

THE HAYLING COLLEGE

Reporting to Parents and Carers

Clear information • Useful conversations • Strong home–school partnership

Happy • Healthy • High Performing

Our approach

Parents and carers should be able to understand how their child is doing, what is going well and where support or improvement is needed. Reporting is part of a wider partnership that includes Arbor, parent/carers consultation evenings and direct communication with staff.

The purpose of reporting is not simply to issue grades. Good reporting should help pupils and families understand progress and identify useful next steps.

Our reporting cycle

Our reporting model is deliberately simple and purposeful. Each year, parents and carers receive one formal written report, one Parent/Carer Consultation Evening and one Meet the Tutor session.

These three points of contact have different purposes: the written report provides a clear annual summary; the consultation evening enables subject-focused discussion about learning and progress; and Meet the Tutor strengthens the pastoral relationship between home and the member of staff who knows the pupil across their wider school experience.

Exact 2026–27 dates will be published through the College calendar and key-dates information.

What families should expect

Reports provide a concise snapshot of a pupil's current position. The exact fields and descriptors may vary by year group and will be explained when reports are issued. They should be read alongside teacher feedback, assessment information and conversations at consultation evenings.

- A clear indication of how the pupil is progressing in subjects.
- Information that helps families understand engagement, effort or attitudes to learning where these are reported.
- Identification of concerns early enough for action to be useful.
- Age-appropriate attainment information and, at Key Stage 4, information relevant to qualification outcomes.
- Attendance information within statutory annual reporting arrangements.
- A clear route for parents and carers to discuss the report with the College.

Assessment and reporting

Assessment is a natural part of the Hayling curriculum. Teachers use questioning, retrieval, pupil work, formative assessment and appropriate summative assessments to understand what pupils know, identify misconceptions and adapt teaching.

A report is one point in an ongoing process, not a fixed prediction. Pupils can improve through strong attendance, purposeful learning, feedback, home learning and targeted support.

Key Stage 3

At Key Stage 3, reporting should help families understand whether pupils are building the knowledge and subject-specific ways of thinking needed for future success. We want to avoid creating a false sense that KS3 is simply an early GCSE course.

The new subject curriculum journeys will help parents see what pupils learn from Year 7 to Year 9 and how this prepares them for Key Stage 4.

Key Stage 4

At Key Stage 4, reporting increasingly reflects qualification demands and preparation for final examinations or assessment. Departments use appropriate assessment information to identify strengths, gaps and priorities for revision or intervention.

Where grades or estimates are reported, families should consider them alongside current learning habits, attendance and teacher guidance.

Parent/carers consultation evenings

The Parent/Carer Consultation Evening provides subject-focused discussion and puts the annual reporting information into context. The most useful conversations focus on what the pupil knows, what needs strengthening and what specific action will make the greatest difference.

Parents and carers do not need to wait for a formal evening if they have a significant concern. Early communication is encouraged.

Arbor and ongoing communication

The Arbor Parent/Carer Portal is part of the College's home-school communication system. Families should keep contact details current and use published College routes for attendance, pastoral, curriculum or safeguarding matters.

Reports and consultation evenings work best within regular, respectful two-way communication.

Meet the Tutor

Meet the Tutor provides an early opportunity for parents and carers to build a relationship with their child's tutor, share relevant information and discuss how the pupil is settling, engaging and developing more broadly. It complements, rather than duplicates, the subject-focused Parent/Carer Consultation Evening.

Statutory annual reporting

As a maintained school, The Hayling College must prepare an annual written report for every pupil's parents and make arrangements for parents to discuss it with a teacher. The statutory report includes the pupil's achievements, general progress and attendance record, together with any other information required for the phase.

Our reporting cycle is designed to meet these duties while also providing useful information during the year.

How to use a report at home

- Begin with strengths: what is going well and why?
- Choose one or two priorities rather than trying to improve everything at once.
- Ask what action the pupil can take and what support is available.
- Look for patterns across subjects, including attendance, organisation and home learning.
- Use the curriculum journey pages to understand what is being learned.
- Bring questions to consultation evenings or contact the relevant member of staff.

Our 2026–27 reporting principles

As part of the website and curriculum refresh, we want reporting to be simple enough for families to understand quickly while retaining useful professional information. Best-practice models such as Petersfield's make attitude-to-learning descriptors explicit; Hayling should adopt the principle of clarity without copying another school's grading model.

- Use plain-English descriptors and explain any grades/codes publicly.
- Keep attainment/progress information distinct from learning behaviours where possible.
- Ensure reported information leads to a useful next step.
- Use consistent language across subjects and year groups.
- Make reporting accessible for families of pupils with SEND and EAL.
- Review parent and pupil understanding of reports, not just whether reports were sent.