



Brechin High School

Monitoring & Tracking Policy

Our Vision	Proud to be Brechin
Our Aims	At Brechin High School, we are a friendly, inclusive community. We value learning, wellbeing, and resilience; empowering every student to grow and succeed.
Our Values	Respectful, Ambitious, Responsible

[UNCRC Article 28](#) (Right to Education)

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

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Appendix:

Target Setting Infographic

Data Analysis Infographic

The policy does not exist in isolation, it links with Angus Council policies and national legislation and guidance, including Getting it Right for Every Child (GIRFEC).

This policy should be read alongside:

- **Brechin Framework for Learning / Learning, Teaching and Assessment Policy**
- **Brechin High School Verification & Moderation Policy**
- **Faculty Quality Assurance Calendars**
- **Pupil Tracking Teacher Guide**
- **Pupil Tracking Data Analysis Guide**
- **BGE Tracking Descriptors/Rubric**

These Documents can be found on the All Staff Sharepoint.

Rationale

Using pupil tracking to understand progress, identify need and improve outcomes

Pupil tracking is an authority wide process for using reliable information about learning and progress to support better decisions for individual pupils, classes, subjects and the school as a whole.

At Brechin High School, the purpose of tracking is to help staff monitor and track learner progress. A tracking entry should therefore be capable of answering a practical question about the learner and, where appropriate, leading to a conversation, intervention, adjustment or further monitoring. Through robust tracking, monitoring and interventions we will raise attainment.

Monitoring and tracking is an important part of the Brechin Framework for Learning. Tracking helps us understand whether learners are making appropriate progress and informs the **feedback, support and challenge** they receive. Tracking information should support meaningful learning conversations so that young people understand their progress, know their next steps and have appropriate opportunities to improve.

Tracking processes should help us to:

- ☐ Identify pupils who may need support
- ☐ Identify pupils who need greater challenge
- ☐ Recognise changes in progress early
- ☐ Understand patterns across subjects or cohort
- ☐ Consider the impact of attendance and other barriers
- ☐ Agree appropriate actions
- ☐ Check whether those actions are making a difference.

The Tracking Cycle:

1. Record	2. Analyse	3. Investigate	4. Interventions	5. Monitor
Record accurate, timely information.	Identify patterns, changes and pupils requiring attention.	Use teacher knowledge and evidence to understand why.	Agree a proportionate response.	Check progress and evaluate whether the response worked.

Aim

Provide reliable data for BGE which shows clear progression through BGE.

Provide an overview of attainment in BGE and Senior phase.

Provide evidence-based data for appropriate pathway planning

Provide robust data to inform whole school target setting.

The Principles of Pupil Tracking

To allow staff across the school to use the data held in pupil tracking consistently, the following principles should be applied when entering and extracting data from pupil tracking:

Accurate	Enter information that reflects the learner's current position and the evidence available to you.
Consistent	Use the agreed descriptors and fields consistently so information is meaningful across classes and subjects. See Appendix for further information.
Evidence-informed	Base judgements on assessment evidence, classroom performance, knowledge of the course and knowledge of the learner (including prior attainment).
Forward-looking	Use tracking to identify the next appropriate action and any necessary interventions, not to simply record what has already happened.
Proportionate	Not every data flag requires a formal intervention. Investigate before acting.
Pupil-centred	Where appropriate, involve the pupil in understanding their position, identifying next steps and reviewing progress. Written reports should be personalised with next steps. They should not describe course content.
Collaborative	Use tracking information to support professional dialogue within faculties, with PCS and with SLT.
Moderated and reliable	Tracking judgements should be based on high-quality assessment evidence and professional judgement. Moderation and verification processes are used to develop a shared understanding of standards and help ensure that judgements about learners' progress and attainment are consistent and reliable.

**Confidential and
purposeful**

Use pupil information only for legitimate educational purposes and follow school procedures for data protection and sharing.

