



Newton International Academy, Barwa

Primary Tracking and Monitoring Pupil Progress Policy

*An International Community of Learners,
Striving for Excellence and Celebrating
Success*



NEWTON
INTERNATIONAL
ACADEMY | **BARWA**

Our vision, mission and values:

Vision: An international community of learners striving for excellence and celebrating success.

Mission: We aim to provide the highest quality of education possible for students of all abilities. In doing so, we aim to positively encourage each student to achieve academic excellence at their level, enjoy creative diversity, develop critical thinking skills, and become lifelong learners and responsible citizens.

Values



Rationale

Monitoring and tracking pupil progress is essential to ensuring that all learners achieve their full potential. It supports the timely identification of strengths and areas for development, promotes accountability, and ensures high standards of education across all year groups. This policy ensures a consistent and effective approach across the primary phase, enabling early intervention and tailored support for all pupils.

Aims

- Ensure that staff, pupils, and parents understand how progress is tracked and monitored to support pupil learning.
- Promote a consistent, whole-school approach to assessment and intervention.
- Support timely identification of underperformance and guide appropriate strategies for improvement.
- Cultivate a growth mindset among pupils, encouraging resilience, responsibility, and a positive attitude towards learning and progress.
- Use data effectively to raise attainment and maintain high performance across subjects and key stages.

Approach to Monitoring Progress

- Teachers are responsible for monitoring the progress of each pupil in their class.
- Assessment evidence is used to make informed judgements about pupil progress.
- Individual work is assessed against explicit success criteria, and pupils are made aware of how to improve.
- Pupils receive baseline, midterm, and end-of-term assessments to provide a comprehensive view of progress.
- Assessment outcomes guide planning and ensure that teaching is responsive to pupil needs.

Intervention and Support

- Where pupils are not making expected progress, teachers intervene using strategies such as differentiation, reteaching, and targeted support.
- If progress remains limited, teachers must communicate with parents (via Class Dojo or meetings) and notify the Year Group Team Leader.
- Consideration is given to any barriers to learning, including SEN or personal circumstances, and support is adapted accordingly.
- Pupils are encouraged to take ownership of their progress through clear feedback and learning conversations.

Data and Recording Systems

- Tracking Grids/Summaries: Maintained for each class and year group to track progress over time.
- Raising Attainment Plans (RAPs): Created for the Primary Department to review termly and annual trends and evaluate performance across subjects.
- Action Plans: Developed mid-termly to address learning gaps and review the effectiveness of actions taken.

Personalisation and Pupil Voice

- Data-driven insights are used to personalise learning pathways and ensure each child receives appropriate challenge and support.
- Pupils are engaged in their own progress through regular feedback, clear next steps, and opportunities for self-reflection.
- Encouraging pupil voice fosters responsibility, resilience, and motivation to improve.