



Irvine Royal Academy

# **Tracking, Monitoring & Interventions**

## **RATIONALE: ANALYSIS OF DATA IS THE MOST IMPORTANT STEP AS IT IS WHAT WE DO WITH THE DATA COLLATED THAT WILL HAVE THE MOST IMPACT ON MEETING LEARNERS' NEEDS.**

Tracking and monitoring helps our understanding of learner' needs by providing teachers with an overview of:

- 1) Progression over time
- 2) Achievement/ underachievement
- 3) Transition needs.
- 4) Teacher assessments judgements and moderation needs

- **SEEMIS DATA is transferred onto a spreadsheet.**
- **Interventions are recorded on SEEMIS to show the supports given to meet learner' needs.**
  
- **The data on the tracking spreadsheet is used to ask questions about the progress a young person is making, about their learning needs and how to meet those needs.**
- **It is also used to support how the curriculum is planned to meet learner needs and moderation of levels of progress.**
- **CONVERSATIONS AROUND MEETING LEARNER NEEDS SHOULD BE HAD AT DEPARTMENT LEVEL. Class teachers, Faculty heads, Pastoral and Pupil Support all have a part to play in supporting and meeting the needs of learners. Interventions/Supports tried are entered into SEEMIS . This data is used to give a wider view of how teachers are trying to meet needs. This information is to be used alongside House updates on individual pupils.**

*At Irvine Royal Academy we aim to:*

- *Ensure that staff, pupils and parents have a clear understanding of how we undertake these tasks which support pupils to reach their full potential.*
- *Promote a consistent approach across all subjects in order to maximise the opportunity each pupil has to attain.*
- *Guide staff to ensure that pupils receive appropriate and timely interventions which ensure that any decline in performance is addressed.*
- *Create an atmosphere where through learner conversations, pupils are aware of the skills and knowledge required to achieve success in every subject.*

**It is the responsibility of every subject teacher to monitor progress made by each individual pupil. Assessment (formative and summative) provides the evidence which should be linked to moderated teacher judgment on knowledge and skills that demonstrate the learner's progress at a particular stage in S1/S2/S3 (BGE) and SQA course outlines (Senior Phase)**

# Key Terms

## Appendix 1

Detailed below are some of the key terms used throughout the policy. This page should help clarify different aspect of TM&I processes.



Ratings	The numbers (1-4) entered by teachers for the categories of Effort, Behaviour and Homework.
Comments	Written comments that highlight progress across learning focusing on key strengths and next steps for learners.
Intervention	Holistic or targeted steps taken to support learning in and beyond the classroom. Including, for example, differentiation, additional support, and more <b>targeted</b> programmes.
Levels	This refers to the CfE Level at which the learner is currently working. This is not the level achieved by the learner, it is the level that they are currently working at.
Progress Code	Recorded as A,B,C or D progress codes report on how well the learner is working at the level which they are working at. (See separate table)
Target Grade	This grade is entered in the first Senior Phase Tracking & Monitoring period and reflects professional judgement on a learners' best possible attainment by the end of the course.
Working Grade	Records current attainment and performance in assessments and progress across the course.
Learner conversations	Learners should know how they are progressing and what to do next. LC are ongoing and part of the feedback loop on work i.e. feedback from teacher to pupil and from pupil to teacher

# TM&I Broad General Education (S1-S3) & Senior Phase



## STEP 1- CLASS TEACHERS

### LEARNING CONVERSATIONS

Class teachers support learners to:

#### Key Action:

- Identify strengths and next steps.

### ENTER VALID AND RELIABLE LEVELS

#### Key Action:

- Enter tracking data into SEEMiS reflecting current progress
- USING BGE RATINGS/ PROGRESS & ATTAINMENT LEVELS
- SENIOR PHASE RATINGS
- 

Professional judgements are underpinned by:

- *Transition information*
- *Knowledge of prior learning*
- *Moderation of assessments*
- *Reviews of merits/demerits/*
- *Referrals/*
- *Learning conversations*
- *Observations.*

## STEP 2- CLASS TEACHERS

### IDENTIFY UNDERACHIEVEMENT

#### Key Action:

- Use tracking data to analyse class attainment in relation to SIMD/ Gender/Care Experienced/Young Carer/ASN/AAA

### USE INTERVENTIONS

#### Key Action:

- Supports put in place to close the poverty related attainment gap, challenge learners. Action taken recorded in SEEMIS Interventions tab.

