Kirkcudbright Academy

Tracking and Monitoring Policy
Broad General Education

Last reviewed: 04/24

Tracking and Monitoring - BGE

Policy and Procedures

Rationale

It is our aspiration that all learners will perform to the best of their ability and achieve their full potential across all areas of the curriculum. It is acknowledged, however, that some students experience difficulty in maintaining the high expectations placed on them. To enable the school to identify those students who are experiencing difficulties in their learning it is important that effective strategies for 'Tracking and Monitoring' progress are in place.

The use of a range of information to monitor and track learners' progress and achievement is a key aspect of raising attainment and achievement. The analysis of information helps to inform planning to ensure the continued and appropriate progress of all learners.

It is essential that pupil progress builds on prior learning, not only at the Transition Stages of P7 into S1 and S3 into S4 but across all subject learning.

Aim

It is our aim that a rigorous and robust system is in place to monitor and track students' progress data on a regular basis in order that students' needs are identified. This should enable interventions to be made at the earliest opportunity and prevent students becoming disengaged with their work.

Principles

Tracking and Monitoring progress is based on the following principles:

- To support dialogue with learners and improve learning.
- Help learners to understand their own learning and progress.
- Provide an overview of each learner's progress and achievement over time and to share this information (for example with parents/carers) to promote improved learning.
- Identify strengths or lack of progress in order to intervene as appropriate.
- To provide a focus for professional dialogue, further assessment and moderation activities.
- Help staff review their practice, in line with the school Self Evaluation Policy, to support learners further.
- To support the analysis of relative progress of different groups of learners across a school, stage or department. For example, by gender; ethnicity; those with additional support needs; those with high/low achievement or attainment or progress across different curricular areas.

Although monitoring and tracking may relate to E's and O's, there is a danger that focusing on tracking individual E's and O's will lead to fragmentation of learning and insufficient emphasis on the depth of learning related to application of challenge.

It is what teachers do with the information arising from the monitoring and tracking that really matters. The focus should be on the continued support in progress, support and challenge in learning.

To be effective, monitoring and tracking processes should be accessible and manageable and provide valid, up-to-date and useful information

Procedures

When pupils first enter S1, staff will be provided with information on the level individual pupils have been working at in terms of Literacy and Numeracy, mainly from the 'feeder primary school' the pupils previously attended. This data will also be supported by the P7 SNSA Test Data, also focussing on Literacy and Numeracy skills.

Staff should also be taking into consideration pupils highlighted in the school 'Confidential Information Booklet' that have any 'barriers' to learning.

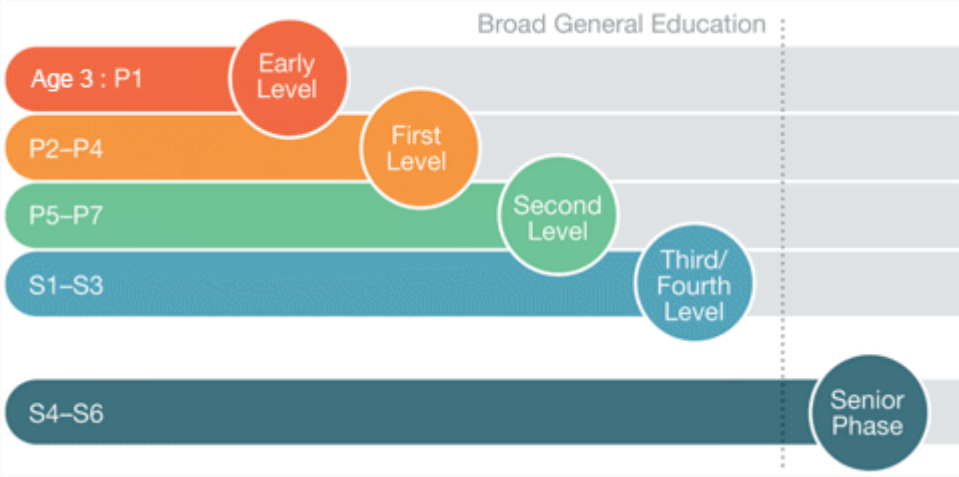
Tracking Periods

Throughout the year there will be two tracking periods where data from across the school will be collected from SEEMIs and reviewed by both middle and senior management within the school. This data will be analysed for trends or patterns across cohorts and classes, progress of individual learners will also be considered for inconsistencies or underperformance.

The tracking periods for each year group will coincide with the reporting cycle for the learners, when both update and full reports are compiled by staff.

Levels

There are five curriculum levels - Early, First, Second, Third and Fourth - in the Broad General Education (from early years to the end of S3)



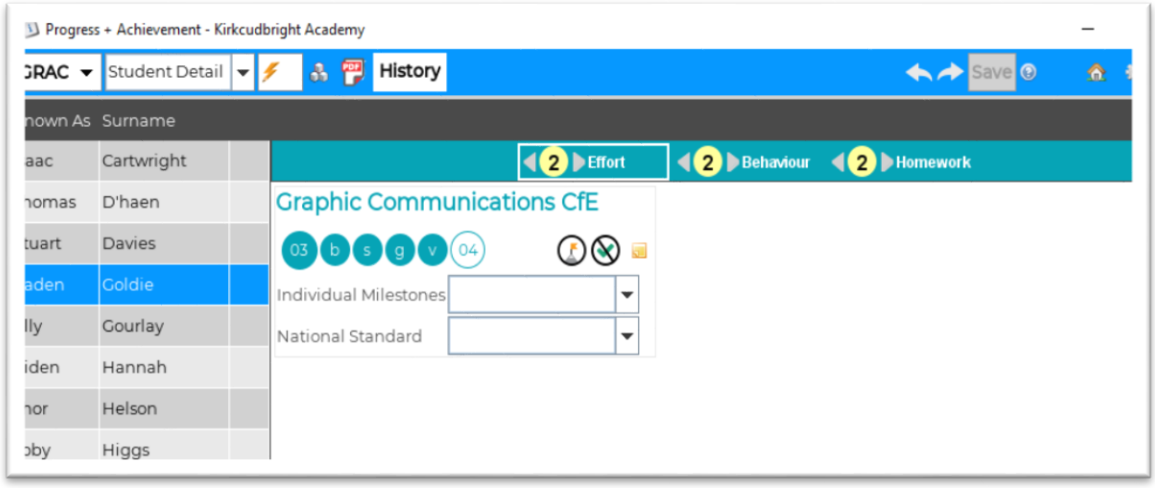
It is expected that the majority of students will have achieved Second Level by the end of their Primary Education and be ready to work at Third and Fourth level as they progress through S1-3.

