St. Andrew's Primary School & Nursery Class

Monitoring & Tracking Policy

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Rational

The purpose of this policy is to ensure all stakeholders are aware of the systematic approach to tracking and monitoring to meet the needs of all children and ensure that barriers to learning are identified and addressed.

Aim

The School's main aim is to raise the attainment of all pupils. However, it is also very important to highlight our children living in poverty in order to raise attainment and ensure measures being taken to bridge the poverty gap are having a positive impact and are equitable. We identify these pupil using SIMD figures and free school meal and clothing grant allocation.

Monitoring and evaluating teaching and learning is an important way of ensuring that standards are raised. Monitoring information is used to make sure that the School Improvement Plan is focused on the strengths and weaknesses of pupil's attainment and progress.

St. Andrew's Primary School & Nursery is committed to improving the quality of teaching and learning. The staff professional development training programme and annual monitoring timetable is based on the priorities set in the school improvement plan and in what is identified by monitoring teaching and learning.

This policy describes how monitoring and evaluation takes place and how the information gained through monitoring informs future school improvement plan.

What Is Monitored?

The following table presents the areas monitored to track pupil Attainment and Progress (see also the school's assessment policy). An example calendar of monitoring activities can be found in appendix one and should be in all staff forward plans for the relevant year. The focus of lesson observations will be determined by the focus for improvement.

What's Monitored	How
Forward Plans	Progress Meetings staff termly
Child Protection Monitoring	Ongoing SMT meetings termly Attendance at all Children's Panel Meetings
Support for Learning Monitoring	SfL teacher plans monitored GIRFEM Child Plan, CSPs monitored with Forward Plans Additional Needs Overview monitored termly SMT meetings Termly
School Improvement Plan	Targets agreed collegiately SIP meetings per academic year agreed School Improvement Report & Plan Produced in May
Pupil Jotter and Class Work Homework Diaries	Jotter Monitoring timetable built into monitoring calendar. Focus from SIP.
Classroom observations	Monitoring timetable built into monitoring calendar. Focus from SIP.
Attendance/Late Coming	Monitored by PT Letters sent home and parental support meeting arranged. See driver diagram & Parent Partnership Policy
Attainment tracking	Monitoring Pupil Work Nursery –P7 pupil progress files Nursery to P7 year group teacher assessment files including assessment results Reports Tracking Meetings PLP's monitored
Achievement Tracking	Achievement trackers kept in Teacher assessment Files updated termly OSHL registers SMT monitoring and tracking sheet at FP meeting

Assessment Evidence

The school has a comprehensive programme of assessment that is outlined in the school's assessment policy. Assessment information is analysed to identify strengths, weaknesses and future development needs. These are discussed termly with individual teachers at Pupil Progress Meetings and strategies to move learning on are outlined.

Assessment tracking is targeted at the 3 areas displayed on the following table:

Assessment Tracking Via:	Contains:
Pupil Assessed work evidence files	A folder that contains work from Nursery to P7: Evidence of work termly that justifies teacher judgement of pupil attainment level in: Maths, Literacy Health and wellbeing Pupil Choice *See Appendix 2 for contents page*
Year Group Teacher Assessment Folders	A folder which begins in nursery to P7 Containing evidence of attainment in: Numeracy Literacy Health and Well-Being As well as: Monitoring and tracking documents assessment results SIMD FSM, CG information Achievement tracking Health Overview Health Plans *See Appendix 3 for contents page*
SMT monitoring and tracking File	Monitoring Calendar Appendix 1 Addition Needs (see GIRFEC policy) Personalised Support Overview (see GIRFEC policy) EASL children Health Overview Health Plans SMT whole School Monitoring SIMD attainment monitoring CEM/authority/Government testing results P1-7 assessment monitoring Forward Plan Monitoring *appendix 8a-8b* Jotter Monitoring *Appendix 7* Peer Jotter Monitoring *Appendix 6* Class Observations *Appendix 5* Peer Observations *Appendix 4 & Appendix 5b* Monitoring Attendance OSHL events OSHL *appendix 10*

