

Tracking & Monitoring

Parent/Carer Guide

2023/24



Purpose and Rationale:

Tracking and monitoring provides an overview of learners' progress at key stages throughout the academic year. Robust assessment evidence supports teachers in making judgements about appropriate working levels and grades for pupils in the Broad General Education (S1-3) and Senior Phase (S4-6). This supports the identification of progress made and next steps in learning, providing a clear overview for pupils, parents/carers and staff.

Our school mission statement sets out that "We aim to deliver high standards of effective learning and teaching, in a supportive and nourishing environment to enable all pupils to develop positive attitudes towards learning, achieve their full potential, develop self-worth and build the resilience and self-awareness required for life." Our work in Tracking and Monitoring is central to achieving this aim and in doing so, we will ensure that we:

- Maximise all learners' attainment particularly within the areas of Literacy and Numeracy and beyond across the curriculum.
- Address the attainment gap between the most and least disadvantaged pupils within our school community ensuring equity and excellence for all.
- Provide appropriate support and interventions for all pupils to achieve to the best of their ability throughout their time in Holy Rood.
- Give a clear insight to parents and carers on pupil progress and next steps in learning.
- Enable all staff and pupils to set realistic yet ambitious targets for improvement.

Tracking & Monitoring Terminology:

When reporting on pupil progress in school, teachers will enter a range of information and data into our reporting system. The table below outlines the terms which will be used throughout this position paper for ease of understanding. It is anticipated that this will also support the ease of understanding ensuring a consistent approach to Tracking and Monitoring within our school community.

BGE T&M Terms	
Term	Explanation
Working Level	This refers to the CfE Level <i>at which the learner is currently working</i> . This is not the level achieved by the learner, it is the level that they are currently working at for the current 'snapshot'.
Progress Rating	This refers to how pupils are currently performing in class in order of 1-4. Clarification on progress codes is outlined later in this document.
Aspirational Presentations	This refers to the early identification of learners' possible pathways and attainment in the Senior Phase. For example, identifying learners who <i>could</i> achieve 5+N5 (A-C) by S4.
Senior Phase T&M Terms	
Term	Explanation
NQ Level	Refers to the current National Qualification level for presentation to SQA <i>e.g. level 3, 4, 5 or 6</i> .
Working Grade	The working grade records current attainment and performance in assessments and across the course.
Target Grade	This will be included in Tracking and Monitoring periods 1, 2 and 3. The target grade should be agreed by class teachers after discussion with the learner on how to improve their current efforts. It should be <i>at least</i> one grade boundary above the working grade.
BGE & Senior Phase T&M Terms	
Term	Explanation
Ratings	Ratings refer to the numbers entered by Class Teachers for Effort, Behaviour and Homework.
Short Comments	The purpose of a short comment is to highlight one main target, achievement, a key next step or concern with a solution.
Full Comments	Full comments should highlight progress across learning focusing on key strengths and contain a detailed comment on next steps in learning.

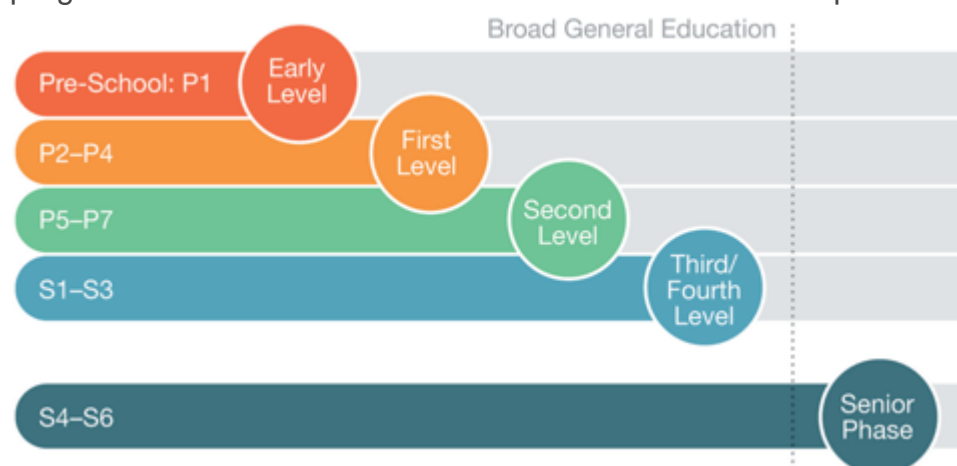
S1-3 BGE Tracking Information:

In S1-3 we use Curriculum for Excellence (CfE) Working Levels to indicate *how much* of the course has been covered using the letters W and P.

