

Hurworth School

Tracking and Mentoring Policy

Accepted by: Governing Body – May 2010

Senior Leadership Team Lead Reviewer: Lisa Gawthorpe

Review Cycle: 2 Years

Date for Review: July 2012

Aims and Rationale

Raising Achievement through assertive mentoring forms the back bone 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.

- Enables teachers to use up to date attainment data to monitor, track and target students
- Enables the Leadership Team to identify areas of strong performance and areas of underperformance in individuals, groups and entire cohorts
- To allow the Leadership Team to predict performance and manipulate curriculum and resources to match anticipated needs
- To provide students 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 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.
- All students in Key Stage 3 are set aspirational targets based on FFT Type D Data. These are recorded in the back of pupil planners at the beginning of the academic year for each subject
- Throughout the Year staff are asked to report on pupil progress towards the aspirational targets set. This is recorded as **above target** – whereby the pupils target will be increased, **on target** signifying that a pupil is on course to meet the target set or **below target** which will automatically trigger further school

intervention in order to raise achievement. Review information is also recorded in the back of the pupil planner.

Key Stage 4

- All Year 10 students are allocated a staff mentor from September of Year 10. 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.
- Each mentor receives data for each of their students. This data is in the form of target grades for each subject taken, current actual level of attainment for coursework and their predicted realistic grade for eventual attainment in the year 11 final exams. (This is based on levels of work / attitude / completion of homework etc and is a professional judgement)
- Each mentor will then meet the student formally and informally to review progress and work with the student and their parents / teachers to address any underachievement and put in place any intervention strategies necessary
- All staff are issued with mentoring slips that can be used to inform a mentor about the progress of their students both positive and negative and targets for improvement. This information together with their monthly grade record will form the basis of the meeting with the mentor
- Throughout year 11 all students are subject to after school and lunchtime lessons. An area in the staff room is designated for the organisation of this. Staff simply write their subject and time for the lessons against the students name. A member of the 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 Leadership Team and the students mentor

Responsibilities

LGE is the named Assistant Head Teacher with responsibility for Tracking and Mentoring, who ensures smooth implementation and running of the systems and strategies concerned with the area.

Subject teachers

- Sets clear objectives
- Maintains an ongoing dialogue with the students
- Keeps effective records of achievement
- Is familiar with course criteria and refers to them regularly
- Marks work effectively against course criteria
- Acknowledges students' strengths
- Makes sure students understand what they are achieving and what they need to do to progress
- Completes grade reports as and when required
- Completes reviews of FFT targets as and when required

- Informs pupils and parents of review information via the pupil planner
- Writes reports to parents which follow published guidance
- Identifies underachievers and investigates possible causes
- Informs mentors of student strengths and areas for improvement

The Head of Subject

- Monitors and manages marking and recording across the Department, including the completion of grade reports and FFT reviews
- Manages intervention strategies for subject specific underachievement including liaising with parents, the Raising Achievement Coordinator and the Assistant Head Teacher responsible Tracking and Mentoring
- Interprets course requirements to support the team's awareness, ensuring course criteria are understood by the students
- Analyses performance in the context of what is expected of students
- Maintains a Department record of student achievement
- Maintains the Department portfolio
- Records year group data as and when required by the Head Teacher
- Organises extra sessions for students and decides who needs to attend

Raising Achievement Coordinator

- Manages intervention strategies for global underachievement including liaising with parents, the Raising Achievement Coordinator and the Assistant Head Teacher responsible Tracking and Mentoring

Mentor

- Meets each of their students formally once a month as stipulated by the Assistant Head in charge of Tracking and Mentoring
- Meets students informally to review progress and develop intervention 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 is followed up
- Sets realistic targets for improvement of individuals
- Advises the Leadership Team on possible curriculum change or time allocations for specific tasks to be complete for individual pupils

Learning Support

- Provides opportunities for students with learning difficulties 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 intervention is followed up
- Sets realistic targets for improvement of individuals

- Advises the Leadership Team on possible curriculum change or time allocations for specific tasks to be complete for individual pupils

The Leadership Team

- Administers the monitoring process
- Leads evaluation of performance
- Provides information on performance of individuals and cohort to all stake holders

Parents / carers

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

Students

- Complies with all course requirements
- Attends extra classes when required
- Meets deadlines set
- Meets with mentor as and when required
- Uses the support of the mentor to maximise performance
- Follow procedures set out by the mentor wherever possible