



Dr Anne Brivonese, Abbey Grange High School - Leeds

“The staff here at Abbey Grange are really keen on the philosophy behind [Assessing Pupil Progress \(APP\)](#) but have struggled to find an accessible way of implementing it to ensure consistency across departments. Classroom Monitor Secondary provides a specific solution that meets all our requirements without increasing staff workload.”

“Initially there was no link between processes across departments and the assessment was in danger of losing its meaning for pupils and parents alike. By allowing subject staff to report on pupils through a universal system, all the information is available in one place. As a result, it becomes a valuable tool in providing the appropriate support for each child and identifying personalised next steps in their education.”

“We chose Classroom Monitor, not only because it met all our APP needs, but because we were looking for an IT-based solution. This minimises paperwork for staff and critically, it will provide a lot of data allowing us to carry out a broader analysis of the student body. This should provide greater strategic insight into areas for improvement of different year groups, cohorts and classes.”

“The flexibility and instant accessibility of Classroom Monitor has really helped our staff to get to grips with the requirements of APP. The tailor-made system suits our purposes and will support our efforts to reduce staff workload. Also, because it’s online staff can access it from home which gives them greater flexibility in how they manage their time and workload.”

“We are really excited about the impact the system is going to have on [staff relationships with pupils and parents](#). The accessibility of the system will help us to open really positive dialogue about pupils’ learning and progress. We believe it will lead to improved communications with parents and feel that it will become increasingly important in further developing these crucial relationships.”

“A key benefit of Classroom Monitor is that wherever there are transition points for our pupils, for example, where they may need to change class or when they move year groups, we have instant access to all the relevant information. This means that we are not having to take a step back before we can move forward. We are able to hit the ground running.”