**AIRDRIE ACADEMY**

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**Tracking and Monitoring Policy Document**

**August 2017**

Tracking and Monitoring Policy

Rationale

It is our aim at Airdrie Academy to encourage all learners to achieve their full potential. Our tracking and monitoring system allows us to identify pupil needs, ensuring support strategies and early intervention strategies can be put in place where appropriate. An effective and robust system of tracking and monitoring will drive pupil progress and help raise attainment for all.

Role of the pupil

* To develop the language of learning in order to take increasing responsibility for their learning.
* To recognise the importance of full attendance in order to raise attainment.
* To work to their full potential at all times.
* Discuss progress with parents and teachers and take on board advice of teachers, ensuring strategies for improvement are acted upon.
* To monitor progress, set targets and improve attainment following tracking reports.
* Discuss progress with other pupils in order to facilitate a culture of peer learning/coaching.

Role of Class Teacher

* Tracking will be completed in full and on time, as outlined in the school calendar.
* Discuss progress, target grades, working grades and strategies for improvement with pupils in order to raise attainment.
* Discrepancies between target grades and working grades should be identified, where after
	+ pupil targets and actions will be set and commented on in the report.
	+ class teachers will liaise with Principal Teachers where appropriate.

Role of Principal Teacher

* To gather an overview of pupils’ progress across the department/faculty.
* Identify pupils at risk of failing to achieve, allowing for early intervention.
* To ensure smooth transition from BGE to Senior Phase.
* Accurately assess appropriate presentation levels for pupils in the Senior Phase.
* Monitor pupils’ behaviour across the department/faculty.
* Track pupils’ performance in other subjects across the school.
* Identify pupils showing a decrease in effort across the department or faculty.
* Monitor purposefulness of teacher comments in identifying ‘next steps’ in pupils’ learning.
* Ensure parents/carers have an accurate picture of their child’s progress through course content and skills.
* Monitor effectiveness of department/faculty homework policy.

Role of SMT

* To fully embed a robust, consistent, whole school approach to tracking and monitoring.
* To provide guidance and support to all staff, encourage staff to review their practice to support learners further and highlight tracking and monitoring procedures through training in August.
* Develop confidence and trust in professional judgements about learners progress.
* Develop a shared understanding of what progress looks like.
* To quality assure all tracking and monitoring reports.
* Discuss tracking and monitoring at link meetings with principal teachers.
* To fully utilise the Seemis system to analyse pupil progress and engage in quality dialogue with principal teachers, teachers, pupils and parents to raise attainment of all pupils and provide targeted support.

Procedure

* All year groups will have 3 Tracking and Monitoring reports throughout the school year and 1 parents’ evening.
* Reporting dates will feature in the school calendar

Broad General Education

* Reports will indicate effort, behaviour, homework and attainment level.
* Attainment level will be analysed and additional support targeted where necessary.
* A recommended level ie National 4/5 will be indicated in last S3 report.

Senior phase

* Reports will indicate ratings, working/initial grades and level of study.
* Data analysis of reports will be carried out in departments.
* Pupils who have dropped a grade and pupils who have a working grade of 7,8 or 9 in more than one subject will be identified. Dialogue will follow – principal teacher, principal teacher pupil support, staff, pupils, link meetings and corrective action identified in order to further progress and raise attainment.