

Auchenharvie Academy



TRACKING, MONITORING & INTERVENTIONS POLICY

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INTRODUCTION

Tracking and Monitoring

Tracking and monitoring focuses on capturing learners' progress at key stages throughout the year. It involves teachers making judgements, based on robust assessment evidence, about learners' progress and recording these to provide an overview to learners, parents' and staff that can be analysed to identify strengths and next steps for individuals, for groups and the school as a whole.

Interventions

Recording and reporting on progress is only part of the picture, as teachers, as faculties and as a school we also use Tracking and Monitoring information and data to carry out interventions that are focused on raising the attainment and achievement of all children and young people. At Auchenharvie Academy this will involve class teachers and faculties developing *universal interventions* that are used across everyday learning and teaching. These *universal interventions* will be reinforced through the use of *targeted interventions*, using specialist provision, the use of mentors or other additional supports to ensure all barriers to learning are removed for all young people.

Rationale

Our school vision is: "to provide an equitable and excellent learning environment for ALL pupils which enables them to achieve their potential and supports them into appropriate positive and sustained destinations". The work that we do in relation to Tracking, Monitoring and Interventions is central to achieving this vision as through this work we will:

- Maximise all learners' attainment in literacy and numeracy and across the curriculum, raising attainment and maintaining high-performance over time.
- Provide personalised and bespoke support for all learners to achieve their absolute best throughout their time in Auchenharvie Academy.
- Endeavour to address inequalities ensuring that we provide equity and excellence for all.
- Develop resilience and responsibility in our young people through appropriate supports and encouraging pupil voice through meaningful and focused learning conversations.

TRACKING, MONITORING AND INTERVENTIONS OVERVIEW

Below is a basic timeline of Tracking, Monitoring and Intervention. A calendar of dates and deadlines for the relevant session will accompany this policy document and will be issued to staff, in addition to the deadlines being marked on the whole-school calendar.

May/June	TM&I Policy reviewed and evaluated.
	TM&I Policy developed and timeline for next session agreed.
August	Staff provided with TM&I Policy and Calendar
	Professional Learning sessions on Report Writing, using SEEMIS and working with data as refreshers and as introductions for new staff.
Sept-May	Tracking, Monitoring and Intervention Periods

Below there is an overview of the key actions that make up a tracking, monitoring and intervention period in Auchenharvie Academy. This details the main stages of the process across all year groups. This section is to help those using this policy to understand the full picture of Tracking, Monitoring and Intervention, specific details are included below and with relevant memos.

Tracking, Monitoring and Intervention Period Overview						
DHT opens relevant tracking period, <i>at least two weeks before deadline</i> and issues reminder for TM&I Period	Learning conversations take place, where possible, <i>before</i> the deadline, based on robust evidence.	Teachers enter levels, ratings and/or comments into SEEMIS, following instructions in this policy and any additional memos, before deadline.	Faculty Leaders quality assure class teachers' entries. SLT also quality assure a sample of comments/levels.	Relevant data extracted and analysed by DHT & PT RA&A, identifying trends, attainment patterns and areas of focus. DHT & PT RA&A assign universal interventions. DHT & PT RA&A co-ordinate targeted interventions with PTGs, DHTs, PT PS, & FLs.	Interventions carried out by identified individuals/teams, over an agreed period of time. Tracked using intervention referrals on SEEMIS or/and data from next tracking period.	DHT & PT RA&A review impact of interventions and agree next steps or close intervention.

Terminology

Across BGE and Senior Phase Tracking and Monitoring, Class Teachers will enter a range of information and data. The terms in the tables below will be used throughout this policy to refer to particular information or data. This table also seeks to standardise this terminology to ensure that when we are engaged in Tracking and Monitoring there is increasing consistency in our own understandings of what is being tracked and monitored.

BGE TM&I Terms	
Term	Explanation
Levels	This refers to the CfE Level <i>at which the learner is currently working</i> . This is not the level achieved by the learner, it is the level that they are currently working at .
Progress Code	In Auchenharvie Academy we also report on how well the learner is working at the level which they are working at. The progress codes accompany a level and are recorded as D, C and S.
Aspirational Presentations	This refers to the early identification of learners' possible pathways and attainment in the Senior Phase. For example, identifying learners who <i>could</i> achieve N5 by S4 in S1. This will help support differentiation and "teaching-up" in Auchenharvie Academy.
Senior Phase TM&I Terms	
Term	Explanation
Aspirational Grade	This grade is entered in the first Senior Phase Tracking and Monitoring period and reflects professional judgement on a learners' best possible attainment by the end of the course. It will be decided by class teachers after careful evaluation of prior attainment, evidence to date and discussion with the learners. Aspirational grades should be ambitious and realistic . In Period 1, learners' aspirational grades will also be entered into the target grade column, as well as the aspirational grade column. This is for reporting purposes only in Period 1.
Target Grade	This will be included in Tracking and Monitoring periods 2 and 3. The target grade should be agreed by class teachers after discussion with the learner on how to improve their current efforts. It should be <i>at least</i> one grade boundary above the working grade.
Working Grade	The working grade records current attainment and performance in assessments and across the course.
BGE & Senior Phase TM&I Terms	
Term	Explanation
Ratings	Ratings refer to the numbers entered by Class Teachers for Effort, Behaviour and Homework.
Short Comments	The purpose of a short comment is to highlight one main target, achievement, a key next step or concern with a solution.
Full Comments	Full comments should highlight progress across learning focusing on key strengths and contain a detailed comment on next steps with possible actions that should lead to improvements.

Interventions

Following the generation, quality assurance and collation of the tracking and monitoring data and information, DHT and PT RA&A will analyse the data to highlight the learners who require an intervention. The criteria for interventions will be made clear for each year group and for each tracking period. The intervention may be a *universal* intervention, whereby Class Teachers and Faculty Leaders will be responsible for identifying strategies and reporting on their impact. Some learners may require a more targeted intervention which will draw on a range of strategies and additional support.

	Universal Interventions	Targeted Interventions
What is it and why do it?	A universal intervention describes the strategies that Class Teachers and Faculty Leaders use as part of everyday learning and teaching to support learners in raising their attainment but have deployed in individual cases for specific, short-term, goals. Such actions are universal in that they should be available for all, as and when needed, and interventions in that they are expected to have an impact, against a goal, for a particular learner. A universal intervention would be intentionally deployed to support a learner who was not yet making satisfactory progress and this would be communicated specifically to the learner and their parent/carer with the aim of achieving a specific goal. Additionally, universal interventions may be necessary in the case of supporting learners to achieve more, in light of aspirational presentations. These will also be linked clearly to the Interventions for Equity and part of our everyday practice aimed at closing the gap.	A targeted intervention is a way to describe strategies that go beyond everyday high-quality learning and teaching and are deployed in addition to universal interventions by other teachers/support staff . Targeted interventions will take a variety of forms, depending on the learners concerned, subject/course and other factors. For example, it may be that learners are allocated a mentor; given additional support from the ESB; work with peer-supporters or buddies or engage with Nurture staff. These interventions will be used after careful analysis of learners’ progress using key indicators such as teachers’ professional judgement, levels, comments, referrals and other evidence. Targeted interventions will be focused more intensely on removing barriers to learning and learners’ attainment and achievement, which are more holistic than progress in individual courses/subject areas.
Who does it?	Normally, learners requiring universal interventions will be identified by DHT and PT RA&A. Faculty Leaders will be responsible for overseeing and supporting class teachers in delivering the interventions. Where appropriate, Faculty Leaders will report on the impact of interventions and this will be reviewed by DHT and PT RA&A.	DHT and PT RA&A will identify learners in need of targeted interventions and work with SLT, FLs, PT PS, PTG, Nurture Group and other teachers and support staff to identify the nature of support required. Individual “support streams” will identify timeframe and nature of support.
How will it be measured?	After the agreed period of time, Faculty Leader, in consultation with the class teacher, will provide a comment (supported where possible with robust evidence and teacher judgement) on the impact of the intervention. Alternatively, the data and information from the preceding tracking and monitoring period may be used. DHT/PT RA&A will review impact and either close intervention or decide on next steps.	Support streams will evidence impact as appropriate to their provision and DHT and PT RA&A will monitor the overall effectiveness and impact of targeted interventions by tracking attainment and achievement of targeted learners.

