Learner Performance Management
Policy and Plan

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Policy Owner: Head of Centre (HoC)
Operational Leads: Vice Principal/Student Experience (Behaviour Lead); Designated Safeguarding Lead (DSL) — Eman Ahamed; Deputy DSL — Anis Zaman
Supporting Leads: EDI Lead; SENCo/Access Arrangements Lead (AAL); Heads of Department (HoDs); Attendance/Pastoral Lead; IT Manager; Exams Officer (EO); Data Protection Officer (DPO)

1. PURPOSE / RATIONALE

1.1 This policy sets out the framework and annual cycle for managing, monitoring and improving learner performance at London Maths & Science College (LMSC), across all programmes and in all modes of delivery (in-person, online and hybrid).

1.2 The aims are to:
- Secure high levels of learner progress, achievement and progression in all subjects, with a strong focus on STEM and Business.
- Ensure early identification of learners at risk of underperformance, withdrawal or non-progression.
- Provide a clear, structured system of target setting, monitoring, review and intervention.
- Ensure that all learners receive timely academic, pastoral and careers support tailored to their needs.
- Support compliance with requirements of Ofsted, awarding organisations and other regulators regarding learner outcomes, progress and destination tracking.

2. SCOPE

2.1 This policy applies to:
- All learners enrolled on full-time or part-time programmes at LMSC, including 16–19 and adult learners.
- All curriculum areas and qualification types, including but not limited to:
  - A level, GCSE/IGCSE and Cambridge International programmes.
  - Vocational and professional qualifications (e.g. AAT, BTEC).
  - Any short courses, resit programmes and online/hybrid provision.

2.2 The policy covers:
- Baseline assessment and initial target setting.
- Ongoing assessment, tracking and data collection.
- Progress reviews and learner performance meetings.
- Academic support, mentoring and intervention.
- Identification and management of "at-risk" learners.
- Recording and reporting of learner progress and outcomes.

2.3 This policy should be read alongside:
- Teaching, Learning and Assessment Policy
- Behaviour for Learning Policy
- Student and Staff Code of Conduct
- Attendance and Punctuality Policy

- Safeguarding and Child Protection Policy
- Equality, Diversity and Inclusion Policy
- SEND / Learning Support Policy
- Exams and Assessment Policies
- Careers Education, Information, Advice and Guidance (CEIAG) Policy

3. PRINCIPLES

3.1 LMSC's approach to learner performance management is guided by the following principles:
- **Ambition:** All learners are expected and supported to aim high and make at least good progress from their starting points.
- **Early intervention:** Potential issues are identified and addressed as early as possible.
- **Holistic view:** Academic performance is considered alongside attendance, behaviour, wellbeing and personal circumstances.
- **Equity:** The system actively identifies and addresses gaps in performance between different groups of learners.
- **Shared responsibility:** Performance management is a joint responsibility of learners, teachers, tutors, parents/carers (where applicable) and senior leaders.
- **Transparency:** Processes, expectations and targets are clearly communicated to learners and parents/carers.
- **Evidence-informed:** Decisions are based on accurate, timely data and professional judgement.

4. DEFINITIONS

- Baseline assessment: Initial assessment used to determine a learner's starting point and inform target setting.
- Minimum Expected Grade (MEG) / Target Grade: A grade derived from prior attainment and professional judgement, representing the minimum expected outcome.
- Aspirational grade: A higher target representing the learner's stretch potential.
- Progress review: A scheduled review of a learner's performance, targets and support needs, usually with a tutor or subject teacher.
- At-risk learner: A learner whose data and/or circumstances indicate a significant risk of underperformance, non-completion or non-progression.
- Intervention: Targeted academic or pastoral support designed to improve performance and/or engagement.

5. LEARNER PERFORMANCE MANAGEMENT FRAMEWORK

5.1 The framework consists of:
- Baseline assessment and target setting at the start of the programme.
- Regular formative and summative assessment by subject teachers.
- Centralised tracking of progress, attendance and behaviour using a college information system.
- Scheduled progress review points (e.g. half-termly or termly) with learners.
- Clear criteria for identifying "at-risk" learners.
- Structured academic and pastoral interventions.
- Review of impact and adjustment of support.
- 5.2 Learner performance management operates across all modes of delivery (on-site, online and hybrid), with equivalent expectations, monitoring and intervention processes in each mode.

