



Kirklandpark Primary School
Attainment Tracking and Monitoring Dialogue



HGIOS 4 Framework

1.1 Self Evaluation for Self Improvement

- All staff analyse and use evidence very well to ensure a clear focus on those priorities which will have the greatest impact.
- We have accurate intelligence about the quality of learning and teaching and the attainment and achievement of all learners.
- We gather a range of data and information to monitor and track progress for all learners. We regularly interrogate data, making use of digital technology to support this where relevant and appropriate.

GTCS Standards for LifeLong Professional Learning

2.1.2 Have an enhanced and critically informed understanding of Research and Engagement in Practitioner Enquiry

- Use a range of enquiry approaches, different data collection methods/tools, appropriate to the enquiry question/context.

3.1.4 Critically and effectively employ assessment, evaluate progress, recording and reporting as an integral part of the teaching process to support and enhance learning

- Contribute to/design effective recording strategies to capture and analyse appropriate and proportionate data; that provides meaningful feedback to learners; supports meaningful reporting of learners' progress to parents/carers, families and partners.

Fact Story Action - Pupil Tracking Conversations

Staff should bring a completed FSA document to support tracking conversations, in addition to triangulated evidence to inform professional judgement.

FACT Questions

1. Tell me about the FACTS of your class.

- How many pupils make up your class?
- What is the gender split- percentage of males and females?
- If a composite class, how many pupils of each stage?
- What percentage of pupils are in SIMD 3-5? How many pupils?
- What percentage of pupils have ASN? How many pupils?
- What percentage of pupils have EAL? How many pupils?

2. What percentage of pupils are on/off track within Literacy and Numeracy?

- Pupils are either on track or off track- there is no inbetween.
- This should match SEEMIS records and professional judgement should be informed by robust evidence.
- Pupils can be marked yellow on the assessment sheets to highlight these pupils are being monitored, which usually would be a focus for a TIG group (targeted intervention) as they are the easiest pupils to become on track.

3. What are the data trends in your class?

- What curricular area has the lowest attainment levels? Reading/Writing/T&L or Numeracy?
- Is there a gender imbalance in the trends? Which gender has the highest/lowest attainment in Literacy/Numeracy?
- Are those pupils who have ASN on track/off track?
- Is EAL impacting attainment levels within your class?
- Can you discuss attainment over time? What has an individual's pupil's attainment journey looked like?



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STORY Questions

- 1. What is the story behind your class data? For those off track, have you considered all factors impacting attainment levels?**
 - Think about SIMD, gender, ASN, ASP's, EAL or Care Experienced pupils.
- 2. What are the barriers to learning, can you discuss this in more depth?**
 - For example; Pupil A is EAL and speaks Polish at home as parents are not fluent in English.
- 3. Do you have the relevant Benchmarks and are able to talk about progress for individuals, groups and your class?**
 - What aspects of Reading, Writing, T&L or Numeracy pupils are finding difficult? For example, Pupil A is finding decoding difficult in reading due to lack of phonics knowledge.
- 4. Consider any other factors that could have had an impact on progress.**
 - Attendance, visual/hearing impairment, child protection issue, nurture need, bereavement in the family, home life situation etc.

ACTION Questions

- 1. For those pupils who are on track, how will you provide a challenge in Reading, Writing, T&L and Numeracy?**
 - 7 Principles (*Challenge and enjoyment, Breadth, Progression, Depth, Personalisation and choice, Coherence and Relevance*)
 - Application of skills across the curriculum.
 - Word problems and multi-step word problems.
- 2. For those children who are off track, what is your data and story telling you about their needs and what changes will you make to support their learning?**
 - Staff should be specific about what intervention they will put in place. For example, more boys are off track in reading, therefore I need to engage them with texts that focus on their interests.
 - Interventions could be resource driven (flashcards, additional texts, spell checker etc)
 - The intervention may be a feature of highly effective practice (feedback, digital learning, focus on LI and SC, metacognitive approaches)
- 3. Who will be your TIG and why?**
 - Usually those pupils being monitored on the assessment sheet are the easiest to target to become on track.
 - Those pupils highlighted red could also be a TIG to close the attainment gap.
- 4. Why have you chosen this intervention, how will you monitor it and how long before we review it?**
 - Have you carried out research on your chosen intervention? Why this intervention?
 - Timescale should be stated at the beginning with a review date with SLT. If it's not working there needs to be a change.
 - Monitoring through triangulation of evidence. (*Assessment/ Pupil Voice/ Observation*).