✓	
Art and Design	Class Teacher	✓	✓	
Design and Technology	Class Teacher	✓	✓	
Physical Education	PE Teacher	✓	✓	
Swimming	PE Teacher	✓	✓	
Music Education	Maja	✓	✓	
MSCS Non Arabs	Class Teacher	✓	✓	
Arabic Language Arabs	MOE Teacher	✓	✓	T3 only ✓
Arabic Language Non Arabs	MOE Teacher	✓	✓	T3 only ✓
Islamic Education Arabs	MOE Teacher	✓	✓	T3 only ✓
Islamic Education Non Arabs	MOE Teacher	✓	✓	T3 only ✓
UAE Social Studies and Civics Arabs (not Y1)	Alaa Sondos	✓	✓	T3 only ✓

Attainment Grades

At the end of each term, children are graded for attainment in the school report using the following seven point scale:

Significantly Above
Above +
Above
In Line
Below +
Below
Significantly Below

Class teachers *must use* their ongoing, formative assessment on Learning Ladders to determine the overall attainment grade given in the school report.

Children graded as *significantly below* are not accessing the year group's curriculum. Parents should be very much aware of this in advance of a school report and interventions should be in place. Children cannot regress backwards to a grade of *significantly below* in the Term 2 or Term 3 report if this grade was not given previously.

Swimming

Medical note excusing swimming. The attainment grade is left ungraded.

Children who do not swim for a term and whose parents have provided a medical note for the duration of the term will not receive an attainment grade or CFL for Swimming.

The attainment grade field will be left empty on the report and the following sentence will be written in the pastoral comment by the VP: *This report does not include an attainment grade or CFL grade for Swimming as XXXX does not attend Swimming lessons due to medical reasons.*

Child not going swimming and no medical note provided. Attainment grade - significantly below

Children who do not swim for a term (or almost all of the lessons of a term) and whose parents have **not** provided a medical note will receive a *significantly below* attainment grade for Swimming.

The following sentence will be written in the pastoral comment by the VP: *The attainment grade for Swimming is significantly below due to the fact that XXXX has not attended enough swimming lessons this term to be graded. The school has not been provided with a medical note.*

PE teachers to inform VP by email a list of these children and their classes.

Characteristics for Learning Grades

Each child will receive a characteristic learning grade of 1 to 4 for each subject as below:

1	Always:	<ul style="list-style-type: none">• Seeks challenges• Takes responsibility for learning• Is collaborative• Is iSamsd	<ul style="list-style-type: none">• Shows creativity in lessons• Links ideas together where possible• Analyses learning that has taken place• Realises how tasks are to be completed• Shows meta-cognition in lessons
2	Most of the time:	<ul style="list-style-type: none">• Is an active participant• Embodies the core values	
3	Some of the time:	<ul style="list-style-type: none">• Is a reflective learner	
4	On occasion:		

Pastoral Comment

Layout

- Each child also receives a pastoral comment in each termly school report.
- The word limit for all written comments is 100-150 words.
- The pastoral comment should be written as one paragraph only.
- There should be no spacing above or below the text.

Content

- Bear in mind you'll be doing this once each term so focus on different elements each time. The pastoral comment is a social/pastoral comment and is not about academic attainment.
- Attendance and punctuality (use correct terminology). If 100% attendance, this should be celebrated. If lower than 94% this should be raised as a concern.
- Involvement in ECAs or performances.
- Involvement in sports teams.
- School uniform (if it is an issue or if it is excellent).
- Comment on enthusiasm/involvement/participation in lessons.
- Comment on behaviour in class with you and with specialist teachers.
- Social interaction with friends, in class and on the playground.

Spelling

- Use British spellings (watch for z in spell check).
- He *learnt* / He *has learned*.
- To *practise* with an s is for the verb eg practising.
- Practice with a c is for the noun eg he needs more handwriting *practice*.

