



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 master the curriculum
- Guide staff to ensure that pupils/students receive appropriate and timely intervention all students progress through the curriculum
- 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, ie that every student has a secure grasp of the curriculum which has been taught. A pupil has made progress when they know more and can do more
- 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 improve their learning in a subject.
- Key Stage 4 and Sixth Form students will be given baselines to help them to work towards a realistic yet ambitious goal for their final grade. Pupils/students should have access to what work of that standard looks like so they are clear about what has to be achieved.
- Key Stage 2 data, reading ages and any other prior attainment data will be used to generate baselines for pupils at GCSE. Where KS2 data is not available we will rely on other internal data. Baselines for A level are based on GCSE attainment.
- 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, lunchtime sessions. Parents should be informed of what support has been offered through the tracking process.
- This process should be supported and monitored by the Head of Department.
- 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. 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 to the SENCO. 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 contacted 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 contact parents 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

- Form tutors have a key role to play in helping pupils develop effective study habits and a commitment to excellence.
- After each round of tracking, tutors should support pupils to review their academic progress and personal goals after each tracking round. This is a chance to celebrate success with them and to signpost them to ways to improve, such as encouraging pupils to engage with opportunities for academic enrichment and support, such as study support or intervention sessions
- Form Tutors should review the effort grades given by teachers to pupils in their form to identify any patterns of behaviour which may be impeding academic progress (eg homework routines)
- Heads of Year may ask form tutors to offer personalised support to pupils who are struggling in more than one subject.

Heads of Year

- Heads of Year should review the data provided by academic tracking to identify pupils who appear to be struggling in a number of subjects. They should then work with teachers and form tutors to identify any barriers to learning and potential support
- If a pupil is struggling across a number of subjects, the Head of Year or Form Tutor will 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.
- The Head of Year may consider contacting parents if interventions in school do not seem to help academic progress

Tracking of pupil/student progress

Subject teachers

- Subject staff will enter a level or grade for attainment and two effort grades from 1 – 4, assessing their Attitude to Learning in Class and their Attitude to Learning at Home, into the school data base three times a year at Christmas, Easter and Summer.
- 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 how well their child is achieving and effort grades. 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.
- At KS3 attainment is recorded as excellent, secure or developing. 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 knowledge of the curriculum. Pupils who have not yet gained a secure knowledge of the curriculum will be recorded as developing.
- At KS4 the attainment grade will be a GCSE grade.
- At KS5 no grade will be given in before the end of Year 12 exams. Tracking will include percentages for key tests or pieces of work. Students will receive two effort grades from 1 – 4 assessing their Attitude to Learning in Class and their Attitude to Learning at Home.
- Attainment grades 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.
- 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. Each department is expected to be able to define clearly what knowledge and skills are expected to have a secure knowledge of the curriculum.
- 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 not progressing through the curriculum securely.
- 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, staff will write a report on the attainment of pupils and make recommendations as to how they can continue to improve. The schedule for this is published in the Green Calendar.

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.

The first 'intervention' is always high quality teaching which is responsive to the information gained from assessment. Teachers will use this information to plan lessons and tasks which respond to the learning need. If several pupils appear not to have mastered core concepts then it is appropriate for the teacher to consider more lesson time to explain key points and provide additional practice of key skills. However, there may be students who need more individual help. This should be as light touch as possible for teachers to minimise workload.

A typical 'menu' of intervention might be

Issue causing concern	Intervention + code for tracking	Person responsible
Struggling to grasp concepts initially or written homework/classwork suggests the pupil has not grasped the work	<p>The teacher might</p> <ul style="list-style-type: none"> • Offer extra help in lessons (O) • Set personalised tasks such as mathswatch tasks (E) • Set additional practice material (E) • Offer one to one support in lessons or outside lesson (O) • Instruct pupil to come to Subject support drop in sessions (L) 	Subject teacher
Pupil not retaining information over time	<p>The teacher might</p> <ul style="list-style-type: none"> • Set personalised feedback tasks (E) • Contact HOY, SL or Senco for support • Offer structured revision tasks (E) 	Subject teacher

Pupil not retaining information over longer periods of time	The Subject Leader might <ul style="list-style-type: none"> • Organise extra work over the summer (S) • Offer revision masterclasses (R) • Offer structured revision tasks (E) • Offer small group tuition or lunchtime sessions (R) 	Teacher/head of department
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At all stages a teacher should consider if there is evidence of a special educational need and liaise with the SENCo as appropriate.

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 make a note in their planners of what intervention has been offered
- The outcome of the intervention is to enable the pupil/student to have a secure understanding of the subject. 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.
- The length of the lunch break makes it possible for teachers to offer short intervention sessions. Pupils are expected to attend where their teachers asks them to do so. This will be monitored to ensure the pupil is not overburdened.
- Subject teachers should record what intervention has been offered using the Intervention codes in tracking.

Heads 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.

