**Hillhead High School**

Oakfield Avenue

Glasgow G12 8LJ

**Phone 0141 582 0100**

**Head Teacher**

K McAlaney

21st September 2022

**S3 Tracking Reports**

Dear Parent/Carer

We hope this letter finds you and your family well.

Please find attached your son/daughter’s tracking report that provides you with information on their progress and engagement in school since commencing S3. The school’s reporting system was introduced in the 2020/21 session after discussion and feedback from pupils, staff and parents. The approach is designed to capture a snapshot of progress and engagement at regular intervals so that strategies and interventions can be put in place if required.

Every child’s tracking report captures and communicates any areas of strength and also areas in need of improvement. Every time that the school captures a tracking snapshot the information is reviewed by the leadership team. The information allows the appropriate action to taken should a need for support or intervention be identified. As a result, school staff may contact you to follow up after this tracking report.

Should you have any questions regarding specific subjects or a report is missing due to staff absence, then you can connect with the appropriate faculty/department head via the email addresses below and they will be happy to answer any questions you may have:

English: Miss Southern [gw20southernsusan@glow.ea.glasgow.sch.uk](mailto:gw20southernsusan@glow.ea.glasgow.sch.uk)

Expressive Arts: Mr Reid [gw10reidross@glow.ea.glasgow.sch.uk](mailto:gw10reidross@glow.ea.glasgow.sch.uk)

Humanities: Mr Elder [gw10elderdouglas3@glow.ea.glasgow.sch.uk](mailto:gw10elderdouglas3@glow.ea.glasgow.sch.uk)

Mathematics: Mr Scanlan [gw15scanlanmarkdanie@glow.ea.glasgow.sch.uk](mailto:gw15scanlanmarkdanie@glow.ea.glasgow.sch.uk)

Modern & Community Languages: Mrs Campbell-Young [gw10campbellyounglau@glow.ea.glasgow.sch.uk](mailto:gw10campbellyounglau@glow.ea.glasgow.sch.uk)

P.E. and Health & Wellbeing: Mr Gemmill [gw14gemmilljohn3@glow.ea.glasgow.sch.uk](mailto:gw14gemmilljohn3@glow.ea.glasgow.sch.uk)

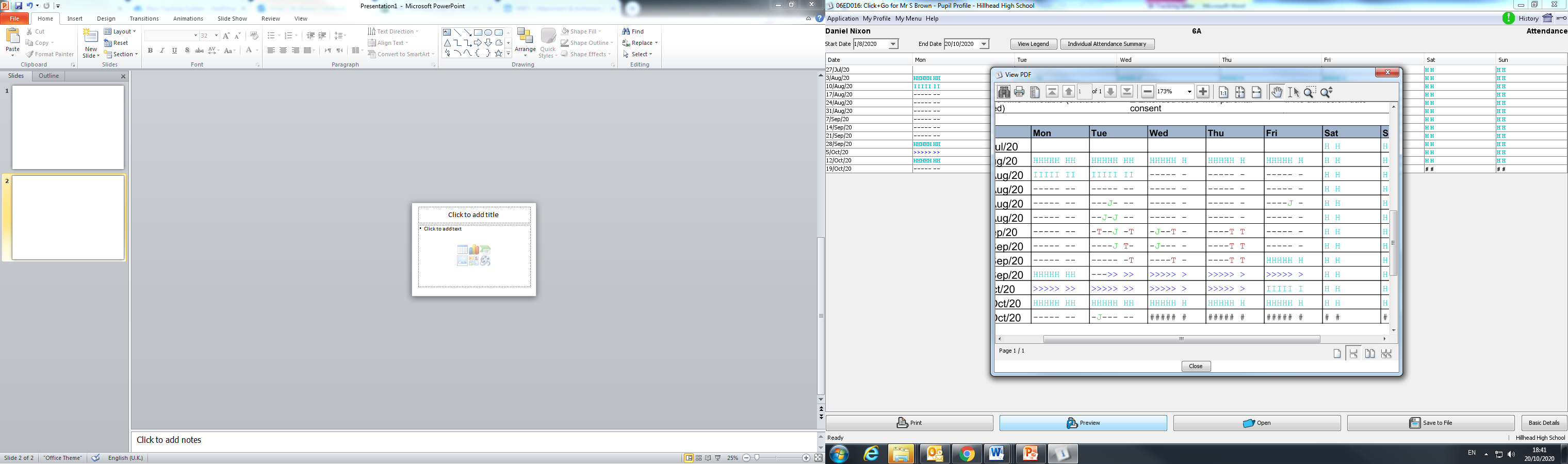
Science: Mrs Hill [gw21hillkathryn@glow.ea.glasgow.sch.uk](mailto:gw21hillkathryn@glow.ea.glasgow.sch.uk)

Technologies: Miss Cuthbertson [gw10cuthbertsonelain@glow.ea.glasgow.sch.uk](mailto:gw10cuthbertsonelain@glow.ea.glasgow.sch.uk)

Attached to the tracking report is also a summary of your child’s attendance. All pupils should attend registration at 8.54am, ahead of going to period one class. Pupils must attend their period 5 class on a Friday. If your child does not attend then this would count as a half day’s absence.

