



The Robert Burns Academy

Tracking, Monitoring and Reporting Policy

February 2022

S1 Tracking, Monitoring and Reporting

Learner
Conversation
September

- Learner Conversation 1 will take place in class the week before the first Tracking Report is completed.
- Staff and pupils will discuss pupils' current working level and agree a target and what will be required to achieve the target level.

Tracking Report
September

- Tracking Report 1 will inform Parents of the level pupils are working at and the target level they are working towards.
- The report will give an indication of how well pupils are working in class and at home towards their target level.

Learner
Conversation
January

- Learner Conversation 2 will take place in class in the week before the tracking Report is completed.
- Staff and pupils will discuss progress towards the target level and agree the next target level and the steps pupils will need to take towards their target.

Tracking Report
February

- Tracking Report 2 will inform Parents of the level pupils are working at and the target level they are working towards.
- The report will give an indication of how well pupils are working in class and at home towards their target level.

Parents' Evening
March

- At the Parents' Evening Staff Parents and Pupils will be able to discuss progress towards target level, how well pupils have been working in class and at home and the Next Steps required to achieve the Target level.

Learner
Conversation
May

- Learner Conversation 3 will take place in class in the week before the full Report is completed.
- Staff and pupils will discuss progress towards the target level and agree the next target level and the steps pupils will need to take towards their target.

Full Report
May

- The Full Report will inform Parents of progress towards the target level agreed and give an indication of how well pupils are working in class and at home towards their targets.
- The Report will also contain a comment from staff detailing the next steps pupils will need to take to achieve their target level.

S2 Tracking, Monitoring and Reporting

Learner
Conversation
October

- Learner Conversation 1 will take place in class the week before the first Tracking Report is completed.
- Staff and pupils will discuss progress towards the target level and agree the next target level and the steps pupils will need to take towards their target.

Tracking Report
November

- Tracking Report 1 will inform Parents of the level pupils are working at and the target level they are working towards.
- The report will give an indication of how well pupils are working in class and at home towards their target level.

Learner
Conversation
January

- Learner Conversation 2 will take place in class in the week before the Full Report is completed.
- Staff and pupils will discuss progress towards the target level and agree the next target level and the steps pupils will need to take towards their target.

Full Report
February

- The Full Report will inform Parents of progress towards the target level agreed and give an indication of how well pupils are working in class and at home towards their targets.
- The Report will also contain a comment from staff detailing the next steps pupils will need to take to achieve their target level.

Parents' Evening
February

- At the Parents' Evening Staff Parents and Pupils will be able to discuss progress towards target level, how well pupils have been working in class and at home and the Next Steps required to achieve the Target level.
- Staff, Parents and pupils will also discuss pupils' potential for continuing studying each subject in S3 and S4.

Learner
Conversation April

- Learner Conversation 3 will take place in class in the week before a Tracking Report is completed.
- Staff and pupils will discuss progress towards the target level and agree the next target level and the steps pupils will need to take towards their target.

Tracking Report
April

- Tracking Report 2 will inform Parents of the level pupils are working at and the target level they are working towards.
- The report will give an indication of how well pupils are working in class and at home towards their target level.

S3 Tracking, Monitoring and Reporting

Learner Conversation
September

- Learner Conversation 1 will take place in class the week before the first Tracking Report is completed.
- Staff and pupils will discuss progress towards the target level and agree the next target level and the steps pupils will need to take towards their target.

Tracking Report
October

- Tracking Report 1 will inform Parents of the level pupils are working at and the target level they are working towards.
- The report will give an indication of how well pupils are working in class and at home towards their target level.

Learner Conversation
February

- Learner Conversation 2 will take place in class in the week before the Tracking Report is completed.
- Staff and pupils will discuss progress towards the target level and agree the next target level and the steps pupils will need to take towards their target.

Tracking Report
March

- Tracking Report 2 will inform Parents of the level pupils are working at and the target level they are working towards.
- The report will give an indication of how well pupils are working in class and at home towards their target level.