The school is provided with a rich variety of data throughout the school year, but particularly in the fourth term. Most of this data is provided by government assessments and teacher judgements. The school receives its annual results on particular year groups in order to compare attainment locally and nationally. In addition the school uses its own pupil tracking system to ensure that the progress of all children is tracked termly against the experiences and outcomes for maths, health and wellbeing and literacy. Format available in firstclass. Pupil's ability is tracked using traffic light code:

Traffic Lights: Green – on target   Amber – borderline   Red – underperforming

Lesson Observations

SMT should be visual within the school at all times and welcome to arrive in classes to support learning. As well as this all teachers are observed termly by two members of staff. One being a peer partner and the other being a member of the Senior Management Team.

The purpose of this is to ascertain the overall quality of teaching in the school and to identify particular strengths in teaching in the school as a whole or areas that require attention. Teacher's sign up to appropriate peer observations at the beginning of the academic year (see appendix 4). The findings of peer observations are noted on a Peer Observation Pro Forma (see appendix 5). SMT observations are discussed individually with staff and any next steps recorded for CPD purposes. A collective finding of observations Pro Forma (appendix 5) is completed and discussed with staff as a whole.

Pupil Work Monitoring

SMT collect relevant pupil work as identified in the monitoring timetable. Staff also get the opportunity to moderate pupil work to ensure a consistent standard and expectation in shared (appendix 6). SMT observations are discussed individually with staff and any next steps recorded for CPD purposes. SMT observations Pro Forma (see appendix 7) is completed and discussed with staff as a whole and all targets become the focus of our whole staff team.

Monitoring Forward Plans

Forward plans are collected termly as outlines in the monitoring calendar. A monitoring sheet (appendix 8a&b) is completed by SMT and is used along with the Assessment Files to form professional discussion with each member of staff.

Learning Scrutiny and Pupil Voice

All teachers are responsible for monitoring the learning within their class. This is mostly carried out by formative and summative assessment and talking the work through with pupils. These rich discussions with pupils helps them to monitor their own work and track attainment and achievement through their PLPs. The SMT team holds discussions with children throughout the school to focus on learning and next steps. See teacher evaluating learning *appendix 9.*

Tackling Bureaucracy

Tackling bureaucracy must remain at the heart of all monitoring and tracking. Paperwork is to be kept to a minimum to give time for people to make an impact and meet the needs of all children and ensure that barriers to learning are identified and addressed.

What Happens After Monitoring Has Taken Place?
All monitoring reports are shared with SMT and often our school's Quality Improvement Officers. This information is used to identify strengths and weaknesses for the School Improvement Plan and CPD programme.

St. Andrew's Primary
ANNUAL CALENDAR OF MONITORING ACTIVITIES 2015-2016

Areas to be monitored	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Children		HGIOS				Class				HGIOS	
Staff			HGIOS							HGIOS	
Parents/Community		HGIOS Curriculum Evening	Parents Night	St. Andrews Assembly	Christmas Show			Senior Show		HGIOS	Graduation
Forward Plan	31st		26th			18th			25th		Passover
Progress Meetings		*		*		*		*			
Child Protection Plans			*				*			*	
HWB Files				*			*			*	
School Improvement Plan				*				*			*
Pupil Jotters and Class work		14th		23rd			22nd			16th	
Homework Diaries											
Attendance/ Late Coming	*	*	Letters 9th	*	Letters 18th	*	*	Letters 18th	*	Letters 20th	*
Working in Class Bases											
Reports			WB 19th			WB 25th				6th	
Attainment							Staff in FP Pilot		HT overview See app time		

