

# Notre Dame High School



## BGE Assessment, Tracking and Monitoring

April 2015 (Revised and updated version due for release in August 2016)

## Introduction

As is the case nationally, staff within Notre Dame High School are actively engaged in the development of an effective model to track and monitor progress through the Broad General Education phase of the Scottish Curriculum.

Until session 2013/'14, the school's approach focused on the use of departmental spreadsheets to record and monitor pupil progress. Our quality assurance and school improvement process identified the following catalysts for change:

- Desire for an enhanced, more effective overview to inform strategic direction of the assessment, monitoring and tracking process while taking account of national policy
- Response to the release of Glasgow City Council's 'Good Tracking in the Broad General Education' guidance, to ensure that tracking pupil progress is a dynamic process firmly based on professional dialogue.
- Requirement to merge the information from twenty different spreadsheets, in order to provide rich data that could be used to inform intervention
- Desire for a more detailed analysis of approaches to assessment and the different contexts for learning utilised across subjects and curricular areas
- Need to ensure that learning and teaching strategies such as sharing the 'Thinking Skill' focus are factored into planned learning.

A key component of our 2014/'15 School Improvement Plan was to explore the potential for a more effective and coherent tracking system that was easily accessible to all staff. Our system is designed to be accessed electronically in a central location. This system includes:

- a brief description of each learning block/learning experience
- moderated success criteria for each learning block/learning experience
- an overview of experiences and outcomes covered within a learning block/learning experience
- planning which incorporates the sharing of dominant thinking skills covered within a learning block
- an overview of both the form of assessment and context for learning for each area of planned learning.

## **Outcomes**

This document outlines our progress between August 2014 and April 2015 and it should be noted that implementing our vision remains very much a work in progress. We are due to launch our revised system during June 2015. However, we do believe that our progress to date has resulted in the development of a robust, manageable, effective and coherent system both in terms of strategic thinking and technical implementation.

From the initial stages of planning at Senior Leadership level, we were clear about the desired outcomes of engaging in the development process:

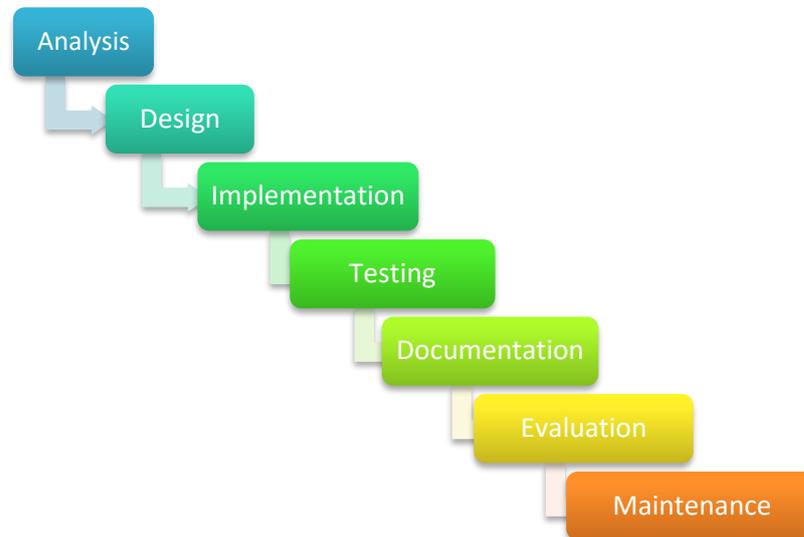
- Improve professional dialogue and moderation and be supported by a bespoke reporting system
- Creation of an effective and coherent system for tracking and monitoring progress which would have a direct impact on the achievements of our young people
- Development of a framework for clear interventions that will improve the attainment prospects of our pupils
- Clear understanding and continuity of approach to 'Planned Learning' across the school community
- A vehicle which supports the self-evaluation process to provide a clear focus for developments within the 2015/'16 School Improvement Plan
- Clearer understanding of how data from Insight can be applied to a BGE tracking model
- Generation of a Continuing Professional Development Calendar for 2015/'16 that is informed by the high level of professional dialogue, data gathered and feedback harnessed from staff at all levels.