BGE TRACKING, MONITORING AND INTERVENTIONS

Overview

In the BGE we will focus on **tracking learners' progress across the curriculum** and **monitor motivation and leadership of learning by rating behaviour, effort and homework**, using the data and evidence to deploy **appropriate interventions to support learners**.

- **Tracking learners' progress across the curriculum** will ensure learners experience appropriate pace and challenge across their learning, are supported to achieve their best and build strong foundations for maximising their attainment and achievement throughout their time at Auchenharvie Academy.
- **Monitoring behaviour and effort** will highlight where learners need more motivation and/or support in making better choices to be able to lead their own learning and achieve their absolute best.
- **Monitoring homework** will link with a renewed whole-school focus on homework and will provide a source of evidence about learners experiencing motivational and/or situational barriers to their learning.
- Using the Tracking and Monitoring data will enable the effective use of **appropriate interventions to support learners** in a way that works for them and makes a tangible difference to their attainment and achievement throughout their time at Auchenharvie Academy.

BGE Tracking Periods

The table below details the current model for BGE Tracking and Monitoring periods. The table details the information and data that will be required in each of the periods. It also notes the focus for interventions. This will be explored later but the information is presented here to provide an overview.

Year Group	Period 1	Period 2
S1	Levels, Ratings and Short Comments	Levels and Ratings and Full Comments
Intervention Focus	Settling In Letters; Aspirational Presentations; Literacy and Numeracy Motivation & Leading Learning	
S2	Levels and Ratings	Levels and Ratings and Full Comments
Intervention Focus	Aspirational Presentations; Learner Pathways Literacy and Numeracy; Motivation & Leading Learning	
S3	Levels and Ratings	Levels and Ratings and Full Comments
Intervention Focus	Learner Pathways; Literacy and Numeracy (AofAL Survey); Aspirational Presentations; Motivation & Leading Learning	

BGE Levels

When Class Teachers record “a level”, they are recording the level that the learner is *currently working at*. They will record, both, the level the learner is *working at* (e.g. 1st, 2nd, 3rd or 4th level) and *how well* the learner is working at that level. This will be done by entering both the level (as a number) and a progress code (either D, C, or S). The table below details what D, C and S mean in Auchenharvie Academy.

Progress Code	Criteria	Qualitative Comment
S	Performing very well at the level.	The learner consistently and clearly shows that they are working at the assessed level that puts them on track to achieve the level reported.
C	Performing well at the level.	The learner has shown that they can usually perform at the assessed level.
D	Performing at the level.	The learner has shown that they are beginning to perform at this level and are increasingly doing so.

So, if a learner is working at 3rd Level and they are performing well at the level this would be entered as 3C on SEEMIS.



Entering Level Data

- It is expected that **all learners will have information entered for them regarding their current level and progress for each class that they are expected to attend**. Where learners do not attend class but are accommodated elsewhere, for example working 1-to-1 in the ESB, it is still expected that Faculty Leaders will communicate with relevant staff to gather and report on the requested information.
- It is expected that data and information for new pupils (less than one month attending Auchenharvie) will be available after their first month.
- Learners **cannot be entered for a Level that is lower than the previous tracking and monitoring period**. However, their progress may be lower. So, they must be entered for the same Level (or higher) but their Progress Code can be changed to chart progress. For example, in Tracking Period 1 a learner could be working at 3C but by Tracking Period 2 they are experiencing barriers to their learning which are having an impact on progress and this would be recorded as 3D, if appropriate. This will allow us to identify learners who need additional supports and interventions more effectively.
- Class Teachers should ensure that they follow the specific guidelines detailed in the *Curriculum Area Guidelines* below and in the additional memos for each Tracking and Monitoring period to ensure that the correct information and data is being generated.

BGE Ratings

Ratings refer to the numbers entered by Class Teachers for Effort, Behaviour and Homework. The following table details the criteria to be used by Class Teachers when entering ratings for Effort, Behaviour and Homework.

	Effort	Behaviour	Homework
1	Always motivated and hardworking.	Always respectful, makes good choices about their behaviour and follows expectations fully at all times.	Mostly returned, on time.
2	Mostly motivated and hardworking.	Mostly respectful and makes good choices about their behaviour. Follows expectations fully most of the time.	Mostly returned but usually late.
3	Sometimes works hard but can be demotivated at times.	Inconsistently follows expectations and sometimes not respectful. Occasionally makes negative choices about their behaviour.	Usually not returned.
4	Rarely motivated and hardworking.	Mostly makes negative choices about their behaviour and is rarely respectful.	Never returned.
No Entry	Does not attend class.	Does not attend class.	Does not attend class.

Comments

For BGE Tracking and Monitoring Class Teachers are can be asked to enter either a **short comment** or a **full comment**. The distinction is to help make the expectations of Class Teachers clear with regards to approach, quality and quantity.

Short Comment

- The purpose of a short comment is to highlight one main target, achievement, a key next step or concern with a solution.

For example:

Linda should focus on developing her written answers by adding in more detailed examples and including the words of questions in her answers to help add structure to her writing.

In RME Calum must take his time when completing tasks. He puts in a lot of effort but he needs to slow down, check over his work and ensure it is of a high quality.

Full Comment

- Full comments should highlight progress across learning focusing on key strengths and contain a detailed comment on next steps with possible actions that should lead to improvements.

For example:

John is making excellent progress in History, he always works well and puts in his best effort. He has recently completed his assessment for the World War 2 unit and achieved 97%. His written answers are very well developed and he should continue to do make sure that he includes examples from the sources in his work. To continue to progress, John should focus on his evaluation skills. To do this he should make sure that he always backs up his responses with reasons and evidence.

BGE Learning Conversations

Learning conversations should take place as a regular part of learning and teaching. Any feedback that informs learners of their current progress and levels and their next steps is a learning conversation.

Tracking and monitoring data should reflect the most recent learning conversations and learners should be aware of their progress and next steps before a Tracking and monitoring report is issued.

It is expected that as a result of learning conversations, as recorded in learners' journals, learners will be able to talk about their learning, in particular they will:

- Know what their strengths and next steps to continue to make progress
- Understand their current working level and progress.
- Have opportunities to lead learning by sharing their views on learning.

There is no need for teachers to have learning conversations recorded in any additional paperwork. However, learners **should update their learning journal after the learning conversation** connected with the current tracking period.

The Auchenharvie Approach to Learning Conversations

Feedback from staff revealed a need for a more structured and guided approach to learning conversations. In session 2017-18, we are adopting an adapted version of the GROW model, which will be evaluated in May 2018. Both staff and pupils will be given opportunities to explore this model and understand it throughout the session.

All staff should attempt to deploy the GROW model when engaged in learning conversations but ensure that it is used in a way that works for learners and themselves.



An Approach to the GROW Model

The table below details the focus of each aspect of the GROW model and provides a list of possible questions for each aspect to help staff engage in a learning conversation.

GROW	Focus	Possible Questions for BGE Learning Conversations
GOALS	Encouraging the learner to reflect on their ambitions, possible pathways and destinations. Identifying short and/or long term goals.	<ul style="list-style-type: none">• What would you like to get better at in this subject?• What do you want to do when you leave school and how could this subject help you?• What do you need to get out of school?
REALITY	Enabling learners to identify their strengths and what might be a challenge or a barrier to them achieving their goal.	<ul style="list-style-type: none">• What might stop you getting there?• Is there anything you're finding difficult?• What do you think you are doing well in this subject?
OPTIONS	Helping the learner think about possible solutions to achieve their goals, taking the realities into account.	<ul style="list-style-type: none">• How might you and I work better together?• What can you keep doing that is working?• What might you have to start doing?• What could I do/keep doing to help you?• Is there anybody/anything else that might help?
WAY FORWARD	Confirming with the learner the steps they are going to take to achieve their goal.	<ul style="list-style-type: none">• Okay, so you have all those ideas. Which one or two things are you definitely going to do?• Right, so what's your plan of action then?• So, what are your next steps that you're going to record in your learning journal and try to work on?

There are many variations of the GROW model and if you find something that works, please share with other staff.

Learning Conversations: Achievement, Participation and Pathways Database

Learning conversations will provide opportunities for Class Teachers to get to know their learners better, more fully understand their needs and find out about learners' experiences of school and their ambitions. This is important information which can help Class Teachers, Faculties and the school plan for and provide appropriate opportunities and creative pathways for learners. To capture this information an *Achievement, Participation and Pathways Database* is in use in Auchenharvie Academy.

