



Tracking & Mentoring Policy

Date Passed to Governors:	January 2018
Date Approved / Adopted by Governors:	May 2018
Date Policy Reviewed:	July 2020
Date of Next Review:	July 2021

The aim of tracking at Longfield Academy is to monitor and support pupils throughout Key Stage 3 and Key Stage 4. Tracking identifies gaps in pupil knowledge and understanding so that intervention and mentoring, which are additional layers of support can be implemented to promote pupil progress.

'Abbott et al. (2013) found that more successful leaders placed a strong emphasis on identifying individual pupils' needs for targeted interventions, with a significant emphasis on literacy and other basic skills. Mentoring and tutoring were identified as the key strategies.' (DfE Research Report - **Supporting the attainment of disadvantaged pupils: articulating success and good practice, November 2015**)

<https://www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils>

The policy:

- Enables teachers to use prior attainment data and up to date attainment data to monitor, track and target pupils to ensure expected levels of progress are made/exceeded
- Enables the Senior Leadership Team to identify areas of strong performance and areas of underperformance in individuals, groups and entire cohorts
- To allow the Senior Leadership Team to predict performance and manipulate curriculum and resources to match anticipated needs
- To provide pupils and parents / carers with accurate consistent data that shows actual performance and gives a prediction of summative performance based on current attitude and work rates
- Provide all stakeholders with accurate data for the current cohort
- To allow staff to instigate effective intervention plans early to address underachievement

This policy sets out guidelines to achieve these aims, by target setting, tracking and mentoring within the context of the learning process and outlining systems that inform stakeholders of targets, review progress and intervene where necessary.

Tracking

- Follows a six-week cycle from data input that is verified to actions and evaluation of impact.
- Data will be discussed in Health Checks and actions formulated. Where a Health Check does not follow a data uplift Department Meetings will be used with the data verification link to ensure the process is completed and evaluated at week 6



Key Stage 3

- On entry to school, pupils and parents / carers will be issued with the school **Agreement for Examination Success**. This contract outlines school's commitment to the pupil and stipulates the requirements of the individual to attend lunchtime and/or after school classes at the request of their teachers. This is signed and returned to school and is a formal partnership between home and school
- All pupils in Key Stage 3 are given aspirational targets based upon them achieving as a minimum, expected school levels of progress (see Target-Setting Policy). Targets are recorded in pupil planners at the beginning of the academic year for each subject and sent to parents / carers. This will be updated termly and reviewed yearly when the first cohort of 80 to 120 KS2 pupils complete their GCSEs and the DFE provide a definitive mapping grade from the new KS2 scores

- Three times a year, staff are asked to review pupil progress towards the aspirational targets set. Review information is recorded in the pupil planner, published to parents / carers termly, and shown in the linked documents of each pupil profile on SIMS. In Year 7 there will be two formal progress reviews to allow time in the Autumn term for teaching and assessment
- Health Checks will take place following progress reviews. Likewise, data will form part of Department agendas

Key Stage 4

- Target Setting – All pupils are set aspirational Key Stage 4 target grades in all subjects. Pupil targets are generated based on national expectations (prior national averages), Departmental flight paths, FFT and SISRA data in conjunction with data at KS2. Targets are discussed within SLT and initially agreed, these targets are then shared with middle leaders and any changes are discussed with the ultimate arbiter being the Data Verification Team, which combines 'both hands' of the school
- Year 11 pupils are allocated an Academic Mentor from September of Year 11. Mentors will be decided by SLT, and mentor / teacher allocation will be agreed by all stakeholders. If not already completed, pupils and parents / carers will be issued with the school **Agreement for Examination Success**. This agreement outlines school's commitment to the pupil and stipulates the requirements of the individual to attend lunchtime and/ or after school classes at the request of their teachers. This is signed and returned to school and is a formal partnership between home and school
- Year 11 pupils will receive a termly report to parents / carers. This report includes target grades for each subject taken, predicted grades for eventual attainment in the Year 11 final exams, and how secure a pupil is within this grade (using High – a pupil is almost achieving the next grade boundary, Middle – a pupil is securing a grade, and Low – a pupil is at risk of moving to the grade below). The predicted grade is based upon a combination of the pupil's levels of work / attitude / completion of homework / tests / assessments etc. in the previous assessment period prior to this grade being awarded. Additionally, from November 2020, interventions which are due to be implemented will be included in the report. A half termly grade will be recorded using SIMS for predicted data only
- Additionally, each month the 'Academic RAG' is open on SIMS for teaching staff to enter any other comments about Year 11 pupils' academic progress. SLT use this to create actions, which can then be viewed by Heads of Department and mentors on SIMS. This information is printed monthly for mentors to enable academically focussed discussions between the pupil and mentor

