

Braes High School

Tracking, Monitoring & Reporting Policy



“Tracking and monitoring is purposeful only when we manage to gather accurate, consistent data that we can then use to positively intervene to support and challenge youngsters as required. The purpose must always be on supporting each individual’s forward momentum and progression as they evolve throughout S1-3 and into the Senior Phase.”

Rationale:

At Braes High School it is our aspiration that all our pupils will reach their full potential. The monitoring of attainment and pupils' progress is an important responsibility to which we

give high priority. Our effective tracking and monitoring strategy enables pupils and staff to jointly plan, set and review targets with the aim of improving and raising the standards of achievement of all our pupils. This data will enable pupils to review their progress, and staff to intervene promptly and effectively if the progress of individuals is not maintained. This will provide pupils and parents with a clear understanding of progression within specific subject areas and raise awareness of any areas of concern. (Tracking Design Team 2015)

Aims:

- To provide pupils and parents with a clear insight into pupil progress
- To regularly track and monitor pupil attainment and achievement
- To regularly discuss with pupils, parents and carers their areas of strength and development
- To set clear, achievable and attainable targets
- To regularly review targets and provide interventions where necessary to ensure pupils remain on track

Purpose:

The purposes of monitoring and tracking are to:

- support dialogue with learners to improve learning
- help learners to understand their own learning, which they may choose to use to inform their profiling activities
- provide an overview of each learner's progress and achievement over time and to share the information in order to promote improvements in learning
- identify strengths or lack of progress in order to intervene as appropriate.

Broad General Education

As youngsters progress through the final three years of their Broad General Education (and the first three years of their secondary experience) it is important that a strong emphasis remains on the following:

- sustained focus on core values and developing the four capacities through learning

- Rich, engaging and challenging curricular experience across Es and Os, with a specific focus on progression as pupils work through Significant Aspects of Learning
- An emphasis on breadth and depth in all aspects of the curriculum – skills and content
- Clear progressive challenge with each new stage of the BGE – a strong sense of progression towards readiness for Nationals and contextualised learning that allows genuine application of skills and knowledge within real contexts – a strong sense that they can apply their learning in the world.
- Opportunities for IDL across subjects and shared responsibility for developing knowledge and skills in: Literacy; Numeracy; Health and Wellbeing and Developing the Young Workforce.

As we track learning and achievements in individual classrooms and within faculty and subject areas, as part of our everyday teaching, it is also important to have a holistic sense of a young person's progress. Our BGE tracking and monitoring system seeks to achieve this as a natural part of a youngster's journey and, crucially, identifies when intervention is required to support.

Over the course of the academic year, pupils, parents and carers will gain feedback on pupil progress in the following ways:

- Three tracking reports across the year
- One parents' evening

Tracking Reports

Tracking reports are designed to ensure that pupils, parents and carers are offered a clear indication of how pupils are progressing with key elements of the course. Pupil progress is regularly tracked against the Significant Aspects of Learning (SAL) for each subject area. A Significant Aspect of Learning refers to the main knowledge, understanding and skills a child will develop within each curricular area.

Gold	Silver	Bronze	TBC
Green indicates that a pupil is making good progress within a SAL.	Amber indicates that a pupil is making some progress within an a SAL	Red indicates that a pupil requires further development within a SAL.	TBC indicates that this SAL is still to be developed within the course

As well as being provided with an insight into how a pupil is developing the necessary skills, pupils and parents will be offered a rating for their overall effort; behaviour and homework, as well as potential next steps for either the parent or pupil. This is rating using traffic lights

where **Green** relates to 'Good'; **Amber** relates to 'Satisfactory' and **Red** relates to 'Improvement required'.

Parents' Evenings

Parents' consultations occur once within the academic year and are an effective way of finding out, in more depth, how your child is progressing with their course and discussing with staff how you can further support your child at home.

Full Report

As well as the above, pupils, parents and carers will also receive a full written report once per year. This will provide you with a more detailed understanding of how your child is developing within each course and provide further information as to how you can further support your child at home.