Please e-mail Mr Scholes (gw16scholesstephen@glow.sch.uk) with any information that you think would help us ensure that all learners can achieve, participate and access learner pathways which will best suit their needs that you find out from learning conversations.

Curriculum Area Guidelines

English and Literacy

Currently in Auchenharvie Academy, Class Teachers of English will enter CfE Levels for **English** and **Literacy**. Comments will refer specifically to progress in English, not progress across the curriculum with regards to Literacy.

To do this enter the CfE level for English in the **“Languages”** column and enter the CfE levels for the three components of Literacy into the **appropriate columns (L&T, Writ and Read)** on SEEMis.

Forename	Surname	Languages		L&T		Writ		Read		Drill
		Pd1	Pd2	Pd1	Pd2	Pd1	Pd2	Pd1	Pd2	
Daniel	Cameron									...
Sam	Clark									...
Lucy	Coull									...
Kayleigh Marie	Crossan									...
Peyton Dorothy	Duckworth									...
Jack	Edgar									...
Mia	Elliott									...
Jodi	Ewing									...
Ewan	Gamble									...

Comments should be entered into the **“English”** comments boxes.

Mathematics and Numeracy

Currently in Auchenharvie Academy, Class Teachers of Mathematics will enter CfE Levels for **Mathematics** and **Numeracy**. Comments will refer specifically to progress in Mathematics, not progress across the curriculum with regards to numeracy.

To do this enter the CfE level for Mathematics in the **“Mathematics”** column and enter the CfE level for Numeracy into the **“NumMonMeas”** column.

Forename	Surname	Mathematics		NumMonMeas		Drill
		Pd1	Pd2	Pd1	Pd2	
Daniel	Cameron		3			...
Sam	Clark		3			...
Lucy	Coull		3			...
Kayleigh Marie	Crossan		3			...
Peyton Dorothy	Duckworth		3			...
Jack	Edgar		3			...
Mia	Elliott		3			...
Jodi	Ewing		1			...
Ewan	Gamble		3			...
Katie	Grant		3			...
Eilidh Kate	Hakton		3			...
Paige	Kennedy		2			...

Comments should be entered into the **“Maths”** comments boxes.

Health and Wellbeing

In Auchenharvie Academy Tracking and Monitoring under Health and Wellbeing includes: PSE, HE and PE. Data should be entered as follows:

- Class Teachers of PSE will enter CfE Levels for PSE under the **Health and Wellbeing** column.
- Class Teachers of HE will enter CfE Levels for HE under the **“F&H”** column.
- Class Teachers of PE will enter CfE Levels for PE under the **“PhysEdActSpo”** column.

Forename	Surname	Health and wellbeing		ReSexPar	MenEmoSocPhy		PlanChoiChan		SubeMs		PhysEdActSpo		F&H		Drill
		Pd1	Pd2		Pd1	Pd2	Pd1	Pd2	Pd1	Pd2	Pd1	Pd2			
Mariana	Al Shrayteh		3									3		3	...
Victoria	Beattie	3	3									3		3	...
Maximus	Brown	3	3									3		3	...
Bethany Enya	Carey											3		3	...
Chardonay	Carmichael		3									3		3	...
Sam	Clark		3									3		3	...
Kayleigh Marie	Crossan		3									3		3	...
Nicole	Daly											3		3	...
Kayleigh Ly...	Donnachie											3		3	...
Peyton Dor...	Duckworth		3									3		3	...
Jack	Edgar		3									3		3	...

Comments should be entered as follows:

- PSE comments should be entered into the “Health and Wellbeing” boxes.
- HE comments should be entered into the “Hospitality” boxes.
- PE comments should be entered into the “PE” boxes.

Modern Languages

For Modern Languages tracking and monitoring data for S1 and S2 should be entered into the “Modern Languages” column.

Forename	Surname	Modern languages	
		Pd1	Pd2
Mariana	Al Shrayteh		2
Maximus	Brown		2
Kyle	Calderwood		2
Chardonay	Carmichael		2
Sam	Clark		2
Mia	Conn		2
Lucy	Coull		2
Pacey	Cummings		2
Jack	Edgar		2
Ewan	Gamble		2
Hari Laura	Gibson		2
Bethany	Graham		2
Jai	Harrison		2
Adam	Hifferty		2
Stephanie	McCubbin		2
Shannon Margaret	Millar		2
Elle Danielle Deborah	Mitchell		2
James	Mochan		2
Naeve	Mur		2
Taylor	Nixon		2
Viviani Isabela	Pitt		2
Maxwell Alexander	Reid		2
Jacob David	Richardson		2
Nicola	Taylor		2
Aimee	Thomson		2
Adam	Whyte		2

Comments should be entered in the “Modern Languages” boxes.

Social Studies

For S1 and S2, Class Teachers of Social Studies should enter CfE levels in the **“Social Studies”** column.

For S3 Class Teachers should enter CfE levels in the appropriate column depending on the subject, as follows:

- S3 History – **“PeoPastSoc”**
- S3 Modern Studies – **“SocEconBiz”**
- S3 Geography- **“PeoPlcEnv”**

Forename	Surname	Social studies		SocEconBiz		PeoPastSoc		PeoPlcEnv		Drill
		Pd1	Pd2	Pd1	Pd2	Pd1	Pd2	Pd1	Pd2	
Connor	Agnew	4	4							...
Brooke	Armstrong	4	4							...
Abigail Jessica Marie	Bainbridge	4	4							...
Karli Rosan	Beard	4	4							...
Gabrielle	Boyd	4	4							...
Alexander	Boyle	4	4							...
Toni Sarah-Ann	Brown	4	4							...
Shannon Dorothea	Cully	4	4							...
Sarah	Cunningham	4	4							...
Luke Robert	Duncan	4	4							...

Comments for S1-S2 Social Studies should be entered into the **“Social Subjects”** boxes. S3 comments should be entered into the subject specific boxes (History, Modern Studies and/or Geography) as appropriate.

Religious and Moral Education

For S1 – S3 BGE Religious and Moral Education, Class Teachers of RME should enter CfE levels in the **“Religious and moral education”** column. For S3 RMPS, Class Teachers of RMPS should enter CfE levels in the **“Dev B&V”** column.

Forename	Surname	Religious and moral education		Chri		WorldRel		Dev B&V		Drill
		Pd1	Pd2	Pd1	Pd2	Pd1	Pd2	Pd1	Pd2	
Connor	Agnew	3	3							...
Brooke	Armstrong	3	4							...
Abigail Jessica Marie	Bainbridge	3	3							...
Karli Rosan	Beard	3	3							...
Gabrielle	Boyd	3	3							...
Alexander	Boyle	3	3							...
Toni Sarah-Ann	Brown	3	3							...
Shannon Dorothea	Cully	3	3							...
Sarah	Cunningham	3	3							...
Luke Robert	Duncan	3	4							...

Comments should be entered into the **“RMPS”** box. S3 RMPS comments should take account of both RMPS and RME progress and next steps.

Science

For S1-S2 Science, Class Teachers of Science should enter CfE levels in the **“Sciences”** column. For S3 Science, Class Teachers of Science should enter CfE levels into the following columns:

S3 Biology – **“BioSys”**

S3 Chemistry – **“Materials”**

S3 Physics – **“ForElecWav”**

Forename	Surname	Sciences		BioSys		TopSci		Materials		PlaEarth		ForElecWav	
		Pd1	Pd2	Pd1	Pd2	Pd1	Pd2	Pd1	Pd2	Pd1	Pd2	Pd1	Pd2
Connor	Agnew	4	4										
Brooke	Armstrong	4	4	4	4								
Abigail Jessic...	Bainbridge	4	4	4	4								
Karli Rosan	Beard	4	4	4	4								
Gabrielle	Boyd	4	4										
Alexander	Boyle	4	4										
Toni Sarah-Ann	Brown	4	4	4	4								
Shannon Dor...	Cully	4	4										
Sarah	Cunningham	4	3										
Luke Robert	Duncan	4	4										
Jessica Ann	Farrell	4	4										
Alexander St...	Foster	4	4										

Comments for S1-S2 Science should be entered into the “Science” boxes. S3 comments should be entered into the subject specific boxes (Biology, Chemistry and/or Physics) as appropriate.

