

STUDENT PROGRESS AND INTERVENTION POLICY

<p>Policy Owner</p> <p>Assistant Head, Progress and Tracking</p>	<p>Applies to</p> <p>Prior Park College (PPC)</p>	<p>Superseded documents</p> <p>Student Progress and Intervention Policy v1</p>
<p>Associated documents</p> <p>Behaviour Policy Curriculum Policy Teaching and Learning Policy Safeguarding Policy SEND Policy EAL Policy Equality, Diversity and Inclusivity Policy</p>	<p>Review frequency</p> <p>Every two years (unless the legislation/regulations update before this time)</p> <p>Implementation date</p> <p>28 August 2025</p>	<p>Legal Framework</p> <p>KCSIE ISI regulations</p>

This policy is reviewed biennially, or more regularly as required, prior to approval by Trustees (if applicable)

Last reviewed by:	Assistant Head, Progress and Tracking (Ms L Sutherland)
Date last reviewed:	November 2024
Approved by Trustees:	Approved by Headmaster (Mr B Horan) and DH Academic (Mr C Gamble)
Date last approved:	28 August 2025
Date for next approval:	August 2027

1. Introduction

Prior Park Schools (PPS) is a family of Christian schools based in Bath and Gibraltar. Prior Park College (PPC) and The Paragon School (TP) are incorporated in England as Prior Park Educational Trust Ltd. Prior Park School Gibraltar (PPSG), is incorporated in Gibraltar as Prior Park School Ltd. Both are companies limited by guarantee and registered charities.

The Prior Park Schools mission, underpinned by shared values, is to steward a thriving family of communities with love for the young people they serve at their heart. These vibrant communities cultivate creativity, foster integrity, and transform lives.

Prior Park Schools Values:

Curiosity – Generosity – Courage

2. Aims of the Policy

At Prior Park College, we are committed to fostering an academic environment that supports all students in achieving their highest potential. This policy consolidates the principles of tracking, intervention, and support to ensure every student receives the necessary guidance, interventions, and stretch to thrive academically.

The shared values of Curiosity, Generosity, and Courage guide our approach to student progress, allowing us to build an inclusive and supportive academic community that nurtures students' development, regardless of their starting point.

This policy reflects the holistic approach to intervention and progress tracking at Prior Park College. We aim to provide all students, from those requiring additional support to our most talented, with the environment, resources, and encouragement they need to reach their full potential.

- Ensure that students are tracked, monitored, and supported based on individual progress and needs.
- Provide targeted interventions for those students identified as requiring additional support to reach or exceed expected levels of attainment.

- Offer additional opportunities and challenges for HATs, Scholars and Award holders to ensure they are stretched beyond standard curriculum expectations.
- Enable teachers, Heads of Department, Housemasters/Housemistresses, and school leadership to work collaboratively in tracking and improving student progress.

3. Tracking and Monitoring

Tracking and monitoring play a critical role in ensuring that all students receive the academic support they require. This is achieved through regular data collection and analysis, which informs interventions at both classroom and whole-school levels.

Assessment and Reporting

Students' academic progress is assessed regularly through cohort tests, teacher evaluations, internal exams, and effort ratings. Data is stored and monitored centrally and compared to baseline data to provide a comprehensive view of each student's performance, including academic strengths and areas for improvement.

Effort and Attainment

Student performance is evaluated both in terms of attainment (academic results) and effort. Those demonstrating underperformance or insufficient effort may be flagged for intervention, while high-effort students are rewarded and encouraged.

4. Intervention Strategies

Interventions at Prior Park College are designed to be both structured and responsive, based on regular monitoring and data analysis. The intervention process is categorised into three levels across all key stages (KS3, KS4, and KS5) and is initiated based on average effort and attainment levels against baseline data.

Monitoring, Reporting and Interventions

- Half-termly reports are issued to parents, with data shared with Heads of Department (HODs) and Housemasters/Housemistresses (HsMs) through RAG sheets.
- The Assistant Head (Teaching & Progress, AHTP) and Academic SLT meet with HODs and HsMs, as appropriate, to review reports and agree interventions.
- RAG sheets serve as working documents. Interventions are recorded on them and used in Departmental and Pastoral meetings, as well as in bi-weekly Line Management Meetings across the academic and pastoral arms of the College.
- Students of concern are held as a register on iSAMS, enabling them to be easily flagged to classroom teachers.
- Teachers are responsible for identifying in-class interventions and regularly reviewing their effectiveness. If no improvement is observed, concerns are escalated to a higher level.

Level-Based Interventions

Level 1: Moderate concern (slightly below expected effort or attainment)

- Led by the Head of Department (HoD).
- Actions may include:
 - A "Teachers Around the Pupil" (TAP) meeting.

- Parents contacted by email, with HoD, Housemaster/Housemistress (HsM), Tutor, and Learning Development (LDP)/English as an Additional Language (EAL) staff copied as appropriate.

Level 2: Significant concern (consistently low effort or attainment)

- Led by the HsM.
- Actions may include:
 - An online report card issued via iSAMS, monitored daily by Tutors, with concerns escalated as necessary.
 - Weekly review meetings between student and HsM.
 - Parents informed and given access to report comments.
 - A TAP meeting held if concerns persist; HsM may arrange a parent meeting.
 - LDP/EAL involvement considered for additional support.

Level 3: Serious concern (sustained poor effort or very low attainment)

- Led by the Assistant Head (Progress and Tracking).
- Actions may include:
 - A face-to-face meeting with parents.
 - Possible academic restrictions, such as removal of phone privileges or supervised study sessions.

Review of Progress

Each intervention is reviewed termly to assess effectiveness. If progress is noted, the intervention may be adjusted or removed. If no progress is seen, further escalation occurs.

Academic Restrictions

Students at higher intervention levels may face academic restrictions, including:

- Loss of phone and internet privileges.
- Attendance at supervised prep rather than extracurricular activities.
- Supervised study sessions with the Senior Leadership Team (SLT).
- Removal of social privileges.

5. High Achieving and Talented Students (HATs)

Students identified are identified as HATs either by attainment, high levels of effort or engagement and by Academic or Cocurricular award. HATs students receive additional opportunities to develop their capabilities beyond the standard curriculum. This includes participation in the centrally organised Scholarship / Prior Blue programme as well as targeted stretch and challenge resources within departmental curricula.

Opportunities may include, but are not restricted to, participation in external competitions, academic / cultural trips, lectures and workshops and opportunities to lead within school and in our wider community.

HATs students are encouraged to bring their peers into these activities to foster a collaborative learning environment.

6. Review and Removal from Interventions

Student performance and progress are reviewed at regular intervals throughout the year. Students who have demonstrated improvement may be removed from intervention lists, while those whose progress remains a concern will continue to receive targeted support. Keeping records on iSAMS ensures all relevant staff are informed of the latest student progress updates.