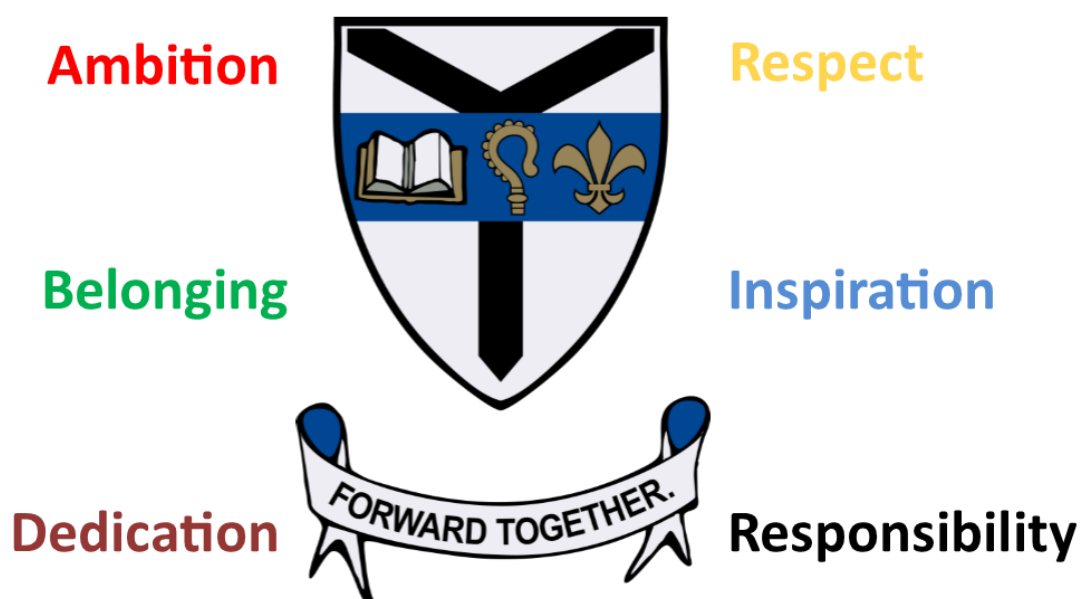


Kilwinning Academy

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, February, 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**)
 - Levels should be based on professional judgements and should aim to meet minimum expected pathways (**see Appendix 3**)
- 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 before Christmas, and once after Christmas) using the form in Appendix 6.
 - Staff should also provide permanent reminders for pupils to know their current levels e.g. stickers in jotters, shared class progress screen, etc
 - The form for each subject can be found here - I:\Staff\Whole School Items\Tracking, Interventions & Results Analysis\Tracking Pupil Data

- BGE (S1-2): Any interventions should be recorded in pastoral notes e.g. inclusion in groups, target setting conversation then discussion with parent, etc.
- S3 – follow Senior Phase Intervention process outline below

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, 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**).
- February: 2nd tracking period
 - tracking report with prelim exam results included in comment.
 - should also indicate possible progression levels.
- March: 3rd 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 3rd tracking is completed and issued, within some specific subject areas for later submission dates to update the final estimate grade.
- See tracking checklist in Appendix 5

Senior Phase Attainment Interventions (S3-6) - see Appendix 4

- 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 should be carried out by class teacher or faculty head if necessary.
- 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 agreed strategies to help improve. A review discussion should then take place.
- Regular intervention reminders will be sent to all staff
- Change of level paperwork can only take place once a minimum of 2 interventions have taken place (unless change involves a pivot to same level of qualification)

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

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 tracking periods faculty heads will be responsible for ensuring class teachers have carried out interventions with pupils identified and that these are recorded properly (S4-S6).
- Will discuss interventions and target groups at departmental meetings.
- Will 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 Appendix 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 intervention reports – individual meetings should then take place with pupils who have numerous interventions or at risk of leaving school with no/ limited qualifications.
- 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, those not on track for N5 pathways, etc.
- Support with planning and implementation of Winter Leavers and N4 Masterclass plans