Technologies

Technologies covers a broad range of subjects. Data and comments should be entered as follows:

S1 – S2 Digital Literacy

- Class Teachers of Digital Literacy should enter CfE Levels into the “ICT” column.
- Comments should be entered into the “Administration” boxes.

S3 Computing Science

- Class Teachers of Computing Science should enter CfE levels into the “CompSci” column.
- Comments should be entered into the “Computing” boxes.

S3 Administration

- Class Teachers of Administration should enter CfE levels into the “ICT” column.
- Comments should be entered into the “Administration” boxes.

S1 – S2 Technological Studies

- Class Teachers of Technological Studies should enter CfE levels into the “CrftDsgnEngGrphcs” column.
- Comments should be entered into the “Technical” boxes.

S3 Design and Manufacture

- Class Teachers of Design and Manufacture should enter CfE levels into the “CrftDsgnEngGrphcs” column.
- Comments should be entered into the “Design and Manufacture” boxes.

S3 Graphic Communication

- Class Teachers of Graphic Communication should enter CfE levels into the “TechDevInSoc” column.
- Comments should be entered into the “Graphic Communication” boxes.

		Pd1 - Nov 2016, Pd2 - Mar 2017				S3 SCIX CfE Chemistry C6CEG1 - Mrs C. Nicol											
Forename	Surname	Technologies		FoodTextiles		CompSci		ICT		TechDevInSoc		CrftDsgnEngGrphcs		BizContexts		Drill	
		Pd1	Pd2	Pd1	Pd2	Pd1	Pd2	Pd1	Pd2	Pd1	Pd2	Pd1	Pd2	Pd1	Pd2		
Heather Isa...	Agnew					4	4			4	4	4	4			...	
Brooke	Armstrong									4	4	4	4			...	
Ellis	Bowie									4	4	4	4			...	
Matthew Ro...	Boyd					4	4			4	4	4	4			...	
Sophie Marie	Campbell									4	4	4	4			...	
John Stuart	Cochrane									4	4	4	4			...	
Ian Shackle...	Dickie					4	4			4	4	4	4			...	
Sean	Duncan					4	3									...	
Alexander S...	Foster									4	4	4	4			...	
Luis	Laird					4	4									...	
Kayleigh	Maloney					4	4									...	

Quality Assurance of BGE Tracking and Monitoring

Aims of Quality Assurance

By carrying out robust quality assurance procedures we aim to ensure:

- that the information and data is accurate and reliable and can be used to make sound judgements with regards to learning and teaching.
- that learning conversations are meaningful and help learners to better lead their own learning.
- high standards when providing learners’ and parents/guardians with feedback.

Quality Assurance Time Limits

As part of the Tracking and Monitoring calendar a period of time will be allocated for Faculty Leaders to complete quality assurance of tracking and monitoring data and information.

Tracking and Monitoring with Comments, Levels and Ratings.	Tracking and Monitoring with Levels and Rating Only
5 Working Days (E.g. Monday to Friday)	3 Working Days (E.g. Monday to Wednesday)

Quality Assurance – Tracking and Monitoring Data & Information

The following tables outline the expectations regarding quality assurance, first for those tracking and monitoring periods that *include comments* and then, in the second table, those without comments.

Quality assurance for tracking and monitoring periods <i>with comments, levels and ratings</i> must include, at least:	
✓	A review of <i>all comments</i> for learners with recorded additional support needs.
✓	A review of <i>all levels and ratings</i> , ensuring that the correct information and data has been recorded as outlined in the policy.
✓	A sampling of <i>at least an additional five</i> comments for each Class Teacher.

Quality assurance for tracking and monitoring periods <i>with levels and ratings only</i> must include, at least:	
✓	A review of <i>all levels and ratings</i> , ensuring that the correct information and data has been recorded as outlined in the policy.

If any issues arise with the Tracking and Monitoring data and information and/or comments, it is the responsibility of the Faculty Leader to take appropriate action, in consultation with the class teacher if appropriate.

Quality Assurance – Learning Conversations

In addition to tracking and monitoring information and data, Faculty Leaders are also expected to quality assure learning conversations in their faculty.

Faculty Leaders can do this in a way that works for them. For example: focus groups; individual pupil interviews; as part of self-evaluation surveys or similar activities; informal conversations with learners during lesson observations; reviews of learning journals.

SLT Quality Assurance of BGE Tracking and Monitoring

In addition to quality assurance at Faculty level, SLT will also carry out quality assurance of a similar nature.

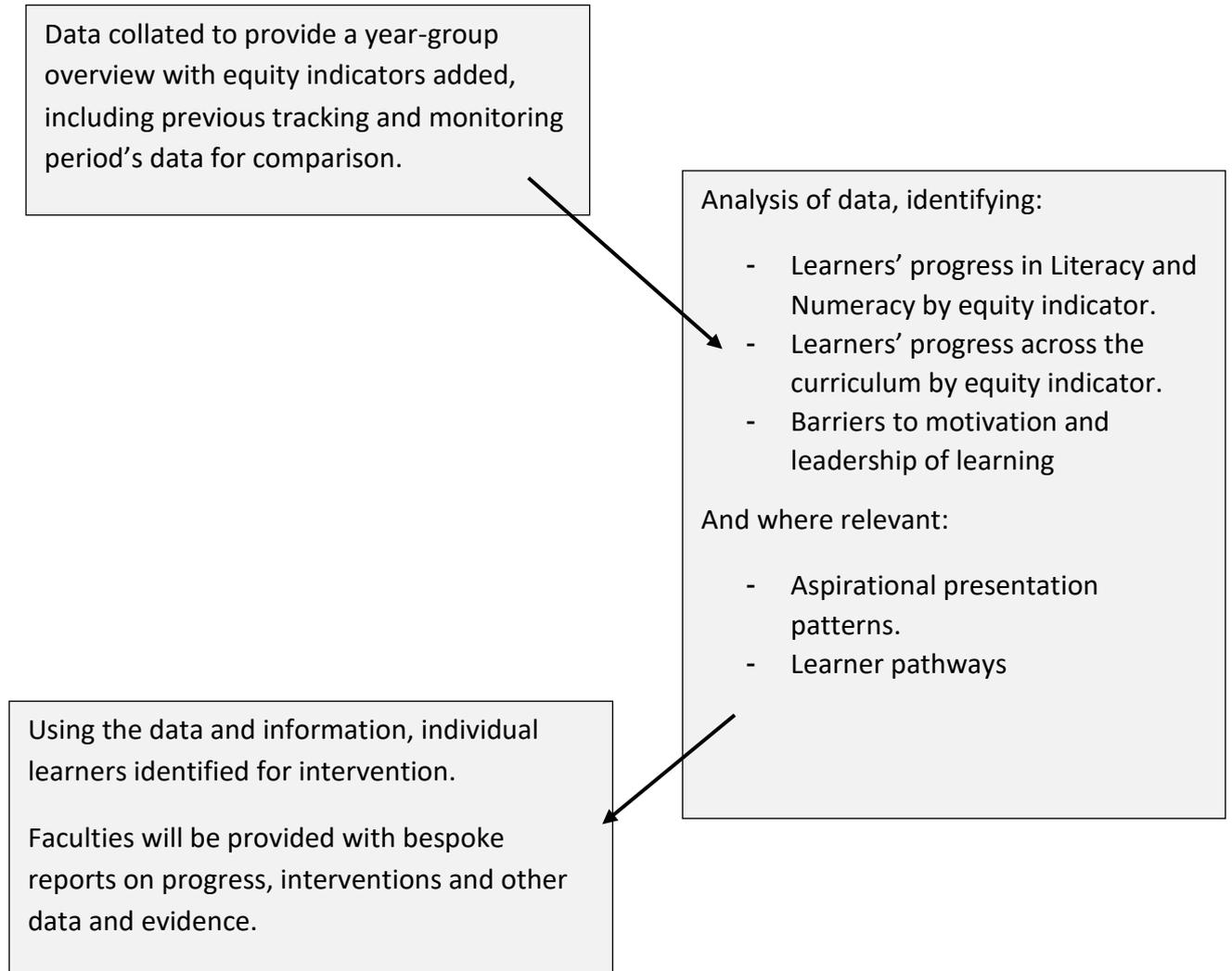
Quality assurance for tracking and monitoring periods <i>with comments, levels and ratings</i> must include, at least:	
✓	A review of <i>a sample of</i> learners with recorded additional support needs, including comments, levels and ratings.
✓	A review of <i>a sample of</i> learners from across all faculties.

