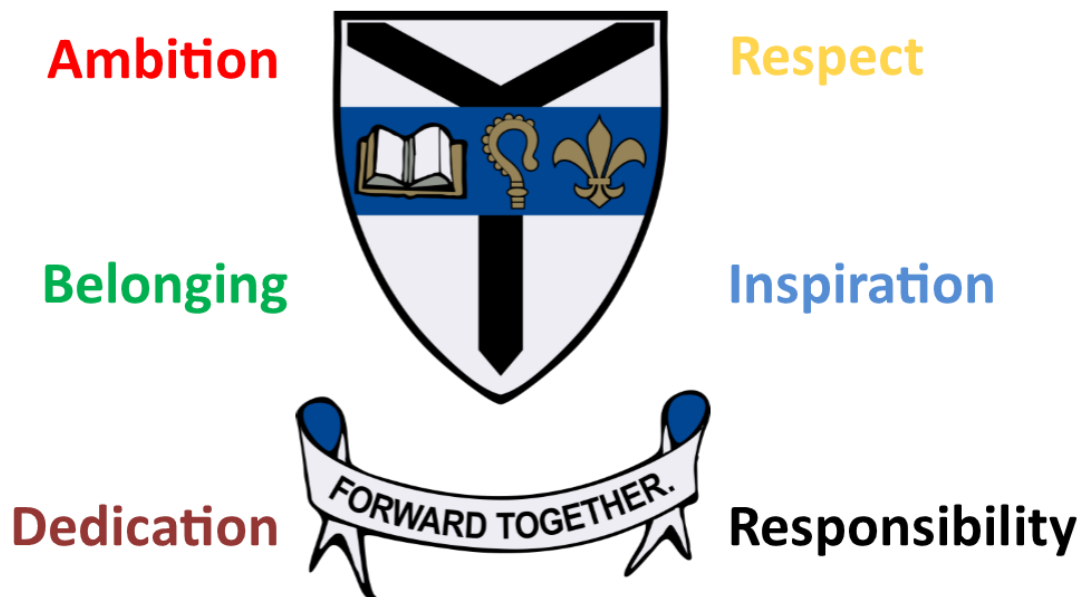


# Kilwinning Academy

## Raising Attainment

### Tracking, Monitoring & Interventions



# Rationale

This policy is concerned with the development of approaches to monitor and track the learning of our young people and necessary interventions to try to ensure they achieve their academic potential. This policy aims to:

- Ensure a consistent and rigorous approach in the way we monitor and track the learning of young people.
- Outline the roles of all staff in implementing robust and consistent monitoring, tracking and intervention procedures.
- Ensure that all senior phase pupils are coursed effectively and given opportunities to be successful at the highest level they possibly can

# Procedures

For all year groups there are 3 tracking and monitoring periods throughout the session. Two of these will result in simple tracking and the third will involve entering comments.

All staff have a responsibility to follow the tracking, monitoring and interventions procedures consistently at the times clearly shown in the school calendar, and the Tracking and Monitoring summary sheet issued at the start of the year.

The expectations of each member of staff are described below.

**Tracking guides can be found here in the shared area - I:\Staff\Whole School Items\Tracking, Interventions & Results Analysis\Completing Tracking 2024~2025\Tracking Guides**

## Class Teacher

### **Broad General Education – Progress and Achievement (October, December, May)**

- In each Tracking Period staff should enter or update:
  - grades for effort and behaviour (**see standardised grade descriptions Appendix 1**).
  - enter/update cfe levels indicating the level pupils have achieved in their subject and their progress in the next level (**see Appendix 2**)
- Each class teacher should have regular **learner conversations** ensuring there is discussion and explanation of their current cfe level to help pupils understand their current position and the next steps to improve.
  - Conversations can take place individually or in a group setting and should be recorded at least twice per academic session (once during term 1/2, and once during term 3/ 4) using the form in Appendix 6.
  - The form for each subject can be found here - I:\Staff\Whole School Items\Tracking, Interventions & Results Analysis\Tracking Pupil Data\2025~2026 Data\BGE

- Staff should follow their faculty intervention guidelines where there are ongoing concerns regarding pupil progress and/or completion of homework (**see Appendices 3 and 4 for examples**).
- S1-S2: phone calls made as an intervention should be recorded in pastoral notes.
- S3: all interventions, including phone calls, should be recorded in SEEMIS.