## FACULTY LEADERS

### QUALITY ASSURANCE TRACKING

#### Key Action:

- Faculty Leaders quality assure tracking data, ensuring tracking is completed accurately and on time.

### QUALITY ASSURANCE INTERVENTIONS

- FH will QA Interventions entered into SEEMIS at end of each term

## STEP 3- PT GUIDANCE/PT PUPIL SUPPORT/HEAD OF HOUSE

### SUPPORTING PASTORAL NEEDS

#### Key Action:

- Data is analysed at whole school level by :
- PT Pastoral Support/PT Pupil Support and House team to co-ordinate targeted interventions linked to: literacy & numeracy; ASN; Care Experienced, Young Carers and Safeguarding as appropriate.
- DHT will provide further targeted interventions according to level of intervention needed.

## STEP 4- DHT/FACULTY LEADERS

### ON GOING ANALYSIS OF DATA AND USE OF INTERVENTIONS

#### Key Action:

- Data is analysed at whole school level by:
- Faculty Leaders who discuss steps taken, demonstrable impact and evidence at link meetings with DHT.
- This will also involve reviews of evidence and moderation processes.
- Next steps for forthcoming tracking periods will be agreed
- Good-practice identified and shared.
- Targeted interventions will be reviewed as per agreed time frames and next steps agreed

### STEP 5- FH/SLT - ANALYSIS & PRESENTATION OF ATTAINMENT DATA

#### Key Actions:

- BGE/Senior Phase review meetings with CT & FH with SLT

# BGE Levels and Progress Codes



When Class Teachers record “a level”, they are recording the level that the learner **has achieved and how well the learner is working in the next level** . This will be done by entering both the level achieved (as a number) and a progress code (either A, B,C or D) to show progression. The table below details what A, B,C,D mean at Irvine Royal Academy.

## ASSESSMENT JUDGEMENTS IN THE BGE

Stages	A	B	C	D
	<i>Beginning to learn at a new level</i>	<i>Making progress within the level</i>	<i>Making good progress in learning within the level</i>	<i>Making very good progress within the level</i>
<b>Breadth</b> <u>How much</u> has the learner learned?	Building on prior learning, the learner is <b>beginning to experience and explore</b> Es and Os at new level.	The learner is <b>experiencing an increasing number</b> (but less than half) of Es and Os and organisers.	The learner has <b>experienced most</b> Es and Os and organisers.	The learner has <b>experienced almost all</b> Es and Os across all organisers and has moved forward in their learning to the next level in a few aspects.
<b>Challenge and Application</b> <u>How well</u> has the learner learned?	The learner is <b>beginning to experience and explore some</b> new key concept(s)/contexts at a new level	The learner is <b>beginning to develop their knowledge and understanding</b> of key concepts/contexts, and is beginning to this learning in some familiar and unfamiliar contexts.	The learner can demonstrate a depth of <b>knowledge and understanding</b> in some key concepts/contexts and <b>can apply</b> this in familiar and unfamiliar contexts <b>most</b> of the time. The learner is <b>beginning to make links</b> across ideas and concepts learned.	The learner demonstrates a depth of knowledge and understanding of almost all key concepts/contexts and <b>can apply this consistently in a range of unfamiliar contexts</b> . The learner can <b>consistently make links</b> between ideas and concepts learned.
	The learner is <b>beginning to experience</b> opportunities to develop some skill(s) at the new level.	The learner is <b>beginning to develop skills</b> at this level and to apply these skills in <b>familiar and unfamiliar contexts</b> .	The learner is developing a range of <b>skills</b> required at this level and can apply <b>most</b> of the time in <b>familiar and unfamiliar contexts</b> .	The learner has developed <b>almost all skills</b> required at a high level and can <b>apply them consistently in unfamiliar contexts</b> .
	The learner is <b>beginning to engage</b> with the level of <b>challenge</b> set out in the Es and Os at this new level	The learner is responding to the level of challenge in the Es and Os <b>with support</b> .	The learner can respond appropriately to the level of challenge in Es and Os most of the time, <b>with increasing independence</b> .	The learner has responded consistently well to the level of challenge set out in the Es and Os. He/She works independently within, and at times, beyond, the level.
<b>CfE Benchmarks</b>	The <b>CfE Benchmarks</b> 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. However it is important that there are no major gaps in an individual’s learning across the major organisers in each curricular area.			

