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# St Olave's Grammar School

## THE INDIVIDUAL PUPIL MONITORING SCHEME

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The IPM Scheme at St. Olave's is designed to support the School's aims and objectives. It enables each pupil to fulfil his or her full potential in achieving high academic, social and moral standards.

The scheme enables us to track each pupil's progress in each of their subjects throughout their career at the school. Teachers, parents and, most importantly, students are able to see if their attainment is above, in line with or below their ability throughout each Key Stage. The IPM Scheme links academic and pastoral provision in the school.

### **1. IPM Aims**

- To improve the teaching and learning of students throughout their school career;
- To help make informed judgments of students' ability and subsequent progress;
- To focus individual students' learning at the start of each academic year;
- To monitor the progress of individual students in each of their subjects;
- To identify students in need of support at an early stage;
- To strengthen the Home-School Partnership through greater parent knowledge of their child's ability and subsequent attainment;
- To ensure that where a student is experiencing difficulties these are identified quickly and parents made aware of the situation;
- To recognise outstanding effort and performance.

### **2. IPM Challenge Grades**

In order to predict future achievement it is necessary to assess current attainment. The school uses a variety of different information to assess where each student is at the beginning of each Key Stage. From this baseline we establish Challenge Grades for each subject and monitor progress, compared to these grades, over the Key Stage.

During the Spring Term of Y7, we use KS2 PA, entrance test data and ultimately teacher assessments to establish individual Challenge Grades (in line with the new GCSE grades, 1-9) for each student in each subject. Progress (towards these Challenge Grades) and effort are reported to students and parents each term.

At the beginning of Year 9 we use KS2 PA, FFT predictions, and teacher assessments to establish individual Challenge Grades (GCSE Grades, 1-9 or A\*-C). Progress (towards these Challenge Grades) and effort are reported to students and parents each term.

During the first term in Year 12 we use ALPS predictions, GCSE PA and ultimately teacher assessments to establish individual Challenge Grades (A-Level Grades). Progress (towards these Challenge Grades) and effort are reported to students and parents in each of the first two terms.

At the end of Year 12 and the start of Year 13 we use ALPS predictions, GCSE PA and ultimately teacher assessments to establish individual UCAS Challenge Grades (A-Level Grades). These grades form the UCAS predictions. Progress (towards these Challenge Grades) and effort are reported to pupils and parents each of the first two terms of Year 13.

Challenge Grades for Years 7, 9 and 10 need to be reviewed by departments at the end of the academic year and any changes inputted into Assessment Manager at the start of the new academic year. Year 11 receive a letter stating their Challenge Grades for the forthcoming year.

### **3. Progress Grades**

A progress grade will be a realistic judgement on what the department thinks that the student will achieve in relation to their challenge grade in:

- Teacher Assessments – Year 8
- GCSE – Years 10/11
- A-Level – Year 12/13

Progress grades are based on a student's current work including **primarily** at least one IPM assessment for each individual full or interim report.

Departments are expected to carry out 3 IPM assessments for Years 7 – 8 and between 4 – 5 IPM assessments (including end of year exams) for Years 9-10 and 12 over the year. In Years 11 and 13 the expectation is that departments will carry out 4 IPM assessments (including mock exams). Departments will be expected to clearly signpost timings of IPM assessments to students and to keep central records of results.

Progress towards the achievement of Challenge Grades is monitored by Departmental and Pastoral managers via the School's Traffic Light system.

#### **4. Effort Grades**

Effort grades are awarded on a three-point scale by individual teachers. The scale is as follows:

- 1 = Exceptional – exceeding expectations
- 2 = Good – meeting expectations
- 3 = Unsatisfactory – cause for concern

#### **5. IPM Records**

Central records of assessment are maintained by teachers on the school (SIMS) network. Records include

- Prior Attainment (KS2, GCSEs).
- Challenge Grades for each subject.
- IPM Assessments for each subject.
- IPM Report Progress and Effort grades for each subject.

#### **6. Tutorial Days**

Tutorial Days are held at the beginning of the Autumn Term for Years 8, 10, 11 and 13. In the Spring Term tutors will meet individually with their tutees during the course of a normal School day. Sixth Form students have individual tutorials with their tutor approximately once a half-term. Progress towards Challenge Grades and effort are discussed between tutors, pupils (and their parents, if present) at these meetings.

The previous term's IPM Report will provide the background for this dialogue.