**Note:** Progress + Achievement will remain open and can be accessed at any time throughout the session. The data will be pulled for parental reporting on the tracking dates as per calendar.

## **Senior Phase – SEEMIS (October, January/February, March)**

- In each tracking period staff should enter or update
  - target grades – aspirational but realistic target agreed between the pupil and their teacher during learner conversations. This should be updated appropriately in each subsequent period.
  - working grades – reflecting level pupil is currently working at.
  - grades for effort, behaviour and homework (**see Appendix 1**).
- January/February: 2<sup>nd</sup> tracking period
  - tracking report with prelim exam results included in comment.
  - should also indicate possible progression levels.
- March: 3<sup>rd</sup> tracking period - takes place between the prelim exams and SQA exams.
  - final level changes should have taken place and the final working grade entered will form the SQA estimate grade for each pupil (**see Senior Phase Tracking Guide**).
- There will be an opportunity after the 3<sup>rd</sup> tracking is completed and issued, within some specific subject areas for later submission dates to update the final estimate grade.

- Interventions can be completed throughout the year but must be carried out where a working grade 8 or 9 is entered for any tracking period. These can be carried out by class teacher or faculty heads. (**See Appendices 3 and 4**).
- ***Interventions can be used at any time and should not be solely used as evidence to justify level changes***
- ***When completing interventions pupils should be given appropriate time and suggested strategies to help improve before an agreed review date***
- Regular intervention reminders will be sent to all staff

See tracking checklist in Appendix 5

**All staff will have access to tracking summary documents to view individual, cohort, and subject progress. Documents can be found in I:\Staff\Whole School Items\Tracking, Interventions & Results Analysis\Tracking Pupil Data\2025~2026 Data**

**NOTE:** Attempts will be made to open all tracking periods 4 weeks prior to the completion date.

## **Faculty Head**

- Responsibility to ensure that the systems in place for monitoring and tracking learning are consistently and rigorously applied by all members of the faculty.
- Must quality assure reports by the date noted on the calendar.
- Following the first tracking period faculty heads will be responsible for ensuring class teachers have carried out interventions with pupils identified and that these are recorded in SEEMIS (S3-S6).
- May also conduct further interventions at any point throughout the year where class teachers or test and prelim results indicate that initial steps have not been successful (**see Appendices 3 and 4**).
- All tracking will be summarised after each tracking period and shared with faculty heads for information. Faculty heads should review and share any important information within their faculty to highlight concerns, ensure consistency, set targets, etc.

## Faculty Head – English and Maths

- Responsibility to track and have an overview of whole school Numeracy and Literacy
- Ensure BGE Numeracy and Literacy is accurate in P&A before 3 North Ayrshire Council/ ACEL uplifts
- Work in collaboration across Faculties, Support, SSR and KAI to ensure all leavers have a Numeracy and Literacy qualification
- Concerns and 'at risk' pupils to be shared with ELT
- Courses that contribute to Numeracy and Literacy measures can be found here - <https://padlet.com/lewispaterson/insight-senior-phase-benchmarking-tool-44vsxpyf4yg7aim3/wish/yEPVZkrnD63DQb0Y>

## Pastoral Support

- Complete the tracking and monitoring for their PSHE classes following the steps outlined in the Class Teacher section above.
- Discuss tracking summaries with pupils in class and during parental meetings. This will mostly be focussed on pupils who are not on track.
- Use tracking summaries to help ensure pupils are counselled in to most suitable options and carry forward 'best' 5 subjects.
- Meet with Head of House to discuss the termly intervention reports – individual meetings should then take place with pupils who have 2+ interventions within each reporting period.
- Meet with Head of House to discuss BGE summaries – individual meetings should then take place for pupils with multiple effort and behaviour (3 and 4's) concerns.

