

DALRY SECONDARY SCHOOL



Tracking and Monitoring Broad General Education

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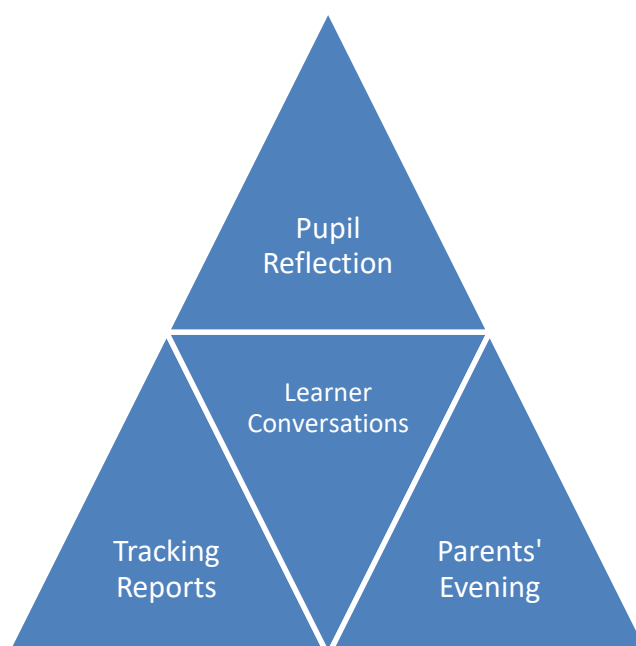
Purpose

Tracking and Monitoring is a key feature of our reporting procedures and communicating progress with parents.

Tracking and Monitoring at Dalry Secondary School will fulfil the following aims:

- provide information on progress to home in the form of tracking reports
- provide data for staff to identify where progress is below expectations
- provide opportunities for reflection on progress by pupils
- Enable all staff and pupils to set realistic yet ambitious targets for improvement

Tracking and Monitoring is made up of a number of parts that contribute to the reporting process. These parts together form the picture of how a pupil is progressing and the steps they need to take to improve or maintain their current level of attainment:



Conversations will take place with pupils throughout the year – class teachers will give valuable advice and guidance and pupils will be required to record this and reflect on what they can do to improve.

Progress reports will be issued three times at points throughout the year. These reports will be short progress reports and will contain information about effort, behaviour and homework, along with an indication of achievement and progress within Curriculum for Excellence levels. One report per year will also contain more detailed information and suggested next steps for learning. The reports will keep home informed of progress, so they can support young people if progress is not as expected or desired. In school the data generated will help staff to identify where there are issues, and will allow interventions to be put in place that will help raise attainment.

SEEMiS Progress and Achievement will be used to record information for the tracking reports.

Tracking and Monitoring overview

Through the tracking and monitoring programme, the progress of pupils in the junior school will be closely monitored. The tracking process incorporates:

- Ongoing discussion with the class teacher on progress and strategies for improving achievement level.
- Tracking reports, issued 3 times a year indicating:
 - achievement level and progress towards achievement of the next level (optional on first reporting cycle in S1)
 - effort, behaviour and homework
 - Comments on progress and next steps for learning
- Following tracking reports being issued, pupils who are felt to be underachieving with respect to classwork, homework, behaviour or progress will be spoken to by the Principal Teacher of Curriculum (concern raised in one subject) or an Attainment Mentor (concern raised in 2 or more subjects).

Learning Conversations

Class teachers provide regular information to pupils on their progress and what they need to do to improve. This can take the form of a conversation in class or comments on a piece of classwork, homework or assessment.

It is the pupil's responsibility to record conversations, advice and guidance given by class teachers throughout the year and subjects may have their own processes where pupils will be given the opportunity to reflect and record conversations. Following tracking reports being issued overall reflection will be planned in to PSE classes.

Pupil Reflection (Tracking Booklet)

Pupils will be required to record conversations, advice and guidance they have had with their class teacher in their Tracking Booklet (see Appendix 1).

Tracking reports will be issued at three points throughout the year. One will also provide comments. See Appendix 3 for example of report type that will be printed for parents.

Key dates

* Designates reports where progress comments and next steps in learning will be included.

