Kirkcudbright Academy

Tracking and Monitoring Policy

Senior Phase

Last reviewed: 10/23

Tracking and Monitoring – Senior Phase

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.

Teaching staff have the professional knowledge and experience, and the relevant information, to enable suitable targets to be established for individual students in their classes. They also have the skills to devise strategies to assist them in meeting these targets.

It is important that effective one-to-one communication between teacher and student takes place in establishing these targets to ensure a shared vision as to the agreed outcome. Where targets are not being met it is important that this information is shared in order that further support may be put in place. Conversely when pupils are applying themselves to a consistently high standard it is imperative that this is recognised formally.

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

The process of Tracking and Monitoring is based on the following principles:

- When setting and reviewing targets, information available to staff, such as baseline indicators (BGE levels across curricular areas, data from the SNSA), previous test/examination results and prior subject performance should be examined critically in the light of current performance. In the event that no baseline indicator data is available staff should use their professional judgement.
- Aspirational Target Grades should strike a balance between the teacher's professional assessment and statistical predictions, but must always present the student with a suitable level of challenge.
- Individual students should be actively involved in negotiating and reviewing their targets.
- All students should receive support in achieving targets negotiated with them, with the class teacher adopting a variety of strategies to ensure targets are met.

- Where a student is not achieving a target but is, in the teacher's professional opinion, making significant progress towards meeting that target, then he or she would not require a comment to be made into the comment box in SEEMIS. If a comment is required then they should always be professional and may be shown to the student or parent. These comments will not be sent home but will be viewed by Student Support Staff.
- Where a student is not making significant progress towards their target, then it advised that some additional information is required for reference and possibly further action.
- Unrealistic student aspiration should be discussed with Student Support staff and, if necessary, communicated to parents/carers
- Serious progress concerns need not wait until a Tracking and Monitoring period. These issues should be dealt with immediately through referral to PT Curriculum, with support strategies agreed between the class teacher and the student.
- Pupils receiving excellent tracking reports should be recognised.
- Pupils reacting positively to interventions should be recognised.

Procedures

At the start of a subject or course the classroom teacher will set an initial Aspirational Target Grade for the student. This Aspirational Target Grade will be reviewed, where appropriate, when additional information, usually in the form of exam results, is made available in August.

> ***The 'Aspirational Target Grade' is the final grade the student aspires to achieve at the completion of a course.***
>
> *This should be based on available data, including 'Baseline data' from SNSA, 'Previous Attainment' in your subject (or similar subject) and taking into account previous information on Attendance Patterns or other personal information that may impact on achievement.*
>
> *Before setting, and agreeing, the 'Aspirational Target Grade' the teacher should discuss with the student his/her 'aspirations' in terms of achievement for the course and the expectations the teacher may have, taking into account the students abilities in that subject.*

Once the Aspirational Target Grade has been agreed, this information should be entered into SEEMIS.

The table below indicates the whole school Tracking and Monitoring activities across the Senior school. Precise timing of these activities will be outlined in the school calendar each year.

Tracking & Monitoring Activity	Staff Input	Comment Req	Report Home
Set Aspirational Target Grade	ATG's	No	No

Update Report	Working Grade Effort, Behaviour, Homework	Only if underperforming	Yes
T&M Period 1	Working Grade Effort, Behaviour, Homework	Only if underperforming	Optional
Full Report	Working Grade Effort, Behaviour, Homework	Yes	Yes
T&M Period 2	Working Grade Effort, Behaviour, Homework	Only if underperforming	Optional
SQA Estimate Grades	SQA Estimates	No	No

The **Working Grade** is the grade the pupil is currently working at. This grade will generally give a direct comparison with the Aspirational Target Grade, however some subjects may be entering a Working Grade based only on the level of work covered which will not provide this direct comparison.

The accuracy of these grades is essential in order to maintain an effective system. Rigorous moderation processes to support this should be in place within departments.

Monitoring and Tracking is based on discussions which support learning. Increasingly, through their involvement in reflective dialogue, students are developing the necessary skills required to support their own learning. These grades/ratings must be part of a regular student and teacher dialogue.

Entering Grades

Courses at **National 5, Higher and Advanced Higher** are graded A-> D and progress should be indicated by inserting the relevant bands :

- Upper A 1
- Lower A 2
- Upper B 3
- Lower B 4
- Upper C 5
- Lower C 6

Although National 3 and 4 courses are graded Pass/Fail staff should also use the 1-6 banding to demonstrate student performance within the course level.

A student should not be given an Aspirational Target as a Fail.

Effort, Behaviour and Homework

Staff are required to evaluate; **Effort, Behaviour** and **Homework**.
A scoring system of **1 to 4** is used.

1 = excellent,
2 = Good,
3 = inconsistent
4 = needs improvement.

Role of the Class Teacher

- Set targets and agree actions/interventions with students.
- Continue to monitor the progress of students in their subject area against the Aspirational Target Grade agreed.
- Identify students who have a discrepancy between their Target Grade and Working Grade (Off-track).
- Discus with students' appropriate strategies to improve any underperformance.
- Liaise with PT curriculum where appropriate.

Role of the Student

- The student will take note of their Aspirational Target Grades and maintain a record of attainment across the year.
- Engage in discussions about their progress and next steps to learning through learner conversations.

Role of the Parent/Carer

- Take a note of the Aspirational target grade agreed by the student and teacher for each subject.
- Discuss with the student progress in learning, especially during the Tracking/Reporting periods.
- Engage in discussion with the students teachers strategies for supporting the learning of the student, especially at parent/carer information evenings.

Role of the UPS Teacher

- Discuss with students on a regular basis their progress across all subjects, engaging in ‘Learner Conversations’.
- Identify strategies that would enable the student to address underperformance.
- Ensure identified strategies resulting from the ‘Learner Conversations’ are recorded by the student.
- If concerns arise liaise with PT Guidance, in charge of the students’ house group.

Role of the Principal Teacher (Curriculum)

- Ensure appropriate information is entered/updated if necessary, into SEEMIS.
- Ensure monitor and tracking is a fixed agenda item at the beginning of each month to allow teachers to highlight 'off track' students and discuss and agree on intervention strategies. This brings it to the attention of the SMT via link and departmental minutes.
- Review progress data during tracking periods and liaise with class teacher to discuss those students who are 'off track'.
- Discuss and record, with those students who are underperforming, strategies for improvement.
- Liaise with SMT/Guidance where appropriate.

Role of the Principal Teacher (Guidance)

- Ensure monitor and tracking is a fixed agenda item during each Monitoring period to highlight 'off track' students and discuss and agree on intervention strategies. This brings it to the attention of the SMT via link and departmental minutes.
- Review progress data for their house group, monthly, and liaise with PT Subject, UPS Teacher and House SMT representative to discuss those students who are 'off track' across subjects.
- Arrange discussions with students and/or teaching staff to ensure improvements. If appropriate parents/carers contacted to discuss and seek their support in aiming for an improvement.
- Discuss and record, within SEEMIS interventions, strategies for improvement with those students who are underperforming.

Role of SMT

- Issue reminder of monitoring and tracking deadlines in the staff bulletin.
- Collate tracking information, highlight 'off track students' and distribute this information to PTs.
- Highlight procedures of monitoring and tracking and role of the student in this process at student assemblies.
- Analise tracking and monitoring data during tracking periods to identify trends and patterns.
- Discuss whole school patterns and trends at PT's meetings to identify strategies for improvement in learning.
- Support PT's and staff in discussions with learners and/or parents/carers where appropriate.