Roles and Responsibilities

Role	Key responsibility
All teachers	✓ Enter tracking information accurately and by the agreed deadline ✓ Use the data to review pupil progress ✓ Record appropriate actions/interventions ✓ Discuss progress with pupils ✓ Monitor impact of interventions.
PTC	✓ Support consistent application within the faculty ✓ Use tracking analysis in faculty meetings ✓ Identify subject-level patterns ✓ Support staff with interpretation and intervention ✓ Monitor agreed actions.
PTRA / DHT 3.2	✓ Support curriculum and attainment analysis ✓ Identify patterns requiring investigation ✓ Support subject staff and faculties to interpret data and plan appropriate responses.
PCS / PT ASN	✓ Use tracking information as part of wider pupil support conversations ✓ Contribute relevant information and record significant tracking conversations where appropriate.
SLT	✓ Use whole-school analysis to identify patterns, coordinate support, monitor interventions and ensure tracking contributes to school improvement.

Tracking Campaigns and Analysis Cycle

The school tracking and analysis schedule is directed by AEIS. Individual-subject analysis should be completed after each relevant tracking period, with whole-school analysis used to identify pupils requiring coordinated support.

Stage	Tracking / analysis points	Key focus	Primary responsibility
S1–S3	November, February, May	BGE achievement; changes in achievement; literacy/numeracy; pupils needing support or challenge	PT Curriculum, supported by PT RA, with teachers
S4–S6	September, November, January, March	Target/Working Grade; movement between tracking points; prelim comparison; Higher/Nat 5 comparison	PT Curriculum, supported by PT RA, with teachers
All year groups	After relevant tracking points	Cross-subject comparison; progress/target information; attendance; Care Experienced; SIMD	PT Curriculum / faculty /House Teams
Whole school	After each tracking period	Pupils causing concern across multiple subjects; attendance and attainment patterns; identified groups	DHT, PCS, PT RA and relevant staff
Ongoing	At least monthly for actioned pupils	Progress of pupils receiving an intervention; whether the response is working	PT / teacher, through CGM and faculty monitoring, Link Meetings and House Teams

Entering information on Pupil Tracking:

The Teacher Guide can be found in the All Staff Sharepoint – Pupil Tracking (Blue folder). This identifies two main routes for entering data: Campaigns and Edit Data. Most teaching staff will use the Campaigns to enter data. PTR and DHT 3.2 can update and

make amendments using Edit Data. If you feel there is an error in pupil data, such as the set they are assigned, or level, please notify PTRa to amend.

Before entering data:

- Check that you are working in the correct subject.
- Check the correct class/set and tracking period.
- Use the agreed field and dropdown options. If you require an additional drop down option, please speak to the PTRa.
- Base judgements on current evidence and your professional knowledge of the learner.
- Do not use a tracking category simply to indicate how much course content has been covered.

Viewing and Using Data:

The Pupil Tracking system allows staff to select fields, sort data, view individual pupil profiles, create user-defined groups, compare fields across subjects, export data and save regular views as Favourites. The purpose of these functions is to make patterns easier to see and to reduce unnecessary manual work.

It is good practice to view general data for your class at the beginning of the session. This will include profile data such as SIMD, Care Experience, EAL, Free Meal Entitlement and ASN CSP information. You can also extract prior attainment using the NSA fields from Primary data, Literacy, Numeracy and previous SQA Results.

Further information on exporting data from pupil tracking can be found in the teacher guide on Sharepoint. Please speak to the PTRa if you require further advice and guidance on this.

Quality Assurance – Tracking

	Class Teacher	PTC	House Team/ ASN
Tracking Opens – First 3 days	Within 3 days of tracking opening, please check you can: ✓ Log in to pupil tracking. ✓ See all classes you teach for that tracking campaign (including Lit, Num and School Of) ✓ Check class lists are accurate.	Confirm with all teachers who teach classes within your faculty that they can access classes and classes are correct. Email PT RA if any issues.	
During Tracking Campaign	✓ Complete reports for all pupils. ✓ If a comment is required, the data should match with the comment being made. ✓ If a working grade is given or you are commenting on a pupil being on or off track, ensure that this matches with effort, behavior, homework tracking data. ✓ Ensure the correct name and pronoun is used in any comment. ✓ A report with comment should include a next step.	If you have staff absence within your faculty, organise for reports to be completed by another colleague or speak to your Link Depute/PTRA if this is not possible.	Identify pupils on an alternative curriculum and ensure they have a bespoke report.
3 days prior to end of tracking campaign.	✓ All reports should now be complete. ✓ Class Teachers to QA colleagues reports. ✓ Check for completion, consistency and correct names.	Allocate colleague's classes for QA across the faculty. Sample at least 3 reports from each class to get a departmental overview.	Cross check that all names submitted by PTCs as having no report have a bespoke report from ASN/ House Team. Send reports to PTRA for distribution.

