



# S1 – S3 Tracking Reports – What do they tell me?

## How do we know how your child is doing?

Tracking and Monitoring of pupil progress is fundamental for ensuring pupils progress appropriately through the Broad General Education (BGE) from age 3 to 15 and as they continue on their learning journey into qualifications and beyond. Our staff will use a wide range of evidence from assessments and other sources to evaluate progress and achievement and identify next steps which will support improved outcomes for your child.

Staff will use the Benchmarks to determine how your child is progressing through the planned learning. Each curriculum area has a set of benchmarks for each level. These benchmarks have been developed to provide clarity on the national standards expected within each curriculum area at each level. They set out clear lines of progression. Their purpose is to make clear what learners need to know and be able to do to progress through the levels, and to support consistency in teachers' and other practitioners' professional judgements.

Outcome	Benchmarks	Achieved or Not		
		Pupil A	Pupil B	Pupil C
When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.	<ul style="list-style-type: none"> <li>Contributes regularly in group discussions or when working collaboratively, offering relevant ideas, knowledge or opinions with supporting evidence.</li> </ul>	✓	✓	✓
	<ul style="list-style-type: none"> <li>Responds appropriately to the views of others developing or adapting own thinking. Builds on the contributions of others, for example, by asking or answering questions, clarifying or summarising points, supporting or challenging opinions or ideas.</li> </ul>	✓	✓	✗
	<ul style="list-style-type: none"> <li>Applies verbal and non-verbal techniques appropriately to enhance communication, for example, eye contact, body language, emphasis, pace, tone, and/or some rhetorical devices.</li> </ul>	✓	✗	✗
	<ul style="list-style-type: none"> <li>Uses appropriate register for purpose and audience, for the most part.</li> </ul>	✓	✗	✗

So for example, if we look at the table to the left we see a set of benchmarks for one outcome in Literacy. After a period of time a teacher will have evidence that some children will have achieved all of the benchmarks where as some may have achieved one, two or three. This helps the teacher identify what strengths and next steps are needed for each child and helps form a picture of each child's progress through the benchmarks.

Each subject and level contains lots of agreed standards which help determine whether or not a child has achieved the level.

It is also important to remember that each child is different and will progress at different times and in different ways. What we do know is that progress is never linear and we need to keep practicing and trying out what we know in new ways and in new situations to ensure we do remember it. Remember trying to learn your times tables, it took a while and you had to keep recalling it and then using that information in new ways as you got older.



## BGE Tracking and Reporting (On The Button)

We are introducing new tracking reports for our S1 – S3. The reports will look different and will contain information about the progress your child is making through their education. So what does the report tell you? The following diagram gives you an understanding of what it all means? For example, Joe Bloggs (3 A **On Track**) tells us that Joe is working at 3<sup>rd</sup> Level and has made really good progress through this level and achieved the majority of the benchmarks and is on track (this is where we would expect Joe to be). Bob Biggins (2 C **Working beyond**) tells us that Bob is working at 2<sup>nd</sup> Level and is achieving an increasing number of the benchmarks at this level and is working way beyond what we would expect of Bob.