## **Professional Dialogue**

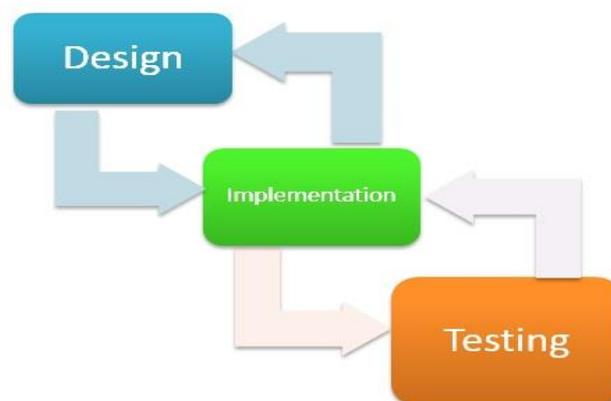
We have found this process of planning, design and implementation to be one of the richest self-evaluation exercises that our school has undertaken since the launch of Curriculum for Excellence. At every stage of the process, from strategy group planning to Extended Leadership Team meetings and departmental development discussions, staff have looked to re-engage with policy at both national and local level. This engagement has provided renewed clarity, direction and an increase in understanding in terms of turning policy in practice.

## Strategic Planning

Our strategy for implementation follows the waterfall method often utilised in software development. This process is iterative in the sense that we are re-visiting stages in light of self-evaluation.



At the time of writing we are engaged in an iterative and dynamic cycle as follows:



As the year has progressed, staff engagement with national and local policy documentation and related professional learning activities has had a direct impact on our strategic thinking. This is reflected in enhancements to our model which include:

- linking planned learning to Significant Aspects of Learning and the related Progression Framework statements
- making connections between learning and the development of Skills for Learning, Life and Work.

A table detailing our planned timescale for full rollout can be found at the end of this document.

## Analysis

Initially, we had planned to capture only the totality of experience and outcome coverage across the curriculum, not least because several changes in personnel meant that an accurate overview of attainment and progress within BGE was extremely difficult to source without an inordinate amount of administration and presumption. As a matter of urgency, we needed to have an accurate overview in order to inform our priorities in the short and medium term.

Mrs Martin, Mr Kane and Mr Hegarty began to explore the possibility of devising a database system for this purpose. It was to our great advantage that the relevant expertise was accessible within our own staffing; Mr Hegarty's professional background is in the field of database design and implementation and Mr Kane's degree background is in the field of systems analysis and project management. The combination of technical expertise with project management led to the rapid development of a much wider model.

The initial analysis phase was based upon a three way discussion between Mr Kane, Mr Hegarty and Mrs Martin. As the strategy for implementation began to emerge, it became clear that Mr Hegarty's technical expertise meant that we were not restricted by IT related constraints.

However, it also became clear that we wanted the thinking process to come before the actual IT system. We needed to have a shared understanding of the systems purpose. It is too narrow to suggest that a tracking and monitoring system serves a solitary purpose.

To create a system that focussed solely on a pupils ability to overtake 'I can..' experiences and outcomes would be to suggest that explicitly engaging with profiling and skills for learning, life and work was simply an add on, not to be at the heart of class teacher planning and assessment. Part of our rollout would need to be concerned with defining what was meant by 'planned learning' within our school community.

We defined planned learning as learning blocks or experiences planned to take account of:

- success criteria
- experiences and outcomes
- significant aspects of learning
- relevant progression framework statements
- dominant skills for learning
- dominant skills for work
- context for learning
- form of assessment

Our aim was to develop a system which would capture the totality of planned learning, allowing it to dovetail with a range of national and local priorities such as profiling and planned engagement with skills for learning, life and work.

We have also altered aspects of the system over a number of months and for the following reasons:

- Professional judgement on the part of Mr. Hegarty, Mr. Kane and Mrs Martin as a strategy group
- Feedback from Principal Teachers
- Feedback from representatives of Glasgow City Council (Mrs Isobel Taggart and Mrs Patricia Leeson)
- National priority engagement (e.g. Commission for Developing Scotland's Young Workforce, Leadership of CfE event)

For each stage (S1-S3) it was proposed that a subject offer between six and eight learning blocks<sup>1</sup> where progress can be tracked. On between six and eight occasions per academic year it is manageable and meaningful to track progress. We made it clear that individual departments retained autonomy to include additional activities within the tracking system if required. Similarly, the course structure could include more than eight blocks. However, for the purposes of manageable tracking, a notional target of between six and eight has been proposed.

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<sup>1</sup> The term learning block can change, we use this term in favour of 'sequence' as learning may not be linear depending upon the context. We use the term learning experience to future proof the system as we intend to include all experiences across each context for learning, including day trips, retreats, team sport etc.

## Design

The design phase was two-fold. It was necessary to allow Heads of Department to begin the process of accounting for planned learning in their subject area while also allowing Mr Hegarty time to devise the ICT system.

