Irvine Royal Academy

Tracking, Monitoring & Interventions 2021-22

Contents

Aims

Our school vision is: **"to provide an equitable and excellent learning environment for ALL pupils which enables them to achieve their potential and supports them into appropriate positive and sustained destinations".** The work that we do in relation to Tracking, Monitoring and Interventions is central

The overall aims of our approach to Tracking, Monitoring and Interventions are to:

- Ensure that our learners achieve their absolute best in terms of attainment and achievement across the curriculum, regardless of any barriers to learning.

- Develop teacher leadership and professionalism by empowering all teachers to use performance information to improve teaching, attainment and achievement for all learners.

Objectives

Below there is an overview of the key actions that make up a TM&I period in Irvine Royal Academy. This details the main stages of the process across all year groups. This section is to help those using this policy to understand the full picture of Tracking, Monitoring and Intervention, specific details are included below and with relevant memos.

Learning Conversations and Recording

- Tracking period opens at least two weeks before deadline and specific memo issued by DHT.
- Learning conversations take place, based on robust evidence, to provide reliable data for TM&I.
- Teachers enter required data and information in to SEEMis, following instructions in the policy and memo by the deadline.

Quality Assurance and Analysis

- Faculty Leaders quality assure data and information submitted by teachers by the deadline.
- Data analysed at whole-school level. Bespoke faculty reports produced. Targeted interventions reviewed.

Interventions and Review

- Faculty Leaders co-ordinate, record and review universal interventions.
- PT Pastoral Support/PT Pupil Support and team co-ordinate, record and review targeted interventions.
- PT Pastoral, Pupil Support (House) PT Raising Attainment & DHT review overall impact of interventions at faculty and whole-school level via tracking data, referrals, professional dialogue and attainment meetings.

Key Terms

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 **targeted** 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 and Monitoring period and reflects professional judgement on a learners' best possible attainment by the end of the course.
New Target Grade NTG	Agreed by class teacher after discussion with the learner on how to improve their current attainment. It should be at least one grade boundary above the working grade.
Working Grade	Records current attainment and performance in assessments and progress across the course.

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

STEP 1

Learning conversations support learners to identify strengths and next steps and teachers enter tracking data into SEEMiS reflecting current progress and positive choices.

Professional judgements are underpinned by rigorous moderation of planning, learning, teaching and assessment, reviews of merits/demerits/Referrals/Learning conversations and observations.

STEP 2

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

Using the data, Faculty Leaders **and class teachers** will devise, implement and record interventions to raise attainment, close the gap and support learners.

Key Criteria

All relevant data is entered for all learners, as appropriate and in line with the qualitative definitions for each rating/level.

Levels and ratings reflect the progress and success of individual learners, taking due account of learners' individual needs.

STEP 3(a)

Data is analysed at whole school level by PT Curriculum/Faculty Leaders

Faculty Leaders will meet with DHT link at monthly meeting to discuss steps taken, demonstrable impact and evidence. This will also involve reviews of evidence and moderation processes. Next steps for forthcoming tracking periods will be agreed and good-practice identified and shared.

Targeted interventions will be reviewed as per agreed time frames and next steps agreed

In 2021-22, there will be 3 tracking periods for BGE learners (S1-S3).

In BGE tracking periods 1 & 2, only levels with progress codes and ratings will be required. Period 3 FULL REPORT

4 Tracking periods for Senior phase

STEP 4

Data is analysed at whole school level by :

PT Pastoral Support/PT Pupil Support and team co-ordinate targeted interventions linked to: literacy & numeracy; ASN; Care Experienced, Young Carers and Safeguarding as appropriate

DHT /PT Raising Attainment will provide further targeted interventions according to level of intervention needed.

STEP 5

Attainment meetings HT/SLT/PT subject/PT Raising Attainment

BGE Levels and Progress Codes

When Class Teachers record "a level", they are recording the level that the learner **is currently working at.** They will record, both, the level the learner is working at (e.g. 1st, 2nd, 3rd or 4th level) and how well the learner is working at that level. This will be done by entering both the level (as a number) and a progress code (either A, B,C or D). The table below details what A, B,C,D mean at Irvine Royal Academy.

