

# Hurworth School Tracking and Mentoring Policy

**Accepted by:** Board of Directors May 2010

**Leadership Team Lead Reviewer:** Assistant Head Teacher (Raising Achievement)

**Review Cycle:** 2 Years

**Last reviewed:** September 2020

**Date for next review:** September 2022

## Aims and Rationale

Raising Achievement through mentoring forms the backbone of Hurworth School's drive to raise standards of attainment in all of its students. The system seeks to monitor, track and support students throughout Key Stage 3 and the entirety of Key Stage 4.

The policy:

- Enables teachers to use prior attainment data and up to date progress against expectations to monitor and track students to ensure progress is in line with or better than expected progress, and ensure students can be the very best version of themselves
- 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 project performance at Key Stage 4 and direct curriculum and resources to match anticipated needs
- To provide students and parents with accurate information reflecting students actual performance against Non-Negotiable Knowledge Expectations (KS3), and Projected Grades (KS4)
- Provide all stakeholders with accurate data for the current KS4 cohort
- To allow staff to implement effective support and intervention plans to address underachievement and barriers to learning

## Guidelines

This policy sets out guidelines to achieve these aims, by using setting, tracking and mentoring systems within the context of the learning. This allows stakeholders to be informed of targets, progress, support and intervention where necessary.

### Key Stage 3

- On entry to school, students and parents will be issued with the school **Agreement for Examination Success**. This contract outlines school's commitment to 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.

- On entry to school, Key Stage 2 data and English and Maths baseline assessments will be used to ensure students are placed in the right academic sets. Setting will be reviewed in October and December for Year 7 students, and once a term thereafter. For Y8 and Y9 students set reviews will take place once every term. Individual cases may be reviewed outside of the formal setting procedures in extenuating circumstances.
- Each subject has set out their knowledge rich curriculum, sequence of delivery and student learning journey's. Departments have also identified the Non-Negotiable Knowledge that Key Stage 3 students should expect to secure by the end of a term, by the end of a year and by the end of Key Stage 3 in their curriculum area. Departments have differentiated the Non-Negotiable Knowledge according to expectations, but there is no ceiling of Non-Negotiable Knowledge for students, allowing students to work their way through each stage of Non-Negotiable Knowledge.
- Departments will constantly track students success in securing Non-Negotiable Knowledge via internal departmental tracking systems; identifying where individuals, groups or classes have secured Non-Negotiable Knowledge and providing support and intervention where they have not.
- Throughout the year staff are asked to review student progress towards securing Non-Negotiable Knowledge. This is recorded as **secure** (consistently working in line with expectations with very few gaps), **developing** (working mainly in line with expectations with some gaps) or **emerging** (working towards expectations with significant gaps). This information will be published to parents once a term.
- Review information can either be entered directly onto SIMS or extracted from Departmental tracking sheets for the purpose of reporting to parents.

#### Key Stage 4

- Target Setting – All students are set ambitious Key Stage 4 target grades in all subjects. Based on the continuation of the knowledge based flight paths in Key Stage 3.
- All Year 10 students are allocated a staff mentor from September of Year 10. If not already completed, students 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.
- Each mentor receives grades, comments on knowledge that has been secured as well as areas that still need to be developed and secured. Staff will also comment on any barriers to learning they feel a particular student has.
- Mentors will work closely with Class Teachers, Heads of Department, SEND and Student Support when barriers to learning have been identified to provide the support a student needs in order to achieve their very best.