Mr Kane created two separate documents to enable Principal Teachers to:

- begin the process of accounting for planned learning in a consistent manner, regardless of subject area
- enhance moderation activities within each department so that the information about each learning block had been agreed with all staff (moderation of planned learning rather than the work produced by pupils).

Moderation of the work completed by pupils comes at a later stage of this process.

A completed sample of the first form is shown on the next page. It is important to note that it was stressed to Principal Teachers that the information entered should be representative of naturally occurring learning, rather than just summative assessment at a pre-defined point in the academic calendar. Any evidence retained would be reflective of the fact that it would be produced naturally. In some contexts, summative assessments are part of naturally occurring planned learning, for example in Mathematics. However, where possible we encouraged Principal Teachers to try to focus on a portfolio approach to course delivery.

For our school, this was the most time intensive part of the process. For Principal Teachers, the bottleneck in terms of workload is at this point. Once this data is captured, the system is self-sustaining and certainly low impact in terms of workload for class by class data capture and entry.

At the time of writing, Principal Teachers have used the form overleaf to complete the majority of the initial data capture that is required for the system.



Learning block/experience (activities should occur naturally during the course of planned learning)

<b>Title</b>	Evaluating and reporting on the suitability of an IT system (Computing S3).
<b>Brief Description</b>	<p>Pupils are set the task of identifying the most suitable laptop, camcorder, DVD writer and piece of video editing software for a local business. The business is revising their IT policy and is seeking the advice of a systems analyst (the pupil).</p> <p>The pupil must combine their knowledge and understanding with an element of problem solving. Pupils need to follow a set specification for each piece of hardware/software and must provide a technological justification for selecting each item.</p>
<b>Progression Framework Statements</b>	<p>Search, retrieve, use and evaluate information, using search engines and appropriate software to solve increasingly complex problems or issues.</p> <p>Use research to understand the features of computer systems and emerging technologies for a specific purpose.</p>
<b>Significant Aspects of Learning</b>	finding, discussing, organising and evaluating information through the technologies searching and retrieving information to inform thinking.
<b>Experiences and Outcomes (including Literacy, Numeracy, ICT and Health and Wellbeing)</b>	TCH 4-08a, LIT 4-04a, LIT 4-25a
<b>Bloom HOTS</b>	Analysing and Evaluating
<b>Form of Assessment</b>	Write (with potential for Say in the form of a pitch)
<b>Context(s) for Learning</b>	Curricular Areas and Subjects
<b>Skills for Work</b>	ICT and Employability

At the same time, Mr Hegarty was devising an equivalent user form on the database system. The strategy being that Principal Teachers would complete the form shown on the previous page before meeting with Mr Hegarty to populate the database. This approach was designed to provide Principal Teachers with a sense of ownership prior to populating the database system. As the system becomes embedded in our practice, direct entry to the database will remove duplication of work.

A screenshot of the database entry form is shown below:

The screenshot shows a web-based form for entering assessment data. At the top, there are dropdown menus for 'CfE Heading', 'Subject', and 'Yeargroup', followed by text input fields for 'Teacher Name' and 'Assessment Title'. The main body of the form is divided into two large colored sections: a green section for 'Experiences and Outcomes' and an orange section for 'Progression Frameworks'. Each section contains seven rows of dropdown menus, each with a label indicating the order and purpose of the assessment (e.g., 'First Experience and Outcome being assessed'). To the right of these sections are five vertical panels, each with a title and a list of radio button options: 'Thinking Skills' (Creating, Evaluating, Analysing, Applying, Understanding, Remembering), 'Responsibilities of All' (Literacy, Numeracy, ICT, Health and Wellbeing), 'Forms of Assessment' (Write, Make, Say, Do), 'Skills for Work' (Employability, ICT, Enterprise, Working With Others, Leadership, Citizenship), and 'Contexts for Learning' (Ethos and life of the school as a community, Curricular Areas and Subjects, Inter-disciplinary Learning, Opportunities for Personal Achievement, Outdoor Learning). At the bottom left, there is a text area with a prompt: 'Please provide a short explanation of how you deliver the selected Experiences and Outcomes, and Progression Framework Statements through this assessment:'. At the bottom center, there are two buttons: 'Add Assessment Data' and a button with a small icon.

Sessions with Principal Teachers to facilitate the transfer of the paper based capture to the IT system are ongoing. Data for Graphic Communication, Social Subjects and Drama is entered in its totality. Data for Science, Mathematics, RE and Modern Languages is partially complete. Our rollout target for the complete entry of data for all subjects is early June 2015.

