



BISHOP MILNER CATHOLIC COLLEGE

MONITORING STUDENT PROGRESS **&** **INTERVENTION POLICY**

**Includes: Assessment Tracking and Target Setting
Roles and Responsibilities document (pg. 6-9)**

"Pay close attention to yourself and to your teaching; continue in these things, for in doing this you will save both yourself and your hearers."

Timothy 4:16

REVISED: June 2018

PRESENTED TO ACADEMY COMMITTEE: June 2018

TO BE REVIEWED: June 2020

Monitoring of Student Progress and Intervention

This document should be read in conjunction with the 'Assessment Tracking and Target Setting – Roles and Responsibilities'.

Bishop Milner aims to track students' progress regularly. Through the tracking system students identified as underachieving will be placed onto programmes of intervention.

Target Setting

Targets are set using FFT data. The college has identified that the top 10% Benchmark is the most challenging and practical target for our students. This will be reviewed annually and amended if necessary.

Recommended targets will be issued to Heads of Department (HODs) for consultation with their department and students. Any amendments made should be fed back through with reasons to why the target grade is being amended. HODs should acknowledge that some students may be capable of achieving a higher grade and they should use the FFT data to justify any changes. Other forms of data may be used to complement FFT data for target setting; however the college will default to FFT data if other sources are inconclusive or unsuitable.

Y7, Y10 and Y12 targets will be set during the autumn term when FFT data becomes available. End of Key Stage Targets are set for these groups of students. To ensure that parents are involved at such critical times it is proposed that the Head of Year (HOY)/Senior Leadership Team (SLT) member and if necessary any relevant staff (e.g. Data Manager, Mentor, Subject teacher) hold meetings with the student to which parents will be invited to discuss and review targets. The Targets are printed and a copy provided to each student for their planner.

For all years, targets will be reviewed and amended where necessary during the summer term prior to the students starting that year in September. Students who have continually shown as underperforming/over performing in our tracking system will be identified for target amendment. However, as a norm targets can only be moved up, only in exceptional circumstances can a target be moved down e.g. if baseline data has been proven to be inaccurate. Target labels will be printed for each student's planner during the start of the Autumn Term.

Target setting information will be summarised for each year group and for each vulnerable group. A vulnerable group will be defined by the college and is dependent upon the cohort. It is expected that HODs and HOYs will be able to identify and talk about vulnerable groups of students (specific focus on Pupil Premium and Most Able). Analysis of this data will be available through the college database (T Drive) for HODs to adapt within the department. The Principal along with relevant members of the SLT will conduct Progress meetings with the HOD's to discuss intervention strategies or particular issues of concern, usually these would take place three times a year (Autumn, Spring, Summer).

Tracking

The college tracks performance in a number of ways. All students are tracked in relation to their most current target. Each students target can be found in the College Management System (SIMS).

Students are monitored using the Data Collection Windows (DCW), providing three Summary of Progress (SOP) each academic year. The SOP system is a simple way to identify underperformance and celebrate success.

Summary of Progress

Teachers are requested to input 2 x pieces of information on each student they teach into the college SIMS within a DCW. In order to spread the workload the DCW's will be open for 2 ½ x weeks and the administration team will collate the data and send to parents.

Students will also receive one annual written report.

The data will be collated in the following form:

1) 'Working at' Sub Level or Grade – KS3 & KS4 (level 1-9), KS5 (Grade A*-G) *demonstrating progress over time*

Key Stage 3 & 4:

Sub level/grades are represented by the symbols, +, =, or -.

E.g. 5+ = High, 5= = Medium, 5- = Low

BTEC: 'D'istinction, 'M'erit, 'P'ass, 'F'ail.

In Key Stage 5, Grades will reflect the relevant Level 3 or A Level courses: A*- G

BTEC: 'D'istinction, 'M'erit, 'P'ass, 'F'ail.

2) 'Approach to Learning' (ATL) – **E** (Excellent), **G** (Good), **R** (Requires Improvement), **S** (Serious Concern) Please see appendix C for an explanation of each category.

Those students who are considered through tracking and monitoring as underachieving will be identified and allocated appropriate intervention strategies.

Using the data recorded through the DCW/SOP an analysis of vulnerable groups will take place after each data trawl. This data will be expected to be used at departmental, progress and facilitator meetings. HOD's are required to summarise this data and outline intervention strategies.

Tracking and monitoring of students will take place three times and in the cases of Y11 and Sixth Form, this is reduced due to the summer examination period. In addition to this, parents will have the opportunity to attend a parents evening and will receive an annual written report.