Quality assurance for tracking and monitoring periods <i>with levels and ratings only</i> must include, at least:	
✓	A review of <i>a sample of learners' levels and ratings</i> .

If any issues arise with the Tracking and Monitoring data and information and/or comments, SLT will communicate this to individual Faculty Leaders to allow appropriate action to be taken.

BGE Tracking and Monitoring Data Analysis

Tracking and monitoring will generate important data and information, this will be collated and analysed by DHT and PT RA&A to capture a whole-school overview on attainment and identify important areas of focus. The particular focus of analysis is linked to the focus of interventions to ensure that we are using data and evidence to improve learning, teaching and attainment. The following model will be adopted in the analysis of data.



Feedback and bespoke reports will be given to faculties within **7 working days** following the completion of quality assurance to enable interventions to take place.

BGE Interventions

There will be two strands to interventions in Auchenharvie Academy: universal and targeted. After each tracking and monitoring period, learners who require interventions and/or additional supports will be identified.

Universal Interventions

For the BGE phase **universal interventions** will be focused primarily on learners who, in some subjects:

- require support to progress in the curriculum, including learners who require increased pace and challenge.
- require support in tackling barriers to their motivation and leadership of learning, based on low effort and/or behaviour ratings.
- are off target for their aspirational presentation predictions.

When the data is analysed for **universal interventions**, Faculty Leaders will be issued with a bespoke report (like the one below).

Faculty of Social Studies and RME					10 th October 2017
S3 Tracking and Monitoring – Period 1					
Universal Interventions					
Name	Subject	Reason for Intervention	Intended Impact	Review Date	Evidence of Impact
Andrew Smith	Social Studies	Behaviour 3	Behaviour improves by next T&M period to 2	Tracking and Monitoring Period 2	Tracking Data
Sam Andrews	RME	RME CfE Level 2D	Progress made in RME to Level 2C.	Tracking and Monitoring Period 2	Tracking Data
Andrea Samuels	Social Studies	Effort 2	Effort improved and regular completion of tasks.	30/11/17	Referral to PT RA&A
Andy Sams	Social Studies	Effort 1. Level 3S. Previously Level 3S.	Progress to Level 4 so on track for S4 APL.	30/11/17	Referral to PT RA&A

This will indicate:

- the learners who have been identified as requiring an intervention
- the reason why they have been identified.
- the intended outcome of the universal intervention.
- A date for review, by which the intervention should have had an impact. This may be the next Tracking and Monitoring period but could be out with that timescale.
- how the impact will be evidenced. This could be through tracking and monitoring data from the next period or through a referral from the Faculty Leader to the PT RA&A.

Where Faculty Leaders, in consultation with Class Teachers, do not agree with the identified interventions they should discuss this with PT RA&A. This will be viewed as a vital part of the process as it will help refine future analysis and link data with practice more effectively.

After agreement with Faculty Leaders, an **intervention letter will be issued by PT RA&A/DHT** to inform parents that their child is being supported for a particular purpose in particular subjects and will be supportive in nature. This will be carried out in consultation with PT Family Learning and PTs Pastoral Care.

Approach to Universal Interventions

It is for the subject-specialists and Faculty Leaders to decide on the particular nature of the intervention, as they are best placed to support the learners as they know their learners best and what works in their subject(s).

Faculty Leaders and Class Teachers are encouraged to explore possible approaches to support via:

- Interventions for Equity: <https://education.gov.scot/improvement/Pages/Interventions-for-Equity.aspx>
- Professional Dialogue
- Engagement with educational research
- Practitioner Enquiry

Review and Evidence

As specified in the bespoke Faculty Leader report universal interventions will be reviewed by a specific date or again at a specific tracking period. There will be two forms of evidence used to measure the impact of universal interventions: tracking and monitoring data and/or a referral to PT RA&A.

Tracking and Monitoring data will allow us to evaluate progress over time, this will follow the steps outlined in this policy and any additional memos.

Referrals to PT RA&A will provide qualitative evidence of learners' progress, supported by comments based on in-class assessment results, observations, and other relevant evidence. **Referrals to PT RA&A can be written by Class Teachers but must be sent to PT RA&A via Faculty Leader.** Referrals should comment briefly on the intervention (what was done); the results of the intervention (what happened) and the evidence to measure the results (how do you know).

Example of Referral to PT RA&A where the intervention has been successful:

In class Andy Sams has been pushed to complete extension work at CfE Level 4. He has made good progress in these tasks, completing a L4 Assessment on WW2 to a high standard.

Example of Referral to PT RA&A where the intervention has been unsuccessful:

Andrea Samuels has been supported to improve her work rate and progress by regular teacher prompts, a choice of ways to complete tasks and the use of a checklist for each lesson. However, Andrea is still not motivated in RME and not making the progress she is capable of.

Faculty Leaders should ensure that whichever form of evidence is requested is available by the review date. Where interventions have been successful these will be "closed" by DHT as appropriate. Where interventions have not been successful, PT RA&A/DHT will review and identify next steps and strategies, for example but not exhaustively:

- Continued universal intervention after PT RA&A/DHT discussion with learner
- Parental Engagement
- Review Support for Learning provision
- Targeted Intervention

These will be agreed with Faculty Leader, PTs Pastoral Care, PTs Support for Learning and/or PT Family Learning as appropriate.

Targeted Interventions

For learners who are experiencing barriers to progress, attainment and achievement more widely than in a few subjects they will **also** be supported through targeted interventions. Targeted interventions will be delivered as one of three support streams for S1-S3 learners: Literacy and Numeracy, Nurture and High-Achievers.

Each Support Stream will have a particular focus, for session 2017-18 there will be the following support streams:

- Literacy and Numeracy
- Nurturing Achievement
- Aspirations and Motivations

Learners who are supported by particular support streams will be identified using specific criteria. For example, their progress and attainment in literacy cross referenced with their Equity Indicators (SIMD, FME, LAAC).

Each support stream will take a range of approaches to improving attainment and achievement. For example, some support streams may involve mentoring, peer buddying, parental engagement strategies, monitoring, in-class support, supported study.

To ensure that this approach is beneficial to learners and is having an impact, the targeted interventions will be closely monitored and evaluated using a range of evidence and measures. For example, pupil questionnaires, tracking and monitoring data, assessment results, PASS survey responses, intervention referrals.

Targeted Interventions will be co-ordinated and evaluated by PT RA&A. Their implementation will be led by various teams and individuals across, and potentially beyond, the school. The specific approaches to targeted interventions will be developed in response to learners’ needs and available resources. The table below highlights the key stages, common to all targeted interventions.

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<i>Planning</i>	<i>Identifying</i>	<i>Engaging</i>	<i>Implementing</i>	<i>Evaluating</i>
Staff work with PT RA&A to develop approaches, agree criteria, timelines and decide on impact and measures for support streams.	Learners’ are identified for targeted interventions using Tracking and Monitoring data and other information, based on agreed-criteria.	Staff engage learners with the support available to them via a learning conversation focused on a specific target. Where appropriate Learners may be surveyed or assessed in some way to establish a base-line to support staff and learners to make judgements about progress. Additionally, parental engagement may feature as part of some support streams.	Staff and learners work together to achieve agreed targets, following the approaches agreed in stage 1.	Learners review their progress with staff, generating and evaluating evidence to highlight progress and next steps. Evidence communicated to PT RA&A and evaluated for future support streams. Successes and achievements will be celebrated. If unsuccessful, PT RA&A and DHT to review and agree next steps.