Report	Deadline – all data entered	Deadline – PT QA and sign-off	Reports Issued
1	S1-S3 4 October 2019	9 October 2019	11 October 2019
2	S1 10 January 2020 S2 10 January 2020 S3 10 January 2019	15 January 2020 15 January 2020 15 January 2020	17 January 2020 17 January 2020 * 17 January 2020 *
3	S1 21 May 2020 S2 3 April 2020 S3 3 April 2020	26 May 2020 21 April 2020 21 April 2020	28 May 2020 * 23 April 2020 23 April 2020

Data to be entered into the report

The purpose of the reporting system in the BGE is to highlight successes that have been achieved by each pupil in their academic studies and to identify those areas where improvement is necessary in order that future success is more likely. Through these reports we hope to improve future learning; to support young people to develop an increased awareness of themselves as learners and to focus on developing the knowledge & understanding skills required for successful progression to qualifications in the senior phase.

The reports will show ratings for homework, effort and behaviour:

Rating	Effort, Behaviour and Homework ratings
1	Excellent
2	Good
3	Inconsistent
4	Needs improvement

As well as the level attained:

00 – <u>not yet</u> achieved Early level
E – <u>achieved</u> Early level
01 – <u>achieved</u> First level
02 – <u>achieved</u> Second level
03 – <u>achieved</u> Third level
04 – <u>achieved</u> Fourth level

And the progress towards achieving the next level for each subject.

Codes available for this are:

- B Beginning to learn at the next level
- S Showing some progress in learning within the next level
- G Demonstrating good progress in learning within the next level
- VG Demonstrating very good progress in learning at the next level.

As well as these updates, once per year a full report will be produced which requires additional comments.

Written comments

Progress	This section reports on the student's work so far this session and their ability to cope with the demands of the course.
Next Steps	This section reports on what the student can do now to make further progress within the current level and/or to achieve this current level.

Principal Teacher Curriculum Checks

Quality Assurance of Reports

Principal Teacher Curriculum (PTC) will ensure that appropriate arrangements are in place within the faculty to check the reports to ensure the following:

- Effort/Behaviour/Homework grade entered/ confirmed
- Level attained and progress within next level is entered/ confirmed
- In reports requiring comments: progress report and next steps are included and are quality assured for content, spelling and grammar.

Attainment Mentors

Attainment mentors will have an important job in working with pupils who are identified as being below target in two or more subjects. Where a pupil is below target in only one subject, the Principal Teacher Curriculum will monitor and take steps to intervene with these pupils.

Attainment Mentors will be made up of members of the Extended Management Team and staff who have expressed an interest in being involved in this process.

A report will be pulled from SEEMiS Progress & Achievement the day after reports have been issued to show pupils that will require an Attainment Mentor. Pupils will be divided amongst the team to be interviewed.

Attainment mentors will interview pupils within two weeks of the reports being issued. They will record the meeting as an intervention in Tracking and Monitoring.

Attainment Mentor Intervention process

Day after reports issued	Report generated of pupils who are below target in two or more subjects.
	Report generated of pupils who are below target in only one subject – list issued to PTCs.
	Lists will be issued to EMT to discuss and agree interventions.
Within two weeks of reports being issued	Attainment Mentors hold interviews with allocated pupils. Record of interview and discussion recorded as an intervention in Tracking and Monitoring.

The maximum number of pupils that an Attainment Mentor will be allocated is four. Where these limits cannot accommodate the number of pupils identified as below target, the criteria for selecting pupils will be reviewed by EMT.

Once identified, pupils will see their Attainment Mentor again after the subsequent report, even when they would no longer meet the criteria. If on their third report they have continued to not

meet the criteria of two or more subjects below target, they will no longer see an Attainment Mentor.

Appendix 1 – Pupil Tracking Booklet



DALRY SECONDARY SCHOOL

BROAD GENERAL EDUCATION TRACKING BOOKLET

Name	
Class	
Pupil Support Teacher	
Attainment Mentor	

TRACKING YOUR PROGRESS

We want you to consider how well you are doing in each of your courses and to be able to identify aspects of your work which you feel positive about and those which you feel could be improved. This will then enable you to have a clear idea of what you have to do to achieve your potential.

Over the course of the year you will need to update this booklet with the following:

- **Homework, performance assessments or test results**
- **Discussions you have with teaching staff on your strengths and areas for improvement.**

You must also record your level attained and progress you are making towards achieving the next level.

You are also able to discuss the information in these pages with parents or people that are helping you to study at home, so that they can understand the progress you are making.

Using these tracking sheets, along with your tracker reports and parents evening will provide a picture of your progress in your subjects.

RECORD OF PROGRESS

You can use the tables (example on page 13) to record any test scores or homework marks you have received to allow you to see your progress over time.