6. ANNUAL LEARNER PERFORMANCE CYCLE (INDICATIVE)

Pre-enrolment / Enrolment
- Review of prior attainment, interviews, guidance.
- Initial suitability checks for chosen study programme.

September–October (Induction and Baseline)
- Diagnostic assessments in key subjects (e.g. Maths, English, relevant STEM/Business areas).
- Initial target setting (MEG and aspirational grades).
- Individual Learning Plan (ILP) or equivalent created.

October–December
- Regular formative assessments.
- First formal progress review and report to learners and parents/carers (where applicable).
- Initial interventions for identified at-risk learners.

January–March
- Mid-year assessments (e.g. mock exams, controlled assessments).
- Second formal progress review with updated targets if necessary.
- Enhanced interventions and support plans for learners with significant concerns.

April–May
- Pre-exam or end-of-year review of readiness, revision and support.
- Targeted exam preparation, study skills and wellbeing support.

June–August
- Exams and final assessments.
- Results analysis and progression/destinations guidance.
- Evaluation of learner performance data to inform improvement planning for the following year.

7.BASELINE ASSESSMENT AND TARGET SETTING

7.1 Baseline Data

7.1.1 On entry, LMSC collects baseline information for each learner, including:
- Prior attainment (e.g. GCSE grades, other qualifications).
- Internal diagnostic test results (e.g. Maths, English, subject-specific tasks).
- Information on learning needs, EAL, SEND and other relevant factors.

7.1.2 For international pathways or where UK prior attainment data is limited, appropriate internal assessments and interviews will be used to determine baseline.

7.2 Target Grades

7.2.1 Using baseline data and professional judgement, LMSC will set:
- A **Minimum Expected Grade (MEG)** for each subject, representing expected performance.
- Where appropriate, an **aspirational grade** to provide stretch and challenge.]

7.2.2 Targets should be:
- Realistic but ambitious.
- Informed by national benchmarks where available.
- Reviewed and discussed with learners to ensure understanding and buy-in.

7.2.3 Target setting will be documented on the learner's ILP and in the college tracking system.

8. ONGOING ASSESSMENT, TRACKING AND DATA

8.1 Assessment

8.1.1 Subject teachers will conduct regular formative and summative assessments, appropriate to the programme and awarding body requirements, including:
- Class tests and quizzes.
- Homework and assignments.
- Practical tasks and coursework.
- Mock examinations and timed practice papers.

8.1.2 Assessment tasks will be planned to provide reliable indicators of progress towards target grades and syllabus requirements.

8.2 TRACKING

8.2.1 Assessment results will be recorded in the central tracking system on agreed data entry points.

8.2.2 In addition to attainment data, the system will record:
- Attendance and punctuality.
- Behaviour incidents and positive achievements.
- Interventions and support provided.

8.2.3 Data will be analysed at learner, group, subject and cohort level to:
- Identify learners making strong progress.
- Identify learners underperforming relative to targets.
- Identify patterns or trends (e.g. by subject, group, demographic characteristics).

9. PROGRESS REVIEWS AND LEARNER MEETINGS

9.1 Scheduled Progress Reviews

9.1.1 Learners will have formal progress reviews at defined points in the year (e.g. half-termly or termly), led by their personal tutor or equivalent.

9.1.2 Progress reviews will consider:
- Current performance against target grades in each subject.
- Attendance and punctuality in all sessions (including online/hybrid).
- Behaviour, engagement and effort.
- Wellbeing, motivation and any personal circumstances affecting performance.
- Progress towards longer-term goals (e.g. university, apprenticeship, employment).

9.1.3 Outcomes of the review will include:
- Updated comments and targets on the ILP.
- Agreement of specific actions for the learner and the college.
- Recording of any new support or intervention required.

9.2 Subject-Level Feedback

9.2.1 Subject teachers will provide regular feedback on performance, both in writing and verbally, aligned to assessment criteria and target grades.