PT Raising Attainment

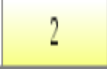
- Responsibility for ensuring tracking and monitoring takes place as per the calendar.
- Conduct analysis across all subjects after each tracking period in the BGE and senior phase and update summary documents.
 - Pupils will be split in to Top 20%, Middle 60%, and Bottom 20%
 - 'At risk' and Not on Track pupils will be highlighted and discussed at ELT meetings
 - A BGE summary report based on effort and behaviour 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 reports 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 QS 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 <i>behaviour, effort</i> and <i>homework</i> .				
	EFFORT	BEHAVIOUR	HOMEWORK	POSSIBLE EVIDENCE
 1 EXCELLENT	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>
 2 GOOD	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>
 3 INCONSISTENT	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>
 4 NEEDS IMPROVEMENT	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
How much has the learner learned? (Breadth)	Building on prior learning, the learner is <i>beginning to experience and explore</i> Es and Os at the next level.	The learner has <i>experienced an increasing number</i> of Es and Os and organisers of the next level.	The learner is <i>experiencing most</i> Es and Os of the next level and has achieved the next level in a few aspects.
How well has the learner learned? (Challenge and Application)	The learner is <i>beginning to engage and explore</i> some new key concept(s)/contexts at the next level.	The learner can demonstrate some depth of <i>knowledge and understanding</i> 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 <i>knowledge and understanding of most</i> 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 <i>some</i> of the skills required at the next Level and can apply them in familiar and some unfamiliar contexts	The learner has developed <i>most</i> skills required at the next level and can increasingly apply them in unfamiliar contexts
	The learner is <i>beginning to engage</i> with the level of <i>challenge</i> 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 <i>with support</i> .	The learner is responding <i>increasingly well</i> to the level of challenge set out in the Es and Os at the next level, and is <i>increasing working independently</i> .
Example			
Example 2			
CfE Benchmarks	The CfE Benchmarks provide the main tool for assessing how much and how well the pupil has progressed in their learning. 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. 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 – BGE Minimum Expected Pathways

N5 Pathway

English, Maths, Social, Languages, PE			
Pupils predicted to achieve N5 by end of S4			
	October	February	May/ June
S1	2B	2B/C	2C
S2	2C/ 3A	3A	3B
S3	3C	3C/4	4

IT, Science, HFT, Art, Technical, RE			
Pupils predicted to achieve N5 by end of S4			
	October	February	May/ June
S1	2A	2A/B	2B
S2	2B/C	2C	3A
S3	3B	3C/4	4

N4 Pathway

English, Maths, Social, Languages, PE			
Pupils predicted to achieve N4 by end of S4			
	October	February	May/ June
S1	1C	2A	2A
S2	2B	2B	2C
S3	2C	2C/3A	3A

IT, Science, HFT, Art, Technical, RE			
Pupils predicted to achieve N4 by end of S4			
	October	February	May/ June
S1	1C	1C	2A
S2	2A	2A	2B
S3	2B/2C	2C/3A	3A

Appendix 4 – Senior Phase Attainment Interventions (S3-6)

Attainment interventions are planned supports, actions and next steps for pupil improvement based on evidence.

Learner conversations must take place where specific and measurable plans/ targets are agreed. A second conversation should then take place at a later date to review success.

Intervention supports should take place as early as possible to maximise opportunity for development.

Interventions are not parental communication. They are planned supports put in place that are then communicated with parents. Communication should be concise and positive.

All teaching staff are responsible for carrying out and recording interventions.

Interventions will be discussed regularly at departmental, link, house, and HT self-evaluation meetings.

Please save the following link to your web browser and pin to emails to access shared intervention file.

https://glowscotland-my.sharepoint.com/:x/g/personal/gw09wallacegwen_glow_sch_uk/IQB56sMFKfSzSbUQky5youZEAQyZJ8B5uX_BcUDHcscTxlg?email=gw21shawchris%40ea.n-ayrshire.sch.uk&e=zeWzh7&CID=bd802f7c-f38b-222e-71fa-f77b7b0bfba3&SI=NonSentItems

Interventions should take place in 3 stages. All information should be recorded on shared intervention file (example below):

Stage 1 – class teacher agrees intervention and communicates with parent/ carer via text. Names and text information should be emailed to Hollie Roberts (Mon-Wed) or Fiona Crossan (Thur-Fri) to be sent via Groupcall. Examples are below. FH should be copied in.

Stage 2 – class teacher agrees further intervention and communicates with parent/ carer via email or phone. Contact information can be found via Pupil Profile in SEEMIS (Application->Records->Pupil Profile->Family). FH should be blind copied in to any emails.

Stage 3 – FH agrees further intervention and communicates with parent via phone or meeting.