The majority of young people will achieve Level 4 by the end of S3 as they prepare to progress to National 5 study in S4.

Progress and Achievement (SEEMIs)

Across the BGE the school uses the Progress and Achievement module for both reporting learners progress and gathering data for the tracking and monitoring process.

The image shown below shows the screen within SEEMIs Progress and Achievement module where teachers input Effort, Behaviour and Homework, along with the Level the student has achieved in their subject and the progress made toward the next level.



The image below shows the type of information a parent/carer would see with the student progress report.

Role of the Class Teacher

The role of the class teacher is pivotal to the effectiveness of the Tracking and Monitoring process. They are the individuals that know how well the students are achieving within their subject area and can assess the progress they are making against the Benchmarks within the Planned Learning and Teaching experiences. The class teacher will use their professional judgement as to how well learners are progressing and achieving.

The class teacher will:

- Review the data provided at the Transition Stage between P7 and S1, taking account of CfE Levels provided by the learners' Primary School, information provided from the SNSA assessment completed at the end of P7 and information from the Confidential Information booklet.
- Continually monitor and record the learners' progress within the classroom and during any planned assessment.
- Ensure learners are aware of the level they are currently working at.
- Discuss with students appropriate strategies for improvement.
- Provide an overview of the learners' progress at planned whole school Tracking and Monitoring periods.
- Use Tracking and Monitoring information as part of the teachers Self-Evaluation in reviewing classroom practices.
- Support the analysis of relative progress of groups of learners across the school.
- Take account of previous levels as learners transition between year groups and subject teachers.

Role of the Student

As stated in the rationale 'it is our aspiration that all learners will perform to the best of their ability and achieve their full potential', it is important that the student is part of, and engages in, the Tracking and Monitoring process.

The student will:

- Discuss with the classroom teacher his/her progress in learning.
- Engage in Learner Conversations with their UPS Tutor.
- Keep a record of progress across all subject areas.
- Discuss their progress with parents/carers at reporting stages.
- Inform the teachers if they experience any barriers to learning.

Role of the Parent/Carer

The school is committed to working with Parents/Carers in ensuring the learners achieve their full potential and as such it is important we work together to ensure this.

The parent/carer will:

- Discuss with the student his/her progress within the school in general and across subject areas.
- Discuss with the student the content of school reports issued during the year.
- Engage in discussion with school staff, at parents' evenings and at specifically arranged meetings, the students' progress to ensure learner progress.

Role of the UPS Tutor

The UPS Tutor has a crucial role in the Tracking and Monitoring process, they are the individuals who meet with the students on a regular basis to discuss and monitor not only the academic progress of the learner but also their health and wellbeing.

The UPS Tutor will:

- Discuss with students, on a regular basis, their progress across ALL subject areas, engaging in 'Learner Conversations'.
- Help students identify strategies that would enable them to address underperformance.
- Where concerns arise liaise with the PT Guidance in charge of the student's house group.
- Help students identify and recognise personal achievements both within and outside of school.

Role of the PT Curriculum

The PT Curriculum is the main support mechanism for the subject teacher and as such has an important role to play in the Tracking and Monitoring process and provides that link between the Curricular Areas and the Senior Management team.

The PT Curriculum will:

- Ensure faculty staff have appropriate planning and recording approaches in place to enable effective Tracking and Monitoring.
- Ensure T&M is a fixed agenda item at Faculty/Departmental meetings to allow discussion on learner and group progress.
- Analise with faculty staff, departmental and whole school comparisons of how well learners are progressing and identify support for individuals.
- Liaise with PT Guidance/SMT concerns on learner's progress.
- If appropriate contact parents/carers to discuss students progress and seek support in addressing under-achievement.

Role of the PT Guidance

The PT Guidance have a role in supporting the learner as a whole and where there is a concern regarding progress across a range of areas this would flag up the need for some type of intervention.

The PT Guidance will:

- Review tracking and monitoring data to identify any learners who are 'off track' and liaise with PT Curriculum and/or House SMT representative.
- Arrange discussions with the learner and/or teaching staff to ensure improvements. If appropriate parents/carers contacted as part of discussions.
- Ensure tracking and monitoring is a fixed agenda item during each tracking period to highlight 'off track' learners.
- Discuss and record in 'Pastoral Notes' strategies for improvement, with those students that are underperforming.

Role of the SMT

Members of the SMT have an 'overarching role' within the tracking and monitoring process, analysing data on a whole school basis while also ensuring the process is having a positive effect on the learner's progress.

The SMT will:

- Ensure appropriate data is collated and shared with staff during the tracking and monitoring periods.

- Discuss tracking and monitoring data and findings at appropriate SMT meetings.
- Analise the data to identify any whole school or individual learner trends or concerns arising from the data.
- Ensure tracking and monitoring is discussed at PTs and SMG meetings during the tracking periods.
- Support PTs and staff in addressing concerns around learner's progress.