Capturing data for our Masterclass curriculum, IDL, outdoor learning, personal achievement and ethos-based activities is part of phase two from August 2015 onwards.

Mr. Hegarty spent many hours of his own time creating a user friendly and intuitive user interface that is able to draw on data held within SEEMIS. Once a Principal Teacher enters this information, class teachers are able to start to track progress for class groups.

It should be noted that during June 2015 and following meetings with Principal Teachers, some reflection time has been built into our rollout programme. It is not the case that we are claiming that at this point each and every item entered is fully robust. Some items entered may require further refinement and professional dialogue will serve to underline the fact that this process is dynamic and iterative.

Any data entered can be edited on a rolling basis. It is also possible to bank activities that may not be offered in the next academic year but have been planned for or proposed. Reviewing entered data and re-engaging in professional dialogue is an important feature of our strategy.

### **Department level moderation of planned learning**

Prior to entering data for class groups, each department will have completed a moderation activity where the success criteria for each learning block are agreed by all staff. The success criteria will determine how progress is measured over the course of a block of learning.

While Principal Teachers will have liaised with departmental colleagues when populating the system with each block or activity, it is at the point of agreeing success criteria that class teachers really start to engage with the process. This is a deliberate and strategic decision, taken with the tackling bureaucracy guidance in mind.

A natural consequence of the professional dialogue taking place within each department is that there are discussions around skills for learning, contexts for learning, progression framework statements and skills for work. These discussions provide a very natural mechanism for improving awareness of national and local priorities.

During the in-service day in February 2015, each department selected one learning block from their S1 curriculum and were asked to either review or to devise agreed success criteria. A sample version of the document that groups of staff were asked to return is shown overleaf.

## Notre Dame High School – BGE Moderation



Learning Block/Experience: S1 Modern Studies - Developing world investigation

### Agreed success criteria:

#### Success Criteria

I have created an introduction that explains what a developing country is and gives reasons why some countries are developing.  
I have gathered evidence from a range of sources, making use of IT skills.  
I have taken notes from sources and evaluated my notes before re-writing them in my own words.  
I have compared statistical information about Uganda with Scotland, demonstrating skill in interpreting data.  
I have evaluated the evidence and presented my own view on the big question.  
I have checked my work and am pleased with it.

### Progression Framework Statements:

- provides explanatory accounts how and why society has developed in different ways, comparing Scotland to at least one other society
- evaluates, compares and contrasts a range of evidence related to an issue and uses it to come to a balanced view
- uses relevant numeracy and ICT skills to interpret data.

### Skills for Work:

ICT and Citizenship

## Professional Autonomy

Another key feature of our system is that we are not suggesting that each teacher needs to follow an agreed lesson by lesson timeline, nor are we suggesting that different contexts cannot be utilised within the same department. It is the success criteria that will be agreed, not the method of delivery. As an example, teachers within the English department may use totally different methods to teach a class the same skills in relation to close reading. In Computing Science it would be possible to use different programming languages to solve the same problem and so on. Sharing best practice in relation to delivery methods is tied in with the process of moderating the work produced by pupils and will be examined later in this document.

What we do not want to create is a system where professional autonomy is removed. Our system ensures consistency in success criteria and planned learning while respecting that different teachers have different ideas about how to bring content to life for their pupils. However, it would be negligent and counter intuitive to suggest that shared success criteria for all learning blocks was not in the best interests of learners.

## Implementation - Teaching Staff Data Entry

Each member of staff will use the success criteria that has been agreed at department level to form the basis of their judgement about a pupils working level. When a class teacher logs onto the system they will see the following screen for their class group:

**Assessment Title:** Impact of WWI on Scotland  
**Yeargroup:** S2 **Class:** 2.2

Responsibilities of All	Thinking Skills	Form of Assessment	Skills for Work	Contexts for Learning	PF Statements	E's and O's
Outdoor Learning: <input type="checkbox"/>	Creating: <input checked="" type="checkbox"/>	Write: <input checked="" type="checkbox"/>	Employability: <input type="checkbox"/>	Ethos and life of the school as a community: <input type="checkbox"/>	PF-SOC-4-07	SOC 4-05b
Literacy: <input checked="" type="checkbox"/>	Evaluating: <input checked="" type="checkbox"/>	Make: <input type="checkbox"/>	ICT: <input type="checkbox"/>	Curricular Areas and Subjects: <input checked="" type="checkbox"/>	PF-SOC-4-01	SOC 4-06d
Numeracy: <input type="checkbox"/>	Analysing: <input checked="" type="checkbox"/>	Say: <input type="checkbox"/>	Working With Others: <input type="checkbox"/>	Inter-disciplinary Learning: <input type="checkbox"/>		
Health and Wellbeing: <input type="checkbox"/>	Applying: <input checked="" type="checkbox"/>	Do: <input type="checkbox"/>	Enterprise: <input type="checkbox"/>	Opportunities for Personal Achievement: <input type="checkbox"/>		
ICT: <input type="checkbox"/>	Understanding: <input checked="" type="checkbox"/>		Leadership: <input type="checkbox"/>			
	Remembering: <input type="checkbox"/>		Citizenship: <input checked="" type="checkbox"/>			