BGE Targeted Interventions

Example Overview

Support Stream	Focus/Criteria	Approach	Intended Impact	Measure/Evidence
Literacy/Numeracy	Off Track in Literacy and/or Numeracy FME/SIMD/LAAC	Faculty-Level Mentoring BGE Supported Study	On Track in Literacy and/or Numeracy	TM&I Data & Info Achievement of a Level Survey Data PEF Targets
Nurture/HWB	Off Track across the Curriculum. Low Behaviour/Effort ratings. Potential HWB barriers.	Mentoring Approaches Nurture Strategies	Improved motivation and leadership of learning.	PASS Surveys HWB Questionnaire TM&I Ratings
Aspirations and Motivations	S3 Learners – Effort @ 2 – Behaviour @ 1/2. Potential but not engaged.	Mentoring Approaches Exploring Opportunities and Pathways	Increased motivation and leadership of learning.	TM&I Data & Info QI Questionnaires Intervention Referrals

SENIOR PHASE TRACKING, MONITORING AND INTERVENTIONS

Overview

In the Senior Phase we will focus on tracking learners' current attainment in their courses and monitor this to ensure learners are maximising their attainment and achievement. We will also monitor behaviour, effort and homework to ensure that learners are taking responsibility for their own learning. This information will help us support and target learners to help them achieve their absolute best.

Senior Phase Tracking Periods

The table below details the current model for Senior Phase Tracking and Monitoring periods. The table details the information and data that will be required in each of the periods. It also explains the key areas of focus with regards to interventions.

Senior Phase Tracking and Monitoring	Period 1 Aspirational Grades	Period 2 Next Steps	Period 3 Progress Update
Data & Information Generated	Aspirational Grades Ratings	Full Comments Working Grades Target Grades Ratings	Working Grades (Revised) Target Grades Ratings

In the following sections there is further detail on grades, ratings and comments. This will help to make the expectations for each tracking period clear.

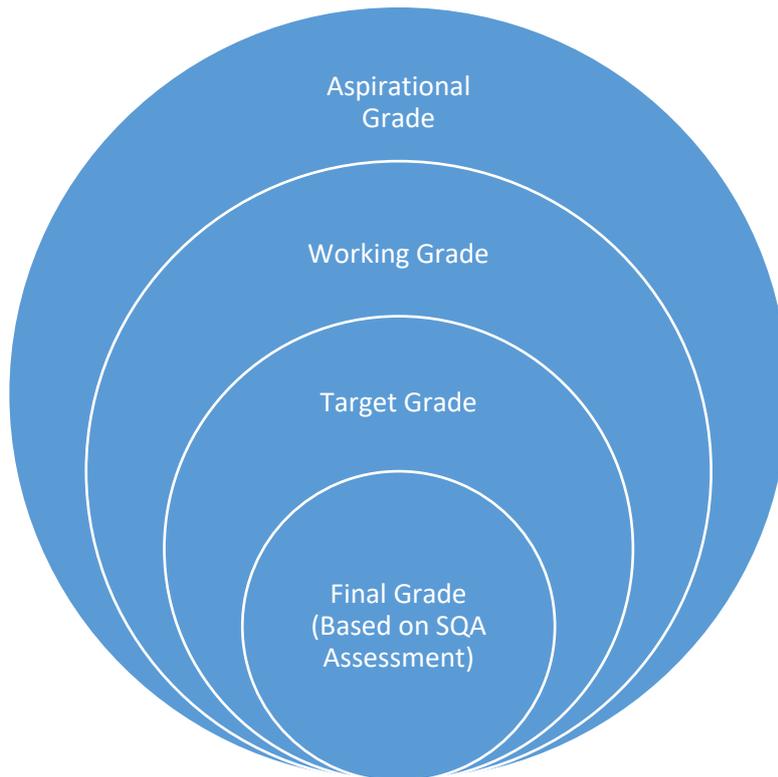
Senior Phase Grades

In Auchendarvie Academy Tracking and Monitoring in the Senior Phase will use SEEMis Class Lists which have pupils assigned to particular levels, e.g. Adv. Higher, Higher, N5, N4 or N3. **Please ensure that learners are at the correct level before entering any tracking and monitoring data. If there are issues please see your Faculty Leader/DHT.**

The "Grades" in SEEMis are represented by numbers as detailed below for each of the SQA levels:

SEEMIS Grade	Adv. Higher Higher N5	N4 N3 N2
1	A1	
2	A2	
3	B3	
4	B4	
5	C5	
6	C6	
7	D	
8		On Track to PASS
9	Off Track	Off Track to PASS

There are *three* "types" of grade that will be asked for: aspirational, working and target. These are detailed below. It should be noted that these three "types" of grades should be relational, as captured in the diagram below.



Aspirational Grades should be the grade that the learner could potentially achieve *by the end of the course* and should, in most cases, be the target for learners to achieve by the end of the course.

Working Grades capture learners' ongoing progress towards achieving their aspirational target.

Target grades, used in Tracking and Monitoring periods 2 and 3, can maintain the aspirational grade or increase it depending on progress throughout the course.

The final grade will be decided by SQA assessments.

Aspirational Grades

There are three main reasons why aspirational grades are important:

1. Discussing aspirations is an opportunity for learners to continue to build positive relationships with their teacher and to know that they are being nurtured and supported in order to achieve their best and take responsibility for their learning.
2. Aspirational grades provide staff with information that can help to ensure appropriate pace and challenge in their courses.
3. Aspirational grades also provide SLT and Faculty Leaders with an initial overview of projected attainment that can enable SLT and Faculty Leaders to support staff appropriately in raising attainment and closing the gap.

An **aspirational grade** is an **ambitious though realistic target** for a learner to be aiming for by the end of a course. It should be based on a careful evaluation of prior attainment, professional judgement of the demands of the current course and detailed discussion with the learner. The aspirational grade will be decided in the first tracking period, usually by the end of September.

The aspirational grade should be an ambitious though realistic target for a learner that they work towards throughout the course. Aspirational grades can be set between 1 – 6 on the SEEMis Grade scale, as appropriate and in line with the memo issued for that tracking period.

Aspirational grades should not be changed at any other tracking and monitoring period. If a revised target has to be set this will be recorded as a **target grade** in tracking and monitoring period 2 or 3.

Working Grades

Working grades record learners' **current attainment** in a course, with professional judgements based on robust assessments. Working Grades reflect current attainment thereby recognising that aspects of a course may not have been covered by a particular Tracking and Monitoring period.

For N5, Higher and Advanced Higher courses working grades can be recorded between 1 – 7 or 9 on SEEMis to reflect current attainment and performance.

For N2, N3 and N4 courses, working grades can either be at 8 or 9 on SEEMis, with 8 meaning the learner is on track to achieve and 9 meaning the learners is off track.

Target Grade

A Target Grade records the grade that a learner should be aiming to achieve in the course based on their current progress and working grade. This will be included in Tracking and Monitoring periods 2 and 3.

A Target Grade should be *at least one grade-band* above the learner's current working grade. For example, if a learner's working grade is a 6, their target grade should be at least a 5.

Target grades will *normally* be the same as learners' aspirational grades. However in cases where learners are exceeding their targets then the target grade may be higher than their initial aspirational grade. Equally, where learners are drastically underperforming (particularly after their Prelims) it may be appropriate for a learner's target to be revised, reflecting their performance and potential as the course progresses.

Entering Grade Data

- It is expected that **all learners will have information entered for them regarding the relevant grades**. The exceptions to this will be a learner who, whilst on a class list, is not taking the course. Additionally, for learners who have recently joined a class (less than one week) it may not be possible for meaningful data to be entered.
- Class Teachers should ensure that they follow the specific guidelines detailed in the information above regarding grades and any additional advice and instruction in memos. This will ensure that the correct information and data is being generated.

Senior Phase Ratings

Ratings refer to the numbers entered by Class Teachers for Effort, Behaviour and Homework. The following table details the criteria used by Class Teachers when entering ratings for Effort, Behaviour and Homework in the Senior Phase.

	Effort	Behaviour	Homework
1	Always motivated and always takes responsibility for their own learning.	Always respectful, makes good choices about their behaviour and follows expectations fully at all times.	Always returned and on time.
2	Mostly motivated and mostly takes responsibility for their own learning.	Mostly respectful and makes good choices about their behaviour. Follows expectations fully most of the time.	Mostly returned but usually late.
3	Sometimes motivated and at times fails to take responsibility for their own learning.	Inconsistently follows expectations and sometimes not respectful. Occasionally makes negative choices about their behaviour.	Usually not returned.
4	Rarely motivated and almost never takes responsibility for their own learning.	Mostly makes negative choices about their behaviour and is rarely respectful.	Never returned.
No Entry	Does not attend class.	Does not attend class.	Does not attends class.