Learner Conversation
April

- Learner Conversation 3 will take place in class in the week before the Full Report is completed.
- Staff and pupils will discuss progress towards the target level and agree the next target level and the steps pupils will need to take towards their target.

Full Report
May

- The Full Report will inform Parents of progress towards the target level agreed and give an indication of how well pupils are working in class and at home towards their targets.
- The Report will also contain a comment from staff detailing the next steps pupils will need to take to achieve their target level in S4.

Parents' Evening
May

- At the Parents' Evening Staff Parents and Pupils will be able to discuss progress towards target level, how well pupils have been working in class and at home and the Next Steps required to achieve the Target level.
- Staff, Parents and pupils will also discuss pupils' potential level for each subject in S4.

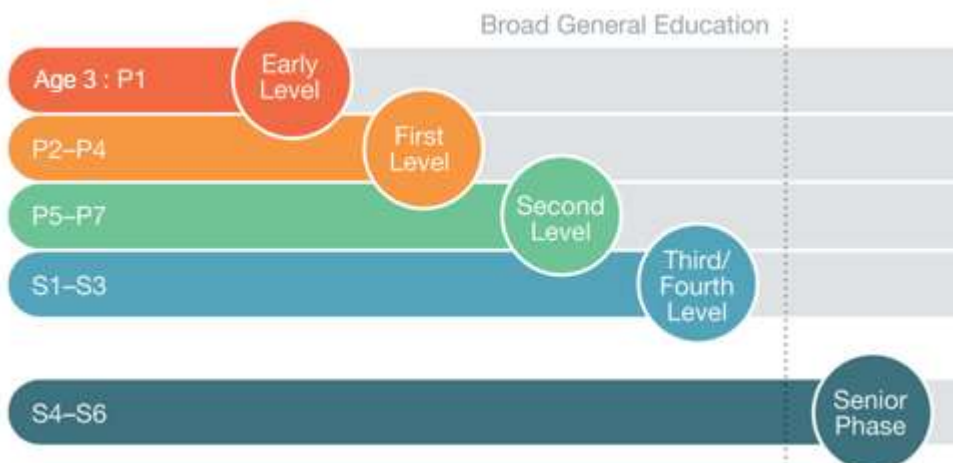
Senior Phase Tracking, Monitoring and Reporting



Broad General Education - Curriculum levels

There are five curriculum levels – Early, First, Second, Third and Fourth – in the broad general education (from early years to the end of S3).

This diagram shows the five curriculum levels with progression to the senior phase (S4-S6).



This is a general guide. Learners will progress at their own pace through the curriculum levels – the framework is designed to be flexible to permit careful planning for those with additional support needs, including those who have a learning difficulty and those who are particularly able or talented.

The senior phase is for young people aged 15-18 and is designed to build on the experiences and outcomes of the broad general education, and to allow young people to take qualifications and courses that suit their ability and interests.

Reporting CFE Curriculum Levels to Parents

Reports to parents will indicate a Working Level and Target Level which shows:

(Level pupil is working at) . (Progress within this level)

Eg

2.3 – pupil is working at level 2 and is making good progress within the level

The full range of assessment judgements are shown in the table below.