Forename	Surname	Performing Above Expectations	On Track	Not Yet On Track
		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

(Scroll down to enter all pupil data)

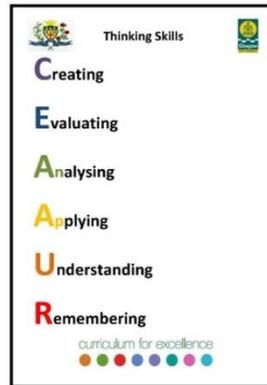
Add Assessment Data

By default, Mr Hegarty has set the system to record each pupil as 'on track'. To make any changes, staff select one of the other two tick boxes, either 'not yet on track' or 'performing above expectations'. The entry screen also reminds staff of the various aspects of planned learning that have been overtaken during the learning block/experience.

## Learning and Teaching

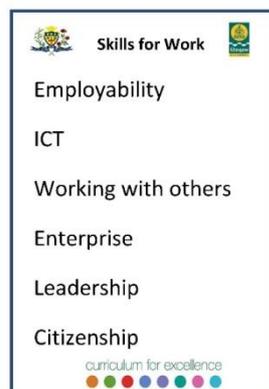
On a lesson by lesson basis, staff will still encourage pupils to determine success criteria for that specific lesson. However, as we engage with current national priorities we have asked staff to focus on sharing a dominant thinking skill at the start of each lesson.

In every class in the school the poster shown below has been on display since May 2014.



Pupils are encouraged from the first day of S1 to record the thinking skill focus for each lesson in their planner. This then informs our ongoing engagement with pupil profiling, which is in itself a different yet related area of the curriculum.

We have also started a pilot rollout in relation to the creation of plenary activities designed to allow pupils to make natural connections between their learning and the world of work. In five classrooms, the poster shown below is on display:



The skills shown on the poster are taken directly from the SQA's skills for learning, life and work framework. Five staff are working to embed Skills for Work plenary activities during May and June of this session. As we capture and evaluate pupil and staff feedback, we anticipate that the continued promotion of skills for learning, life and work at classroom level will feature in next year's School Improvement Plan.

In our experience, the current S1 and S2 are very engaged with the initiative to record the Thinking Skill focus for each lesson. The girls have reported that they feel this system helps

them to plan their revision and profile their progress. We would anticipate that next year's S1 will hold a similar view, as the system becomes further embedded within their school experience.

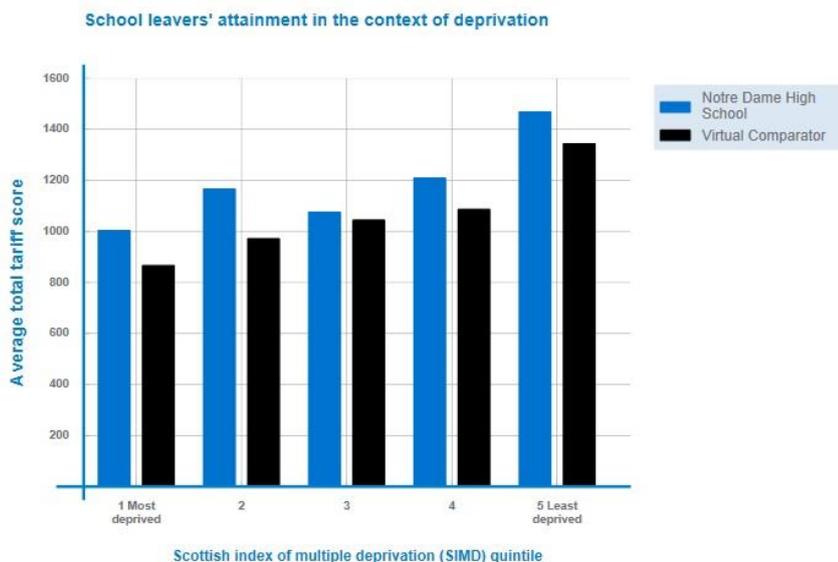
Harnessing this enthusiasm will be an important task and as such the way that we use the data will be crucial if it is to have an impact on improving attainment and building skills for learning, life and work.