Jotter Monitoring Details

Term	Date	Jotters	Instructions	Person
1	14.09.15	Taught Writing	1 top, 1 middle, 1 bottom sample HT office 3pm. Please mark inside top left front cover with green –top, orange – middle and red - bottom	SMT
1	15.09.15	Daily Writing	1 top, 1 middle, 1 bottom sample HT office 3pm. Please mark inside top left front cover with green –top, orange – middle and red - bottom	SMT
2	23.11.15	Maths	1 top, 1 middle, 1 bottom sample HT office 3pm. Please mark inside top left front cover with green –top, orange – middle and red - bottom	SMT
2	24.11.15	Cross Curricular	1 top, 1 middle, 1 bottom sample HT office 3pm. Please mark inside top left front cover with green –top, orange – middle and red - bottom	SMT
3	17.2.16	Daily Writing, Taught Writing	Peer assessment. 3 jotters (red, amber, green) for TW & W left out on class piles in gym hall for 3pm meeting. Peer observation sheet to be completed for each teacher.	All Teaching Staff
3	22.2.16	Homework Diaries	1 top, 1 middle, 1 bottom sample HT office 3pm. Please mark inside top left front cover with green –top, orange – middle and red - bottom	SMT
4	4.5.16	Maths & Cross Curricular	Peer assessment. 3 jotters (red, amber, green) for TW & W. Left out in class piles in gym hall for 3pm meeting. Peer observation sheet to be completed for each teacher.	All Teaching Staff
4	16.516	Profiling	1 top, 1 middle, 1 bottom sample HT office 3pm. Please mark inside top left front cover with green –top, orange – middle and red - bottom	SMT

Class Observations

Term	W/B	Focus	Date/Classes
1	19.10.15	Literacy	Monday P1 am P2a pm Tuesday P2b am P3 pm Wednesday – P4 am P5 pm Thursday –P5/6 am P6/7 pm Friday P7am
2	25.01.15	Maths	Monday P1 am P2a pm Tuesday P2b am P3 pm Wednesday – P4 am P5 pm Thursday –P5/6 am P6/7 pm Friday P7am
2	1.02.15	H&WB - PE	

St. Andrew's Primary & Nursery
Pupil Progression Evidence File

This file should contain a snapshot of evidence of assessed pieces of work in;

- Maths
- Reading/Spelling
- Writing
- PLP's

Assessment is built in to all learning in St. Andrew's Primary and Nursery and evidence can be found in a variety of places and helps us monitor and track individual children. Assessment includes what the children are able to say, write, make or do and confirms their progression through the Curriculum for Excellence. It is measured against the Education Scotland Benchmarks.

Our pupil evidence folders provide a snapshot of progression to justify learning and teacher input. They begin with the transition of nursery assessments from children's profile folder. The content may vary from year to year as different forms of assessment may be deployed. However, the principals of providing a snap shot of progression through the maths, literacy and health and wellbeing curriculum will remain the same.

File Year Group Monitoring & Tracking File

The purpose of this file is to allow our teaching team and SMT to monitor and track individual progress of each child as they move through our nursery and school.

This file moves with the year group of children. It is the joint responsibility of teachers teaching that **year group** to keep the file updated i.e. composite classes will be recorded over two files, shared by all responsible teachers.

This file should contain the following information on a year group:

Information	Use
Year Group/class registers	Identifying children/class/teacher
Grouping for literacy & maths	Identify 3 groups/individuals, tracking changes, supporting differentiation
Name/DOB/SIMD/ Attendance/FSM/CFG/ Catchment	Identifying any social factors that may be causing barriers to learning. Allow staff to target equality and equity and attainment gap.
Additional Overview of Needs	Barriers identified, interventions noted, next steps identified.
Health overview	Barriers to learning identified, safe planning and risk assessment.
Monitoring tracking E&O's	Identify progress and whether support is required to support or extend learning of individuals.
Benchmarks	Support holistic assessment planning of benchmarks
Assessment Results	To monitor and track attainment. Data collected will vary but its use is to support the identification of grouping and differentiation/support required for groups or individuals. It should include CEM results, GL assessments and class assessments in literacy and maths.
Achievement Tracking	Monitoring individual achievement. Identify participation in OSHL, awards, events, committees etc. in order to ensure equitable involvement of children.