# BGE Ratings

The following table details the criteria to be used by teachers when entering ratings for Effort, Behaviour and Homework for BGE TM&I.



	<b>Effort</b>	<b>Behaviour</b>	<b>Homework</b>
<b>1</b>	Always motivated and hardworking.	Always respectful, makes good choices about their behaviour and follows expectations fully at all times.	Any homework issued is completed and returned, on time and to a good standard.
<b>2</b>	Mostly motivated and hardworking.	Mostly respectful and makes good choices about their behaviour. Follows expectations fully most of the time.	Any homework issued is completed, usually on time and usually to a good standard.
<b>3</b>	Sometimes works hard but can be demotivated at times.	Inconsistently follows expectations and sometimes not respectful. Occasionally makes negative choices about their behaviour.	Any homework issued is not always completed or is completed by not on time or to a satisfactory standard.
<b>4</b>	Rarely motivated and hardworking.	Mostly makes negative choices about their behaviour and is rarely respectful.	Any homework issued is not completed.

# Learning Conversations



Learning conversations should take place as a regular part of learning and teaching. Any feedback that informs learners of their current progress and levels and their next steps is a learning conversation.

Tracking and monitoring data should reflect the most recent learning conversations and learners should be aware of their progress and next steps before a Tracking and monitoring report is issued

## The GROW Model

		Example Coaching Questions
<b>Goals</b>	Encouraging the learner to reflect on their ambitions, possible pathways and destinations. Identifying short and/or long term goals.	What would you like to get better at in this subject? • What do you want to do when you leave school and how could this subject help you? • What is your <b>aspirational grade</b> for this subject?
<b>Reality</b>	Enabling learners to identify their strengths and what might be a challenge or a barrier to them achieving their goal.	What might stop you getting there? • Is there anything you're finding difficult? • What do you think you are doing well in this subject? • How realistic is your goal?
<b>Options</b>	Helping the learner think about possible solutions to achieve their goals, taking the realities into account.	How might you and I work better together? • What can you keep doing that is working? • What might you have to start doing? • What could I do/keep doing to help you? • Is there anybody/anything else that might help?
<b>Way Forward</b>	Confirming with the learner the steps they are going to take to achieve their goal.	Okay, so you have all those ideas. Which one or two things are you definitely going to do? • Right, so what's your plan of action then?



**When entering tracking information on SEEMIS (Tracking and Monitoring) the following procedures should be followed:**

1. **Tracking period 1 – Target Grade** should be entered as well as Working Grade 1. Target grade should be the target grade which you expect the pupil to achieve by then end of the session. It should be based on prior attainment **This should be aspirational, whilst realistic, and be understood by the learner through a learner conversation with the pupil.** It should be bases on feedback practices from the teacher to the pupil and from the pupil to the teacher. Behaviour, Effort and Homework should also be entered.
2. **Tracking period 2** –Working Grade 2 should be entered. Behaviour, Effort and Homework should also be entered.
3. **Tracking period 3** –Working Grade 3 should be entered. Behaviour, Effort and Homework should also be entered.

This information will be available for parents and carers. **On each occasion (as per the school calendar) there will be, for each pupil, a working grade alongside the target grade (the target grade is fixed and should not change throughout the session UNLESS IT MOVES UPWARDS).** This will enable parents to see whether expected progress is being made. Information on behaviour, effort and homework will also be provided to parents.



# Senior Grades

In Irvine Royal Academy Tracking and Monitoring in the Senior Phase will use SEEMis Class Lists which have pupils assigned to particular levels, e.g. Adv. Higher, Higher, N5, N4 or N3/ level 5 or level 6 **Please ensure that learners are at the correct level before entering any tracking and monitoring data. If there are issues please see your Faculty Leader/DHT.**

The “Grades” in SEEMis are represented by numbers as detailed below for each of the SQA levels. **Please ensure these are used consistently. The SCQF Level 5 and above Pass/Fail courses use a 7 for a pass (instead of 8) and use a 9 for Fail.**