It should be noted that where a Class Teacher enters a 4 for any of the three categories, the relevant Faculty Leader should already be aware of these issues with information passed to Pastoral Care and/or DHTs as appropriate.

Senior Phase Comments

For Senior Phase Tracking and Monitoring, Class Teachers will be asked to enter *one full comment* per year. The purpose of this **full comment** in session 2017-18 is to highlight a learner's current progress in a course and provide detail on the steps they should take to achieve success in the course, particularly in the lead-up to the Prelims. These steps should lead to improvements in performance.

For example:

Paula has made a very good start to RMPS. She engages enthusiastically with class discussion and is happy to ask for help when needed. She should continue to do this. Paula has set herself a target of achieving a National 5 qualification and if she maintains a good level of effort and continues to catch-up on missed work she should achieve this. As we approach assessments and prelims, Paula should focus on developing her written answers to help secure as many marks as she can. To do this, she should use the good answer guide to help her work out what the questions are asking and how to structure her responses. She should continue to add in detailed reasons and use relevant examples where she can.

Senior Phase Learning Conversations

Learning conversations in the senior phases should be a regular and meaningful aspect of everyday high-quality learning and teaching. Any feedback that informs learners of their current progress, levels and next step is a learning conversation. However, in the Senior Phase it is expected that formal learning conversations will be held in good time and have an appropriate focus in order to support Tracking and Monitoring. The table below highlights the main foci for learning conversations.

Tracking Period	Learning Conversation Focus
1 Aspirational Grades	<ul style="list-style-type: none">• Discuss learners' progress to date, including prior attainment.• Discuss and agree learners' anticipated attainment and aspirational grades• Agree actions for learners to take to maintain/improve performance
2 Next Steps	<ul style="list-style-type: none">• Discuss learners' progress to date.• Review and reaffirm/agree learners' target grade, in light of their aspirational grades and current progress.• Agree actions for learners to take to maintain/improve performance in the lead-up to the prelims.
3 Progress Update	<ul style="list-style-type: none">• Discuss learners' progress to date.• Review and reaffirm/agree learners' target grade, in light of their aspirational grades and current progress.• Agree actions for learners to take to maintain/improve performance in the lead-up to the final examinations and assessments.

Class Teachers, are encouraged to use the GROW model approach to engage learners in a learning conversation (see p. 11-12 for more on the GROW model).

It is expected that as a result of learning conversations learners will be able to talk about and take responsibility for their learning, in particular they will:

- Understand their current performance in the course.
- Know what actions and next steps they need to take to continue to make progress.
- Share their views, success and concerns with regards to their own learning.

There is no need for Class Teachers to have learning conversations recorded in any additional paperwork. However, grades that are agreed and discussed during learning conversations should be reflected in tracking and monitoring data and therefore it may be useful for Class Teachers to record this information. Learners **should update their learning journals after a learning conversation.**

Learning Conversations: Achievement, Participation and Pathways Database

Learning conversations will provide opportunities for Class Teachers to get to know their learners better, more fully understand their needs and find out about learners' experiences of school and their ambitions. This is important information which can help Class Teachers, Faculties and the school plan for and provide appropriate opportunities and creative pathways for learners. To capture this information an *Achievement, Participation and Pathways Database* is in use in Auchenharvie Academy.

Please e-mail Mr Scholes (gw16scholesstephen@glow.sch.uk) with any information that you think would help us ensure that all learners can achieve, participate and access learner pathways which will best suit their needs that you find out from learning conversations.

Quality Assurance of Senior Phase Tracking and Monitoring

Aims of Quality Assurance

By carrying out robust quality assurance procedures we aim to ensure:

- that the information and data is accurate and reliable and can be used to make sound judgements with regards to learning and teaching.
- that learning conversations are meaningful and help learners to better lead their own learning.
- high standards when providing learners' and parents/guardians with feedback.

Quality Assurance Time Limits

As part of the Tracking and Monitoring calendar a period of time will be allocated for Faculty Leaders to complete quality assurance of tracking and monitoring data and information.

Tracking and Monitoring with Comments, Levels and Ratings.	Tracking and Monitoring with Levels and Rating Only
5 Working Days (E.g. Monday to Friday)	3 Working Days (E.g. Monday to Wednesday)

Quality Assurance – Tracking and Monitoring Data & Information

The following tables outline the expectations regarding quality assurance, first for those tracking and monitoring periods that *include comments* and then, in the second table, those without comments. In addition to the checks below, it is expected that Faculty Leaders use tracking and monitoring data to monitor attainment across all SQA courses within their faculty to ensure any issues are raised and tackled in good time. This will complement the universal and targeted approach to interventions at whole-school level.

Quality assurance for tracking and monitoring periods <i>with comments, grades and ratings</i> must include, at least:	
✓	A review of <i>all comments</i> for learners with recorded additional support needs.
✓	A review of <i>all grades and ratings</i> , ensuring that the correct information and data has been recorded as outlined in the policy.
✓	A sampling of <i>at least an additional five</i> comments for each Class Teacher.

Quality assurance for tracking and monitoring periods <i>with grades and ratings only</i> must include, at least:	
✓	A review of <i>all grades and ratings</i> , ensuring that the correct information and data has been recorded as outlined in the policy.

If any issues arise with the Tracking and Monitoring data and information and/or comments, it is the responsibility of the Faculty Leader to take appropriate action, in consultation with the class teacher if appropriate.

Quality Assurance – Learning Conversations

In addition to tracking and monitoring information and data, Faculty Leaders are also expected to quality assure learning conversations in their faculty.

Faculty Leaders can do this in a way that works for them. For example: focus groups; individual pupil interviews; as part of self-evaluation surveys or similar activities; informal conversations with learners during lesson observations; reviews of learning journals.

SLT Quality Assurance of Senior Phase Tracking and Monitoring

In addition to quality assurance at Faculty level, SLT will also carry out quality assurance of a similar nature.

Quality assurance for tracking and monitoring periods <i>with comments, grades and ratings</i> must include, at least:	
✓	A review of <i>a sample of</i> learners with recorded additional support needs, including comments, grades and ratings.
✓	A review of <i>all grades and ratings across the senior phase</i> .

Quality assurance for tracking and monitoring periods <i>with grades and ratings only</i> must include, at least:	
✓	A review of <i>all learners' grades and ratings</i> .

If any issues arise with the Tracking and Monitoring data and information and/or comments, SLT will communicate this to individual Faculty Leaders to allow appropriate action to be taken.

Senior Phase Tracking and Monitoring Data Analysis

Tracking and Monitoring data in the Senior Phase is vitally important to support learning and teaching and maximise learners attainment. In addition, it will provide data to identify learners who require additional support via universal or/and targeted interventions. The following model will be adopted to analyse the data:

Data Collation		
<ul style="list-style-type: none"> Data will be collated from SEEMis, focusing on grades and ratings. Data from SEEMis will be combined with equity data for each learner to maintain a focus on raising attainment and closing the gap. 		
Focus of Analysis		
Tracking Period 1	Tracking Period 2	Tracking Period 3
<ul style="list-style-type: none"> Projected whole-school attainment. Presentation Levels Motivation and Leadership of Learning 	<ul style="list-style-type: none"> On/Off Track Learners Motivation and Leadership of Learning Projected whole-school attainment. Presentation Levels 	<ul style="list-style-type: none"> On/Off Track Learners Motivation and Leadership of Learning Projected whole-school attainment. Presentation Levels
Feedback		
<ul style="list-style-type: none"> Aspirational Grades/Presentations Motivation and Leadership of Learning 	<ul style="list-style-type: none"> Off Track Learners for Universal and Targeted interventions. Motivation and Leadership of Learning 	<ul style="list-style-type: none"> Off Track Learners for Universal and Targeted interventions. Motivation and Leadership of Learning

Feedback and bespoke reports will be given to faculties within **7 working days** following the completion of quality assurance to enable interventions to take place.

Senior Phase Interventions

Senior Phase learners will be supported to maximise their attainment and lead their own learning through the use of both universal and targeted interventions.

Universal Interventions

Each Tracking and Monitoring period will have a different focus with regards to universal intervention. This will be made explicit in the relevant tracking and monitoring memo released ahead of the deadline. The overarching aims will be on ensuring that:

- Learners' are on target to maximise their attainment.
- Socio-economic and motivational barriers to maximising attainment are removed.
- Learners' are working at the correct level and experiencing appropriate pace and challenge.

