

UPPINGHAM

Pupil Academic Tracking and Monitoring Policy

This policy is intended to be read in conjunction with:

- Academic and Curriculum Policy
- SEND Policy
- EAL Policy
- The Staff Handbook
- The GCSE Prospectus
- The Sixth Form Options Guide
- The various departmental subject teaching details (Schemes of Work, SEND statements, FBV statements)

Introduction

This policy is designed to ensure that Uppingham School provides an effective system to assess and monitor pupil progress as required by ISSR Standard 1.

Academic assessment at Uppingham

It is expected that academic lessons at Uppingham include many opportunities for formative assessment in the classroom, as per the “What We Do...” framework. Teachers should know pupils in their classes well and adapt their teaching to meet individual needs.

Alongside these informal formative assessment opportunities runs a formal assessment programme of review writing, internal school examinations and mocks (year-group dependent).

Review Writing

The Academic and Curriculum Policy describes the 4-5 weekly programme of academic reports, called reviews, and the cycle of internal examinations. This schedule provides an opportunity for summative assessment and for judgements to be made on pupils' academic progress.

In examination year groups (i.e. Lower Fifth and older), a review comprises the following:

Target Grade

This grade is an agreed target that pupils are working towards. The grade set matches the qualification pupils are preparing for. These should not be overly ambitious; research suggests that inflated target grades do not aid pupil progress. Targets are initially suggested by the Assistant Head: Data & Curriculum, based on pupil baseline data. Individual grades can be amended on request by a class teacher, Head of Department, tutor or HsM, usually after conversation with a pupil. The baseline data grade is retained for internal tracking and monitoring, but the amended target grade will be included in subsequent reviews.

The purpose of a target grade is to aid conversations between teachers/tutors and pupils about academic progress. Once UCAS applications are submitted in the Upper Sixth, target grades should always be adjusted by the Assistant Head: Data & Curriculum to match University Access Grades, which will be provided for UCAS applications.

Grade

A ‘working-at’ grade is awarded based on an agreed piece or pieces of work. The grade set matches the qualification pupils are preparing for. Review assessment tasks should be consistent, though not necessarily identical, for a cohort of pupils. The principle is that the awarded grade should not be adjusted in any way, even if it is uncharacteristic of a pupil's usual performance. The creation of assessment tasks, awarding of grades and setting of grade boundaries for a task is the responsibility of the relevant Head of Department.

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ATT

The 'Attainment To Target' grade describes whether or not a pupil's attainment in recent lessons and assessments suggests progress sufficient to meet their target grade. It is not simply a function of 'Target Grade' and 'Grade' and allows teachers to make professional judgements on the progress of different pupils.

The grade set is as follows:

- 4 On course to exceed/meet target
- 3 On course to meet target
- 2 Some concerns about meeting target
- 1 Serious concerns about meeting target

ATL

The 'Approach To Learning' grade describes a pupil's preparedness and keenness to engage with the subject in and out of class.

The grade set is as follows:

- 4 Outstandingly prepared, keen to engage
- 3 Usually prepared, keen to engage
- 2 Some concerns about ATL
- 1 Some serious concerns

In younger year groups, pupils receive only an ATL grade and one of the following achievement grades:

- 4 Excellent level of achievement
- 3 Consistently good level of achievement
- 2 Sometimes good level of achievement
- 1 Limited level of achievement

Review publication

Academic reviews are written by relevant staff in line with the "Review Dates" document, published annually.

After a review deadline, the reviews are usually published to pupils, tutors and parents 72 hours later, except in cases where there is a parent teacher meeting scheduled within that 72-hour timeframe. In these instances, the reviews are published earlier - usually the following lunchtime after the review deadline - to ensure that these can be read in advance of these progress conversations.

The reviews are published on the Parent Portal, the pupil's dashboard, and on the Pupil Information Management System (PIMS).

Review analysis

Once reviews have been published, review analysis is available to all teachers. The three key pieces of analysis are:

Review Analysis (Pupils by House) – this compares pupils' scores across a range of measures to put their grades into context.

Review Analysis (Subjects) – this compares the grades, ATT and ATL awarded in different subjects in a particular year group.

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Review Analysis (Houses) – this compares the grades achieved by pupils in the different houses.

At regular intervals, the Assistant Head: Curriculum & Data will circulate a guide for interpretation of these analyses, with suggested conversation starters with pupils.

The role of the tutor

The tutor should hold a substantial conversation about the data contained within a review with each of their tutees. Pupils will tend to fixate on the grades; tutors should ensure that the comments have been read and understood.

It is important that tutors hold robust conversations about academic progress, using suggested interpretations of review data circulated by the Assistant Head: Curriculum & Data, who is responsible for assisting tutors in discussing pupils' progress.

Review Analysis (Pupils by House) should be used for reference.

The role of the Head of Department

The Head of Department, in conjunction with their line manager, is responsible for analysing the review grades awarded by their department before and after publication. Review Analysis (Subjects) should be used for reference.

Recurring considerations might include:

Are pupils performing better (worse) in my subject or has the department been grading too generously (harshly)?

What message are parents, pupils and tutors receiving from my department's reviews?

What actions result from my department's reviews?

What is the message being sent by the department's ATT and ATL grades?

Are scores in different sets consistent and if not, why not?

In Department Meetings, Heads of Department should use review data to help inform conversations in Department Meetings about pupils with additional needs, including Learning Support, SEND and EAL.

All conversations around academic tracking and monitoring in Department Meetings or Line Management meetings should be recorded for future reference.

The role of the Academic Team

The academic team assist Heads of Departments in analysing review data.

The role of the Sixth Form Team

The Sixth Form Team use review data to highlight pupils who need academic intervention. It is also helpful for calibration of university choices.

The Sixth Form Team arrange meetings with pupils at particular risk of low exam performance (relative or absolute) and ensure all parties are fully informed via email/PIMS etc of agreed next steps.

Tutors, HoDs, the Academic Team and the Sixth Form Team will hold pupils accountable for adhering to any plans made as part of these processes. Pupils' next steps may include:

- Completing additional or catch-up work
- Working in supervised study spaces
- Attending additional drop-in sessions or study periods
- Academic Mentoring.

The academic staff in the roles above are responsible for ensuring reflection happens and considering evidence of the effectiveness of measures put in place.

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Special Reviews (e.g. mocks) and Public Exams

Some review data will be based on internal school exams. The analysis of this and of public exam data will be more thorough than for regular reviews. Data gathered from exams will be used to compare cohorts to those in previous years and to make judgements on likely trajectories. Value added data and Relative Cohort Performance data are further measures that teachers, departments and houses can use to begin conversations about the relative progress of groups of pupils.

Contextual Analysis (e.g. SEND/EAL/boarders/boys)

At each review point, the progress of pupils with SEND and EAL is measured to be monitored relative to each cohort over time.

After special reviews, further analysis is offered to compare the progress of boys vs girls, boarders vs day pupils and the relative progress of pupils in different ability bands.