The graphic below illustrates how a single day is broken down on the attendance summary:

A ‘perfect’ day: pupils has attended all timetabled classes attended on time



An ‘imperfect’ day: pupil marked late by teacher period one and was missing from period four with no reason

Registration (currently not in operation)

Period

1

Period

2

Period

3

Period

4

Lunch Break

Period

5

The new S3 year group have made a strong, positive impression since starting back in school last month. For this round of reports I am delighted to be awarding 62 pupils in the year group with recognition certificates. These have been awarded to pupils who have achieved an ‘average score’ of 4.0 - meaning that all their subjects teachers have assessed them as ‘always a high standard’. If your child has received one of these please find an accompanying letter enclosed with the tracking report

The latest individual tracking report for your child follows on the next page.

Thank you for your support

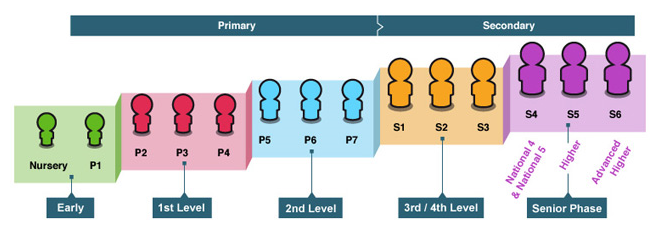
Stuart Brown

Depute Head Teacher

**How we describe & track level of learning & progress in the BGE (broad general education)**

Staff score pupils based on observations of each child. They consider the child’s progress in relation to national expectations:

**National Expected Levels**



In the BGE (S1 – S3) a child’s report will, for each tracked subject, provide detail on:

* **Level of learning**
* **Progress**

|  |  |  |  |
| --- | --- | --- | --- |
| **BGE Stages** | **Possible levels of learning in a report:** | | |
| S1 – S3 | 2nd Level | 3rd Level | 4th Level |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Descriptions of progress (BGE):** | | | |
| Working on/achieving personal targets | Not yet on track to achieve national expectations | Achieving well with national expectations | Achieving very well with national expectations |
|  |  |  |  |
| *What the teacher is communicating:* | *Pupil is working in a supported setting eg. small group/ sfl department* | *Pupil is working at a level behind national expectations for their age and stage* | *Pupil is achieving across most of the outcomes of the level as listed above* | *Pupil is achieving all of the outcomes of the level as listed above* |

**How we describe & track behaviour, engagement & home learning**

Your child’s current position in terms of level of learning and progress will always be affected by their behaviour and engagement in the classroom as well as their approach to learning and preparation at home.

Staff score pupils on thee different measured based on observations of each child. They consider their approach to learning and apply statements in line with the table below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Behaviour** | **The extent to which the pupil behaves positively, demonstrating kindness, integrity & respect** | | | |
| * **Always high standard** | * **Usually high standard** | * **Needs improvement** | * **Serious concerns** |
|  |  |  |  |  |
|  | *Attitude & conduct support positive learning for the pupil and contribute to a positive learning environment for others.* | *Attitude & conduct usually support learning for the pupil and normally support a positive learning environment for others.* | *Attitude & conduct sometimes detrimental to pupil’s own learning and/ or negatively effects the learning environment for others.* | *Attitude & conduct often detrimental to pupils own learning and/or the learning environment for others.* |
|  |  |  |  |  |
| **Participation & In class engagement** | **The extent to which the pupil actively engages to learn and demonstrates ambition & resilience** | | | |
| * **Always high standard** | * **Usually high standard** | * **Needs improvement** | * **Serious concerns** |
|  |  |  |  |  |
|  | *Commitment to learning is evident; sustained effort demonstrates ambition to achieve the maximum out of every learning experience. Pupil demonstrates resilience in the face of increasing challenge.*  ***Teacher assesses that the pupil is working in line with their full potential*** | *Commitment to learning is mostly evident; effort leads to reasonable progress. Pupil gains from most learning experiences. Pupil demonstrates resilience in the face of modest challenge.*  ***Teacher assesses that the pupil is capable of more.*** | *Commitment to learning is not what is required; greater effort is required to gain benefit from the learning experience. Pupil does not always sustain effort in the face of challenge.*  ***Teacher assesses that pupil is at risk of underachievement*** | *Commitment to learning is a concern; much more effort is required to gain benefit from the learning experience. Pupil is does not sustain effort in the face of challenge.*  ***Teacher assesses that pupil is unlikely to achieve meaningful outcomes*** |
|  |  |  |  |  |
| **Home learning & preparation** | **The extent to which the pupil successfully undertakes home learning and is prepared for class** | | | |
| * **Always high standard** | * **Usually high standard** | * **Needs improvement** | * **Serious concerns** |
|  |  |  |  |  |
| ***What the teacher is communicating***: | *Pupil consistently meets deadlines with high quality submissions. Personal equipment required for learning is always present & correct.* | *Pupil normally meets deadlines with adequate submissions. Personal equipment required for learning is usually present & correct.* | *Deadlines for submissions are sometimes missed/ quality of submissions needs improved and/or personal items required for learning are sometimes not present when required.*  ***Lack of preparedness is impacting on the pupils learning experience and/or chances of achieving*** | *There is limited evidence of any action supporting learning outside of the classroom. Equipment essential to support learning is commonly not present when required.*  ***Lack of preparedness is seriously impacting on the pupils learning experience and/or chances of achieving*** |

**Level of learning & progress tracking snapshot:**

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