Grammar

- The school report is a legal and formal document so you must use standard, formal, professional, British English.
- The majority of our parents speak English as a second language so avoid colloquialisms, slang or regional English.
- Do not write a comma before a connective eg , and
- Do use a comma before a relative pronoun eg the boy, who ...
- Attendance terminology must be accurate and referred to correctly.
- The first time you use a child's name in the pastoral comment, please write in full with any nickname in brackets after eg Samantha (Sam). From any point thereafter, you can just use the nickname.
- Refer to enquiries and not units of work.
- Avoid personally chatting to children ie 'well done Sam, keep it up!' Avoid using generalised adjectives like *nice* and *lovely*.
- Do not use contractions ie *will not* rather than *won't*, *he is* rather than *he's*.
- Refer to Term 1, Term 2, Term 3 (written with a capital T).
- Holidays are referred to as Term 1 holiday, Term 2 holiday and Term 3 holiday. Teachers must not refer to Christmas or Easter holidays.
- Year groups are written with a capital Y followed by a digit ie Year 3, Year 4, Year 6.
- Use capital letters for subject names ie Reading, Writing, Mathematics, Science.
- ECAs does not have an apostrophe.
- The name of the ECA starts with a capital letter ie Sewing ECA.
- Our school is called 'Pearl British Academy' - all with capital letters.
- Use only one space after a full stop.
- Please do not use exclamation marks.
- Be careful of joining multiple clauses with multiple connectives in one sentence.
- Don't compare children to other children. (He's the best in the class at swimming)

Attendance

Attendance is shown in a pie chart on the front page of the school report. This is taken from iSams automatically. Attendance is reported *accumulatively* from the first day of the academic year.

Late is considered as present on the school report but will be referenced separately.

ADEK Gradings of attendance

98%	Outstanding
96%	Very Good
94%	Good
92%	Acceptable
90%	Weak
Less than 90%	Very Weak

Proofreading

Level 1 – Self Check

Teachers should proofread their own pastoral comments and subject comments first and use AI to support with this where possible. Always be mindful of British English grammar, spelling and punctuation.

Before management start proof-reading, it is the responsibility of the class teacher to check that all attainment grades, CFLs, pastoral comments and subject comments have been entered into ISams correctly and any queries that have been raised, addressed. This includes Arabic, Islamic, Social Studies, PE, Music and Swimming.

Level 2 – Buddy Check

Teacher buddies should proof-read pastoral and subject comments on Microsoft Word. Edits should be made directly and emailed back to the teacher *before* the comments are inputted on to ISams. Refer to the table below for named buddy.

Level 3 – SLT Check

SLT proofread directly on ISams. SLT will return reports back to staff if the standard is not of acceptable quality or content, or within the required word limit. Refer to the table below for named SLT checker.

Year	Level 2 Teacher Buddies	Level 3 SLT
Nursery	Coral / Ruby	Jas
FS2	Diamond / Aquamarine	
	Amber / Morganite / Jade	
Year 1	Topaz / Beryl / Garnet	Sam
	Opal / Ametrine	
Year 2	Turquoise / Jasper	
	Emerald / Carnelian	
Year 3	Sphene / Moonstone	Darren
	Alexandrite/Tourmaline	
Year 4	Jet / Amethyst	
	Citrine / Cobalt	
Year 5	Quartz / Onyx	Amy
	Peridot / Crystal	
Year 6	Tanzanite / Malachite / Sapphire	
MOE Native	Native Written Comments	Maha

MOE Non Native	Non Native Written Comments	Joey
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Report Templates - Term 1 and Term 2 EYFS

Data Snapshot - Term 2



Name	Layan Abdallah
DOB	15/09/2018
Year	FS2
Class	Jade
Class Teacher	Miss Singh

Pastoral Comment

Laylin recognises the difference between right and wrong but often needs reminders to follow our class rules and routines. She needs to understand that some choices are unkind and that her words can hurt others. Laylin is able to work collaboratively with her friends and will persevere for extended periods of time, under the supervision of an adult, to complete tasks. I would now like to see her self-correct when she makes mistakes, particularly with her Phonics and Writing. Laylin is happy to share her thoughts and ideas with her friends and continues to expand her vocabulary and language skills. It is now essential that Laylin maintains focus and consistent effort during all lessons to enable her to meet the Early Learning Goals at the end of Foundation Stage Two. By working together, I am sure Laylin will be able to do this during Term 3.