During each tracking stage students in Keys Stage 3 & 4 will be expected to keep an ongoing record of their SOP data through work with their Form Tutors.

Throughout Key Stage 3, 4 and 5 an 'outstanding progress target' (OPT) will be provided by our data management system using FFT projections. This will enable the HOYs and HODs to identify any serious concerns and further intervention measures if a student is underperforming and not making the required progress. Bishop Milner aspires to give every student the opportunity to make 4+ levels of progress (OPT) with 3+ levels being the minimum expectation.

Intervention

Intervention is required to drive the improvement of underachieving students within college. The process should be formalised so that and measure of effectiveness can be made and adjustments to the intervention strategies made.

Intervention strategies can be at a college level or at departmental level. For those strategies based at departmental level it is expected that an accurate record of interventions is kept and that an evaluation of its effectiveness is made. These measures must be discussed at each facilitator meeting.

Intervention strategies for students identified through HOYs will be discussed with HODs and students and communicated formally to parents. A record and evaluation of these strategies will take place at each SOP to judge whether students are improving at the required rate.

Intervention strategies are identified using information provided by teaching staff through the SOP system and relies on the accuracy of the SOP being identified on the basis of underperformance against the students' target grade.

Examples of intervention measures are:

Concern/Classwork

- Monitoring sheet
- Catch up diary (morning)
- Homework club
- 121 support from Teaching Assistant
- ISP Programme (KS5)
- 6th Form Support

Homework/Independent Study

- Homework club
- Planner check by HOY/Form tutor
- After college / departmental detention

Behaviour

- Good behaviour monitoring log
- Damascus Positive Behaviour Programme
- Short notice detention
- Specialist external support
- Short term internal isolation
- Pastoral Support Programme (PSP)
- Positive mentoring programme

Coursework/Controlled Assessment

- After college detention / departmental detention
- Compulsory homework club
- 121 Teaching Assistant support
- 6th Form Support
- ISP Programme (KS5)

Attendance/Punctuality

- Attendance support (in house)
- HOY intervention with parents
- EIS referral

Organisation

- After college detention / departmental detention / House Lunchtime detention
- 121 Teaching Assistant support
- HOYs planner checks
- 6th Form Support

Assessment Tracking and Target Setting

Roles and Responsibilities

Principal and Senior Leadership Team

Have a duty to ensure the college meets statutory requirements in relation to assessment, including the setting of targets. The team will also evaluate the impact of assessment on raising standards within the college.

The Principal will ensure that targets are set for students and their progress is regularly tracked through agreed systems. Lines of accountability for students' underachievement are clearly defined.

Assistant Principal: Progress and Attainment (inc. groups)

Assistant Principal: Monitoring and evaluation of teaching, learning and assessment.

Data Manager

The specific senior Leadership team colleagues (see above) and the data manager have a key role in the analysis and interpretation of performance data and in developing effective assessment practice across the college. It is expected that this team will be able to describe the attainment and progress of individuals and groups of students from the latest tracking information and as a result have knowledge of where the strongest and weakest teaching exists.

Assistant Principal: Progress and Attainment:

Working alongside the **data manager**...

- Prepare data in line with tracking policy
- Ensure that vulnerable groups are analysed separately at every tracking and target setting milestone
- Provide copies of reports to the relevant members of staff
- Ensure staff are asked for review/information in advance of deadlines using the college bulletin
- Be first point of call for any queries or information finding for staff
- Provision of adhoc training to ensure staff are fully conversant in the data sources available to them

	Senior Leadership	Head of Department	Teacher
Ensure statutory requirements are met	√		
Prepare and publish a timetable of events associated with the assessment cycle (DCW's) including target setting and tracking, ensuring deadlines are adhered to	√		
Ensure assessment systems are manageable and that accurate assessment data is generated and collated. A careful balance of formative and summative assessment needs to be created	√		
Check departments carry out standardisation and moderation activities to ensure assessments are in line with national standards	√		
Analyse assessment data to monitor college standards and inform target setting and intervention	√		
Disseminate assessment information throughout the college	√		
Lead on development and review of whole college assessment policy	√		
Check that departmental assessment policies reflect college policy, are up to date and regularly reviewed	√		
Identify assessment priorities for the College Improvement and Development Plan	√		
Identify and support CPD based on individual needs	√	√	
Ensure that departments are tracking student progress in line with college policy	√		
Take the lead in regular student review meetings (Positive Mentoring Programme) as described in college policy but at least following each student DCW and ensure strategies for improving performance are identified	√		
Support colleagues in using assessment information/data including IDSR/ASP, FFT and in-house systems	√	√	
Support HOD's in ensuring that schemes of work identify appropriate assessment opportunities	√		
Work alongside HOD's to ensure that students experience of assessment across the curriculum is coherent	√		
Ensure that following each DCW, any data analysis is shared with	√		

