



MONITORING AND TRACKING PUPIL PROGRESS, INTERVENTION AND REPORTING TO PARENTS POLICY

In accordance with our mission statement and with particular reference to the FCJ value of 'Excellence' this policy sets out ways in which we monitor and track the progress made by our pupils and Sixth Form students, intervene when progress falls below expectations and share progress information with parents.

The aims of this policy are to:

- Ensure that staff, pupils and parents have a clear understanding of how we undertake these tasks which support pupils in becoming effective learners
- Promote a consistent approach across all subjects in order to maximise the opportunity each pupil/student has to thrive
- Guide staff to ensure that pupils/students receive appropriate and timely intervention which arrests any decline in individual performance
- Create a positive atmosphere in which effort is rewarded, practice is seen as an essential component to enhancing performance and all pupils/students are encouraged to be resilient on the basis that failure is often an important part of learning and if a concept is not understood 'yet' with effort and determination it can be understood in the future.
- Promote our core values of hope, dignity, justice, gentleness, excellence and companionship.

Monitoring of Progress

Subject teachers

- It is the responsibility of every subject teacher to monitor the progress made by each individual pupil. Individual pieces of work will be assessed against explicit criteria so that the pupil knows how to improve. Each pupil should know what needs to be done in order to advance her progress.
- Year 9 - 11 and Sixth Form students will be given baselines against which they can plot their progress. Pupils/students should have access to what work of that standard looks like so they are clear about what has to be achieved. It is of no value being told that your baseline is a grade 8 at GCSE when you have no idea what this means.
- Key Stage 2 data, CAT data and prior attainment data will be used to generate baselines for pupils at GCSE and ALIS testing will provide the baselines for A level.
- If progress is not made following assessment and feedback, it is the responsibility of the teacher to intervene using suitable strategies, e.g. work repeated, additional explanation, further targeted practice.
- If the action above does not have the required impact it is the responsibility of the subject teacher to alert parents via our tracking process and to refer the situation to the Head of Department and to agree a support plan for the pupil.
- If a pupil is struggling across a number of subjects, the Head of Year may put them on 'progress watch' for a half term. In this time, the pupil will have some 1:1 sessions with their form tutor and Year head to support them to improve. Progress watch is a supportive mechanism which looks to provide individual pupils with personalised support, time to engage in reflective practice and the ability to transfer effective learning strategies into other areas of the curriculum.
- It is essential that any impediment to learning such as a special educational need or difficult personal circumstances have been identified and appropriate support put in place. This will necessitate the subject teacher conferring with the Head of Department and the Head of Year. If a subject teacher feels that traits of a specific learning difficulty are evident in the work of a pupil, an SEN referral should be made in accordance with the standard operating procedure. They are required to gather relevant evidence to support the referral. This is a vital process in ensuring that the appropriate access arrangements are put into place as normal working practice, and that all pupils have full access to the curriculum are able to fulfil their potential.

- If the steps above have been taken but an improvement is not in evidence, parents will be invited in to discuss the situation and explore the reasons for the lack of progress and strategies that can be used to overcome these eg a pupil being placed on report, being invited to stay each evening for after school study. The Head of Department will invite the parents to a meeting if the problem is specific to that subject or in the case of wider underachievement the Head of Year will hold the meeting.

Form Teachers

It is the responsibility of Form Teachers to check homework is recorded and to encourage pupils to respond to feedback in a proactive and responsible way.

Heads of Year

It is the responsibility of the Head of Year to undertake spot checks on the Pupil Planners and ensure that Form teachers undertake their part in the monitoring of pupil progress.

