



# Tracking & Mentoring Policy

**Date Policy Reviewed:**

**July 2019**

**Date Passed to Governors:**

**January 2018**

**Date of Next Review:**

**July 2020**

## Aims and Rationale

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 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

## Guidelines

This policy sets out guidelines to achieve these aims, by 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.

### Key Stage 3

- On entry to school, pupils and parents will be issued with the school **Agreement for Examination Success**. This contract outlines school's commitment to the student and stipulates the requirements of the individual to attend lunchtime and 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. This will be updated termly.
- 3 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 termly and is shown in the linked documents of each pupil profile on SIMS.

#### Key Stage 4

- Target Setting – All pupils are set aspirational Key Stage 4 target grades in all subjects. Pupil's targets are generated based on national expectations looking at both EA 8 and cross referencing against FFT data as well as their performance at Key Stage 3. Targets are discussed within SLT and initially agreed, these targets are then shared with middle leaders with the ultimate arbiter being the Data Verification Team.
- 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 will be issued with the school **Agreement for Examination Success**. This agreement outlines school's commitment to the student and also stipulates the requirements of the individual to attend lunchtime and 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 monthly report to parents. This report includes target grades for each subject taken, projected 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 projected 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, interventions which are due to be implemented will be included in the report.
- 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 alongside the report to enable academically focussed discussions between the pupil and mentor.
- Each mentor will meet their mentees formally and informally to review progress and work with their mentee and their parents / teachers to address any underachievement and put in place any intervention strategies necessary.
- Pupils will meet their mentor at least once monthly. Pupils who are below target in multiple subjects, who appear disengaged or require extra support will be on a Mentor Support Plan, which has specific academic

targets for the fortnight, and the pupil is required to 'check in' with their mentor daily.

- Throughout Year 11, all pupils are required to attend after school and lunchtime intervention sessions. 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 the teacher awards green or red clicks on Class Charts. This links to Year 11 pupils' 'Passport to the Prom' journey and pupils are informed regularly about this.

## **Responsibilities**

Nick Willan (Assistant Head Teacher), Kieran Thompson (Assistant Head Teacher), Rebecca Eldrington (Assistant Head Teacher) and Lisa Yates (Data manager) have responsibility for Tracking and Mentoring, and ensure 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
- Inform pupils and parents of review information via the pupil planner
- Write reports to parents which follow published guidance
- Identifies underachievement and investigates possible causes, actioning appropriate intervention strategies to tackle underachievement
- Inform mentors of student 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, and the Assistant Head Teacher responsible for Tracking and Mentoring
- Interpret course requirements to support the team's awareness, ensuring course criteria are understood by the pupils
- Analyse performance in the context of what is expected of each pupil
- Maintain a Department record of student achievement
- Maintain the Department portfolio
- Records year group data as and when required by the Head Teacher
- Organise extra sessions for pupils and decide who needs to attend
- Fully engage in the Middle Leaders forum.

### **Assistant Head Teachers**

- Manage intervention strategies for global underachievement including liaising with staff, parents, carers and students.
- Intervention through amended timetables for pupils requiring intervention in specific subjects.
- 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.
- Students who have study lessons have amended timetables, which are reviewed at department and SLT level. Rebecca Eldrington is responsible for ensuring study pupils have regular amendments to timetables when appropriate.
- Intervention pupils will be highlighted fortnightly through staff briefings.

### **Mentor**

- Meet each of their mentees within the time frame set out by the Assistant Head Teacher responsible for Mentoring
- Meet pupils informally to review progress and develop intervention strategies as necessary
- Support pupils throughout Key Stage 4
- Meet with other teachers and parents to ensure all individual student 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

### **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 to ensure all individual student 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 RAG fortnightly and provide necessary information to stakeholders through staff briefings
- Review data monthly through data verification team and department 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