	Senior Leadership	Head of Department	Teacher
HOD's and teachers, particularly when the underperformance of individuals and groups of students is identified			
Provide an overview of students performance for tutors to inform strategies for intervention and reporting to parents	√		
Prepare data for Governors on an annual basis	√		
Biennial basis HOD's present to Governors (Standards and Provisions Committee) a review of their department (no less than 3 x subject areas per meeting). *Further details to be confirmed and shared with HOD's*		√	
Develop an assessment policy for the department in line with college policy		√	
Check that the use of assessment and feedback impact on the quality of learning		√	
Ensure schemes of work include clear learning objectives and a range of strategies for assessment		√	
Develop the accuracy and consistency of judgements through standardisation and moderation activities		√	
Analyse and interpret data with the department to monitor standards and set appropriately challenging targets		√	√
Use data to review student performance in relation to targets		√	√
Identify elements of the curriculum that students find difficult and determine how these can be addressed		√	√
Ensure progress towards students targets is regularly monitored and hold teachers to account for their students underperformance		√	
Hold meetings with teachers about students underachievement following each Summary of Progress and support them in identifying strategies for improvement		√	
Be actively involved with celebrating the success of students and as required investigate appropriate improvement strategies across the department		√	
Be prepared to explain why students in your subject area are underachieving		√	√

	Senior Leadership	Head of Department	Teacher
Report to SLT and Committee representatives on standards		√	
Use a range of assessment approaches that are fit for purpose			√
Identify the needs of groups and individual students			√
Use assessment and feedback to identify strengths and diagnose next steps to improvement			√
Develop students skills of assessing their own learning and progress			√
Draw on a broad range of evidence, including the outcomes of tests and tasks, to finalise teacher assessment			√
Record progress in line with the college tracking policy			√
Engage in standardisation and moderation activities in college and with colleagues from other colleges			√
Use student data to inform learning and teaching			√
Report progress and attainment to parents and discuss the parents' role in students making the next steps			√
Use appropriate data sources to set and agree targets with students			√
Be actively involved with celebrating the success of students and as required investigate appropriate improvement strategies within teaching groups			√
Be prepared to explain to Head of Department why some students may be underachieving			√

Evaluation

All staff are expected to evaluate how assessment is being used to support teaching and learning. The key factor in making judgements about teaching and learning and the use of assessment is their **impact** on students' learning.

Consideration must also be given to the impact in relation to different groups of students and individuals as well as the class as a whole.

Prompts for the evaluation of teaching and learning provided for use by SLT and Heads of Department to judge the quality of procedures and practice in our college, support for individual teachers engaged in their own self-evaluation.

Learning

- What are different groups of student actually learning as opposed to doing?
- Can all students make the links between previous/new learning?
- Can students talk about what they are learning, as opposed to simply describing what they are doing?
- Are students working independently? Are they self-reliant – do they make the most of the choices they are given or do they find it difficult to make choices? To what extent do students take responsibility for their own learning?
- How well do students collaborate with others? Do they ask questions, of each other, of the teacher or other adults, about what they are learning?

Assessment to support learning

- Are there any significant differences in the learning of different groups of students, or of any individuals?
- Are Students involved in assessing their own learning and progress?
- Do students know what they are learning and why?
- Do students have targets and do they understand what they mean/what to do to achieve them?

Progress

- Are students aiming for 4+ levels of progress (OPT)?
- Are different groups making the same/different progress?
- What new skills and knowledge are students gaining?
- How well are students developing ideas and increasing their understanding?
- Are students making gains at a good rate in lessons and over time as shown in their work and the college's records?

Provision

- Are staff using assessment for learning strategies to enable them to differentiate effectively?
- Are activities pitched at the right level to challenge students of different abilities?
- How well does marking identify strengths and diagnose next steps to improvement?
- How good is the dialogue and oral feedback? Are teachers alert to students lack of understanding during lessons?
- How effectively are staff using questioning to gauge students understanding?
- Are teachers alert to the social, emotional and learning needs of individuals?
- What impact are any support staff having?