

## GENERAL INFORMATION: STUDENT REPORTS IN THE SECONDARY PHASE

Following advice from OFSTED and last year's successful implementation of the new reports in Year 7, 8 & 9, we have decided to 'roll out' a similar reporting system in Year 10, 11, 12 & 13 to ensure more consistency with the way we report progress in the Secondary Phase. Our reports will now be more personalised than before and include more relevant information regarding predictions and student potential.

In KS3 (Year 7, 8 and 9), KS4 (Year 10 & 11) and KS5 (Year 12 & 13), teachers will report in more detail than before on student progress three times per academic year: one in the Autumn-Winter Term, another in the Spring Term and the last one by the end of the Summer Term. Parents/carers will be provided with the new reports on-line through the 'Insight (Reports)' link on the school website.

In addition to this, there will be one Parents' Evening per academic year and per year group in the Secondary Phase. These dates will be published on the school website and parents/carers will receive a notification to facilitate the booking of appointments with specific teachers in advance.

In the new reporting system for the Secondary Phase, students will be receiving key information in the context of the new GCSE & A-Level courses. The main changes are as follows:

### KS3: Year 7, 8 and 9

- All **KS3 students** will be provided with *individualised Minimum Expected Grades (MEGs)* for *each* subject. The **MEG** represents the progress made of at least the top 20% of similar students nationally. The school generates these expected grades as indicators of what we would expect your son or daughter to achieve by the end of year 11 if they were to make at least "good progress" through the relevant Key Stage 3. The estimated grade for each subject is based on both the relative difficulty of different subjects and the student's previous performance in previous national and external assessments.
- **MEGs will be reviewed** for each subject and adjusted **at the beginning of GCSE courses** if necessary, **to reflect a finer estimated grade based on students' ability**. MEGs will usually only be moved up to indicate exceptional progress at the beginning of GCSE & A-Level courses.
- **Teachers will use MEGs as indicators to report progress against these benchmarks** at each census point. In KS3 reports, there will be detailed **progress descriptors** for ***Exceptional, Good, Below Expected and Insufficient Progress***.
- **Test Percentage Scores**. Students will receive a test percentage in the subjects that regularly use end of term assessments. Many parents/carers were keen for these to be provided. However, **we ask you not to compare these percentages from subject to subject as these may fluctuate, due to the relative difficulty of individual tests each term and performance in comparison with the rest of students**. We believe this is a more realistic and accurate way to report progress considering the new GCSE and A-Level exam systems, which use this very same approach.

### KS4 & KS5: Year 10, 11, 12 & 13

- All **KS4 & KS5 students** will be provided with *individualised Minimum Expected Grades (MEGs)* for *each* subject. The **MEG** represents the progress made of at least the top 20% of similar students nationally. The school generates these expected grades as indicators of what we would expect your son or daughter to achieve by the end of year 11 if they were to make at least "good progress" through the relevant Key Stage 3. The estimated grade for each subject is based on both the relative difficulty of different subjects and the student's previous performance in previous national and external assessments.
- **Target grades** for *each* subject. Target grades will be **aspirational** and will only usually be moved up to indicate exceptional progress. In some cases, teachers may set individual students the same target as a MEG but never below.
- **Teacher predicted grades**. Each teacher will provide an indication as to what grade they believe your son or daughter is likely to achieve if they continue to maintain the same approach to lessons, homework and

assessments. For example, **7 (secure)** or **B (secure)** means that the student has shown evidence of working consistently at a Grade 7, with most work and assessments demonstrating this standard of work. **7 (secure with potential for next grade)** or **B (secure with potential for next grade)** means that the student is consistently working towards the top end of a Grade 7 or B, perhaps with some work demonstrating a Grade 8 or A standard.

### KS3, KS4 & KS5: Year 7-13

- In addition to the information above, the new reports will include a **breakdown of four categories**, on which teachers will report:
  1. **“Attitude to learning”**
  2. **“Behaviour in lessons”**
  3. **“Quality of classwork”**
  4. **“Homework”**

We feel these four additional aspects will inform parents/carers and students about specific areas that could be further improved or used as personal targets.

- As before, we have kept the usual **update on “Attendance and Conduct,”** as parents have expressed they find this information valuable. We are now including additional information about our rewarding system.

Kind regards,

Mr A. Coleman, Assistant Principal responsible for KS3 (Years 7, 8 & 9).

Mr M. López, Assistant Principal responsible for KS4 (Years 10 & 11).

Mr P. Ashton, Assistant Principal responsible for KS5 (Years 12 & 13).