PARKSIDE HOUSE SCHOOL

PUPIL PROGRESS TRACKING

POLICY

July 2014

Introduction

Effective tracking of pupil's progress is essential in promoting the achievement of high standards and ensuring all pupils reach their full educational achievement. For pupils at our school it is common for them to have had breaks in their school career, disruption and disaffection from education, which results in slow or stalled progress for that pupil. Effective tracking means that difficulties can be picked up quickly and appropriate action taken.

Pupil's progress is tracked regularly and systematically through a whole-school system which involves all staff. It involves a cyclical of data gathering and analysis which informs target setting in the areas of educational progress, social progress, and behavioural progress these are incorporated into the reviewing of teaching programmes and the use of intervention when required.

Principles of the Assessment policy

- Pupil's progress is monitored and tracked across time and across subjects using a range of performance measures including teacher assessment and test results. All teachers work collaboratively to gather, share and use information about pupil progress. Identification of pupils' underperformance is identified and addressed.
- Data is collected and shared with the pupils and all staff involved with teaching the pupils. Pupils' achievements are benched marked against national data.
- Pupils have regular opportunities to discuss their progress. Teachers actively involve pupils in setting their own targets and bi-annual target meetings with pupils and parents allow targets to be reviewed and updated.
- Parents and carers are informed and involved in order to support pupil's achievements.
- Performance data is managed through a school-wide system; teachers have ready access to the data.

How we track pupil progress

Tracking of pupil assessment data is more complex at Parkside House School as pupils can enter the school at any time throughout their school life and anytime throughout that school year. Assessment and tracking begin as soon as a pupil enters;

On entry baseline assessments take place using the GL assessment system, the NGRT reading test gives an accurate reading age for each pupil.

Year tutors are then responsible for collecting previous assessment data including (if appropriate or available), End of Key Stage 2 Pupil Level Data, Year 7, 8 & 9 National Curriculum Levels, including previous teacher Assessment levels or formal End of Key stage test results. This information has to be collected from all previous educational establishments in order to build up a consistent picture of achievement, at times this is a frustrating task which does not always yield the relevant information, as many pupils at school have a poor educational history with breaks in education, attendance at

many different establishments and habitual refusal to complete any formal or informal assessment. However all year tutors must endeavour to attain as much of this information as is possible.

All of the above information is recorded on the Pupils Assessment Tracking Form a copy of which is held in the whole school assessment file; this information is then used to set educational targets for that school year.

At the start of each school year all subject teachers review the pupil level achieved within their subject for the end of the previous school year. At key stage 3 it is assumed that pupils will add 2 sub levels to the National curriculum level they achieve. Staff will then set new National Curriculum targets for that school year, as well as 3 written targets for all pupils in each subject to identify areas to be concentrated on to achieve the levels set.

Year tutors then organise target setting meetings with pupils and parents to discuss targets set for the forthcoming term and year. These targets are then reviewed half way the school year, again with parents/carers and pupils to ensure the pupil is on the right track to achieve predicted targets at the end of the year. If pupils are not making satisfactory progress a meeting is called to discuss the pupil and intervention strategies are put into place, the meeting is recorded and a date is set to review the success of the strategies.

Pupil progress is also tracked daily through the Daily Record Recording sheets. This recording system tracks:

- Pupil attendance in lessons, this allows for patterns in truancy to be easily seen.
- Pupil participation in lessons, whether all work set was completed or not.
- Punctuality of pupils to lessons, whether they were late or left early.
- The meeting of daily IEP & IBP targets, in line with the objectives identified in their statement.
- Number of credits achieved by the pupil within that lesson.
- Exclusions given.
- Absence on a daily basis.

This information is recorded daily and then entered into a database weekly.

All of the above targets are tracked throughout each half term, and statistical analysis is produced, this is analysed by Year Tutors to ensure pupils continue to make appropriate progress. A percentage figure is obtained for IEP & IBP targets for that half term. (If pupil achieves 90% or over in any IEP or IBP targets for a whole term, then that target is changed for the following term). The result of the half term analysis is fed back to pupils in a meeting with their Year Tutor so that they are aware of the areas they need to focus on.

All staff participates in termly meetings to discuss pupil tracking and progress; the following questions are the basis for discussion at those meetings:

- Is pupil achievement across all subjects in line with expectations?
- Are pupils making good progress towards their targets
- What is the variation in attainment and attendance between subjects and what the possible explanations are?

- Which pupils are exceeding expectations, and what are the factors that are contributing to their success.
- Are behaviour and attendance issues consistent with attainment levels?
- Are we building in enough opportunities to review individual pupil progress?
- What range of evidence is being used to track pupil progress and is it sufficient and appropriate
- What does analysis of assessment information tell you about the pupil learning in this subject?
- Do teaching programmes give opportunities to address all areas of weakness identified? If not how can these be addressed.
- What intervention strategies are being used to support pupils who are achieving below expectations
- Are you aware of the prior attainment of each pupil that you teach, not only in your subject but across the curriculum?

The following table shows how pupil's progress is tracked throughout the school year on a half term basis.