TRACKING AND MONITORING - 2019-2020

[illegible]

STUDY

As well as having a regular schedule of homework, students are expected to study at home regularly. Studying is not just something to do just before you have a test.

Effective studying is:

- Planning times in the week to review or look over the work you have done in class as well as doing homework.
- Having somewhere quiet and comfortable to study.
- Sticking to your schedule.



Things you can do in study time

- Make sure your files are organised, and your notes are in the correct order.
- Catch up on any missed work. This is **your** responsibility to do this.
- Read over your class work to make sure you understand it. If you find you do not understand it when you have gone over it a couple of times, ask your teacher for help at the next lesson.



You need to make appointments for your parent(s)/carer(s) to speak to your teachers. Make sure parent(s)/carer(s) are coming before you ask your teachers.

Time	Subject	Teacher	Time	Subject	Teacher
4:30			5:35		
4:35			5:40		
4:40			5:45		
4:45			5:50		
4:50			5:55		
4:55			6:00		
5:00			6:05		
5:05			6:10		
5:10			6:15		
5:15			6:20		
5:20			6:25		
5:25			6:30		
5:30					

Date of Parents' Evening _____ Parent/Carer Signature _____

Subject										
Date										
Test/ Homework										
Mark										
Percentage										
Tracker	Strengths					Areas for Improvement				
1										
2										
3										

NB This page is included 14 times i.e. one page for each subject.

Appendix 2 - Timeline

YEAR	Date	Detail
S1-3	4 October 2019	Tracking Report 1 – all data entered
	9 October 2019	Tracking Report 1 – signed off by PTC
	11 October 2019	Tracking Report 1 – issued
S1-3	10 January 2020	Tracking Report 2 – all data entered
	15 January 2020	Tracking Report 2 – signed off by PTC
	17 January 2020	Tracking Report 2 – issued
S2-3	3 April 2020	Tracking Report 3 – all data entered
	21 April 2020	Tracking Report 3 – signed off by PTC
	23 April 2020	Tracking Report 3 – issued
S1	21 May 2020	Tracking Report 3 – all data entered
	26 May 2020	Tracking Report 3 – signed off by PTC
	28 May 2020	Tracking Report 3 – issued

Appendix 3 – Tracking Report with comments printout example

Katie Gibson

Parents' Evening Report – Class SCCEMA, Science

Effort - 2, Behaviour - 2, Homework -2

Science CfE

Level – Achieved Third Level, Progress – Good Progress

Individual Milestones – N/A, National Standard – N/A

Progress from Mr M Rennie on 15/05/19 14:57

Average test mark 71%

Katie has worked and coped well in her first year of Science. At times she does lack a bit of confidence but does show a genuine interest in Science. Katie participates fully in all areas of classwork and is willing to volunteer answers during class discussions.

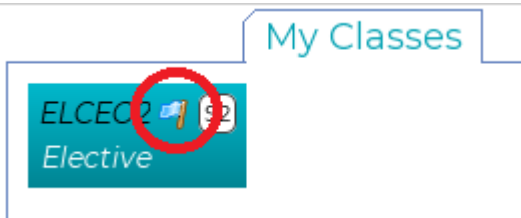
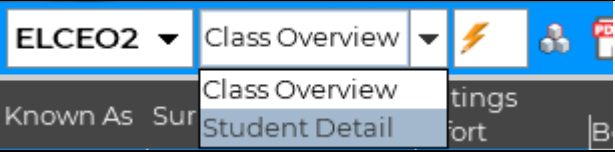
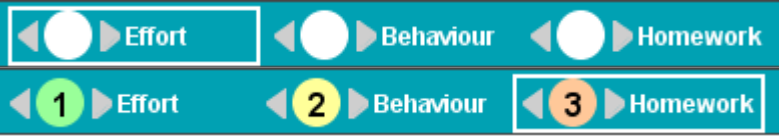
She is currently working at level 4 having completed topics from the Physics and Chemistry areas of BGE Science. Katie is gradually developing her scientific literacy and numeracy skills and realises the importance of using scientific language and terms in class discussions and tests.

Next Steps from Mr M Rennie on 14/05/19 10:00

To further improve Katie must make full use of the course learning outcomes and notes booklets. It would be useful if someone at home could ask Katie questions based on the learning outcomes so that she can gauge her level of knowledge before tests. In tests it is important to carefully read the questions and to provide answers using specific scientific language.