## PT Raising Attainment





- Responsibility for ensuring tracking and monitoring takes place as per the calendar.
- Conduct analysis across all subjects after each tracking period in the BGE and senior phase and update summary documents.
  - Pupils will be split in to Top 20%, Middle 60%, and Bottom 20%
  - 'At risk' and Not on Track pupils will be highlighted and discussed at ELT meetings
  - A BGE summary report based on effort and behaviour (3 and 4's) will also be provided
- Summary documents will be shared with all staff after each tracking period
- Monitor the interventions issued by staff throughout the year and produce a termly report for Pastoral support and Head of House.
- Regular intervention reminders will be sent to all staff
- Conduct any other analysis of results as requested by members of SLT.

## SLT



- Responsibility to set whole school attainment targets based on SQA results and Insight data
- Responsibility to support the analysis of progress of different groups of pupils throughout the school.
- Responsibility to ensure whole school policies are being implemented by their link faculties during discussions at link meetings.
- Responsibility to analyse and discuss results with link faculties.
- Responsibility for analysing the tracking overviews and intervention reports to identify any pupils where there are concerns. These concerns will be discussed with their PT Pastoral and individual meetings will take place with pupils as mentioned above.

## Appendix 1 - Grade Descriptions

*NOTE: BGE reports only contain a rating for effort and behaviour and senior phase reports will also contain a homework grade.*


Descriptions of grades 1-4 for <b><i>behaviour, effort</i></b> and <b><i>homework</i></b> .				
	<b>EFFORT</b>	<b>BEHAVIOUR</b>	<b>HOMEWORK</b>	<b>POSSIBLE EVIDENCE</b>
 <b>1</b> <b>EXCELLENT</b>	Pupil consistently remains focused throughout each lesson and always tries their best.	Pupil consistently behaves well in class.	Pupil consistently completes homework to a high standard	<i>May have received a positive text home.</i>
 <b>2</b> <b>GOOD</b>	On occasion pupil can be distracted but usually tries their best.	On occasion pupil needs be reminded of appropriate standards but usually behaves well.	On occasion, homework has been submitted late and/ or below standards expected	<i>May have received a text home.</i>
 <b>3</b> <b>INCONSISTENT</b>	Effort to complete work has been unsatisfactory on several occasions.	Pupil behaviour has been unsatisfactory on several occasions.	Homework has been submitted late or to an unsatisfactory standard on several occasions	<i>Should have received text(s) home. May have received a referral/ intervention and/or had Faculty Head involvement.</i>
 <b>4</b> <b>NEEDS IMPROVEMENT</b>	Pupil is consistently distracted and often does very little/no work.	Pupil's behaviour is consistently unsatisfactory.	Homework is consistently not submitted, late, or completed to an unsatisfactory standard	<i>Will have received text(s) home and/or relevant comments on E-Support/ Departmental card. Will have received referrals/ interventions and may have had SLT involvement.</i>

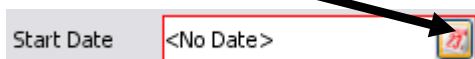
## Appendix 2 – CfE Level Judgements

CURRICULUM FOR EXCELLENCE ASSESSMENT JUDGEMENTS IN THE BGE			
Rating	A	B	C
Descriptor SWEIC P+A	The learner is beginning to learn at a new level	The learner is making progress in learning within the level	The learner is making good progress in learning within the level
<b>How much</b> has the learner learned? <i>(Breadth)</i>	Building on prior learning, the learner is <b>beginning to experience and explore</b> Es and Os at the next level.	The learner has <b>experienced an increasing number</b> of Es and Os and organisers of the next level.	The learner is <b>experiencing most</b> Es and Os of the next level and has achieved the next level in a few aspects.
<b>How well</b> has the learner learned? <i>(Challenge and Application)</i>	The learner is <b>beginning to engage and explore</b> some new key concept(s)/contexts at the next level.	The learner can demonstrate some depth of <b>knowledge and understanding</b> in some key concept(s)/contexts and can apply this in familiar and unfamiliar contexts some of the time. The learner is beginning to make links across ideas and concepts learned at the next level.	The learner demonstrates <b>knowledge and understanding of most</b> key concepts/contexts and increasingly can apply these in a range of familiar and unfamiliar contexts. The learner shows increasing confidence in making links between ideas and concepts learned.
	The learner is beginning to experience opportunities to develop some skill(s) at the next level	The learner is developing <b>some</b> of the skills required at the next Level and can apply them in familiar and some unfamiliar contexts	The learner has developed <b>most</b> skills required at the next level and can increasingly apply them in unfamiliar contexts
	The learner is <b>beginning to engage</b> with the level of <b>challenge</b> set out in the Es and Os at the next level.	The learner is responding to the level of challenge in the Es and Os at the next level <b>with support</b> .	The learner is responding <b>increasingly well</b> to the level of challenge set out in the Es and Os at the next level, and is <b>increasing working independently</b> .
Example	 Individual progress <input type="text" value="01.B"/>	In report - 0.1B <b>Achievement:</b> the pupil has achieved level 1 (0.1) <b>Progress:</b> engaging with an increasing range of tasks and activities at level 2 at the time of reporting (B)	
Example 2	 Individual progress <input type="text" value="03.C"/>	In report – 0.3C <b>Achievement:</b> the pupil has achieved level 3 (0.3) <b>Progress:</b> has engaged with most tasks and activities at level 4 at the time of reporting (C)	
<b>CfE Benchmarks</b>	The CfE Benchmarks provide the main tool for assessing how much and how well the pupil has progressed in their learning. <b>It is not necessary for learners to demonstrate mastery of every single aspect of learning within the Benchmarks at a particular level before moving on to the next level. Professional judgement can also be used if objective evidence for all areas has not been gathered.</b> However, it is important that there are no major gaps in an individual's learning when looking across the major organisers in each curricular area.		