Learning Area	Next Steps in Learning
Arabic Language	بيان طالبة مهدية واطمئنة، واتقة من نفسها في حصة اللغة العربية. تفهّم، سيسأطّل واصنّع ذات لذة الأسطلة الصدّيقه معتمدة على نفسها، دربها القدرة على التواصّل، بصراً وسماعاً لفترة عيّنة من لغتها العربيّة، تفهّم، عيّن، علّانها باللطف والاحتضان، وافتّلّون معهم ويسعّر واجهاتّها سمعك، منظم، وتحتّمّل تحدي التحديات من خلال الوقت المحدد. تشارك فنّانة (4-5) أنشاء المفاصل الصغير، عيّن، علّانها وتحمّلها، سيسأطّل للشخص، منظم، وتحتّمّل على المسئلتها فيون استمعّت وفهم ما سمعّت بشكلٍ ممتاز. تحدّي لبيان القدرة واعصنة على قراءة المقطّعات القصصية والطقوسيّة، وكلمات من ثلاثة حروف. تستطيع الكتابة عرّاجيّة المفاصل الصديق في الكتابة، حفظها عيّن وفهم، تحدّي لها عزيزاً عرّاجيّاً، آدّة قدر و والسّلام، والتي الأفهام بالمحترف.
Communication and Language	To develop correct pronunciation by using speech sounds correctly.
Literacy	To begin to use the Phonic sounds and tricky words we have learned to write simple sentences. For example, I am big. The ball is red.
Mathematics	To talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.
Personal Social and Emotional Development	To develop appropriate ways of being assertive by talking with others to solve conflicts and talk about your feelings using words like 'happy', 'sad', 'angry' or 'worried'.
Physical Development	To develop the foundations of a handwriting style which is fast, accurate and efficient.

Mrs Barbara Heaton

Principal's Name

Capita

Signature



School Stamp

Report Templates - EOY EYFS

Report Templates – Term 1 and Term 2 Years 1 to 6



Term 1 School Report for Academic Year 2021-2022



ATTENDANCE RECORD

The judgement for attendance is aligned to the National Inspection framework used by government authorities in the UAE for school inspections.

Present: 100%	Outstanding: 98% or better
Late: 0%	Very Good: 96% or better
Absence (unauthorised): 0%	Good: 94% or better
Absence (authorised): 0%	Acceptable: 92% or better
Total (%) 100%	Weak: Less than 92%
	Unsatisfactory: Less than 90%



Name	Daniel Abdel Malak
D.O.B	31/07/2012
Year	5
Class	Quartz
Class Teacher	Miss Wah

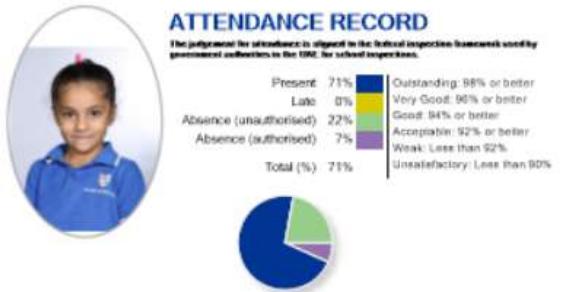
Pastoral Comment

Daniel has settled into Year 5 well, quickly adjusting to the new changes within the school and always adheres to the health and safety rules. Daniel is a calm, hardworking pupil who is always ready to start the lessons. He is organised and has a great attitude towards learning, striving to do his best in every task. Daniel works well independently, however sometimes he needs verbal reminders to take his time and not to rush. Daniel has a good sense of morals and understands when something is not fair or wrong and often seeks to find a solution to correct it. He shows support his friends and shows kindness and patience towards all pupils. I am pleased with the progress Daniel has made so far and I am looking forward to seeing Daniel advance further this academic year.