Tracking of pupil/student progress

Subject teachers

- Subject staff will be required to enter a level or grade for attainment and a score of 1-4 for effort into the school data base three times a year: Christmas, Easter and Summer.
- At KS4 or 5 this grade will be a GCSE or A Level grade.
- At KS3 teachers will record whether a pupil has an excellent or secure grasp of the content covered. Each department is expected to be able to define clearly what knowledge and skills are expected to have a secure grasp. Pupils who have not yet gained a secure grasp will be recorded as developing.
- This grade or level will be based on piece(s) of work which the pupils/students will know are being used for the purpose of tracking progress. These tasks will be written into the schemes of work and should be either common to all classes in a year group or standardised across a year group to ensure consistency. Pupils/students will record the marks for these pieces of work in their Progress Guide.
- This information will be available for parents. On two occasions there will be, for each subject, an attainment grade alongside a baseline grade, to enable parents to see whether expected progress is being made, and an effort grade. On one occasion the information will take the form of the Annual Report to Parents. This will contain the information above as well as the teacher's comments on the progress a pupil/student is making and what needs to be done to improve.
- Specific groups of pupils/students should be identified to ensure that they are making expected or better than expected progress: EA, SEN, FSM, Pupil Premium, those whose prior attainment was in the middle band and those whose prior attainment was lowest.
- It is the responsibility of subject teachers to use the software available (SISRA) to analyse the tracking information about the pupils they teach and use this information to inform future planning and learning.

Heads of Departments/Heads of Faculty

- Heads of Department/Faculty must ensure that schemes of work define which assessments should be used for tracking progress. Assessment materials should also be available to ensure consistency of practice even in the event of a cover teacher being responsible for a class. These assessments must be made available to the Deputy Headteacher (Curriculum) in order that the consistency of their use can be monitored.
- It is the responsibility of Heads of Department/Faculty to use the software available (SISRA) to analyse the tracking information about all of the pupils taking their subject(s) to ensure that all groups and classes are making good progress. Department Heads will meet regularly in the year, after each round of tracking to present a report on the progress in their subject(s).
- Heads of Department/Faculty should monitor the tracking data and discuss means of celebrating achievement (attainment and progress) and intervening if pupils/students are working below expected progress.

- Following tracking, Heads of Department/Faculty and Leadership team will carry out spot checks on pupils work to ensure that the assessment piece is consistent with the grades/levels reported in tracking and that pupils are aware where this information has come from.

Annual Report to Parents

On one occasion in the year, tracking will be recorded in a written format. Staff will report on the attainment of pupils and make recommendations as to how they can continue to improve.

Intervention

For many pupils and Sixth Form students this will be the most significant element of this policy. Gathering data and sharing it is of little value unless our pupils and students can use this information to develop. All this data should be used positively to enable pupils and students to build on both successes and failures. Data should not be used to reinforce underachievement or a sense of failure or inadequacy.

Subject teachers

- Having identified the pupils/students who are not on track to meet baselines subject teachers should attempt to establish the reason for this. If it is lack of effort on the part of the pupil/student focussed tasks, practice questions, after school study support can be used. A common approach should be used by staff in each Department.
- If it is lack of understanding rather than effort, a 'I have not grasped' this topic yet approach should be used with the pupil/student and additional resources, which should be on hand in the Department should be used to make the topic more accessible. Such materials might include on-line resources such as *Mathswatch*.
- Subject teachers should maintain records of all intervention which is taking place or is planned.
- The outcome of the intervention is to enable the pupil/student to meet her target in the next round of tracking. If this is not achieved, a short focussed Progress Plan should be devised with the support of the Head of Department. This should contain weekly goals. They should be light touch for teacher but focussed for pupil and it could be that the pupil/student undertakes this work at Study Support after school one evening a week or at lunchtime study within the Faculty.
- Subject teachers should record what intervention has been offered using the Intervention codes in tracking.

Head of Department

- The Head of Department look at all tracking data for that Department and ensure that Subject teachers have the resources to implement the steps above.
- If pupils/students are not making expected progress over two or more rounds of Tracking, parents need to be engaged and a clear plan put into action which addresses what obstacle has been identified as impeding progress.

Heads of Faculty

- Heads of Faculty will ensure that all Departments have the resources in place to enable subject staff to provide intervention rapidly. Self access materials and self assessed tasks should be devised so it is the pupil/student that tackles the problem not the teacher finds a burden of additional tasks.
- Heads of faculty to undertake 'spot checks' of the pupils/students who are on Progress Plans
- An update on intervention will be incorporated into the report to the Deputy Head Curriculum following each round of tracking.

Governors

After every round of tracking the Deputy Head (Curriculum) will meet with the Chair of the Curriculum Committee to share the information about how much progress our pupils are making.