CRITERIA TO HELP INFORM TEACHER CFE ASSESSMENT JUDGEMENTS

Rating	.1	.2	.3	.4
Descriptor	Beginning to learn at a new Level	Making some progress in learning within the Level	Making good progress in learning within the Level	Making very good progress in learning - ACHIEVED THE LEVEL
How much has the learner learned? (Breadth)	Building on prior learning, the learner is beginning to experience and explore Experiences and Outcomes at a new Level.	The learner is experiencing an increasing number (but less than half)of Experiences and Outcomes and organisers	The learner has experienced most Experiences and Outcomes and organisers	The learner has experienced almost all Experiences and Outcomes across all organisers and has moved forward in their learning to the next level in a few aspects
How well has the learner learned? (Challenge and Application)	The learner is beginning to experience and explore some new key concept(s)/ contexts at a new Level.	The learner is beginning to develop their knowledge and understanding of key concepts / contexts, and is beginning to apply this learning in some familiar and unfamiliar contexts.	The learner can demonstrate a depth of knowledge and understanding in some key concepts/ contexts and can apply this in familiar and unfamiliar contexts most of the time. The learner is beginning to make links across ideas and concepts learned	The learner demonstrates a depth of knowledge and understanding of almost all key concepts / contexts and can apply this consistently in a range of unfamiliar contexts . The learner can consistently make links between ideas and concepts learned
	The learner is beginning to experience opportunities to develop some skill(s) at the new Level.	The learner is beginning to develop skills required at this Level and to apply these skills in familiar and unfamiliar contexts	The learner is developing a range of skills required at this Level and can apply them most of the time in familiar and unfamiliar contexts	The learner has developed almost all skills required at a high level and can apply them consistently in unfamiliar contexts
	The learner is beginning to engage with the level of challenge set out in the Experiences and Outcomes at this new level	The learner is responding to the level of challenge in the Experiences and Outcomes with support .	The learner can respond appropriately to the level of challenge in the Experiences and Outcomes most of time, with increasing independence	The learner has responded consistently well to the level of challenge set out in the Experiences and Outcomes. He / she works independently within, and at times, beyond, the Level
CfE Benchmarks	The CfE Benchmarks provide the main tool for assessing how much and how well the pupil has progressed in their learning. It is not necessary for learners to demonstrate mastery of every single aspect of learning within the Benchmarks at a particular Level before moving on to the next Level. However it is important that there are no major gaps in an individual's learning when looking across the major organisers in each curricular area.			

Senior Phase Reporting

Pupils in the Senior Phase will study a range of qualifications from the Scottish Credit Qualifications Framework Level 3 – Level 7.

SQA Awards at National 5, Higher and Advanced Higher will be graded A – D

All other awards will be graded as Pass or Not yet Passed if the Award is still in progress.

The table below outline the progression available through the range of SCQF qualifications.

SCQF Levels	SQA Qualifications		Qualifications of Higher Education Institutions	Apprenticeships & SVQs	
12		Professional Development Award	Doctoral Degree	Professional Apprenticeship	
11		Professional Development Award	Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Graduate Apprenticeship, Professional Apprenticeship, SVQ	
10		Professional Development Award	Honours Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship, Professional Apprenticeship, SVQ	
9		Professional Development Awards	Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship, Technical Apprenticeship, SVQ	
8		Higher National Diploma, Advanced Diploma	Professional Development Award	Diploma of Higher Education	Higher Apprenticeship, Technical Apprenticeship, SVQ
7	Advanced Higher, Awards, Scottish Baccalaureate	Higher National Certificate, Advanced Certificate	Professional Development Award	Certificate of Higher Education	Modern Apprenticeship, SVQ
6	Higher, Awards, Skills for Work Higher	National Certificate	Professional Development Award		Modern Apprenticeship, Foundation Apprenticeship, SVQ
			National Progression Award		
5	National 5, Awards, Skills for Work National 5	National Certificate	National Progression Award		Modern Apprenticeship, SVQ
4	National 4, Awards, Skills for Work National 4	National Certificate	National Progression Award		SVQ
3	National 3, Awards, Skills for Work National 3	National Certificate	National Progression Award		
2	National 2, Awards	National Certificate	National Progression Award		
1	National 1, Awards				

Pupils in the Robert Burns Academy will typically work on Awards at the levels below.

S4 Pupils	SCQF Level 3, Level 4 or Level 5 (National 3, 4 or 5)
S5 Pupils	SCQF Level 3, Level 4, Level 5 or Level 6 (National 3, 4, 5 or Higher)
S6 Pupils	SCQF Level 3, Level 4, Level 5, Level 6 or Level 7 (National 3, 4, 5, Higher or Advanced Higher)