Subjects	Teacher	Characteristics for Learning	Attainment Grade						
			Significantly Below	Below	Below +	In Line	Above	Above +	Significantly Above
Arabic Language	Mrs E Amer	2				Grey			
Art and Design	Miss R Wah	2				Grey			
Computing	Miss R Wah	2				Grey			
Design Technology	Miss R Wah	2				Grey			
English Reading	Miss R Wah	2				Grey			
English Writing	Miss R Wah	2				Grey			
Geography	Miss R Wah	2				Grey			
History	Miss R Wah	2				Grey			
Mathematics	Miss R Wah	2				Grey			
Moral Education	Miss R Wah	2				Grey			
Music Education	Mrs M Elias	2				Grey			
Physical Education	Mr J Marcroft	2				Grey			
Science	Miss R Wah	2				Grey			
UAE Social Studies & Civics-Arabs	Mrs A Sondos	2				Grey			

Report Templates – EOY Years 1 to 6

End Of Year School Report For Academic Year 2023-2024



Name	Laila Abdelkader
Year	3
Class	Tourmaline
Class Teacher	Ms Prendergast

Subject	Teacher	CfL	Attainment Grade					
			Excellent Achiever	Below Expected	Below Expected	In Line	Above Expected	Achiever
Arabic Language	Mrs E Amer	2						
Art and Design	Miss A Browne	1						
Computing	Miss A Browne	1						
Design Technology	Miss A Browne	1						
English Reading	Miss A Browne	1						
English Writing	Miss A Browne	1						
Geography	Miss A Browne	1						
History	Miss A Browne	1						
Islamic Education	Ms N Hamdan	1						
Mathematics	Miss A Browne	1						
Moral Education	Miss A Browne	1						
Music Education	Mrs M Elias	2						
Physical Education	Mr J Laird	2						
Science	Miss A Browne	1						
Social Studies	Mrs A Sondos	2						
Swimming	Mr J Laird	2						

Class Teacher Comment

Laila is a happy, hardworking, and helpful pupil who has brought a fantastic energy to Jasper Class this year. In the classroom, she is focused, engaged, and always committed to learning. She understands the importance of practise and perseverance to succeed and she has made excellent progress because of this. I am very proud of Laila's results in the GL tests, with amazing results in Math and English. In addition, she has shown exemplary behaviour in all areas of school life, following the rules and treating her classmates with respect. It has been a pleasure to teach Laila and I wish her all the best in Year 3, where I am sure she will continue to shine.

MOE Subject Comments

Islamic Education	Above
لعل تلقيه خلوقه ومحبته، تغير في حبه للعلم. تسمى باللهم الله يسمى بكل عيده، عيادة ملائكة نصارى في الدرس طفلاً ياجاهة	الله العظيم بالله العظيم ملائكة، عيادة الله العظيم بـ عيادة ملائكة نصارى في الدرس طفلاً ياجاهة

Moral Education	Above
This year, Laila has shown enthusiasm and positivity when participating in her Moral Education lessons and has demonstrated a good understanding of the units taught. Laila has contributed to class discussions when learning about Fairness, friendships and honesty and provided examples from her own experiences to give reason to her answers. Her has enjoyed participating in group drama activities in which he was able to explore ways we can express feelings and emotions. It was pleasing to see how Laila worked collaboratively in group activities, showing that she could listen to others with respect. It has been a delight to see Laila develop her knowledge in Moral Education over the year and begin to gain the confidence to express her thoughts and feelings with the class.	