It is possible to filter data by SIMD quintile, EAL status and Free Meal Entitlement.

This will allow us to use Insight data from the Senior Phase to identify patterns that we can begin to examine in closer detail during the BGE phase for subsequent year groups.

As an example, the data released on the [Parent Zone website](#) showed that we are performing above our virtual comparator in every quintile area. However within the third grouping the gap is not as great as it is in all other areas. If this were to emerge as a pattern, we would be in a position to specifically target our S1-S3 pupils within this group.



SIMD	1	2	3	4	5
Average total tariff score Notre Dame High School	1003	1166	1075	1209	1468
Average total tariff score Virtual Comparator	866	971	1044	1086	1343

## **Intervention**

We are clear that the purpose of this work is not to label pupils but to provide opportunities for intervention to raise attainment. Once the system is populated with live data, we will be able to begin to intervene with the intention of improving the attainment of all learners. It is not anticipated that the new system will allow us to do this across the whole school until the final quarter of 2015. As a result, we are still developing our strategies for intervention that tie in with the system but as a target, we have the following in mind.

## **Class Teacher**

A class teacher will be able to access their own class data at any time. If a class teacher is setting a pupil as 'Not yet on track' they will know that it will be necessary to work on an individual basis with this pupil. The development of scaffolded resources, use of paired learning and short term target setting are some of the common targets that could be employed. This is no different to current interventions at class teacher level. However, the data will be accessible at all times and will also exist for all other classes within a department, making sharing working levels easier. Class teachers taking a new class on from a colleague will have a clear understanding of prior learning and progress.

## **Principal Teacher**

While class teachers could engage in learner conversations as and when necessary, it may be the case that Principal Teachers facilitate learner conversations as part of their quality assurance procedures at department level. The data in the system will allow teachers to target certain groups at specific points in the academic year or as and when necessary.

The fact that the information stored is accessible to department leaders means that it is very easy to identify groups of pupils across a range of classes without having to carry out onerous administrative tasks. It is no longer necessary to have to ask each teacher to send copies of class records. Within minutes, a Principal Teacher would be able to identify all pupils at each level across a cohort. This can streamline the process of targeting support staff and resources towards a group of pupils from a range of class groups.

Moderation of the work produced by pupils is also part of the strategy that will be led by Principal Teachers. More information can be found later in the document. Principal Teachers can also share the planned learning with short term supply and student teachers in an efficient manner and with the intention of enhancing continuity.

## **Pastoral Care, Support for Learning and EAL**

The system allows for filtering by attendance rate. For Pastoral Care staff, this measure allows for clearer communication about the impact of fragmented attendance on a pupils propensity to make progress. Pastoral Care staff will also have an overview of overall attainment at any point in the year, again perhaps reducing the need for administrative data

gathering at the request of a progress update by a parent/carer. Transition and pupil choice discussions will be supported by the depth of information available.

Support for Learning staff would have instant access to the data for pupils in their caseload. The fact that the data would exist across all curricular areas could serve to remove some unknown issues in classes where direct support for learning cannot be provided by a support for learning team member. EAL staff can also access data across the curriculum for pupils at each stage of language acquisition. We anticipate that we may find some patterns in relation to the types of curricular area where pupils are thriving despite EAL needs. This will be particularly relevant in our school as over sixty percent of our S1 cohort speak English as an additional language.

### **Personal Support**

Our Personal Support curriculum was launched this session and provides a very natural context for learner conversations on a regular basis. However, time constraints still exist within this model and as such the kind of learner conversations that could be facilitated would possibly be more generic in nature. We do intend to further embed some of the profiling activities within Personal Support and Mr McColm has developed some materials in relation to learner conversations.

Our current plan is to set specific calendared times for more general conversations about progress and learning as part of Personal Support. It is likely that this developing area of practice would focus on curricular areas. Personal Support staff would use centrally created guidance to direct conversations at calendared points in the term.

### **Senior Leadership Team**

The Senior Leadership Team could apply any of the aforementioned interventions. Over and above those stated, the Senior Leadership Team are able to draw on data within the system to:

- Inform School Improvement Planning around coverage of:
  - Experiences and outcomes
  - Significant aspects of learning
  - Progression framework statements
  - Contexts for learning
  - Thinking Skills
  - Skills for Work
- Inform the development of our annual Collegiate Calendar (Professional Learning)
- Identify elements of planned learning that could benefit from the creation of a leadership opportunity to build capacity in others
- Dynamic review of pathways and curricular design in response to emerging patterns

- Further development of coherent whole school strategies in relation to literacy, numeracy and health and wellbeing

As an example of how the SLT can use the data to take on elements of the Improvement Plan, our current draft Collegiate Calendar for the 2015/'16 term is shown below (not all items relate directly to this tracking system but some clearly do).