9.2.2 Where there are concerns, subject teachers will:
- Discuss these with the learner promptly.
- Set short-term improvement targets.
- Inform the personal tutor or programme lead as appropriate.

9.3.1 For learners under 18 (and where appropriate for adult learners), LMSC will share progress information with parents/carers through:
- Progress reports.
- Parent/carer evenings or progress events (in-person or online).
- Individual meetings or calls where concerns arise.

9.3 Communication with Parents/Carers

9.3.1 For learners under 18 (and where appropriate for adult learners), LMSC will share progress information with parents/carers through:
- Progress reports.
- Parent/carer evenings or progress events (in-person or online).
- Individual meetings or calls where concerns arise.

9.3.2 LMSC will encourage a partnership approach, enabling parents/carers to support learners' study habits, attendance and wellbeing.

10. IDENTIFICATION OF AT-RISK LEARNERS

10.1 Criteria

10.1.1 Learners may be identified as at risk if one or more of the following apply (list not exhaustive):
- Working significantly below target grade(s) in one or more subjects.
- Sudden or sustained drop in performance or effort.
- Attendance below agreed thresholds (e.g. below 90%, or pattern of lateness).
- Repeated behaviour incidents or concerns about conduct.
- Concerns about wellbeing, mental health or personal circumstances.
- Concerns raised by external agencies or parents/carers.

10.2 Risk Levels

10.2.1 LMSC may categorise at-risk learners using a tiered system (e.g. Amber/Red), indicating the urgency/intensity of intervention required.

10.2.2 These risk levels will be visible to relevant staff through the tracking system, with clear guidance on required actions.

11. INTERVENTIONS AND SUPPORT

11.1 Types of Intervention

Interventions may include, individually or in combination:
- Academic support:
  - Subject-specific workshops, clinics or tutorials.
  - Small-group catch-up sessions.
  - Study skills support (time management, exam techniques, note-taking).
  - Online resources, revision programmes or e-learning modules.
- Pastoral and wellbeing support:
  - One-to-one tutorials focused on motivation, organisation and wellbeing.
  - Counselling or mental health support (internal or external).
  - Mentoring by staff or trained peer mentors.
- Attendance and punctuality support:
  - Meetings with the attendance officer, tutor and/or parents/carers.
  - Attendance contracts and regular monitoring.
  - Adjustments to timetable where necessary.
- Behaviour support:
  - Behaviour contracts and restorative approaches.
  - Targeted behaviour mentoring or workshops.
  - Referrals to specialist support or external agencies if appropriate.

11.2 INDIVIDUAL SUPPORT PLANS

11.2.1 Where a learner is at significant risk of underperformance or withdrawal, an Individual Support Plan (ISP) will be put in place, recording:
- The specific concerns and risk factors.
- Clear, measurable improvement targets.
- Agreed interventions and support.
- Named staff responsible for delivering support.
- Timeline and review dates.

11.2.2 Progress against the ISP will be reviewed regularly, and adjustments made as needed.

11.3 ONLINE AND HYBRID LEARNING SUPPORT

1In online or hybrid contexts, interventions may also include:
- Additional online tutorials or check-ins with teachers/tutors.
- Structured weekly study plans and digital reminders.
- Technical support and guidance on using college platforms.
- Monitoring and support for online engagement (e.g. camera use, participation in chat/forums).

12. BEHAVIOUR, ATTENDANCE AND CONDUCT AS PERFORMANCE INDICATORS

12.1 Behaviour

12.1.1 Behaviour is an important component of learner performance. Persistent poor behaviour may indicate deeper issues and will trigger support and, where necessary, formal behaviour procedures.

12.1.2 Behaviour expectations and processes for managing misconduct are set out in the Behaviour for Learning Policy and Student and Staff Code of Conduct.

12.2 Attendance

12.2.1 High attendance is crucial to performance. LMSC expects full attendance in all timetabled sessions, including online/hybrid.

12.2.2 Attendance below college thresholds will result in:
- Initial discussion with the learner and reminder of expectations.
- Contact with parents/carers for learners under 18.
- Inclusion on the at-risk register and possible ISP.