- Each mentor will aim to meet their mentees formally and informally at least once per month, to review progress and work with the pupil and their parents / carers and teachers to address any underachievement and put in place any intervention strategies necessary
- Throughout Year 10 and 11, pupils are required to attend after school and lunchtime intervention sessions at the request of their teachers. Pupils are requested through the Assistant SENCo and issued slots on a 'bucket' priority basis. Pupils receive individual 'intervention timetables' for the week on a Monday morning in tutor time. A member of the Senior Leadership Team reminds the pupils about these interventions each day. A member of SLT takes registers and rewards pupils on ClassCharts. This links to Year 11 pupils' 'Passport to the Prom' journey and pupils are informed regularly about this in assembly and form time

Nick Willan (Assistant Headteacher), Kieran Thompson (Assistant Headteacher), Rebecca Eldrington (Assistant Headteacher) and Lisa Yates (Data manager) have responsibility for Tracking and Mentoring. This team also ensures the smooth implementation and running of the systems and strategies concerned with the area.

Subject Teachers

- Set clear objectives
- Maintain an on-going dialogue with the pupils
- Keep effective records of achievement
- Are familiar with course criteria and refers to them regularly
- Mark work effectively against course criteria and in line with the whole school Marking Policy and Guidance
- Acknowledge pupils' strengths
- Make sure pupils understand what they are achieving and what they need to do to make further progress
- Complete reports as and when required
- Complete reviews of targets as and when required
- Use the information on the SEN Bulletin, additional needs register and Daily Digest to meet needs of pupils
- Inform pupils and parents / carers of review information via the pupil planner
- Write reports to parents / carers which follow published guidance
- Identifies underachievement and investigates possible causes, actioning appropriate intervention strategies to tackle underachievement
- Inform Year 11 Mentors of pupil strengths and areas for improvement through the academic RAG tracker and the mentor emailing system

The Head of Department

- Monitor and manage marking and recording across the Department, including the completion of review information
- Manage intervention strategies for subject specific underachievement including liaising with parents / carers, and the Assistant Headteacher responsible for Tracking and Mentoring
- Interpret course requirements to support the team's awareness, ensuring course criteria are understood by the pupils
- As a standing item on Department meetings analysis and verification of data to determine gaps and intervention
- Analyse performance in the context of what is expected of each pupil
- Maintain a Department record of pupil achievement
- Maintain the Department portfolio
- Records year group data as and when required by the Headteacher
- Organise extra sessions for pupils and decide who needs to attend
- Fully engage in the Middle Leaders forum

Assistant Headteachers

- Manage intervention strategies for global underachievement including liaising with staff, parents / carers and pupils
- Facilitates intervention through amended timetables for pupils requiring intervention in specific subjects
- Facilitates amended timetables for pupils who cease to continue in a subject
- Some pupils may have an amended timetable to maximise their time in specific subject areas and opt to drop a specific subject. This must be agreed through parents / carers and Senior Leadership to ensure the best outcome for school and pupil
- Complete data tables for Middle Leader's department SEF documents after every termly data uplift (NWI and LYA)
- Verify departments data through Department meetings and Departmental Health Checks
- Chair Data Verification meetings following progress reviews in order to revisit setting and pupil data
- Review data at timely intervals i.e. following data uplifts and following vocational assessments

Mentor

- Meet each of their mentees within the time frame set out by the Assistant Headteacher responsible for Mentoring, to set targets, review progress, develop revision and intervention strategies and aim to minimise any barriers to learning in order to support the pupil
- Attend the monthly 'Mentoring RAG Breakfast' to feedback on their mentees' progress and possible further actions required by SLT

SEN Department

- Provide relevant information for teaching staff to ensure that pupils with SEN have the necessary support for completing assessments
- Support pupils throughout Key Stage 3 and 4
- Meet with other teachers and parents / carers to ensure all individual pupil needs are met and intervention is followed up
- Set realistic targets for improvement of individuals
- Advise the Senior Leadership Team on possible curriculum change or time allocations for specific tasks to be complete for individual pupils

The Leadership Team

- Administer the monitoring process
- Lead evaluation of performance
- Provide information on performance of individuals and cohort to all stake holders
- Review Academic RAG monthly and provide necessary information to stakeholders through staff briefings
- Respond and intervene to data provided following data uplifts and Leadership Team Meetings
- Ensure Heads of Department are providing revision material and ensuring intervention where needed
- Ensure intervention has impact on pupil progress

Parents / Carers

- Work in partnership with school and provides support where possible to the child having signed the Home School Agreement
- Maintain regular contact with school about progress and developments throughout the year

Pupils

- Comply with all course requirements
- Attend extra classes when required
- Meet deadlines set
- Meet with mentor as and when required
- Use the support of the mentor to maximise performance
- Follow procedures set out by the mentor wherever possible
- Utilise the revision strategies on offer