## Appendix 3 - Senior Intervention Instructions (S3-S6)

### To record an intervention:

1. Go into **Tracking and Monitoring, Teaching, Teacher View** and locate the class list for that pupil in the normal way.
2. **Drill** the individual pupil
3. Click on the **interventions** icon 
4. Click **Add** at the bottom of the screen and the intervention dialogue box will appear.
5. The pupil's name and academic year will be complete. If correct **subject** is not shown **scroll** down the subject list. The national level will appear once the subject is selected.
6. Click the icon to change the Start Date, drag to the date you interviewed the pupil and press return.



7. Enter today's date as the end date or the date you plan to review.
8. Enter the Review Status and Review Date as appropriate or leave this blank.
9. Your name will appear as the owner. This can be changed to your Faculty Head if required depending who has had the intervention conversation with the young person.

10. Click the Edit button beside '**Reason(s) for Interview**', '**Intervention Action**' and '**Issue(s) Discussed**' and select appropriate options.

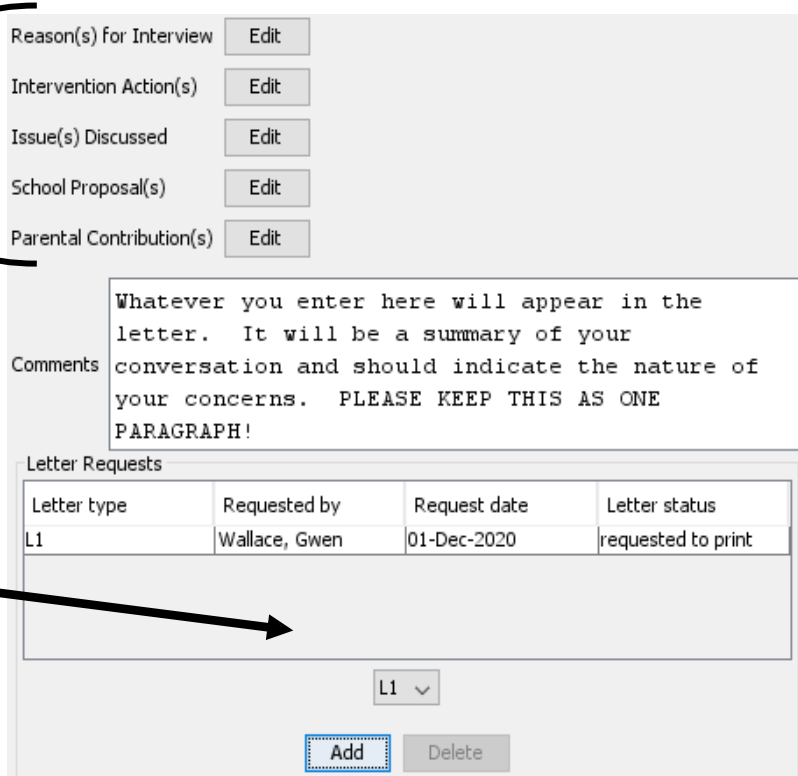
11. Add appropriate **comments** – **make sure to include your subject**. NOTE: These will appear in the letter if sent. **DO NOT PRESS RETURN IN THE COMMENTS BOX.**