- Grade data provided to mentors includes target grades for each subject taken and projected grades for eventual attainment in the Year 11 final exams, how secure a student is within this grade (using **High** – a student is almost achieving the next grade boundary, **Middle** – a student is securing a grade and **Low** – a student is at risk of moving to the grade below). The projected grade is based upon a combination of the student's levels of work/attitude/completion of homework/tests/assessments etc. in the previous assessment period prior to this grade being awarded). Comments are added by staff so that mentors can discuss grades with students, and identify targets for improvement, interventions and support strategies that need to be employed in the forthcoming month to allow the student the best chance of success. Interventions and support are recorded for disadvantaged students, SEND students and students who have dropped in performance. Those students with identified barriers to learning will also have support strategies recorded. Students may receive support from their mentor, SEND and/or Student Support in order to maintain or improve academic performance.
- Each mentor will meet their mentees formally and informally to review progress and work with their mentee and their parents / teachers/ SEND/ Student Support to address any underachievement and put in place any intervention and support strategies necessary.
- The Disadvantaged group meets weekly to discuss the progress of disadvantaged students. This group will review feedback from staff and termly reports to identify further specific intervention required for lower school disadvantaged students.
- All staff are asked to fill in the marksheets on SIMS at each review or can contact mentors via e-mail to inform a mentor about the progress of their students outside of the Progress Review window. Staff can also use the Academic RG document, a shared resource stored on the school's OneDrive; both positive and negative comments and targets for improvement can be passed on. This information together with projected grade will form the basis of the meeting with the mentor. All students' mentoring information is stored on linked documents on each student's profile on SIMS.
- Throughout Year 11 all students are required to attend after school and lunchtime lessons when deemed appropriate by the class teacher and/or Head of Department. An area in the staff room is designated for the organisation of this. Staff can either pre-populate the list by contacting the appropriate Administration Support Assistant or if students are available staff can write their subject and time for the lessons against the student's name. A member of the Senior Leadership Team meets the students that day and informs them of what lessons they must attend. Registers are then taken, and any non-attendance is followed up by the Senior Leadership Team and mentors.
- All Projected Grades are entered onto SISRA to allow the Senior Leadership Team to identify areas of strength and concern across the school, departmentally, by student or by group. This allows appropriate

interventions to be taken to support staff/departments/students. Departments can also use SISRA to analyse their own performance and implement appropriate interventions to support student progress.

## **Responsibilities**

Lisa Gawthorpe is the named Assistant Head Teacher with responsibility for Assessment and Reporting, who 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 students
- Keep effective records of achievement
- Is 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 students' strengths and areas for development
- Make sure students understand what they are achieving and what they need to do to make further progress
- Complete reports as and when required
- Completes reviews of targets as and when required
- Identifies underachievement and investigates possible Barriers to Learning, actioning appropriate support and intervention strategies to tackle underachievement and gaps in Non-Negotiable Knowledge
- Inform mentors of student strengths and areas for improvement

### **The Head of Department**

- Monitor and manage marking and recording across the Department, including the completion of review information
- Manage intervention and support strategies for subject specific underachievement including liaising with parents, the Raising Achievement Coordinator and the Assistant Head Teacher responsible for Assessment and Reporting Interpret course requirements to support the team's awareness, ensuring course criteria are understood by the students
- Analyse performance in the context of what is expected of each student
- Maintain a Department record of student achievement
- Record year group data as and when required by the Head Teacher
- Organise extra sessions for students and decide who needs to attend

### **Raising Achievement Coordinator**

- Manage intervention and support strategies for global underachievement and barriers to learning including liaising with parents and the Assistant Head Teacher responsible for Assessment and Reporting

### **Mentor**

- Meet each of their mentees formally as stipulated by the Assistant Head Teacher responsible for Assessment and Reporting
- Meet students informally to review progress and develop intervention and support strategies as necessary
- Support students throughout Key Stage 4
- Meet with other teachers and parents to ensure all individual student needs are met and intervention and support is monitored to gauge impact
- Set realistic targets for improvement of students
- Advise the Senior Leadership Team on possible curriculum change or time allocations for specific tasks to be complete for individual students

### **SEND**

- Provide opportunities for students with SEND to understand and complete assessment tasks to the best of their ability
- Support students throughout Key Stage 3 and 4
- Meet with other teachers and parents to ensure all individual student needs are met and support and intervention monitored to gauge impact
- Set realistic targets for improvement of students
- Advise the Senior Leadership Team on possible curriculum change or time allocations for specific tasks to be complete for individual students

### **The Leadership Team**

- Administer the monitoring process
- Lead evaluation of performance
- Provide information on performance of students and cohort to all stakeholders

### **Parents/Carers**

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

## **Students**

- 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