BGE Progress Descriptors

The agreed BGE descriptors assess the learner against the level at which they are currently working. The second dropdown describes how well the learner is coping with the learning at that level; it should not be used to indicate how much of the course has been covered. Codes 3–5 indicate that the learner is on track to achieve the level they are working within. These descriptors are used across all Angus Primary and Secondary schools to allow for more consistent reporting.

Faculties should use ongoing moderation to develop a shared understanding of standards and support consistent judgements about learner progress. BGE tracking judgements should therefore be informed by the agreed moderation processes outlined in the Brechin High School Verification & Moderation Policy.

Code	Descriptor	Teacher interpretation
0	Not assessed	The learner may be working at the assigned level but cannot currently be assessed, for example because of non-attendance or another individual reason.
1	Not Meeting Expectations	There is evidence that the learner is secure at the previous level and has potential to succeed, but they are not yet demonstrating the required skills or understanding consistently.
2	Approaching Expectations	The learner is making progress but is not yet secure in all key skills and understanding. With support, they are expected to achieve the current level.
3	Mostly Meeting Expectations	The learner is secure with most learning at the current level and is expected to achieve it, although some support may be needed to remain on track.
4	Meeting Expectations	The learner is secure at the current level and consistently demonstrates understanding and independent application of key learning.
5	Exceeding Expectations	The learner consistently demonstrates skills and understanding beyond the expected level and applies learning effectively in new contexts with minimal support.

Using the descriptors effectively:

- Use assessment evidence, classroom work, questioning, application of skills and knowledge, and the learner's independence.
- Do not equate '3' with failure or '5' with a different course level; the descriptor describes progress within the current level.
- Where a pupil is coded 1 or 2, consider what support is required and whether this should be recorded as an intervention.
- Where a pupil is coded 4 or 5, consider whether the learner is receiving sufficient challenge.
- Where a learner cannot be assessed, use the appropriate 'Not assessed' category and consider whether the reason requires follow-up.

Senior Phase - S4–S6: Working Grade, Level and Backup Level

For S4–S6, you are required to report on the course level, the Working Grade (WGrade) and a Backup Level (BLevel). The first reporting campaign will require you to confirm the level and target grade. These should be understood as different pieces of information.

Field	Meaning / expectation
Level	The current qualification level at which the pupil is working.
Target Grade	This is the grade that, should the pupil continue on the same trajectory, you realistically expect them to attain this grade at the end of the year. You should use evidence-based judgements, drawing on prior attainment, class assessment evidence, and pupil performance. These targets should be ambitious but evidence based.
WGrade (Working Grade)	The current band at which the pupil is working.
BLevel (Backup Level)	The minimum qualification expected to be achievable and, particularly for pupils working at bands 7–9, a planned alternative/back-up route where possible.

Backup Level

Pupils with lower Working Grades, particularly 7–9, should have a viable back-up option where possible. The back-up should be considered in relation to the pupil's current pathway and prior attainment.

Supporting information: engagement, learning behaviours and attendance

All Tracking Campaigns that are shared with home will include the following supporting information. Please ensure these are used consistently across the faculty. Fields marked in red should be followed up by PTC/PCS.