### **Notre Dame High School – School Collegiate Calendar 2015/'16**

The following in house professional learning opportunities are available to staff next session. In August the final version will be released and will include specific dates. If any member of staff wishes to raise a request to offer a session or offer an idea for a session please let me Mr Kane know. It is anticipated that some sessions will be added prior to August.

All of these sessions will be pre-entered on CPD Manager for easy access when creating plans for next session. January – March is particularly intense in terms of staff workload. As a result, sessions are split as pre January and post March (other than the Aspiring Leaders programme).

<b>Focus</b>	<b>Provisional Month</b>	<b>Led by</b>
CPD Manager – Creating a Plan	August 2015	Joe Kane
Glow – Refresher	August 2015	Richie McColm and Pat Hegarty
Glow Mail	TBC – Depends on GCC Migration dates	Joe Kane
Skills for Work	September 2015	June May
Understanding EAL	September 2015	Euan Girvan and Meg McGuinness
Contexts for Learning	September 2015	Various Staff
Glow, Yammer and Prezi	October 2015	Richie McColm and Pat Hegarty
Creating your class group		
BGE Tracking and Monitoring	October 2015	Rosie Martin
Named Person Information	October 2015	Patricia Griffin
Wellbeing Plans	November 2015	Liz Henderson and Mary Claire Dean
This is Our Faith (Extended RE Team)	November 2015	Maria McMahon
SQA Verification Procedures	November 2015	Anne Pickard
IDL and our Masterclass Curriculum	December 2015	Richie McColm
Aspiring Leaders	Decemeber 2015 – February 2016	Joe Kane
Learner Conversations	December 2015	Richie McColm
Religious Observance in Catholic Schools	December 2015	Maria McMahon
'Literacy across Learning' position paper (phase 2)	April 2016	Frances McGinlay
Understanding the S3 Profile	April 2016	Pauline Kelly

## **Literacy, Numeracy and Health and Well being**

Senior Leaders can use the data to produce reports on coverage of literacy, numeracy and health and wellbeing. The system can pinpoint common delivery and provides a natural vehicle for part two of our literacy engagement strategy. In December 2014 we released a [Literacy across learning](#) document. This document details our engagement with raising the profile of literacy for learners, parents/carers and staff.

Phase two of our engagement with literacy across learning is concerned with developing a shared understanding of how to establish success criteria for different areas of literacy. The tracking system will allow us to quickly identify areas of our curriculum where delivery of similar experiences is taking place. Working together, staff from these departments will create agreed success criteria for activities that relate to literacy. This process will take time but it is part of our long term strategy.

Numeracy and health and wellbeing documents are to follow during the 2015/'16 term.

### **Moderation of actual work**

Once all planned learning has been entered and staff have agreed on success criteria for a block of learning/learning experiences, Principal Teachers will be in a position to construct a coherent plan to sample and moderate work across a department or curricular area and further develop a consistent standard for all. Moderation of pupil work is not new and is already part of established practice. However, the system will allow us to have a clear and coherent strategy across a range of departments. Some of the discussion points may be around perceptions of challenge and depth or the success of specific methods of delivery. These are again encouraging elements of this wider strategy as our target is to create a culture of dynamic and iterative engagement with how to best meet the needs of the pupils in our care.

## Potential

Although our system is not yet live, our on-going work has highlighted the potential of the model both in terms of strategy and technical expertise. As a starting point, we believe there is potential for:

- Integration across the entire BGE phase not just within the Secondary environment
- External engagement with Mr Hegarty in relation to the technical elements of our system
- Integration with Glow on both a practical and technical level
- Complete integration of ethos and wider achievement data
- Development of a more robust process for pupil profiling as it relates to skills for work
- Reviewing our guidance on reporting to parents/carers to ensure that reports of progress capture the data held within our system.

## Where does Glow fit in?

Engagement with Glow is an area of school life that requires some strategic input. At the beginning of the 2015/'16 term, all Glasgow City Council education email systems will migrate to Glow mail. This provides a very natural context to enhance the profile of Glow within our school. A number of staff have expressed an interest in developing a learning zone for their subject area within our Glow 365 page while some staff have already created blogs or learning zones.

