



Policy for Monitoring Academic Standards

Reviewed by: Progress & Standards

Version: 2

Last Reviewed: June 2002

Reviewed on: 28th November 2017

Adopted by FGB
on: 5th December 2017

A handwritten signature in black ink, appearing to read 'M. Evans', is written over a horizontal line.

Signed by:
(Chair of Governors)

Next Review November 2018

POLICY FOR MONITORING ACADEMIC STANDARDS

RATIONALE

At the heart of our endeavour is school improvement and, central to this, raising achievement and maintaining good academic standards.

To this end, individual student targets are set and reviewed annually in all subjects. These targets and contextual data take account of prior attainment and cognitive ability through the use of CAT2 and standards of literacy. Overall subject targets are summarised in the school development plan (for students reaching the end of Key Stage 3 and Key Stage 4).

The key to effective monitoring of standards and progress is through rigorous data analysis and its use in ensuring effective challenge and accountability. To strengthen this process the school has adopted SMID, a data management and analysis tool that enables the accurate identification of subjects, classes and students most in need of support and intervention.

PROCEDURES

In order to maintain the highest possible academic standards, the following procedures have been established:

- The monitoring of standards achieved by students will take place through lesson observations by the Head Teacher and via performance management; and through learning walks carried out by senior and middle leaders. Feedback will be provided to staff after full lesson observations.
- As per QA schedule; Lead Teachers will review samples of students' classwork and homework. The results of this review, noted on the appropriate proforma, will be copied to the Director of Learning (Academic), who will discuss with SLT.
- As per QA schedule, the Directors of Learning (Academic and Care, Support & Guidance) will review a sample of students' classwork and homework. The results of this review, noted on the appropriate proforma, will be copied to the Deputy Headteacher for Teaching and Learning, who will discuss with the Head Teacher during scheduled Senior Leadership Team meetings.
- As per QA schedule, the Senior Leadership Team will review a sample of students' classwork and homework. The results of this review, noted on the appropriate proforma, will be shared and discussed with the appropriate Area of Learning (& Directors of Learning) during a formal feedback session lead by the Deputy Headteachers and to the Governing Body (Standards and Progress committee).
- Subject teachers will assess the standards achieved by students in relation to their target grades and communicate this information to students and parents via half-termly progress reports and annual full reports.

- In Key Stage 4, students found to be significantly underachieving in terms of academic standards will be assigned appropriate interventions to provide targeted support.
- It is the responsibility of each Lead Teacher to monitor academic standards of students in his/her Area of Learning through close scrutiny of the schools data analysis and reporting software, known as SMID.
- It is the responsibility of the Directors of Learning (Academic and Care, Support and Guidance) to make full use of SMID and to intervene in cases where students are found to have academic standards significantly below expectation.
- It is the responsibility of classroom teachers to monitor, track and report upon progress, making full use of SMID, during the assessment and therapy windows (4 per year).

ACCOUNTABILITY

The Head Teacher will report annually to the Governing Body on the academic standards achieved by students in the school.