Year Group	Start Date	Teacher(s) responsible for Tracking
Ant Pre School	2012-2013	
Pre School	2013-2014	
Primary 1	2014-2015	
Primary 2	2015-2016	
Primary 3	2016-2017	
Primary 4	2017-2018	
Primary 5	2018-2019	
Primary 6	2019-2020	
Primary 7	2020-2021	

N.B

This files follows class year groups while our individual pupil progress files contain a snap shot of evidence of work that justifies a pupil level and the teacher's judgement.

As with the content of our pupil progression evidence file, the content may change as different forms of assessment are deployed. However, the principal of monitoring and tracking for improvement and focusing on closing the attainment gap will remain the same.

Appendix 4 – Peer Observation Sign Up Sheet Example

Peer Observation Record Term 1 Focus: ?				
Monitor/stage	Monitored/stage	Subject	Date/Time arranged	Completed

Peer Observation Record Term 2 Focus: ?				
Monitor/stage	Monitored/stage	Subject	Date/Time arranged	Completed

Peer Observation Record Term 3 Focus: ?				
Monitor/stage	Monitored/stage	Subject	Date/Time arranged	Completed

St. Andrew's Primary & Nursery
SMT Observation Feedback

Class: nursery-P7	Teacher: All Staff	Curricular Area:	Date:
Focus for monitoring discussed with staff previously:			

Leadership and Management 1.2 1.5	We saw: •
Learning Provision 2.2 2.3 2.4	We saw: •
Success & Achievements 3.1 3.2	We saw: •
Discussion With Teacher to include:	•
SMT Signature:	Teacher Signature:

St. Andrew's Primary & Nursery
Peer Observation Feedback

Class: nursery-P7	Teacher:	Curricular Area:		Date:
Focus for monitoring discussed with staff previously:				

Leadership and Management 1.2 1.5	I saw: •
Learning Provision 2.2 2.3 2.4	I saw: •
Success & Achievements 3.1 3.2	I saw: •
Discussion With Teacher to include:	•

SMT Signature:	Teacher Signature:

Peer Jotter Monitoring

Please use our Jotter Policy and Learning & Teaching Policy to base and leave feedback for each member of staff on their jotters. An example could be:

Observation: Evidence of differentiated Daily writing which includes read to write activities, phonics, spelling and handwriting.

Next step: Core targets should be attached to the jotter and referred to during each piece of writing.

There are 8 boxes for each class committed teacher to comment on. Please cover the comment with the coloured paper so that new comments are not based or reflecting previous ones. Repetition is good as it will highlight general consensus.

Please be honest and supportive with your feedback and accept any feedback as positive to reassure you of good work

Peer Jotter Monitoring Date:			
Teacher:	Primary:	Stage:	
Daily Writing		Taught Writing	
Observations	Next Steps	Observations	Next Steps

and inform change.

St. Andrew's Jotter Monitoring

S.M.T Member:		**Teacher:**	
Class:	P1-P7	**Date:**	
Jotters Sampled:		**Pupil Sample:**	3 differentiated groups from P1-7

Observations	Next Steps
Standard and Quality of Work:	**Standard and Quality of Work:**
Pace Challenge and Progression:	**Pace Challenge and Progression:**
Assessment	**Assessment:**
Areas of Good Practise Found	**Other:**
General:	