Senior Phase

Over the course of the academic year, pupils and parents will gain feedback on pupil progress in the following ways:

- Initial target setting
- Two tracking reports
- Two parents' evenings

Target Setting

When making a judgement about a pupils' target grade, the following information will be taken into consideration:

- Learner consultation between teacher and pupil
- Quantitative data
- Prior attainment
- Professional judgement

At Braes High School, it is our priority to ensure all pupils reach their full potential and we believe all candidates should aim high. With this in mind, our approach to target setting is

aspirational. Target grades are negotiated with individual pupils and may change depending upon a child's overall application and effort.

Target grades are long term and reflect what the teacher and pupil hopes they will attain by the end of the year. Within each tracking report, teachers will indicate how well a pupil is making progress with this specific target by traffic lighting red, amber or green:



= a candidate is on track to attain their target grade

= a candidate is struggling with elements of the course, but is still on track to pass



= a candidate is not on track to pass the course

Tracking

Reports

Tracking reports are designed to ensure that pupils, parents and carers are offered a clear indication of how pupils are progressing with key elements of the course. All departments have identified a key set of skills which candidates will develop throughout the course of the year. Again, we make use of a traffic light approach to indicate progress with each particular skill. This ensures that pupils are aware of their strengths and areas for development:

Green	Amber	Red	TBC
Green indicates that a pupil is making excellent progress within their course; is engaging well with their learning and is fully applying themselves.	Amber indicates that a pupil is making reasonable progress within their course; is engaging well with some of their learning and generally applies themselves.	Red indicates that a pupil is not making good progress within their course; is struggling with aspects of their learning and may not be fully applying themselves.	TBC indicates that this SAL is still to be developed within the course

As well as being provided with an insight into how a pupil is developing the necessary skills, pupils and parents will be offered a rating for their overall effort; behaviour and homework, as well as potential next steps for either the parent or pupil.

Parents' Evenings

Parents consultations occur twice within the academic year and are an effective way of finding out, in more depth, how your child is progressing with their course and discussing with staff how you can further support your child at home.

Key Roles

Pupils:

In regularly reviewing and self-evaluating your performance and progress, pupils will take relevant action when:



- You are off track with your course

- Discuss with your teacher why you are off track with the course
- Agree an individual action plan and support measures to help you get back on track
- Discuss agreed support measures with your parent/carer
- Attend all supported study sessions



- You are struggling with elements of the course

- Discuss with your teacher why you are off track with particular elements of the course
- Agree an individual action plan and support measures to help you get back on track
- Discuss agreed support measures with your parent/carer
- Talk to your Guidance Teacher
- Attend all supported study sessions



- You are on track

- Well done!
- Your hard work is paying off!
- Keep doing what you are doing to maintain this level of achievement!

Class Teacher:

In regularly and holistically reviewing pupil performance, teachers will indicate - through the use of progress indicators - how a pupil is progressing with their:

- target grade
- overall progress with the course skills
- effort, behaviour and homework.

Action taken by class teacher:

- - A pupil is off track:
 - Access relevant confidential information/liase with Guidance
 - Discuss with the pupil why they are off track with the course/particular element
 - Agree an individual action plan and support measures to help the pupil get back on track
 - Discuss pupil progress and action plan with their Faculty Head
 - Create an attainment referral through OTB indicating agreed action and review period
 - If a pupil remains off track after the review period, the teacher should again refer and discuss with their Faculty Head and Pastoral Head next steps.
- - A pupil is struggling with elements of the course:
 - Access relevant confidential information
 - Discuss with the pupil why they are off track with the course/particular element
 - Agree an individual action plan and support measures to help the pupil get back on track
 - Discuss pupil progress and action plan with their FH
 - Generate a 'for info' referral
- - A pupil is on track:
 - Follow policy for promoting positive behaviour
 - As appropriate, a positive referral can be generated which will be sent to parents via email

Faculty Head:

In regularly reviewing and evaluating pupil progress across their Departments, Faculty Heads will target and support individual intervention for pupils and take the following action:



- A pupil is off track:

- Access relevant confidential information/liaise with Guidance
- Discuss with class teacher agreed action plan and support measures
- Where appropriate, discuss with the pupil support measures and expectations
- Send home attainment referral with agreed action - signed return within one week
- Review progress

If a pupil remains off track after the review period:

- Liaise with link DHT in line with tracking calendar
- Contact home and, where appropriate, invite parents in to discuss
- Agree new action plan
- Continue to monitor and review



- A pupil is struggling with elements of the course:

- Access relevant confidential information/liaise with Guidance
- Discuss with class teacher agreed action plan and support measures
- Where appropriate, discuss with the pupil support measures and expectations



- A pupil is on track:

- Monitor those who are recognised through positive behaviour policy
- Monitor those who receive positive referrals

Pastoral Head:

In regularly reviewing and evaluating pupil progress across their Houses and in PSE, Pastoral Heads will target and support individual intervention for pupils and take the following action:



- A pupil is off track:

- Discuss agreed action plan and support measures within House Team Meetings
- Where appropriate, discuss with the pupil relevant support measures and expectations
- Monitor attainment referrals and action plans agreed
- Review progress

If a pupil remains off track after the review period or receives more than one attainment referral:

- Liaise with FH/Link DHT in line with tracking calendar
- Where appropriate contact parents to discuss
- Agree new action plan
- Continue to monitor and review



- A pupil is struggling with elements of the course:

- Discuss with class teacher/FH agreed action plan and support measures
- Where appropriate, discuss with the pupil relevant support measures and expectations



- A pupil is on track:

- Monitor those who are recognised through positive behaviour policy and send home praise postcards for those who receive straight greens
- Monitor those who receive positive referrals

Senior Management Team:

In regularly reviewing and evaluating pupil and departmental progress across their link faculties, Depute Heads will target and support individual intervention and take the following action:

- - A pupil(s) is/are off track:
 - Discuss agreed action plan and support measures with Link FH and (where appropriate) within House Team Meetings
 - Where appropriate, discuss with the pupil relevant support measures and expectations
 - Monitor departmental tracking analysis
 - Regularly meet with link FH to discuss tracking data
- - A pupil is struggling with elements of the course:
 - Discuss with FH/House Team agreed action plan and support measures
 - Where appropriate, discuss with the pupil relevant support measures and expectations
- - A pupil is on track:
 - Monitor those who are recognised through positive behaviour policy
 - Monitor those who receive positive referrals

Off Track

If a pupil remains off track despite efforts from the pupil, staff and parents, then consideration will be made for pupils to either change levels or sit the course units. As it is our priority to ensure every child meets their full potential, this will always be considered to be a last resort.

It is important that pupils develop resilience and key life skills, therefore, pupils will not be permitted to drop subjects on the basis that they are finding the workload challenging.

Change of Level Procedures

After the above actions have been carried out by all, a request for a change of level or withdrawal should be made through OTB.

Teaching staff should generate an attainment referral which clearly outlines all relevant action taken to support the pupil. Thereafter, Faculty Heads will update the referral indicating their efforts in helping the pupil to get back on track and select the relevant request, for example 'request change of level' and refer on to their link Depute Head.

Pastoral Heads will then update with any relevant support measures and additional communication with the pupil and/or parent.

Link Depute Heads (who should already be familiar with the pupil concerned through attainment discussions with Faculty Heads) will review all information and decide whether this request will be passed on the SQA Co-ordinator for action.

Full Reports

Within S1-S3, staff will complete one full written report each session. Pupils and parents will be informed of their areas of strength and areas for development, as well as any further action which should be taken.

Teaching staff and Faculty Heads are responsible for quality assuring reports prior to being printed by the office. Pastoral Heads will receive copies two weeks prior to being sent home. Reports will be read in PSE and SMART target setting will take place between the pupil and guidance teacher.

For all pupils who are doing well, the Pastoral Head will issue a praise postcard (signed by pupil and PH) to go home with the report. For pupils who have barriers to their learning, an individual Target Setting Conversation will take place between the PH and the pupil, which will be recorded on a proforma, signed by both PH and pupil and sent home with the report.