Detailed below is the general approach to universal interventions that will be taken for Senior Phase tracking and monitoring.

When the data is analysed for **universal interventions**, Faculty Leaders will be issued with a bespoke report, like the one below:

Tracking, Monitoring and Interventions		September 2017		
Senior-Phase Period 1				
Report: Faculty of Social Studies and RME				
Subject: Religious, Moral and Philosophical Studies				
Name	Reason for Intervention	Intended Impact	Review Date	Evidence of Impact
Peter Kay	Effort 4	Improved Effort to 2	T&M Period 2	Tracking Data
Billy Connolly	Aspirational Grade Lower than WG	Change Aspirational Grade	29/9/17	SEEMis Check

This report will indicate:

- the learners who have been identified as requiring an intervention.
- the reason why they have been identified.
- the intended outcome of the universal intervention.
- a date for review, by which the intervention should have had an impact. This may be the next Tracking and Monitoring period but could be out with that timescale.
- how the impact will be evidenced. This could be through tracking and monitoring data from the next period, a check of SEEMis data or through a referral from the Faculty Leader to the PT RA&A.

Where Faculty Leaders, in consultation with Class Teachers, do not agree with the identified interventions they should discuss this with PT RA&A. This will be viewed as a vital part of the process as it will help refine future analysis and link data with practice more effectively.

After agreement with Faculty Leaders, an **intervention letter will be issued by PT RA&A/DHT** to inform parents that their child is being supported for a particular purpose in particular subjects and will be supportive in nature. This will be carried out in consultation with PT Family Learning and PTs Pastoral Care.

Approach to Universal Interventions

It is for the subject-specialists and Faculty Leaders to decide on the particular nature of the intervention, as they are best placed to support the learners as they know their learners best and what works in their subject(s).

Faculty Leaders and Class Teachers are encouraged to explore possible approaches to support via:

- Interventions for Equity: <https://education.gov.scot/improvement/Pages/Interventions-for-Equity.aspx>
- Professional Dialogue
- Engagement with educational research
- Practitioner Enquiry

Review and Evidence

As specified in the bespoke Faculty Leader report universal interventions will be reviewed by a specific date or again at a specific tracking period. There will be three forms of evidence used to measure the impact of universal interventions: tracking and monitoring data, a check on SEEMis (if the intervention concerns aspirational grades) and/or a referral to PT RA&A.

Tracking and Monitoring data will allow us to evaluate progress over time, this will follow the steps outlined in this policy and any additional memos.

Referrals to PT RA&A will provide qualitative evidence of learners' progress, supported by comments based on in-class assessment results, observations, and other relevant evidence. Referrals to PT RA&A can be written by Class Teachers but must be sent to PT RA&A via Faculty Leader. Referrals should comment briefly on the intervention (what was done); the results of the intervention (what happened) and the evidence to measure the results (how do you know).

Example of Referral to PT RA&A where the intervention has been successful:

Dara has been supported to complete his homework via supported study at lunchtimes. This has seen him return high-quality homework and clearly make progress towards taking ownership of his learning.

Example of Referral to PT RA&A where the intervention has been unsuccessful:

Robin has been supported to improve his effort in class through regular prompting, a personalised to-do-list and checkins with me during the lesson. Robin has not responded to this and he continues to disengage in class.

Faculty Leaders should ensure that whichever form of evidence is requested is available by the review date. Where interventions have been successful these will be "closed" by PT RA&A/DHT as appropriate. Where interventions have not been successful, PT RA&A/DHT will review and identify next steps and strategies, for example but not exhaustively:

- Continued universal intervention after PT RA&A/DHT discussion with learner
- Parental Engagement
- Review Support for Learning provision
- Targeted Intervention

These will be agreed with Faculty Leader, PTs Pastoral Care, PTs Support for Learning and/or PT Family Learning as appropriate.

Targeted Interventions

For learners who are experiencing barriers to progress, attainment and achievement more widely they will also be supported through targeted interventions. Targeted interventions will be delivered by one of five support streams for Senior Phase learners.

Each support stream will have a particular focus, for session 2017-18 there will be the following support streams:

- Literacy and Numeracy
- Nurture
- Mentoring
- @ Risk
- Aspirations, Pathways and Motivations

Learners who are supported by particular support streams will be identified using specific criteria. For example, their current attainment cross referenced with their equity indicators (SIMD, FME, LAAC).

Each support stream will take a range of approaches to improving attainment and achievement. For example, some support streams may involve mentoring, peer buddying, parental engagement strategies, monitoring, in-class support, supported study.

To ensure that this approach is beneficial to learners and is having an impact, the targeted interventions will be closely monitored and evaluated using a range of evidence and measures. For example, pupil questionnaires, tracking and monitoring data, assessment results, PASS survey responses, intervention referrals.

Targeted Interventions will be co-ordinated and evaluated by PT RA&A. Their implementation will be led by various teams and individuals across, and potentially beyond, the school. The specific approaches to targeted interventions will be developed in response to learners' needs and available resources.

The table below highlights the key stages, common to all targeted interventions.

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<i>Planning</i>	<i>Identifying</i>	<i>Engaging</i>	<i>Implementing</i>	<i>Evaluating</i>
Staff work with PT RA&A to develop approaches, agree criteria, timelines and decide on impact and measures for support streams.	Learners' are identified for targeted interventions using Tracking and Monitoring data and other information, based on agreed-criteria.	Staff engage learners with the support available to them via a learning conversation focused on a specific target. Where appropriate Learners may be surveyed or assessed in some way to establish a base-line to support staff and learners to make judgements about progress. Additionally, parental engagement may feature as part of some support streams.	Staff and learners work together to achieve agreed targets, following the approaches agreed in stage 1.	Learners review their progress with staff, generating and evaluating evidence to highlight progress and next steps. Evidence communicated to PT RA&A and evaluated for future support streams. Successes and achievements will be celebrated. If unsuccessful, PT RA&A and DHT to review and agree next steps.

Senior Phase Targeted Interventions

2017-18 Overview

Support Stream	Focus/Criteria	Approach	Intended Impact	Measure/Evidence
Literacy/Numeracy	Off Track in Literacy and/or Numeracy	Faculty-Level Mentoring Supported Study	On Track in Literacy and/or Numeracy	TM&I Data & Info Achievement of a Level Survey Data
Nurture/HWB	Off Track across the Curriculum. Low Behaviour/Effort ratings. Potential HWB barriers.	Mentoring Approaches Nurture Strategies	Improved motivation and leadership of learning.	PASS Surveys HWB Questionnaire TM&I Ratings
Mentoring	5@5 SIMD – LAAC/LAC FME S4/5 Off-Track by Nov T&M	Mentoring Strategies Progress Checks Study Skills Revision/Supported Study	On Track for 5@5 minimum.	TM&I Prelim Analysis % of 5@5 Increase
@ Risk of Not Attaining	Attendance/ASN 5@3	ESB Support Parental and Home Engagement	5 @ 3 Minimum Potential/Aspirational Attainment met.	TM&1 Assessment Evidence % of 5@3 Increase
Aspirations, Pathways and Motivations (Exit Qualifications)	S5-S6 Low Attainment/Achievement	Bespoke Pathways Additional Certification	Increased attainment and achievement of final-year leavers.	Tariff Points Attainment/Certification

Self-Evaluation

As outlined in the overview of Tracking and Monitoring, this policy will be formally evaluated in May of each academic session using a variety of evidence, including:

- Focus groups and one-to-one interviews
- Surveys and questionnaires
- Data and Information regarding impact on attainment and achievement
- Feedback gathered throughout the year, as described below.

Feedback

This policy has been implemented to empower staff to utilise Tracking and Monitoring to support all learners attain and achieve their absolute best. There will be aspects of this policy and subsequent processes that will need further refinement and/or clarification as we work through the session and the calendar of tracking and monitoring. To ensure that future iterations of the policy better meet our needs we invite feedback at any point in the year from all staff. If you have any issues and/or ideas on how to improve this policy and approach please share them.

Help and Support

If you have any questions, need further clarification or encounter any issues with regards to Tracking, Monitoring and Intervention please do not hesitate to seek help and support. You can contact either:

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