

Brechin High School

Monitoring & Tracking: Parent and Carer Guide

The Brechin Standard

At Brechin High School we are proud to be:

RESPECTFUL

- We treat others how we want to be treated.
- We show respect for learning.
- We listen like we want to be heard.

AMBITIOUS

- We aim high
- We set big goals
- We stay focused

RESPONSIBLE

- We take Ownership
- We make good choices
- We see it through



At Brechin High School, we are a friendly, inclusive community. We value learning, wellbeing, and resilience; empowering every student to grow and succeed.

Brechin High School is a Rights Respecting School

- Our students have the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.
- We strive to provide every young person with an education that develops their personality, talents and abilities to the full.

Helping families understand how we monitor progress, identify support and celebrate achievement



Why do we monitor and track progress?

Monitoring and tracking brings together reliable information about a young person's learning and progress. It helps the school see how pupils are progressing across subjects, notice changes early, identify where support or greater challenge may be needed, and check whether agreed actions are making a difference.

Tracking is not simply about collecting numbers. It supports conversations between pupils, families and staff, and helps us make informed decisions about learning, support and future pathways.

Our aims

- Provide clear and reliable information about progress through the Broad General Education (S1-S3) and attainment in the Senior Phase (S4-S6).
- Identify pupils who may need additional support and pupils who would benefit from greater challenge.
- Use evidence to support appropriate course and pathway planning.
- Set ambitious, realistic targets and monitor progress towards them.
- Use information consistently across the school so that action is timely, proportionate and focused on the individual young person.
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How the tracking cycle works

1. Record	2. Analyse	3. Understand	4. Respond	5. Review
Current evidence	Notice patterns or change	Consider the reasons	Agree support or challenge	Check if it worked

What information might families see?

Reports shared with home may include progress or working-grade information alongside indicators such as engagement, standard of work, equipment, behaviour, homework, attendance and punctuality. These give a broader picture of learning and help identify useful next steps.

In S1-S3, progress descriptors describe how securely a pupil is achieving within the level at which they are currently working. In S4-S6, tracking may include the

qualification level, a target grade, the current working grade and, where appropriate, a realistic back-up pathway.

Responsibilities

School staff: Use a range of evidence and knowledge of the learner to record progress accurately; discuss progress and next steps with pupils; provide appropriate support or challenge; and review the impact of actions.

Faculty and school leaders: Check that tracking is used consistently, look for patterns across subjects and year groups, coordinate support where needed, and use the information to improve learning and attainment.

Pupil support staff: Use tracking alongside wider knowledge of the young person to help identify barriers, coordinate support and contribute to conversations about progress.

Pupils: Understand their current progress and what they are working towards; engage with feedback and learning conversations; contribute to appropriate personal targets and next steps; know where to access support; and take an active role in improving their learning.

Parents and carers: Read tracking reports with their young person, celebrate progress, discuss areas for improvement, support agreed next steps at home, and contact the school if information is unclear or there are circumstances that may be affecting learning.

Frequently asked questions for parents and carers

How often is my child's progress tracked?

Tracking takes place at planned points during the school year. The school also continues to monitor pupils between formal tracking periods, particularly where support or an agreed action is in place.

Does a concern on a tracking report automatically mean there is a serious problem?

No. Tracking information is a prompt to look more closely. Staff consider assessment evidence, classroom learning, attendance and individual circumstances before deciding whether any action is needed.

What do the S1-S3 progress descriptors mean?

They show how securely your child is achieving within the level they are currently working at. They are not a measure of how much course content has been completed. A pupil can be making appropriate progress while still developing confidence or independence in some areas.

What do Target Grade and Working Grade mean in S4-S6?

The Target Grade is an ambitious, evidence-based expectation for the end of the year if the pupil continues on their current trajectory. The Working Grade reflects the band at

which the pupil is currently working. These may change as further evidence becomes available.

Why might the school look across different subjects?

Comparing progress across subjects can help identify a pattern, or show that a pupil is progressing differently in one subject. This helps staff investigate the reasons and decide whether support, challenge or a pathway discussion would be helpful.

How does attendance relate to tracking?

Attendance can affect access to learning and assessment. Staff consider attendance when looking at progress, including subject-specific patterns that may not be obvious from overall attendance alone.

What happens if my child needs support?

Support is matched to the young person and may include a conversation and agreed next steps, study support, classroom adjustments or targeted involvement from pupil support or additional support needs staff. The school then reviews whether the support is helping.

What if my child is doing particularly well?

Tracking is also used to identify strong progress. Staff consider whether pupils who are exceeding expectations are receiving suitable challenge and opportunities to extend their learning.

What should I do if I do not understand or agree with information in a report?

Talk to your child first about the feedback and evidence they have received. If you still have questions, contact the relevant subject teacher or the school so the information can be explained and, if necessary, checked.

Is my child's tracking information based on one test?

No. Teachers use a range of evidence to build a picture of your child's progress. This may include assessment evidence, classwork, demonstrated knowledge and skills and their professional knowledge of the learner.

How can I help at home?

Focus on the next steps rather than a single number or descriptor. Encourage regular attendance and punctuality, good study routines, completion of homework and preparation for assessments. Celebrate improvement and encourage your child to ask for help when they need it.