Email Header should always be – Kilwinning Academy Intervention Support

Text should always begin with – Kilwinning Academy Intervention Support

							INTERVENTION 1 (Teacher)							
Pupil Name	Reg Class	SIMD	LAC	ASN	Subject	Level	Month	Reason for Intervention	Intervention 1 Action	Review Date Agreed with Pupil	Parental Communication Method	Communication (details of text/email etc)	Outcome after Review	
Bailey Agnew	4A1	1		Yes	Biology	L4	October	Test Result	Lunchtime Support	November	Text (Teacher)	Mr Shaw met with Ba	Attended 4/4 sessions	

To add further examples of reasons for interventions, intervention actions, etc please email Gwen Wallace.

Over time Faculties should be able to build a bank of suggested interventions and communication messages.

Example Intervention communications

These are suggestions based on length, type of language, plans for review, etc. Interventions and plans should be specific to the pupil, subject and staff member. Below are just examples.

<u>Test result</u>
Kilwinning Academy Intervention Support. [Name] achieved [x%] in a recent practical assessment. I have discussed with her that she needs to learn the specific layouts and rules for the different business documents. I will meet with her over next 3 Wednesday lunchtimes where we will go over these areas and then review progress. Thanks, [Teacher Name]
<u>Attendance</u>
Kilwinning Academy Intervention Support. [Name] is finding Biology challenging due to recent attendance. I have met with him to discuss the importance of regular attendance and the positive impact it will have. He has agreed to attend a school support group during his PSHE periods over the next month to revisit key areas. Thanks, [Teacher Name]
<u>Depth/ quality of answers</u>
Kilwinning Academy Intervention Support. [Name] is making progress in PE but needs to improve the depth and quality of written answers in order to achieve Higher. I have discussed how to expand responses using key terms and command words. He now has personalised study materials to work on and is going to hand in 2 past papers in the next week to be marked and given feedback on. Thanks, [Teacher Name]
<u>Late coming</u>
Kilwinning Academy Intervention Support. [Name] is very capable in Maths but late coming is starting to impact his learning. In agreement with his PT Pastoral, we are going to monitor his late coming for the next month and will be in touch if concerns continue. He understands the importance of punctuality to keep up with lessons and is going to spend time with me during 2 study periods per week in February to catch up. Thanks, [Teacher Name]
<u>Tracking result</u>
Kilwinning Academy Intervention Support. [Name] received an 8 in the recent tracking report for Biology. I have discussed with her areas for improvement, including accurately describing and explaining processes such as cell division, photosynthesis, and respiration, using correct scientific terminology. We also identified the need to improve exam technique, such as reading questions carefully and including enough detail to gain full marks. During our coaching conversation, [Name] agreed to dedicate 1 night per week to Biology revision, and see me for feedback on answers. I will meet with her again on [date] to check on progress. Thanks, [Teacher Name]
<u>Effort</u>
Kilwinning Academy Intervention Support. [Name] is capable in Art but his effort and work rate have been affecting progress recently. He shared that he has not been fully engaged with observational drawing tasks because he finds them boring. I have discussed with him the importance of maintaining focus and producing work to a high standard so he meets National 5 standards. As a result, I will be adapting tasks to make them more enjoyable and linked to his interest in football. We will be completing a graded observational drawing on [date]. I will meet with him after then to discuss progress. Thanks, [Teacher Name]

Appendix 5 – Senior Phase Tracking Checklist

October (1st Tracking Period)	
○ 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.	
○ Grades for effort and behaviour entered.	
○ Ensure workflow ticked	
February (2nd Tracking period)	
○ Learning conversations completed	
○ Notify office of any N4 pupils changing to N5 (successful in prelim)	
○ Brief comment indicating 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	
○ Grades for effort and behaviour entered.	
○ Possible progression pathways for S4 and S5 outlined	
○ Ensure workflow ticked	
March (3rd Tracking period) - Estimates	
○ Learning conversations completed	
○ Level changes completed	
○ Final working grade submitted as QS estimate	
○ Grades for effort and behaviour submitted.	

Appendix 6

Example of BGE Conversation Record

- This record must be completed for each BGE class once before Christmas, and once after Christmas.
- All columns are mandatory – this provides a record of learner conversations and agreed actions.
 - Faculties do not need to complete levels columns if this information is already recorded via Faculty monitoring sheets
- Learner conversation record will be reviewed at link meetings and end of year HT self evaluation meeting

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