These will appear as **1W, 1P, 2W, 2P, 3W, 3P, 4W, 4P.**

W	Working within the level.	Less than half of the National Benchmarks covered or achieved.
P	Progressing within the level.	Half or more of the National Benchmarks covered or achieved.

Curriculum levels are national levels to describe different stages of learning and progress for each curricular area. For most children the expectation is:



In S1-3 we track the following measurements during each tracking period:

Progress	How well are pupils performing against the National Benchmarks?
Effort	Are our pupils consistently engaged in their learning?
Homework	Is homework being completed, on time, to expected standards?
Behaviour	Is pupil behaviour in class meeting whole school expectations?

There are 4 levels for each tracking criteria. Each have their own heading, description, number, and colour.

Measuring Pupil Progress:

Pupil progress is closely monitored by class teachers and measured robustly at each tracking period. Teachers use the National Benchmarks for Curriculum for Excellence when determining pupil progress. This helps to support the judgement made about a pupils' working level. The table below outlines how teachers determine pupil progress.

Level	Description:
1	Performing in line with potential
2	Performing slightly below potential
3	Performing below potential
4	Performing well below potential

S4-6 Senior Phase Tracking Information:

Our Senior Phase tracking and monitoring data is used to provide a clear indication of pupil progress at any given point in the academic session. It is expected that Curriculum Leaders have liaised with Class Teacher to ensure that there is a consideration given to S3 levels at the end of BGE to determine likely National Qualification level. It would be anticipated that any pupil progressing within level 4 at the end of BGE, moves forward onto a National 5 qualification or equivalent in that particular subject area in S4.

Staff will update Senior Phase tracking information with the following data:

• Working Level	• Working Grade
• Target Grade	• Progress Rating
• Behaviour Rating	• Effort Rating
• Homework Rating	• Prelim Grade *

**Prelim Grade entered following completion of S4-6 prelim diet.*

The **Working Level** refers to the level of National Qualification being studied e.g. Higher, National 5, National 4.

The **Working Grade** outlines what the pupil is currently achieving. This grade is normally based on evidence generated from coursework, homework, and other informal assessments.

The **Target Grade** refers to what the pupil and teacher believes is achievable by the next tracking period. **A Target Grade should be at least one grade-band above the pupil's current working grade.** For example, if a pupil's working grade is a 6, their target grade should be at least a 5.

The working grades are represented by numbers as detailed below for each of the SQA levels:

Working Grade	Adv. Higher Higher N5	N4 N3 NPAs
1	A – Band 1	Making Good Progress
2	A – Band 2	
3	B – Band 3	Making Satisfactory Progress
4	B – Band 4	
5	C – Band 5	
6	C – Band 6	Finding elements challenging
7	D Pass	
8	No Pass Awarded	

Measuring Pupil Progress, Effort, Homework and Behaviour:

Level	Description	Criteria
1	Excellent	Is highly engaged with learning & teaching in class. Always hands in homework on time and demonstrates a commitment to their studies.
2	Good	Is normally engaged with learning & teaching and follows the expectations for completing homework on time.
3	Inconsistent	Is not always engaged with learning & teaching and doesn't always complete homework on time with care and attention. Performing below expectations.
4	Needs Improvement	Is rarely engaged with learning & teaching and demonstrates a lack of commitment to their studies. Homework is often not completed.
No Entry	Does Not Attend	Does Not Attend

Parents' Meetings:

Parents/carers will have the opportunity to attend school to meet with your child's teachers during calendarized parents' meetings.

Further Information:

If you have any concerns about your child, then please bring these to the attention of your child's Pupil Support Leader who can be contacted via our school website. You can ask for information about your child and their progress in school.