Engagement	Standard of Work	Brings Equipment	Behaviour	Homework	Attendance / Punctuality
Excellent	High	Always	Excellent	Excellent	No Concerns
Enthusiastic	Good	Mostly	Good	Good	Sometimes late
Good	Rushed	Sometimes	Satisfactory	Satisfactory	Often late
Lacks Confidence	Often incomplete	Rarely	Inconsistent	Inconsistent	Attendance gaps

Satisfactory	Satisfactory	Never	Unsatisfactory	Unsatisfactory	Poor attendance
Reluctant	Unsatisfactory	Leaves in class		Rarely done	Never attends
Inconsistent	Concerning	Not applicable		Never done	

Class Teacher/PTC analysis:

The school analysis guidance found in the supporting AEIS document stored on All Staff Sharepoint – Pupil Tracking. This provides a structured set of questions you should consider following a tracking campaign. The purpose of post tracking analysis is to identify pupils or patterns that require further investigation and/or intervention.

Analysis area	Data prompt	Question to investigate
S1–S3: pupils below the expected BGE threshold	S1/S2 BGE_Achieving <3.4; S3 BGE_Achieving <4.4.	Does the pupil require support or intervention? For S3, consider whether the transition from Level 3 to Level 4 is contributing.
S1–S3: pupils at threshold points	BGE_Achieving =3.5 or 4.5.	Are these pupils being sufficiently challenged?
Decline in BGE achievement	Current BGE_Achieving lower than the previous tracking point.	Has the learning become more challenging, or is there another reason for the change?
Literacy and numeracy	Apply equivalent analysis to literacy/numeracy information.	Are there wider skills that may be affecting progress?
S4–S6: higher-risk WGrades	WGrade 6, 7, 8, 9 or F.	Does the pupil require support/intervention? Should pathway or level be reviewed over time?
Decline in WGrade	T2 lower than T1, or T3 lower than T2.	When did the decline occur, and what has changed?
Prelim lower than WGrade	Compare Prelim with Tracking 3 WGrade (QS estimate).	Investigate the reason for the difference.
Higher WGrade compared with Nat 5	S5 Higher WGrade compared with prior Nat 5 result.	What patterns emerge within the subject about transition to Higher?
Cross-subject comparison	Compare BGE_Achieving / WGrade against other subjects.	If the pupil is achieving less well in one subject than in their other subjects, investigate.

Progress / Target not on track	Where a progress or target field is used.	Could the pupil be below their potential without appearing in the other alerts?
Attendance	Consider pupils who are regularly absent from your class even where overall attendance is high.	Could attendance be affecting progress in this subject?
Care Experienced pupils	Compare attainment with the wider cohort.	Are there patterns requiring action or support?
SIMD 1- 3	Compare attainment patterns where appropriate.	What does the information suggest about the poverty-related attainment gap?

Whole-school analysis

Whole-school analysis is designed to identify pupils who may require coordinated attention across more than one subject, as well as patterns associated with attendance, Care Experience and SIMD. This analysis is led by PTR/ DHT 3.2 and data is shared at House Teams and PTC in order to identify and implement any interventions.

Analysis will focus on:

- Two or more subjects where S1/S2 BGE_Achieving is below 3.4 or S3 BGE_Achieving is below 4.4.
- Two or more subjects where S4–S6 WGrade is 6, 7, 8, 9 or F.
- Pupils whose attainment is lower at Tracking 2 than Tracking 1.
- Pupils with attendance below 90% and their attainment profile.
- Attainment of Care Experienced pupils.
- Attainment of SIMD 1 and SIMD 5 pupils.

Frequently Asked Questions:

Why do we need regular tracking if I already know my pupils?

Professional knowledge is central to tracking. The purpose of the system is to make that knowledge more systematic, identify patterns that may be harder to see day-to-day, support professional dialogue and allow the school to monitor whether agreed actions make a difference.

Does a pupil appearing on an analysis list mean I have to intervene?

No. The analysis is a prompt for investigation. Check the evidence, talk to the pupil where appropriate and decide whether action is required.

What if the data looks wrong?

Check the relevant field, subject, set and tracking period. If the information is incorrect, speak to the PTR. Do not make a professional judgement based on data you know to be inaccurate.

What does BGE_Achieving actually tell me?

It records how well a learner is achieving within the level at which they are currently working. The agreed descriptors explicitly state that it should not be used to show how much of a course has been covered.

