



Winterton Community Academy

Pupil Progression Charter

At Winterton Community Academy, we are committed to ensuring all learners are safe, happy and successful.

We recognise that pupils develop at different rates and sometimes there will be additional barriers to learning that as a result can hinder progress and limit the chances for an individual to fulfil their potential. It may be beneficial in some instances to support a student by allowing them to access their education in a different year group from their chronological age. This would effectively give them additional time to prepare for their final examinations, sitting them a year later.

There is a direct correlation between attendance and progress in school, naturally, given the assumption that if a pupil is present in the classroom then they will not be accessing their education.

Therefore, one key measure for identifying any pupil who may benefit from this approach is through the monitoring of their attendance (sessions and class by class).

A pupil is considered to have persistent absence if their attendance falls below 90%. Therefore, any pupil who is identified as persistently absent will automatically be selected for a further review to determine whether their progression to the next year group should be deferred.

Pupils who are deferred will then access their education at a lower age group than their chronological age and their progress will continue to be monitored.

They will not be entered for their GCSE examinations until the end of Year 11.

In addition, and by the same rationale, pupils who are removed from individual lessons are effectively missing 4% of their learning for each removal on a weekly basis. Therefore, students who are persistently removed from lessons will also be identified for further review to consider whether they should be considered for a deferral.

When considering a deferral, the overall progress will be reviewed, across all subjects, with an emphasis given to the core subjects of Mathematics, English, Science, Humanities and where relevant MFL.

Whilst ordinarily, the end of an academic year would be the most suitable time to consider whether a deferral is appropriate, it is not necessary to wait. If delaying a deferral may further

hinder the progress of a pupil, then a review can take place at any stage during the academic year.

Pupils with Special Educational Needs or Disabilities (SEND) should not be considered for a deferral and every effort must be made by the academy to ensure that their individual learning needs are being met. Only under exceptional circumstances, where there is clear evidence that a deferral would be beneficial and with the consent of parents, should a pupil with SEND be considered.

Deferral Process

Any pupil who is identified for a review, where the outcome may be a deferral, should undertake the following steps:

- Attendance / Progress Data highlights that a pupil may be significant below their expected level of progress. (Academy Leadership Team)
- A meeting will be conducted to discuss concerns and identify any barriers to progress. Expectations and targets will be set during this meeting for a specified review period. (Head of Year / Senior Leader / Parent or Carer / Pupil)
- Review Meeting: Following the specified period of time, a review meeting will take place with those present at the original meeting. During this meeting, a recommendation will be made as to whether a deferral is appropriate. This will then be reported back to the Academy Leadership Team and the appropriate school governors for a final decision.