SMT Member: **Teacher:**

Appendix 8a– Forward Plan Monitoring

Section	Contents	Term 1	Term 2	Term 3
Information	Up to date Class List / Line Order			
	Children's Photos and names			
	Overview of Medical Alerts/ Overview of Needs			
	Annual Planner (calendar)			
	Parent Information Sheet (termly) also to be put on line			
	Totality of the curriculum Planner			
Timetables	Class Timetable (Termly)			
	Classroom Assistant Timetable			
	Support for Learning Timetable			
	All Area timetables			
	P.E, Non-class Contact			
	Golden Time Plans			
Monitoring & Tracking PLEASE SEE YEAR GROUP M7T FOLDER FOR MORE INFORMATION	Monitoring Timetable			
	Forward Plan Monitoring Feedback			
	Jotter Monitoring Feedback			
	Class Monitoring Feedback			
	Relevant GIRFM plans			
Literacy	Group lists for Reading and Writing (dated)			
	NLC planners for Reading, Writing, Talking and Listening. (1 per group)			
	Reading – group book lists / novel studies.			
	Progressive Grammar Skills planner per group.			
	Evaluation and Next Steps sheet completed each term referring to benchmark booklets			
	Any relevant SfL planners			
Mathematics & Numeracy	Overview Pathways Planner.			
	Pathway E&O's to refer to			
	Relevant Heinamann Planner			
	Number Talks Planner			
	Evaluation and Next Steps sheet completed each term referring to benchmark booklets			
Health & Well-Being	Health & Wellbeing Planner HEALTHY			
	Revised Physical Education Planner			
	Relevant Food Technology Planner – minimum of 2 experiences per year			
	Evaluation and Next Steps sheet completed each term			
Religious & Moral	TIOF planners			
	God's Loving Plan Planners			
	Evaluation and Next Steps sheet completed each term referring to benchmark booklets			
I.C.T To be taught throughout the curriculum	Progressive Planner			
	Evaluation and Next Steps sheet completed each term			
Science	Revised progressive Overview Planner			
	Relevant topic planners – interdisciplinary links identified			
	Science Investigation Overview highlighted			
	Science Investigation Starter Sheets			
	Evaluation and Next Steps sheet completed each term			
Interdisciplinary	Whole School Theme planner (Focus Social Subjects)			
	Revised Interdisciplinary Planner			
	Evaluation and Next Steps sheet completed each term referring to benchmark booklets			
Expressive Arts IDL approach	Drama Planner – Can use NLC Drama pack as inspiration			
	Art Planner – Can use border pack for inspiration			
	ABC Music Planner			
	Evaluation and Next Steps sheet completed each term referring to benchmark booklets			
Modern Language P6-7	Spanish Planner			
	Evaluation and Next Steps sheet completed each term referring to benchmark booklets			
Whole School	Whole school initiative – e.g. eco, fairtrade, world of work, enterprise planners etc.			
	Assembly Planners			
	SIP involvement			
	Personal School Commitments			

Term 1 August – December Curricular Planning Comments

Summary Plan:

Assessment Folder example Pupil Evidence File Summary:

Areas To Be Discussed at Planning Meeting:

Teacher Signature/Date: **SMT Signature/Date:**

Term 2 January – March Curricular Planning Comments

Summary Plan:

Assessment Folder example Pupil Evidence File Summary:

Areas To Be Discussed at Planning Meeting:

Teacher Signature/Date: **SMT Signature/Date:**

Term 4 - April - June Curricular Planning Comments

Summary Plan:

Assessment Folder example Pupil Evidence File Summary:

Areas To Be Discussed at Planning Meeting:

Teacher Signature/Date: **SMT Signature/Date:**

St. Andrew's Primary Forward Planning Evaluation

Subject:	Teacher:	Stage:

Term 1 August - December

Term 2 January - March

Term 3 April - June

Considerations when Evaluating Learning & Teaching:
1. You should evaluate your own teaching, the strategies used, if they were successful and why? What you would try next time.

1. You should evaluate your own teaching, the strategies used, if they were successful and why? What you would try next time.
2. You should evaluate the child's learning: what were you able to evidence, were they engaged in discussion, co-operative tasks etc?
3. If you say a child will need more support or practice in the evaluation you should say what this will be.
4. Professional language should be used throughout. No judgmental comments should be used, all comments should be based on evidence. Evaluation should be related to the teaching and learning that you have planned for and delivered and should be reflective of **your practice**.
5. You should consider and reflect on assessment evidence and benchmarks