What is the difference between 'Mostly Meeting Expectations' and 'Meeting Expectations'?

Mostly Meeting Expectations indicates that the learner is secure with most learning and is expected to achieve the level, but may still need some support. Meeting Expectations indicates that the learner is secure and can consistently apply key learning independently, including in unfamiliar situations.

What should I do with a pupil at 3.5 or 4.5?

The analysis guidance specifically prompts staff to consider whether pupils around these threshold points are being sufficiently challenged. Use the evidence and your knowledge of the pupil to decide the appropriate response.

What should I do when a WGrade drops?

Investigate the reason for the change. Consider the recent learning, assessment demands, retention, application of knowledge/skills, attendance and other relevant factors.

Why do we compare pupils' attainment across subjects?

The analysis guide uses cross-subject comparison to identify pupils who may be achieving less well in one subject than their broader profile would suggest. This can support sharing good practice and identifying appropriate learner pathways.

Why is there now a subject specific drop down for attendance?

Overall attendance can hide a subject-specific pattern. The use of subject based attendance data allows PCS to see if there is a pattern of truancy impacted some but not all subjects, and plan interventions appropriately.

What counts as an intervention?

An intervention can be proportionate and varied. Examples include attending study support, classroom adjustments, targeted support via ASN, pupil-teacher conversations and other agreed actions may also be appropriate.

How often should I monitor interventions?

The monitoring of any pupils requiring interventions should take place at least monthly, including through Departmental or Faculty meetings.

What if an intervention is not working?

Do not simply continue the same action indefinitely. Review the evidence, consider an alternative intervention and involve the appropriate PT, PCS or DHT where further support or escalation is required.

Why do we look at SIMD and Care Experienced pupils?

The analysis process uses these groups to identify attainment patterns and possible gaps. The purpose is to prompt investigation and appropriate support to pupils who face additional barriers to their learning, not to make assumptions about individual pupils.

Can I export data to Excel?

Yes. The Teacher Guide in the Appendix describes exporting as a way to compare multiple fields across subjects or view more than 20 fields. Use exported information appropriately and in line with school data-handling procedures.

What if a pupil is doing very well?

Tracking should also identify pupils who are exceeding expectations or whose profile suggests they may need greater challenge. The BGE descriptors include 'Exceeding Expectations' and the analysis process explicitly asks teachers to consider pupils at threshold points who may need greater challenge.

What is the overall question I should ask when looking at my tracking data?

Ask: 'What does this information tell me about this pupil's learning and progress, and what—if anything—should I do next?'

Appendix

Target Setting Infographic – See Below

Data Analysis Infographic – See Below

The following supporting documents are stored in the All Staff Sharepoint in the blue folder called pupil tracking:

Pupil Tracking Rubric (BGE)

Pupil Tracking Teacher Guide

Pupil Tracking Data Analysis Guide

Secondary Analysis Actions and Monitoring

Pupil Tracking Descriptors (BGE)



**BRECHIN
HIGH SCHOOL**

RESPECTFUL • RESPONSIBLE • AMBITIOUS

SENIOR PHASE TARGET SETTING READY RECKONER



At a glance guide for staff



OUR PURPOSE

Targets drive ambition, improve attainment and focus learning.



WHOLE SCHOOL TARGET SETTING

Used for tracking, monitoring and improvement planning.



PREDICTED vs ACTUAL ANALYSIS

Enables accurate analysis of progress and outcomes.



PROFESSIONAL JUDGEMENT

Evidence informed, fair and consistent across the school.

1 GATHER EVIDENCE



Use a range of evidence, including:

- ✓ Previous results data (levels below)
- ✓ Seemis data and tracking information
- ✓ Class assessments, homework, prelims
- ✓ Knowledge of pupil strengths
- ✓ Course content and progress to date

2 CHECK PRIOR ATTAINMENT



Has the pupil sat the level below in this course?

YES

Use their results in that subject.

NO

Look at their results profile in similar subjects.

