

Pupil Tracking Policy

This policy applies to all pupils and staff of Abbot's Hill, including EYFS.

1. Introduction

1.1 “That which is most valuable is often that which is most difficult to measure”

1.2 Pupils' progress and attainment is carefully monitored at different intervals throughout their time at Abbot's Hill School.

2. What is pupil tracking?

2.1 A whole school procedure for measuring and recording individual pupil information at regular intervals over the school life of the child

3. What is effective pupil tracking?

3.1 A process which is used in planning for improvement for individuals, groups of pupils and the whole school

3.2 A process through which all staff and children understand the progress made and to which they all make valued contributions

4. Why do we do it?

- to provide appropriate and challenging opportunities for all pupils
- to track and monitor progress of individual pupils / groups of pupils / cohorts against prior attainment
- to compare attainment of individuals / groups / cohorts against national standards CATS, Maths Standardised Aged Score
- to monitor and evaluate the effectiveness of teaching and its impact on learning
- to inform curriculum planning and staff development needs
- to provide an evidence base with which to identify priorities and set a range of targets
- to provide a system for reviewing targets
- to ensure that individual pupil records are updated annually
- to provide evidence of monitoring progress for other interested parties *eg. parents, governors, ISI*
- to enable the school's Executive/Senior Leadership Group (SLG)/ Senior Management Teams (SMT) to ascertain how the school/cohort is performing and how /where performance can be improved

5. Who is it for?

- 5.1 All those concerned with the child's progress:
- the child
 - all teachers/adults working with children/SLG/SMT

- parents/carers
- governors
- external agencies

6. What do we do?

- identify which aspects of the child's learning are to be measured
- identify the measures to be used
- assess the children
- collect the results
- record them on a central system
- analyse and interpret new results for individual pupils / groups of pupils / cohorts in the light of prior attainment
- identify issues arising from the analysis
- prioritise the issues according to need
- plan actions to address priorities
- evaluate progress

7. What do we use to do it?

- entrance test data
- statutory / optional tests (teacher assessed)
- end of unit tasks in subject schemes of work
- end of year exams
- public exams data
- past records of attainment for individuals/groups/cohorts
- assessments used for the particular purpose of tracking eg PUMA Maths test
- CAT tests
- Lucid COPs
- GL Assessment Baseline

8. Where do we record tracking?

- SchoolBase
- 'T'-drive
- EYFS Target Tracker

9. How do we know it is working?

- all staff and governors have an overview of, and feel confident with the school system of tracking
- teachers know where individuals, groups and cohorts are in relation to levels of performance in the school and external benchmarks
- pupils are appropriately grouped, supported and challenged
- pupils have an understanding of the tracking process and how it impacts on future attainment
- whole school planning takes account of the results of the tracking process
- effective teaching and learning are taking place

- pupils are achieving at the level of or above their potential

10. The Early Years Foundation Stage

- 10.1 Children within the EYFS are regularly observed at work and play. Some observations are made formally; others are informal where a note is made of an individual child's reaction to a particular event/activity.
- 10.2 Throughout a child's time in Nursery and Reception, a Learning Journey is kept – this records through pictures/photos and observations the child's progress and development. The journey is regularly shared with parents who are encouraged to add events and experiences which have taken place at home.
- 10.3 In addition, each child has an Early Years Outcomes Record which is completed by class teachers and key persons as the child achieves each stage of development as laid down by the statutory guidelines of the EYFS Framework (September 2014). These record achievements under the heading of the seven learning areas.
- 10.4 Reception children will also complete the Baseline Assessment and a Reasoning Assessment.

11. Years 1 to Year 6 (Key Stages 1 and 2)

- 11.1 As girls proceed through the Prep School, their progress and achievement is monitored closely, using both formal and informal approaches. Tracking takes place throughout a child's time in the Prep School.

Year 1	Verbal and Non Verbal Reasoning
Year 2	COPS Verbal and Non Verbal Reasoning
Year 3	CAT assessments
Year 4	
Year 5	CAT assessments
Year 6	Entrance Examinations in English, Maths, Verbal and Non Verbal Reasoning

- 11.2 Annual use is made of NFER Progress in Mathematics, Parallel Spelling and the New Group Reading Test. These assessments are spread throughout the academic year, taking place in the same month annually to provide an appropriate comparison.
- 11.3 Children are also involved in summative assessment recording their achievement in end of unit and end of year assessments reflecting their progress and understanding of work currently undertaken.

12. Years 7 – 9 (Key Stage 3)

- 12.1 The entrance examination comprises of assessments in English and Maths, Verbal and Non-Verbal Reasoning. Girls joining later than September in Year 7 will also do the CAT assessment. In September of Year 7, the New Group Reading Test and Vernon Spelling tests are completed to establish baseline literacy skills. They also sit their CAT tests in September and these results are added to the tracking sheet. At the end of the summer

term in Years 7, 8 & 9, the examination marks for each subject are standardised and added to the tracking sheet for each year group.

12.2 Year 9 sit the next CAT tests in January just before they choose their GCSE options and these results are added to the spreadsheet for the year group.

13. Years 10 & 11 (Key Stage 4)

13.1 In Year 10 after the summer examination and in Year 11 after the mock examinations, the marks are standardised and are added to the tracking sheets.

13.2 These tracking sheets are updated and placed in the relevant Year group folders on the 'T-drive' by the Database Manager. Heads of Department are encouraged to adapt these spreadsheets for their own use, which includes RAG status (Red – below expected attainment, Amber – expected attainment, Green – above expected attainment).

Signed

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