12.3 Online Engagement

12.3.1 In online/hybrid learning, engagement measures may include:
- Attendance at live sessions.
- Submission of online tasks.
- Contributions to forums, chats or collaborative work.

12.3.2 Lack of engagement online will be treated in the same way as absence from in-person lessons.

13. PROGRESSION AND DESTINATIONS

13.1 LMSC aims to ensure that each learner progresses to a suitable next step, including:
- Higher education.
- Apprenticeships or training.
- Employment with training.
- Further or higher-level study at LMSC or elsewhere.

13.2 The learner performance management system will:
- Track intended and actual destinations.
- Use performance and guidance information to support appropriate choices.
- Identify and support learners at risk of becoming NEET (Not in Education, Employment or Training).

13.3 The CEIAG offer will be integrated into the performance management process through:
- Targeted careers guidance for learners at key decision points.
- Information sessions on university, apprenticeships and employment.
- Support with applications, personal statements and interviews.

14. USE OF DATA AND REPORTING

14.1 Data Quality

14.1.1 Accurate and timely data entry is essential. Staff are responsible for entering assessment and attendance data by agreed deadlines.

14.1.2 Data will be quality-checked by curriculum and data managers.

14.2 Reporting

14.2.1 Learner performance data will be used to produce:
- Individual learner reports for students and parents/carers.
- Group and subject-level reports for Heads of Department and senior leaders.
- Whole-college reports for governors/proprietor and external bodies as required.

14.2.2 Data analysis will inform self-assessment and quality improvement planning.

14.3 Data Protection

14.3.1 Learner performance data will be processed in accordance with the Data Protection and Information Security Policy and relevant data protection legislation.

14.3.2 Access to detailed learner data will be restricted to authorised staff and shared externally only where lawful and appropriate.

15. ROLES AND RESPONSIBILITIES

15.1 Principal / Head of Centre
- Holds overall responsibility for learner performance outcomes.
- Ensures that appropriate systems, resources and staffing are in place to support this policy.

15.2 Senior Leadership Team
- Designs and oversees the learner performance management framework.
- Monitors performance at whole-college and group levels.
- Ensures that underperformance at subject or cohort level is addressed.

15.3 Heads of Department / Programme Leaders
- Monitor learner performance in their areas.
- Lead data reviews and coordinate interventions at subject level.
- Support staff in implementing effective teaching, assessment and support strategies.

15.4 Personal Tutors / Pastoral Leads
- Lead on progress reviews and ILPs.
- Act as the main point of contact for learners and, where appropriate, parents/carers.
- Coordinate academic and pastoral support, including ISPs.

15.5 Subject Teachers
- Deliver high-quality teaching and learning.
- Assess learners regularly and provide feedback.
- Record data accurately and on time.
- Raise concerns about learner performance and contribute to interventions.

15.6 Learning Support / SEND / EAL Staff
- Identify additional needs affecting performance.
- Provide or coordinate specialist support and reasonable adjustments.
- Advise teaching staff on inclusive strategies.

15.7 Attendance and Welfare Staff
- Monitor attendance and punctuality.
- Work with tutors and curriculum staff to address concerns.
- Liaise with parents/carers and external agencies where appropriate.

15.8 Learners

- Engage actively with their programme of study and support.
- Attend all scheduled sessions and complete work to the best of their ability.
- Participate in progress reviews and respond to feedback.
- Communicate openly with staff about any difficulties affecting performance.

15.9 Parents/Carers (where applicable)

- Support learners' attendance, punctuality and study habits.
- Engage with progress information and meetings.
- Communicate relevant information about circumstances that may affect performance.

16. MONITORING AND REVIEW OF THIS POLICY

16.1 The effectiveness of this policy will be monitored through:

- Analysis of learner retention, achievement, value-added and progression data.
- Findings from internal quality reviews, lesson observations and learner voice.
- Feedback from staff, learners and parents/carers.
- Outcomes of external inspections and awarding body reviews.

16.2 The policy will be reviewed at least annually, or sooner if:

- There are significant changes in regulatory or awarding body requirements.
- Analysis indicates that changes are necessary to improve learner outcomes.

Contact

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