**National 3/ 4 and any other SCQF Level 4 or 3 courses should continue to use 8 for a Pass or 9 for a Fail.**

SEEMis Grade	Adv. H / Higher/ N5	N4 / N3 / N2													
1	A1		<b>SCQF Level 5 and above courses</b> <table border="1"> <tr> <td>A</td> <td>1/2</td> </tr> <tr> <td>B</td> <td>3/4</td> </tr> <tr> <td>C</td> <td>5/6</td> </tr> <tr> <td>D</td> <td>7</td> </tr> <tr> <td><b>Units only</b></td> <td><b>8</b></td> </tr> <tr> <td>Fail</td> <td>9</td> </tr> </table>	A	1/2	B	3/4	C	5/6	D	7	<b>Units only</b>	<b>8</b>	Fail	9
A	1/2														
B	3/4														
C	5/6														
D	7														
<b>Units only</b>	<b>8</b>														
Fail	9														
2	A2														
3	B3														
4	B4														
5	C5														
6	C6														
7	D														
8	<b>Do not use '8' for Adv. H/H/N5</b>	On track to PASS													
9	Off Track	Off Track to PASS													



# Target grades & Working Grades

There are 2 “types” of grade that will be asked for: target grades and working grades. These are detailed below.

Target Grade	Target Grades should be the grade that the learner could potentially achieve by the end of the course and should, in most cases, be the aspirational target for learners to achieve by the end of the course. A negotiated grade is <b>an ambitious though realistic</b> target for a learner to be aiming for by the end of a course. It should be based on a careful evaluation of prior attainment, professional judgement of the demands of the current course and detailed discussion with the learner.
Working Grade	Working grades record learners’ current attainment in a course based on assessments and professional judgement. Working Grades reflect current attainment thereby recognising that aspects of a course may not have been covered by a particular Tracking and Monitoring period..

# Senior Phase Ratings



The following table details the criteria used by Class Teachers when entering ratings for Effort, Behaviour and Homework in the Senior Phase.

Rating	Effort	Behaviour	Homework
<b>1</b>	Always motivated and always takes responsibility for their own learning.	Always respectful, makes good choices about their behaviour and follows expectations fully at all times.	Any homework issued is completed and returned, on time and to a good standard.
<b>2</b>	Mostly motivated and mostly takes responsibility for their own learning.	Mostly respectful and makes good choices about their behaviour. Follows expectations fully most of the time.	Any homework issued is completed, usually on time and usually to a good standard.
<b>3</b>	Sometimes motivated and at times fails to take responsibility for their own learning.	Inconsistently follows expectations and sometimes not respectful. Occasionally makes negative choices about their behaviour.	Any homework issued is not always completed or is completed by not on time or to a satisfactory standard.
<b>4</b>	Rarely motivated and almost never takes responsibility for their own learning.	Mostly makes negative choices about their behaviour and is rarely respectful.	Any homework issued is not completed.
<b>Blank</b>	Does not attend class.	Does not attend class.	No homework issued.

All Pupils  
Class teacher and PT Curriculum Identifies pupils under achieving  
USING TRACKING AND MONITORING

Stage 1  
Class Teacher

Stage 2  
Principal Teacher

Classroom  
Targeted Support  
Interventions

Departmental  
Targeted Support  
Interventions

Education Endowment Foundation strategies  
(Impact based on Evidence)

- [Feedback\\*](#)
- [Metacognition\\*](#)
- [Homework\\*](#)
- [Individualised Instruction\\*](#)
- [Digital Technology\\*](#)
- [In class attainment groupings\\*](#)
- [One to one tuition\\*](#)
- [Peer tutoring\\*](#)
- [Small group tuition\\*](#)
- [Collaborative Learning\\*](#)
- [Parental Engagement\\*](#)
- Others

\* click/use link to EEF for more info

Standard Letters  
Learning Contracts  
Mentoring Groups (including peer mentors)  
Departmental Action Plans  
Parental Engagement, including phone calls/ All  
options on SEEMIS INTERVENTIONS TAB



# Quality Assurance

To ensure that TM&I data is robust and reliable, key quality assurance measures are in place. Please ensure these are followed completely.



## BGE

### Class Teachers will:

- Double check the accuracy of the levels/ratings submitted and communicate any anomalies to Faculty Leader in good time.

### Faculty Leaders will:

- Ensure all levels/ratings are completed accurately and on time and communicate any relevant information to SLT regarding the data.
- Ensure levels and progress codes entered can be supported with moderated evidence.
- Use tracking and monitoring data to support self-evaluation, particularly linked to learning conversations and pupils' leadership of learning.

### SLT/ will:

- Clarify anomalies/missing data and sample across reports.
- Analyse all levels/ratings to inform universal and targeted interventions, generating a whole-school overview.

