

TRACKING, RECORDING AND REPORTING POLICY

Non Sibi Sed Aliis

Your word is a lamp to my feet and a light to my path.
Psalm 119, vs 105

"For the LORD gives wisdom; from his mouth come knowledge
and understanding" **Proverbs 2:6**

This policy document and the content contained therein remains the responsibility of the Headteacher and Governing Body of the school. No amendments can be made without their express instructions and they remain the final arbiters in any matters relating to it.

Review Date: Summer Term 2025

Next Review Date: Summer Term 2026

Reviewed By: Mr T Smith

APPROVED BY THE HEADTEACHER – Summer Term 2025

Tracking, Recording and Reporting Policy

Introduction

At Balshaw's C.E. High School we believe the purpose of tracking, recording and reporting is to: monitor student performance; inform parents and carers of their child's progress; analyse the performance data of students and use this information to plan appropriate teaching and learning experiences. This policy aims to detail the roles and responsibilities of staff with regards to record keeping and the subsequent reporting needed to ensure that all students make progress, and that future teaching, learning and planning are informed. The way in which this data is collected must be simple to understand, swift and accessible by the full range of relevant stakeholders to interpret.

This policy aims to:

- Give a breakdown of all aspects of Tracking, Recording and Reporting.
- Formalise the tracking of student progress through departmental teacher records and its impact on student development and the modification of learning-based teaching and planning
- Clarify the process of reporting to parents/carers
- Give clear guidance to staff as to their responsibilities.

Tracking, Recording and Reporting

The philosophy of tracking, recording and reporting is to enable staff to monitor and support students' progress and development through consistently high expectations for their achievements. In line with the school's commitment to developing learners who demonstrate continued determination to improve throughout life, students are always encouraged to improve and aim for the next step in their knowledge, skills and understanding. To this end our targets for each student is to aspire to achieve the consistent progression in their next piece of work or assessment from their previous point. We believe that this is the only true way to be progressive and aspirational in our expectations for students' achievement, and to develop learners who demonstrate a growth mindset and who are continually striving to progress.

Aims and Objectives for tracking, recording and reporting

At Balshaw's the way that we use student progress data:

- Enables the progress of all students to be monitored by school staff and ensures that support and intervention is available for learners where required.
- Ensures that staff, students and parents/carers are ambitious and aspirational for their achievement.
- Leads to focused teaching and learning.
- Encourages high aspirations for all students regardless of prior attainment. All students are encouraged to aim to make continual and sustained progress, regardless of their current position.
- Helps us to make judgements about how our school is doing in comparison to all schools, and similar schools in local and national benchmark groups.
- Enables parents to be as informed as possible regarding their child's progress so that they are able to support them in their learning,

Tracking, Recording and Reporting in KS3

The basis of the KS3 Tracking system is the Balshaw's Assessment Framework. This framework was introduced several years ago in response to the removal of National Curriculum levels. It uses Foundation, Secure and Extending level descriptors. We do not believe in issuing target grades to students as this may limit their aspirations. Each curriculum area has a list of criteria that describe what the students have to be able to do, or show, to achieve the level descriptor. At each tracking event teachers will be asked to report on the "working at" grade for each child and a predicted end of year grade.

Working at Grades

Foundation	The student is beginning to develop some of the key component knowledge, skills and understanding in this subject appropriate for their stage.
Secure	The student is showing the expected level of knowledge, skills and understanding in the key components of this subject appropriate for their stage.
Extending	The student has a strong level of knowledge, skills and understanding of the key components in this subject appropriate for their stage.
A "+" is used when a student shows signs of moving onto the next descriptor, and a "-" is used where they are only in the early stages of showing attainment at their current descriptor.	

Tracking, Recording and Reporting in KS4

The basis of the KS4 Tracking system is the GCSE subject criteria, set nationally. This allows students to compare their grades to national milestones and also to have an appropriate understanding of what their next steps might be after school. We do not believe in issuing target grades to students as this may limit their aspirations. Each curriculum area has a list of criteria that describe what the students have to be able to do, or show, to achieve the grade descriptor. At each tracking event teachers will be asked to report on the "working at" grade for each child and a predicted end of course (end of Year 11) grade.

We believe that learning is an ongoing process and that all students should aspire to reach the next stage in their learning and to further deepen their knowledge, skills and understanding, regardless of their attainment so far.

Responsibility for the monitoring of attainment is as follows:

- AHT Tracking and Data to provide in-depth analysis of the tracking data for the whole school to SLT and Curriculum Leaders following a tracking event.
- CL will analyse their own departmental tracking data in order to feedback to feedback to their link SLT and members of their department regarding any key data trends regarding individual groups, individuals in the cohort and priority sub-groups such as boys/girls, PP and SEND, following a tracking event.
- Students whose progress is a cause for concern in a range of subjects are highlighted for additional support in key subjects by Assistant Head i/c Target Setting and Tracking and this information is passed to Heads of House and other relevant staff.

Expectations

- Students will carefully follow the guidance given by their teachers, both orally and written, in order to take the necessary steps to reach the next grade.
- Teachers will monitor students' progress and will tell students specifically what they need to do or to improve in order to reach the next grade in line with the school's policy regarding feedback.
- Parents will use a student's current "working at" grades as a basis for discussion with their student about their learning and support them in following each teacher's advice about what they need to do next in order to progress.