The integration of learning areas with our tracking system is a long term goal. In some courses staff have started to engage in the process. We anticipate that a very small number of staff may pilot the idea of creating pupil friendly summaries of the current activity in relation to planned learning. Posting this on a Glow subject page would give pupils full sight of the skills that they are developing and the context for learning.

The screenshot shows a Glow subject page for 'S3 Computing Science'. The page layout includes a navigation bar at the top with 'glow' branding and user information 'Mr Kane'. Below the navigation, there are breadcrumb links: 'Computing Science > S3 Computing Science > S4 Computing Science'. The main content area is divided into three sections:

- Current Task:** A table with the following data:

Project Timeline	June 2015
Task	Systems Analyst
Brief	You have been employed as a systems analyst. Your contractor has asked that you make a recommendation for the purchase of a computer system. The link below can be accessed for more information.
Success Criteria	You can make a reasoned argument around the advantages and disadvantages of purchasing two different computer systems. You can justify your choice based upon relevant technical knowledge (processor capability, interface support etc.) You can meet the deadline for this task while remaining within the set budget.
Thinking Skills	Analysing Evaluating
Skills for Work	ICT and Employability
- Documents:** A section with 'new', 'upload', 'edit', and 'share' icons. It lists two documents:

Name	Modified	Modified By
S3 Computing Science	32 minutes ago	J. Kane
S4 Computing Science	31 minutes ago	J. Kane
- Reference Language Survey:** A section with a 'Respond to this Survey' button and 'Actions' and 'Settings' dropdowns. It displays:

Survey Name:	Reference Language Survey
Survey Description:	
Time Created:	15/04/2015 08:12 AM
Number of Responses:	0

## Iterative timeline for implementation

<b>August 2014</b>	Initial Analysis involving Mr Hegarty, Mrs Martin and Mr Kane which followed on from some earlier analysis involving Mrs McFadden and Mr Kane.
<b>September 2014 – December 2014</b>	Mr Hegarty works to create a viable system in line with our agreed vision, liaising with Mr Kane at regular meetings to discuss the strategic direction of development. Mutual sharing of ideas to further refine the system. Feedback to Mrs Martin at key points of change for further professional dialogue.  It should be noted that during every month, Mr Hegarty has continued to invest significant personal time to create the IT system.
<b>January 2014</b>	Mr Hegarty and Mr Kane present a prototype to Principal Teachers and following fruitful professional dialogue issue the data capture forms following discussion at the Extended Leadership Team meeting.
<b>February 2015</b>	Principal Teachers lead departmental activity during the In-service day and focus on agreed success criteria for one S1 learning block across all subject areas.
<b>February 2015 – May 2015</b>	Principal Teachers generate and submit data capture forms for every learning block from S1-S3. This is followed by meetings with Mr Hegarty to enter data onto the database system.
<b>June 2015</b>	Review of entered data to ensure consistency with vision for planned learning. Subsequent system testing, five staff will enter full tracking data for a current S1 class, based on retrospective evidence from the current term.
<b>August 2015</b>	Improvement Plan priority that all departments will work towards agreeing success criteria for every learning block already entered at department level. This will be an ongoing process during this session.
<b>August 2015 – October 2015</b>	Work with Pastoral Care staff to define clear guidance in relation to intervention strategies. Test the ability of the system to offer reports described earlier in this document (early testing shows no issues).
<b>October 2015 Onwards</b>	Live system used to track progress, provide scope for reporting and a context for learner conversations. The system will be utilised to target pupils and groups either at set times or on a needs basis.
<b>Projected Date of full implementation</b>	The nature of tracking and monitoring means that the process will always be iterative. However, we have a target of three academic sessions to fully embed our strategy for implementation. We are now about enter phase two of our programme.

## **Interest from elsewhere**

At the time of writing we have been accepted to present a seminar at the 2015 Scottish Learning Festival. We have received both formal and informal enquiries about our system from several secondary schools within and out with our local authority area. We are not claiming to have the perfect system by any means. However, we are keen to contribute to any wider discussion around the themes described throughout this document.

We intend to post this document on our school webpage so that parents/carers and external partners have a clear understanding of our current position.

## **Key Contacts**

Please do not hesitate to contact us if you would like more information on any aspect of our engagement with Assessment, Monitoring and Tracking.

Mrs Rosemary Martin – Headteacher

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Mr Joe Kane – Depute Headteacher (BGE Remit)

[jkane@notredamehigh.glasgow.sch.uk](mailto:jkane@notredamehigh.glasgow.sch.uk)

Mr Pat Hegarty – Teacher of Graphic Communication (IT system for tracking and monitoring)

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