3 APPLY PROFESSIONAL JUDGEMENT



Consider the evidence alongside:

- ✓ Pupil strengths
- ✓ Course demands
- ✓ Progress to date
- ✓ Work ethic and engagement
- ✓ Any mitigating circumstances

4 NEGOTIATE THE TARGET



- ✓ Discuss the proposed target with the pupil.
- ✓ Encourage ambition but ensure it is realistic.
- ✓ Pupil and teacher agree the target.

5 RECORD & REVIEW



- ✓ Record the target in pupil tracking.
- ✓ Use at reporting points and for monitoring.

KEY PRINCIPLES FOR TARGET SETTING



ASPIRATIONAL & AMBITIOUS

Targets should stretch pupils to achieve their potential and support high expectations for all.



REALISTIC & EVIDENCE BASED

Targets should be based on a range of reliable data and professional judgement, reflecting the pupil's current trajectory.



INDIVIDUALISED

Consider each learner's starting point, strengths, course demands and context.



CONSISTENT & FAIR

Apply the same high standards across departments and cohorts to ensure equity.



TRANSPARENT

Targets are discussed with pupils so they understand, own and are motivated by them.



USED FOR IMPROVEMENT

Targets inform tracking, teaching, interventions and analysis of predicted vs actual results.

KEY THINGS TO REMEMBER



- ✓ Non-graded subjects (e.g. PE, RMPS, Modern Languages (BGE), Expressive Arts, etc.) – TARGET = PASS
- ✓ The target is the grade you are expecting the pupil to attain **IF THEY CONTINUE ON THEIR CURRENT TRAJECTORY.**
- ✓ If a pupil has not sat the level below, use their results profile for similar subjects.

- ✓ Targets are negotiated between pupil and teacher.
- ✓ They are used for whole school target setting and for analysing predicted vs actual results.
- ✓ Use your professional judgement and evidence – not guesswork.



**BRECHIN
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EXTRACTING DATA FROM PUPIL TRACKING

A QUICK GUIDE



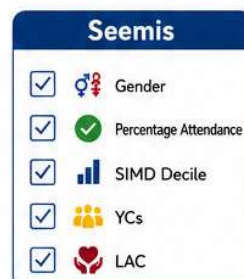
1

Go to the
View tab
on home page



2

For all years
select **general**
pupil profile data
from Seemis tab



3

Good data to use:



**NEW
S2**

It is probably still worth looking
at **P7 NSA** data – particularly
for outliers.



Look at **P7 NSA** data
(outliers)

**NEW
S3**

You can do the same, although
NSA is getting out of date.



This year group is probably
better using the **Compare** tab
on home page.

**NEW
S4**

In addition to general Seemis
data, use **S3 NSA**.
You will need to export the
whole year until the Seemis
rollover.



Use **S3 NSA**
(export whole year until
Seemis rollover)

**NEW
S5**

In addition to Seemis data
you can use **S4 analysis** –
S4 BLevel 5P.



S4 BLevel 5P
Shows how many National 5s pupils
are expected to get this year –
a good indication of ability.
Include **Tracking 4 target
grade and level** to get your
estimate for your subject.

**NEW
S6**

You can do same as S4 but
this time use **S5 analysis** data
to extract **S5 BLevel 6P**.
You can also go to **SQA** results
to get **S4 SQA** result for
your subject.



S5 BLevel 6P
Shows how many Higher pupils are
expected to get this year.

Go to **SQA results**
to get **S4 SQA** result
for your subject.



Now instead of
View tab you can
go to **Compare** Tab
to see pupils against
other subjects.
Useful if you are
lacking other data.

FOR NEW S3: USE COMPARE TAB TO SEE PUPILS AGAINST OTHER SUBJECTS

1 Go to **Compare** tab
on home page.

2 Select subjects that
S2s currently do
(you can choose to only
select similar skilled
subjects).

3 Choose comparator
field to be:
S2 T3 BGE Achieving

4 This will give you the BGE levels
from all selected subjects in the
most recent tracking campaign.



SELECT THESE SUBJECTS



COMPARATOR FIELD

S2 T3 BGE Achieving



This will give you the
BGE levels from all
selected subjects in the
most recent tracking
campaign.