



MVS Monitoring Student Progress Policy

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Individual responsible:	Nicki Ridley, Deputy Head Academic

Introduction

In the first week of the autumn term, students in Years 7, 9 and 12 (and any new joiners in any Year Group) sit the relevant CEM (the Centre for Evaluation and Monitoring, within Durham University) Cambridge Secondary Insight baseline assessment. The results provide the school with a measure of students' abilities in Vocabulary, Maths, Non-Verbal Reasoning and, for Year 7 and 8 only, Skills. This enables the school to assess students' progress relative to their potential.

CEM's Baseline Assessments

Cambridge Secondary Insight (CSI) - Lower Secondary stage KS3, ages 11-14 (formerly Middle Years Information System – MidYIS)

Completed at the start of Year 7, students are placed into quartiles in the national cohort and a series of most likely grades at GCSE are produced. This data is used in the setting of students in English, Maths and Science, as well as by teachers to inform their planning and teaching.

Cambridge Secondary Insight 9-1 (CSI) - Upper Secondary stage KS4, ages 14-16 (formerly Year 11 Indicator System – YELLIS)

Completed at the start of Year 10, students are placed into quartiles in the national cohort and a series of most likely grades at GCSE are produced. This data is used by teachers to inform their planning and teaching and also forms the 'Likely Grade' that students receive, in each subject, on their Grade Cards in Years -10 & 11.

Cambridge Secondary Insight 9-1 (CSI) - Advanced stage KS5, ages 16-19 (formerly A Level Information System - ALIS)

Completed in Year 12, this assesses students' developed ability and gives predictions of most likely Grades at A Level.

Vale Added Data

After GCSE and A Level results are published, the Data Manager and the Deputy Head Academic analyse the results. CEM can also provide *value added analysis* for each student, in each subject.

Maida Vale School's Reporting System

Reports are published, to parents and students, on My School Portal according to the Reporting Schedule. The data collected, overseen by the Data Manager and which informs the various Reports, must be consistently comparable data across each subject and Year Group, so that students' academic progress can be confidently interpreted and compared.

Monitoring Students' Academic Progress

Subject Teachers

Subject Teachers should be in regular contact (phone or email) with students' parents if academic performance is not meeting expectations. The PT and Head of Department should both be copied into emails and liaising should take place to ensure effective and realistic action plans are put in place to ensure continued academic progress.

Personal Tutors

PTs are expected to have an overall awareness of each of their tutee's academic performance, by tracking Merits and Stages as well as by reading Progress/Grade Cards, Subject Reports and any other Reporting documents. PTs are expected to guide, advise, intervene and contact home where necessary to ensure continued academic progress.

Students of concern must be identified and the following steps regularly followed:

- Liaise with Subject Teachers, Heads of Department and Personal Tutors to ensure appropriate intervention is taking place
- Liaise with home and monitor improvement / further decline
- Keep the Assistant Head Academic and the Deputy Head Academic informed of concerning students and those who need to be placed on Academic Support Plans.

Heads of Department

Heads of Department should use both their department's data (prep, classwork, assessments etc) and the CEM baseline data to identify underperforming students in each Year Group. Appropriate intervention should be implemented and a list of students in each Year Group, with intervention methods, should be kept up to date in their department area on Sharepoint. Throughout the year, the efficacy of intervention should be monitored and reported on. Heads of Department must regularly inform their Line Managers / the Deputy Head Academic of concerning students, along with the strategies being used and the communication home that has occurred.

Students of concern must be identified and the following steps regularly followed:

- Liaise with Subject Teachers and Personal Tutors to ensure appropriate intervention is taking place
- Liaise with home and monitor improvement / further decline
- Follow the academic concerns ladder in the Behaviour Policy
- Keep the Assistant Head Academic and the Deputy Head Academic informed of concerning students and those who need to be placed on Academic Support Plans.

Head of Sixth Form

The Head of Sixth Form has oversight of academic performance in Years 12-13, by working with the Data Manager. The weakest students must be identified and the following steps regularly followed:

- Liaise with Subject Teachers, Heads of Department and Personal Tutors to ensure appropriate intervention is taking place

- Liaise with home and monitor improvement / further decline
- Keep the Deputy Head Academic informed of concerning students and those who need to be placed on Academic Support Plans.

Data Manager

The Data Manager is responsible for processing and presenting the academic data (CEM's 'Likely Grades'; KS3 Progress Grades, KS4-KS5 Grades; KS3-KS5 Effort Grades; Internal Assessment & Exam results etc) in accessible spreadsheets on SharePoint, labelled for each Year Group and each academic year. A RAG (red-amber-green) system can be utilised. The Data Manager must keep the spreadsheets up to date and may be asked for help in interpreting or using data, or in producing data in different formats by Heads of KS3 and KS4, Head of Sixth Form and the Assistant Head Academic or Deputy Head Academic.

Deputy Head Academic

The Deputy Head Academic has oversight of all students' academic performance and progress. They will have oversight of patterns and trends across departments and Year Groups as well as the intervention strategies in all Year Groups and especially those in Years 11-13. The Deputy Head Academic will liaise with Heads of Department, Personal Tutors and parents to ensure concerning students' performances are remedied.

After significant data collection points, meetings take place between Heads of Department and their Line Managers (the Deputy Head Academic, the SENCo and/or the relevant Heads of Section may attend these meetings) and a record is saved on the Line Management Meeting minutes, which outlines:

- the underperforming students
- the intervention measures in place
- the communication between school and home that has occurred
- the timeframe before further monitoring or intervention takes place
- any relevant pastoral information