Appendix 4 – Teaching Staff completion guide (Tracker 1)

Progress + Achievement – Parent Reports

1		Login to SEEMIS and select the Progress + Achievement module from the menu list and click Launch.
2		When reports have been scheduled to be written a blue flag will appear against your class(es) indicating that you need to enter relevant information and review. Double click into a class.
3		At the top of the screen click on the drop down arrow and select Student Detail.
4		Select a student. Enter the ratings at the top of each pupil's record using the arrows or clicking in each number: 1 = Excellent 2 = Good 3 = Inconsistent 4 = Needs Improvement Note: Once a rating has been entered it cannot be removed, but it can be changed.
5		You should now review the information about level achieved and progress made towards the next level. Make sure these are an accurate record of the current level achieved and current progress towards the next level for each pupil.

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Joe	Johnstone	
Bob	Builder	

If comments need to be entered for a report the 'View Notes' symbol will appear next to each pupil's name.

Within the pupil's record, the same symbol will also be highlighted with a yellow border, next to each area that requires a comment to be added. **Note:** The yellow highlighting will disappear once comments are entered.

Entering a Comment

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Effort << 1 >> Behaviour << 1 >> Homework

1. Click on the yellow bordered symbol, the Notes area will appear on the

2. In the **New Note** area enter your comment.

3. From the drop-down box select the area to which you want to add comments.

Notes for Elective

☒ Notes ☒ Report Card

New Note

Progress
Next Steps

0/2000

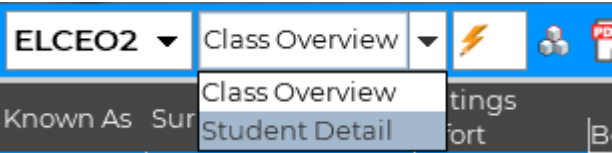
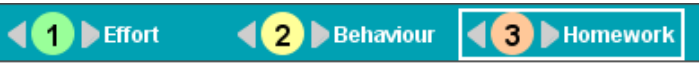
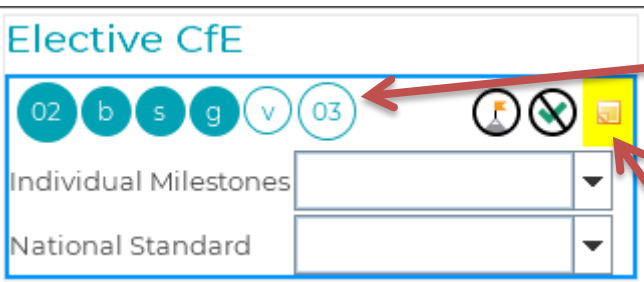
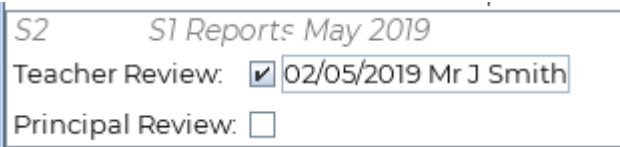
4. Click the green tick to save. The comment will then move up to the box above.

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8	If you want to change a previously entered comment  1. Click on the specific comment from the top box 2. Make any necessary changes in the Edit Note box. 3. Click the green tick to resave.
9	<i>S2 CDHS S1 Reports May 2019</i> Teacher Review: ☒ 02/05/2019 Mr J Smith Principal Review: ☐ Once all comments have been entered and you are happy that the information is correct you need to tick the Teacher Review box at the bottom of the screen. This will add a stamp identifying the date and person who has ticked it. This only needs to be done once; it does not need to be done for each individual pupil. By ticking this checkbox you are indicating to your Principal Teacher that your reports are complete and ready for quality assurance.

Quality Assurance of Parental Reports

Once teaching staff have entered all information reports can be quality assured. **Note** there is no home access to this system.

1		Login to SEEMIS and select the Progress + Achievement module from the menu list and click Launch.
2		When reports have been scheduled to be written a blue and red flag will appear against all Department Classes for which you have responsibility. Once teaching staff have ticked to advise their class is completed the blue flag will disappear. You then know that you can quality assure that class.
3		Double click into a class. At the top of the screen click on the drop down arrow and select Student Detail.
4		Select a student. Ratings can be viewed at the top of the screen
5		The level achieved and progress towards the next level and any individual milestones or National Standard information can be viewed against each subject. Any comments can be viewed by clicking on the Notes symbol.
6		If you are happy that the reports should proceed to be printed for parents then tick the box at the bottom of the screen next to 'Principal Review'. Ticking this box relates to the whole class, it does not need to be done for each individual pupil.