If phoning home, enter this as an intervention and put phone call in the comments box. All FH phone calls should now be recorded as an intervention

12. If a letter is going to be sent home, select **L1** (don't use L2 letter)

13. Click **Add** and the letter should be listed in the letter requests area. Your name should appear in the '**Requested by**' section.

14. Click OK.



Letter type	Requested by	Request date	Letter status
L1	Wallace, Gwen	01-Dec-2020	requested to print

**The office staff will generate the letters and place them in FH duckets for signing. They should then be returned to the office for posting.**

## Appendix 4 – Intervention Process: Suggested Guidelines

### S1 and S2

- Follow faculty intervention guidelines re timing, frequency, type eg text or phone call, recording and notification to FH.
- Ensure texts and follow up interventions eg phone calls are used for lack of effort in class
- **NOTE: this will keep in line with any changes to positive relationships policy moving forward.**

Trigger for Intervention		Example of when to intervene	Intervention Required	
Behaviour	Faculty Head made aware via faculty discussion & referrals	Regular disregard for learner code	Ongoing learner conversations indicating concerns, issues and expectations going forward.	1. Text sent home 2. Phone call 3. Referral
Little or no work completed in class		After 1 or 2 periods		1. Text sent home
Consistently not completing tasks and work issued in class		After more than 2 periods		2. Phone call 3. Referral

### S3-S6

Faculty Heads may choose to send intervention letters or contact parents at any time. Please note that phone calls should be entered as an intervention and 'Phone call' followed by relevant details entered in comment box.

**Stage 1** - Class teacher has a conversation with pupil highlighting concerns. Clear advice and guidance given in relation to the areas that require improvement and ways in which this can be achieved.

- Follow faculty intervention guidelines re timing, frequency and notification to FH.
- Intervention completed (SEEMIS) and appropriate review period set.
- FH made owner.

**Stage 2** - After period of review and pupil still causing concern a further intervention should be carried out. This may form part of your discussion with Parent/Carer at Parents' Evening or an Intervention letter generated.

**Stage 3** – Where class teacher is still concerned or after poor assessment/prelim results.

- Intervention Letter or phone call generated by FH.
- If possible, discussion of review period as appropriate to subject.

Triggers for Intervention		Examples of when to intervene	Intervention Required	
Concerns about lack of effort and application	Faculty Head made aware via faculty discussion & referrals	Review at Faculty meetings	Ongoing learner conversations indicating concerns, issues and expectations going forward.	1. Text 2. Phone call
Poor quality homework/failure to complete		2 missed or 3 poor quality homeworks.		Letter home
Concerns about attendance		Review at Faculty meetings		Letter home
Poor test/assessment results		Below 50%		Letter home Phone call
Working Grade 8 or 9		Raised at start of tracking period?		Letter home
Failure to meet submission deadlines		Day of deadline		Phone call/ letter

Change of Level paperwork can only be completed following a minimum of 2 interventions, though there may be exceptions to this e.g. pivot to SCQF level 5 from National 5 course.

## Appendix 4 – (cont)



### SAMPLE INTERVENTION COMMENTS

Intervention letters can be sent for a variety of reasons. The table below indicates what they should include. The 2<sup>nd</sup> table gives some examples that could be used as a starting point and edited appropriately. **Please note that staff should check with Pastoral before completing interventions regarding attendance concerns.**

POINTS TO ADDRESS IN THE COMMENT	EXAMPLES
What is the problem/concern?	Test result, attendance, attitude, effort
What steps does the pupil have to take in order to improve?	Revise, more positive attitude, greater concentration/effort in class
Is there a point of review?	Next test, prelim
What might be the consequences when no improvement?	Change of level, move to units only

