

Irvine Royal Academy

Tracking, Monitoring & Interventions



At Irvine Royal Academy we aim to:

- *Ensure staff, pupils and parent/carers have a clear understanding of how we support pupils to reach their full potential.*
- *Promote a consistent approach across all areas 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 under performance is addressed and positive progress celebrated.*
- *Create an atmosphere where through learner conversations, pupils are aware of the skills and knowledge required to achieve success in every subject.*

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

- 1) Progression over time
- 2) Achievement/ underachievement
- 3) Support needs

Key Terms – Appendix 1

| | |
|-----------------------------|--|
| Ratings | The numbers entered by teachers for the categories of Effort, Behaviour and Homework. See specific criteria for BGE and SP Ratings |
| Interventions | Holistic or targeted steps taken to support learning in and beyond the classroom. Including, for example, differentiation, additional support, parent/carers contact, study support and more targeted programmes. |
| Levels | This refers to the CfE Level at which the learner is currently working within. This is not the level achieved by the learner. |
| Progress Codes | A, B C progress codes report on how well the learner is working at the next level (see page) |
| Target Grade | This grade is entered in Tracking Period 1. It reflects prior attainment and professional judgement. It should be ambitious and realistic. |
| Working Grade | Records current attainment and performance in formative and summative assessments and progress throughout the course. |
| Learner Conversation | Learners should know how they are progressing and what steps they need to take to improve further. Learner conversations are ongoing and part of the feedback loop on work i.e. feedback from teacher to pupil and pupil to teacher. |

BGE Levels and Progress Codes

Explanation of Pupil Progress

- Achievement level – see Curriculum for Excellence sheet (Appendix 2) for explanation of levels.
- Progress within a level – see below

| A | B | C |
|--|--|--|
| Beginning to learn at a new level. | Making progress in learning within the level. | Making good progress within the level. |
| The learner is beginning to engage with tasks and activities at the new level. | The learner is engaging with an increasing range of tasks and activities at the new level. | The learner has engaged with most tasks and activities at the new level. |

| Individual Progress | |
|----------------------------|---|
| Not yet on track | Not meeting expected learning targets at this stage for the individual learner. |
| On track | Meeting expected targets at this stage for the individual learner. |
| Exceeding expectations | Achieving targets beyond the expected targets at this stage for the individual learner. |

Ratings

The following table details the criteria used during learner conversations when discussing ratings for Effort, Behaviour and Homework.

BGE

| Rating | Effort | Behaviour | Homework |
|--------------|---|---|-----------------------------------|
| 1 | Always works conscientiously | Always behaves well | Always makes a good attempt. |
| 2 | Usually works conscientiously | Usually behaves well | Usually makes a good attempt. |
| 3 | Making some effort but certainly capable of more | Some improvements required | Occasionally makes a good attempt |
| 4 | Rarely puts the effort needed to make good progress | Poor behaviour preventing meaningful progress | Rarely attempts/ returns homework |
| Blank | Does not attend class | Does not attend class | No homework issued. |

Senior Phase

| Rating | Effort | Behaviour | Homework |
|--------------------------------|---|---|--|
| 1 Excellent | Always motivated and always takes responsibility for their own learning | Always respectful, makes good choices and follows expectations fully at all times | Homework is completed and returned, on time and to a good standard. |
| 2 Good | Mostly motivated and mostly takes responsibility for their own learning | Mostly respectful and makes good choices. Follows expectations fully most of the time | Homework is completed, usually on time and usually to a good standard |
| 3 Inconsistent | Sometimes motivated and at times fail to take responsibility for their own learning | Inconsistently follows expectations and sometimes not respectful. Occasionally makes negative choices about their behaviour | Homework is not always completed or is completed late or to an unsatisfactory standard |
| 4 Needs Improvement | Rarely motivated and almost never takes responsibility for their learning | Mostly makes negative choices about their behaviour | Homework is rarely/never completed |
| Blank | Does not attend | Does not attend | No homework |

Senior Phase Grades

SQA

| Grade | AH, H, N5 | N4, N3, N2 | AH/H/N5 |
|-------|-------------------|-------------------|---------------------------------|
| 1 | A1 | - | |
| 2 | A2 | - | |
| 3 | B3 | - | |
| 4 | B4 | - | |
| 5 | C5 | - | |
| 6 | C6 | - | |
| 7 | D (Pass) | - | |
| 8 | - | Pass | Tracking period 3 - Units only. |
| 9 | Off track to pass | Off track to pass | Off track to pass |

SCQF

| Level | Pass | Off track to pass |
|-------|------|-------------------|
| 4 | 8 | 9 |
| 5 | 7 | 9 |
| 6 | 7 | 9 |

