



PHILIP MORANT

SCHOOL & COLLEGE

Guide To

Setting Targets

Assessment

Reporting

Tracking



The following information is a brief guide to how we set targets, assess and track students' knowledge, skills and understanding and report to you on their progress and attainment.

Target Setting

Upon joining the Philip Morant School and College all students are set Minimum Expected Grades (MEGs). MEGs are the minimum grade we hope students obtain in their public examinations.

MEGs are set to be aspirational and achievable. They are derived by adding 10% to the Attainment 8 Estimates* released by the government each October and then assigning grades so that the Attainment 8 score can be realised. For College students MEGs are based on Key Stage 4 prior attainment. MEGs are made available to students in Years 9 – 13 on GO4Schools.

Assessment

Throughout years 7 & 8 students are regularly assessed. Assessment normally takes place once a half term; for some subjects with less curriculum time for example, Art, Music, Drama it is less often. Results are reported on GO4Schools as marks. At the end of Year 8 students will sit a series of examinations which will assess content from across years 7 & 8; these will help students to develop revision practices. We do not use GCSE grades at any point during years 7 & 8.

As students move into Year 9 they will begin GCSE studies. At this point, we share MEGs. In all subjects the school reports in numerical GCSE grades (unless a particular subject uses a different grading scheme). Students are assessed regularly throughout the year and have End of Year exams in Core Subjects.

Students sit their first mock examinations near the end of Year 10. In Year 11, as well as regular classroom based assessments students will sit two more sets of mock examinations in November and February prior to taking their actual GCSEs in the summer.

College students have preliminary assessments in the first half term of Year 12. College students are then assessed fortnightly. Year 12 students sit a full set of mock exams at the end of the year which are used to inform progression into Year 13. College students sit a further set of mock exams in February of Year 13 prior to taking their actual exams in the summer.

*Attainment 8 Estimates are the average attainment of students, with the same KS2 scores, in the most recent series of GCSE examinations. Details of these and other information about school accountability can be found at:

www.assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/734601/Secondary_accountability_measures_August_2018.pdf



Reporting

Throughout your child's time at Philip Morant you are regularly kept informed of how your child is progressing:

- On GO4Schools you can see the marks students get in their regular assessments as they are uploaded by teaching staff.
- Each term (approximately one week before the end of term) you receive, via GO4Schools, an Attitude to Learning report. This details how your child is progressing in each of the subjects they study and their attitude towards class and home study. Year 7 students receive an extra ATL Report after their first half term.
- In Years 7 & 8 the progress comment (Above, Expected or Below) identifies if a student is making the progress expected of them by their teachers in order to realise their MEG in Year 11. In Years 9 - 13 you also see a Working at Grade; this is the grade the student is currently working at based on all completed assessments.
- Each year the Parent Teacher Interview (PTI) is an opportunity to meet your child's teachers to discuss their progress.
- There are also regular events throughout the year to help you navigate your child's academic journey including: 'Meet the Tutor' (Year 7), Year 11 & 13 Senior Team Mentoring, 'Preparing for GCSEs' (Year 11), 'Preparing for Mocks' (Years 9 & 10) and 'Preparing for End of Year Exams' (Year 8).

Tracking

Classroom teachers monitor the progress of their students. Quality first teaching is the primary way we ensure all students make the progress expected of them. Teachers continually use formative assessment to inform the planning and addresses gaps in knowledge, skills and understanding.

Subject Leaders have oversight of the progress of students in their subject and intervene as appropriate. Subject Leaders also meet regularly with members of the Senior Team to discuss the progress of the students in their subject.

Termly Attitude to Learning reports are used by Heads of House to identify students who are not making the progress expected of them in several subjects and coordinate interventions, as appropriate.



Frequently Asked Questions

Who should I contact if I have academic concerns about my child?

In the first instance you should contact subject leaders and teachers. If the concern is more general then you should speak to your child's Head of House. In the VIth Form for more general concerns you should contact the VIth Form Raising Standards Leader.

Who's Who?

Aylward	Mr Girline
Churchill	Ms Hockridge
Faraday	Mr Halliwell
Nuffield	Mr Sowemimo
Ryder	Mr Abbott
Head of VIth Form	Mr Lovett
VIth Form Raising Standards Leader	Ms Saunders
Assistant Principal Outcomes	Mr Murphy

Are Targets (MEGs) Reviewed

We review and amend targets every October in light of new national attainment data released by the government. At the end of October you might see slight changes to students MEGs.

What do I do if I do not have a computer or access to the internet at home?

If you do not have access to the internet at home you can request to receive paper copies of Attitude to Learning Reports.