Recording and reporting

Recording should:

- Comply with the Balshaw's policy to ensure consistency of approach within all subjects.
- Involve a clear distinction between attainment and effort.
- Identify a wide range of student achievement using subject specifications at GCSE and the Balshaw's Assessment Framework at KS3.
- Provide a secure basis for reporting attainment to students and parents.
- Be supported by evidence of students' work and assessments.
- Be used to review students' progress regularly and encourage further progress in the future.
- Provide, in each subject, summative assessment information for the department, SLT, Governors, parents and other external bodies.
- Store evidence of students' work and attainment to support assessment and intervention in each department.

Reporting should:

- Provide parents/carers with a clear picture of their child's achievements and progress towards targets in all areas of the curriculum and clearly reflect attainment as judged against objective criteria.
- Be supportive and promote students' self-esteem.
- Encourage parental involvement in their child's learning.

Recording class and home learning

The class teacher is responsible for recording assessment grades for pieces of classwork and home learning where it is relevant to do so. The most likely way of recording this information is in the teacher planner, mark book or electronically on Synergy, which should be kept fully up to date. It is the responsibility of the CL to monitor this.

Teacher markbook

CLs will be responsible for ensuring that their colleagues record marks and progress systematically.

In their chosen recording platform, teachers should be aware of:

- Student name
- SEND information
- Assessment outcomes
- Gender
- Vulnerable groups
- Any other information relevant to the individual staff member in tracking progress.

Recording Non-Examination Assessment Marks

It is the responsibility of the class teacher to submit controlled assessment marks to the CL for collation. Each CL should ensure that there is adequate provision for the storage of student assessments and that moderation

takes place when appropriate. CLs are responsible for informing class teachers of internal and external deadlines for NEA marks, and for monitoring these within their team.

KS3/KS4 Tracking Events and Reporting to Parents

Information regarding progress is collated and monitored on a regular basis throughout the school year. Teachers will give each student a currently “working at” grade during each termly tracking event. At Key Stage 3, an end of year predicted grade will also be reported, whereas in Key Stage 4 an end of course Predicted Grade will also be reported.

Teachers will also give a comment for engagement in class and engagement in home learning thus highlighting praise and any concerns. The comments are Independent, Active, Expected, Reluctant and Resistant. Teachers will also provide a comment for behaviour. The comments for behaviour are Excellent, Good, Requires Improvement and Unacceptable. Tracking reports are collated and published to parents/carers three times a year. For all students this information is then used in the following ways:

- CL can monitor achievement across the teaching groups and plan intervention as needed.
- AHT focuses on monitoring achievement and attitude to learning across a range of tutor groups to inform intervention.
- Tutors use this information as part of their mentoring and target setting conversations with students; this process is vital in tracking progress and ensuring appropriate intervention is put in place where needed. By using this data, we are able to monitor and plan on a strategic and an individual level.
- Celebrate achievement and target intervention.

	Independent Learner	Active Learner	Expected Learner	Reluctant Learner	Resistant Learner
Engagement in Class	This student consistently shows exceptional effort and takes a wholehearted approach to their learning.	This student is keen to improve and takes an enthusiastic approach to their learning.	This student performs to an acceptable level however they rarely go beyond what is expected.	This student needs significant encouragement to complete tasks and/or sometimes produces work below the standard we would expect.	Consistently performs below the expected standards and /or needs regular intervention to produce work to the standard we would expect.
Attitude towards home learning	This is for pupils whose home learning is always completed on time to an exceptional standard and takes full responsibility for self-directed study.	This is for pupils whose home learning is almost always completed on time to a good standard and will engage in self-directed study.	This is for pupils whose home learning is usually completed on time at the expected standard but who rarely engage in self-directed study.	This is for pupils whose home learning is sometimes late and/or is below the expected standard. They do not engage in self-directed study.	This is for pupils whose home learning is often late and/or is consistently below the expected standard. They take no responsibility for self-directed study

	Excellent	Good	Requires Improvement	Unacceptable
Behaviour in class	Not only does an excellently behaved student never disrupt their lessons, but they are	A student with good behaviour rarely, if ever, causes low level disruption to learning.	A student whose behaviour requires improvement exhibit low level behaviour that they	Unacceptable behaviour in the classroom is anything that may warrant a sanction, for example detentions, removal to

	also exceptional by going above and beyond this to constantly exemplify the Balshaw's values of Love, Patience, Respect, Truth, Friendship, Kindness, Forgiveness and Humility in their day to day interactions. Examples of this are volunteering to assist others, going out of one's way to support someone in need and being a role model for others.	They will very rarely, if ever, need to be reminded of behavioural expectations.	occasionally need to be reminded by staff to correct. For example, chatting with others, lateness and moving off task during learning activities.	curriculum leader or SLT call out, such as defiance, non-compliance, rudeness, continual low level disruption or dangerous behaviour.
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Course outlines

Course summaries of the work to be covered in each subject/project will be provided for students and families through the Balshaw's website.

Parent Evenings/Meetings

There is the opportunity for parents to meet with both teachers and tutors on a scheduled parents' evening during the year. All Parents Evenings will be in person and face to face. Appointments for all staff will be coordinated and keep to a strict schedule.