### Class Teachers will:

- Double check the accuracy of the grades/ratings/comments submitted and communicate any anomalies to Faculty Leader in good time.

### Faculty Leaders will:

- Ensure all grades/ratings/comments are completed accurately and on time and communicate any relevant information to SLT regarding the data.
- Ensure all comments for learners with recorded ASN are reviewed.
- Use tracking and monitoring data to support self-evaluation, particularly linked to learning conversations and pupils' leadership of learning.

### SLT will:

- Clarify anomalies/missing data and sample across reports.
- Analyse all grades/ratings to inform universal and targeted interventions, generating a whole-school overview of attainment and progress.

Senior Phase

# Universal Interventions



Across the BGE and Senior Phase, universal interventions will be taken forward at Faculty level, supported by centrally produced overviews and reports. Universal interventions should be devised, implemented and recorded at Faculty level in a way that works best and can be evidenced at attainment meetings.

## BGE

## Senior Phase

### **Class Teachers will:**

- Work collegiately with Faculty Leaders to agree on and implement supports and strategies to raise attainment and improve positive choices, using data to inform professional judgements. They will record interventions in SEEMiS interventions application.

### **Faculty Leaders will:**

- Use bespoke reports to identify and devise interventions to support groups and individuals within their faculty/subjects as required.
- Work collegiately with class teachers to agree interventions and supports, monitor progress and evidence impact.
- Report on progress and discuss next steps at Attainment meetings.

### **PT Pastoral will:**

- Use TM&I data to inform and support learners' wellbeing through House Meetings, TACs and other support mechanisms.

### **SLT will:**

- Analyse whole-school trends and patterns, support PT/FLs to implement interventions, review progress via attainment meetings and agree next steps.

## What might a universal intervention look like?

- Differentiation strategies in class.
- Targeted home learning and parental engagement.
- Bespoke supported study sessions.
- In-class observations.
- Pupil interviews/focus groups.
- Monitoring cards/encouragement and praise.

# Attainment Meetings

BGE	Senior Phase
<p>Faculty Leaders and SLT/PTRA&amp;A will meet <b>twice per year</b>, to discuss TM&amp;I data and progress.</p> <p><b>Meeting 1</b></p> <ul style="list-style-type: none"><li>• The first meeting will take place shortly after the first tracking period for each year group.</li><li>• Faculty Leaders and SLT will discuss:<ul style="list-style-type: none"><li>• Patterns and trends across the cohort within subject/faculty.</li><li>• Planned interventions and approaches.</li><li>• Moderation and evidence.</li><li>• Agreed next steps regarding TM&amp;I in Faculty.</li></ul></li></ul> <p><b>Meeting 2</b></p> <ul style="list-style-type: none"><li>• The second meeting will take place in the third term</li><li>• Faculty Leaders and SLT will discuss:<ul style="list-style-type: none"><li>• Progress since previous tracking period based on data.</li><li>• Impact of interventions.</li><li>• Moderation and evidence.</li></ul></li></ul> <p>Agreed next steps regarding TM&amp;I in Faculty.</p>	<p>Faculty Leaders and SLT/PTRA&amp;A will meet <b>twice per year (2 times per year)</b> to discuss Senior Phase TM&amp;I data and attainment- <b>predicted grade template to be used.</b></p> <p><b>Meeting 1 (Post exam Analysis Meeting)</b></p> <ul style="list-style-type: none"><li>• .</li><li>• Faculty Leaders and SLT will discuss:<ul style="list-style-type: none"><li>• Attainment across the faculty/subjects, based on TM&amp;I data.</li><li>• Planned interventions and approaches to raising attainment.</li><li>• Attainment Lists and individual cases.</li><li>• Agreed next steps regarding senior-phase attainment in Faculty.</li></ul></li></ul> <p><b>Meeting 2 (Prelim Analysis Meeting)</b></p> <ul style="list-style-type: none"><li>• The second meeting will take place after prelim examinations, with the Head Teacher.</li><li>• Faculty Leaders and SLT:<ul style="list-style-type: none"><li>• Post- prelim attainment projections.</li><li>• Planned interventions and approaches to raising attainment.</li></ul></li><li>• Attainment lists and individual cases.</li><li>• Agreed next steps for senior-phase attainment.</li></ul>





# Help and Support

If you require any further help or support to completed Tracking, Monitoring and Interventions activities, please do not hesitate to contact:

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