Tracking Periods

BGE

| Tracking Period | Levels | Ratings |
|-----------------|---------------------|---------|
| 1 | Literacy & Numeracy | All EBH |
| 2 | All subjects | All EBH |
| 3 | All Subjects | All EBH |

Senior Phase

| Tracking Period | Levels | Ratings |
|------------------|------------------------|---------|
| | All TGs | x |
| 1 | All WGs | All EBH |
| 2 | All WGs | All EBH |
| Estimates | All TGs & WGs updated. | x |

Senior Phase Target grades will be entered by 4th September 2025 to allow initial High Level messages to be collated and to identify our 1@, 3@ 5@ 5 and 6.

Interventions

Across the BGE and Senior Phase, interventions will be taken forward across the system. Interventions should be devised, implemented and recorded at all levels via Faculty Internal Trackers. Interventions can be escalated beyond Faculty level using SEEMIS Cause for Concern referrals.

Interventions can include:

- One to one support
- Peer support
- Parent/carer engagement
- Homework
- Study support
- Change of level or pivot
- Digital provision
- Additional resources
- Mentoring
- Small group work

Class Teachers will:

- Work collegiately with Faculty Leaders to agree on and implement supports and strategies to raise attainment. Interventions will be recorded in the Faculty Internal Tracker.

Faculty Leaders will:

- Use reports to identify pupils who require additional interventions to support attainment in their area.
- Work collegiately with class teachers to agree next steps. Progress will be monitored and impact reviewed.
- Report on progress and discuss next steps at Attainment meetings with the HT.
- Cause for concern referrals should clearly evidence everything that has already been actioned as an intervention at faculty level.
- FH should consider if the most appropriate route for the cause for concern would be to Pupil Support or Guidance.

PT Guidance will:

- Act on SEEMIS Cause for Concern referrals where appropriate.
- Use T&M data to inform and support the wellbeing of the learner through House meetings, PTACs and other support mechanisms. They will report on progress to HT and link DHT.

SLT will:

- Act on SEEMIS Cause for Concern referrals where appropriate.
- Analyse whole school trends and patterns, support Faculty Leaders to implement interventions, review progress via Attainment meetings and agree next steps.

Quality Assurance

BGE

Class teachers will

- Double check the accuracy of the levels/ratings submitted and communicate any anomalies to Faculty Leader.
- Ensure the E/B/HW levels are evidenced with SEEMIS referrals/cause for concerns.

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 T&M data to support self-evaluation, particularly linked to learning conversations and pupils' leadership of learning.

SLT will:

- Clarify anomalies/ missing data.
- Analyse all levels/ratings to inform universal and targeted interventions, generating high level messages at whole school level.

Senior Phase

Class teachers will

- Double check the accuracy of the grades/ratings submitted and communicate any anomalies to Faculty Leader.
- Ensure the E/B/HW levels are evidenced with SEEMIS referrals/cause for concerns.

Faculty Leaders will:

- Ensure all grades/ratings are completed accurately and on time and communicate any relevant information to SLT regarding the data.
- Ensure working grades entered can be supported with moderated evidence.
- Use T&M data to support self-evaluation, particularly linked to learning conversations and pupils' leadership of learning.
- Quality assure class teacher interventions on the internal tracker.

SLT will:

- Clarify anomalies/ missing data.
- Analyse all levels/ratings to inform universal and targeted interventions, generating a whole school overview of attainment progress and next steps.

Attainment Meetings

Before each attainment meeting, for BGE and SP, class teachers and faculty leaders will complete analysis paperwork. The analysis paperwork should be emailed to SLT link and HT prior to the Attainment Meeting. This paperwork will support the discussions during the meetings.

BGE

Faculty leaders, SLT link and HT will meet 3 times per year to discuss T&M data and progress.

Each meeting will take place shortly after the Tracking Period closes.

Faculty leaders and SLT will discuss:

- Patterns and trends across the cohort within subject/faculty.
- Planned interventions and approaches.
- Moderation and evidence.
- Agreed next steps regarding TM&I in the Faculty.

Senior Phase

Faculty leaders, SLT link and HT will meet 3 times per year to discuss T&M data and attainment.

Each meeting will take place shortly after the Tracking Period closes.

Faculty leaders and SLT will discuss:

- Projected attainment across the Faculty based on T&M data.
- Planned interventions and approaches to raising attainment.
- Attainment lists and individual cases.
- Agreed next steps regarding senior phase attainment within the Faculty.
- Analysis of uptake/quality of passes and overall passes as evidenced in the Faculty attainment spreadsheet.