<p><b><u>S3 Pupil - poor test result</u></b></p> <p><b>Name</b> only managed to achieve <b>x%</b> in a recent practical assessment. I have discussed with <b>her/him</b> that <b>he/she</b> needs to <b>learn the specific layouts and rules for the different business documents</b>. She also needs to ask for help if she is unsure of anything. It is important that <b>Name</b> revises and prepares for future tests as all the work covered in S3 is relevant for the national qualification in S4.</p>
<p><b><u>S4 Pupil - N4 trying N5</u></b></p> <p>I have discussed with <b>Name</b> that <b>he/she</b> is covering National 5 work even though <b>he/she</b> is currently entered at National 4. <b>He/She</b> is working well in class and scored <b>x%</b> in a recent N5 class test. <b>Name</b> needs to continue to <b>settle quickly at the start of every period and work hard throughout to continue to develop the skills required</b> at National 5 level. If he does well in further tests and the prelim exam he will be presented at National 5 level.</p>
<p><b><u>Senior Pupil - concerns about progress and attitude</u></b></p> <p><b>Name</b> achieved a Grade <b>C</b> at National 5 so it is going to be very difficult for <b>him/her</b> to convert this to a pass at higher level. However, I have had to have several discussions with <b>Name</b> about arriving late to class, not having school uniform on therefore having to leave to change and his overall attitude. We completed a recent test in class and <b>Name</b> achieved <b>x%</b>. There needs to be a significant improvement in <b>Name's</b> attitude and work rate soon otherwise it is likely that he will just be <b>presented for higher units</b>.</p>
<p><b><u>Failed Unit Assessment</u></b></p> <p><b>NAME</b> has failed to achieve the assessment standard required for <b>the National 5 Applications: Numeracy</b> Unit. He/She will be given an opportunity to resit where it is imperative that <b>he/she</b> passes to succeed and achieve at <b>National 5 Applications</b>. Revision will be offered in class and revision material is available on Google Classroom and the department website. Another assessment will be sat at the end of the current unit, if there is no significant improvement other arrangements may have to be put in place such as change of level or units only.</p>
<p><b><u>Poor Prelim Results</u></b></p> <p>I have had a discussion with <b>NAME</b> regarding the recent <b>PRELIM/EXAM</b> result for <b>subject/level</b>. With a score of <b>x%</b> significant improvement will need to be made to secure an achievement prior to the final SQA exam. The department offers online revision material on Google classrooms and the department website. This along with extra effort regarding revision and completing homework will have to be applied to ensure attainment. We plan to offer an Easter prelim once the course is finished. If there are no significant improvements other arrangements may have to be put in place such as change of level or units only.</p>

## Appendix 5 – Senior Phase Tracking Checklist

<b>October (1<sup>st</sup> Tracking Period)</b>	
○	Learning conversations completed
○	Initial target agreed entered and pulled through. (Bullseye icon to enter then Football icon to pull through)
○	Working grades discussed and recorded
▪	Intervention process started for pupils entered as 8. <i>Any 9's at this stage will be an exception as pupils should be at the correct initial level in Seemis.</i>
▪	You may wish to send a positive intervention letter indicating that some pupils at N4 will be attempting N5.
○	<b>Grades for effort and</b> behaviour entered.
○	Ensure workflow ticked 
<b>January/February (2<sup>nd</sup> Tracking period)</b>	
○	Learning conversations completed
○	Notify office of any N4 pupils changing to N5 (successful in prelim)
○	<b>Brief comment indicating</b> prelim results entered.
▪	Interventions/change of level process starts/continues for pupils entered as 8 or 9.
○	Update target as required and use the bullseye to pull it through
○	Enter working grade reflecting results achieved in prelim
○	<b>Grades for effort and</b> behaviour entered.
○	Possible progression pathways for S4 and S5 outlined
○	Ensure workflow ticked 
<b>March (3<sup>rd</sup> Tracking period) - Estimates</b>	
○	Learning conversations completed
○	Level changes completed
○	Final working grade submitted as SQA estimate
○	<b>Grades for effort and</b> behaviour submitted.

## Appendix 6

### Example of BGE Conversation Record

English (Topic)			Pre-Christmas			Record of completion	Post-Christmas			Record of completion
Name	Register Class	Subject	Current level	Target level	Actions		Current level	Target level	Actions	
Hugh Mann	1A1	English	2B	3A	Improved effort	Complete	NA	NA	NA	NA