ASSESSMENT JUDGEMENTS IN THE BGE				
Stages	A	B	C	D
	Beginning to learn at a new level	*Making progress within the level*	*Making good progress in learning within the level*	*Making very good progress within the level*
Breadth <u>How much</u> has the learner learned?	Building on prior learning, the learner is **beginning to experience and explore** Es and Os at new level.	The learner is **experiencing an increasing number** (but less than half) of Es and Os and organisers.	The learner has **experienced most** Es and Os and organisers.	The learner has **experienced almost all** Es and Os across all organisers and has moved forward in their learning to the next level in a few aspects.
Challenge and Application <u>How well</u> has the learner learned?	The learner is **beginning to experience and explore some** new key concept(s)/contexts at a new level	The learner is **beginning to develop their knowledge and understanding of** key concepts/contexts, and is beginning to this learning in some familiar and unfamiliar contexts.	The learner can demonstrate a depth of **knowledge and understanding** in some key concepts/contexts and **can apply** this in familiar and unfamiliar contexts **most** of the time. The learner is **beginning to make links** across ideas and concepts learned.	The learner demonstrates a depth of knowledge and understanding of almost all key concepts/contexts and **can apply this consistently in a range of unfamiliar contexts**. The learner can **consistently make links** between ideas and concepts learned.
	The learner is **beginning to experience** opportunities to develop some skill(s) at the new level.	The learner is **beginning to develop skills** at this level and to apply these skills in **familiar and unfamiliar contexts**.	The learner is developing a range of **skills** required at this level and can apply **most** of the time in **familiar and unfamiliar contexts**.	The learner has developed **almost all skills** required at a high level and can **apply them consistently in unfamiliar contexts**.
	The learner is **beginning to engage** with the level of **challenge** 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 **with support**.	The learner can respond appropriately to the level of challenge in Es and Os most of the time, **with increasing independence**.	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.
CfE Benchmarks	The **CfE Benchmarks** 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.

	Effort	Behaviour	Homework
1	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.
2	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.
3	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.
4	Rarely motivated and hardworking.	Mostly makes negative choices about their behaviour and is rarely respectful.	Any homework issued is not completed.
5	Does not attend class.	Does not attend class.	No homework issued.

TM&I Senior Phase

STEP 1

Learning conversations support learners to identify strengths and next steps and teachers enter tracking data into SEEMis reflecting current progress.

Professional judgements are underpinned by rigorous moderation of planning, learning, teaching and assessment, reviews of merits/demerits/referrals, learning conversations and observations.

STEP 2

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

Key Criteria

- All relevant data is entered for all learners, as appropriate and in line with the qualitative definitions for each rating.

-Comments are focused on key actions learners can take to improve attainment.

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STEP 3(a)

Data is analysed at whole-school level and bespoke reports are provided to Faculty Leaders to support universal interventions.

Universal Interventions
Using the data, Faculty Leaders and class teachers will devise, implement and record interventions to raise attainment, close the gap and support learners. Faculty Leaders will generate a 'snap-shot' of Faculty attainment.

STEP 3(b)

PT Raising Attainment co-ordinates targeted interventions linked in line with Raising Attainment Strategy.

STEP

Progress will be reviewed by PT Raising Attainment and next steps agreed.

Faculty Leaders will meet with PT Raising Attainment/Link DHT to discuss steps taken, demonstrable impact and evidence. Next steps for forthcoming tracking periods will be agreed and good-practice identified and shared.

Targeted interventions via whole-school Raising Attainment Strategy will be reviewed as per agreed timeframes and next steps agreed.

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
Goals	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 **aspirational grade** for this subject?
Reality	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?
Options	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?
Way Forward	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?

TRACKING AND MONITORING SENIOR PHASE- Entering Progress in the Senior phase using SEEMiS

Tracking and monitoring is essential to ensure all pupils are attaining at the highest level. This policy and procedures sets out ways in which we monitor and track the progress made by all pupils and intervene when progress falls below expectations and how we share progress information with parents. 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 Benchmarks (BGE) and SQA course outlines (Senior Phase)

Tracking of pupils' progress is ongoing and will take place 4 times per session for the Senior phase (as per the School Calendar) for each pupil.

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. **This should be aspirational, whilst realistic, and be negotiated through a 1:1 learner conversation with the pupil.** 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**. NTG new target grade entered**

3. **Tracking period 3** –Working Grade 3 should be entered. Behaviour, Effort and Homework should also be entered. For Senior Phase prelim marks should be entered. New Target grade entered—if appropriate. This can remain the same if period 2 target grade not met.

4. **Tracking period 4**- Working Grade 4 should be entered. Behaviour, Effort and Homework should also be entered.

   This information will be available for parents and carers. On 4 occasions (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) and a new target grade.This will enable parents to see whether expected progress is being made. Information on behaviour, effort and homework will also be provided to parents.

The codes which should be used are detailed on the next page. A copy of this summary will been provided for each member of staff for ease of reference.

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. 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 following subjects have been awarded grades using the above table to show progression. Please note that the final award is a PASS/FAIL : Level 6 Leadership; Level 6 Sports Leader award; Level 5 First Aid. Level 6 is equivalent to a Higher Pass & Level 5 is equivalent to National 5 Pass.

SEEMis Grade	Adv. H / Higher/ N5	N4 / N3 / N2
1	A1	
2	A2	
3	B3	
4	B4	
5	C5	
6	C6	
7	D	
8	Do not use '8' for Adv. H/H/N5	On track to PASS
9	Off Track	Off Track to PASS

Senior Phase TM&I 2021-22	Period 1	Period 2	Period 3	Period 4
	Target grades; Working Grades; Ratings	Target grades; Working Grades; New Target Grades; Ratings	Target grades, Working Grades; NewTarget Grades; Ratings.	

Target grades, New Target grades & Working Grades

There are three "types" of grade that will be asked for: target grades, working and new target grades. These are detailed below. It should be noted that these three "types" of grades should be relational, as captured in the diagram below.
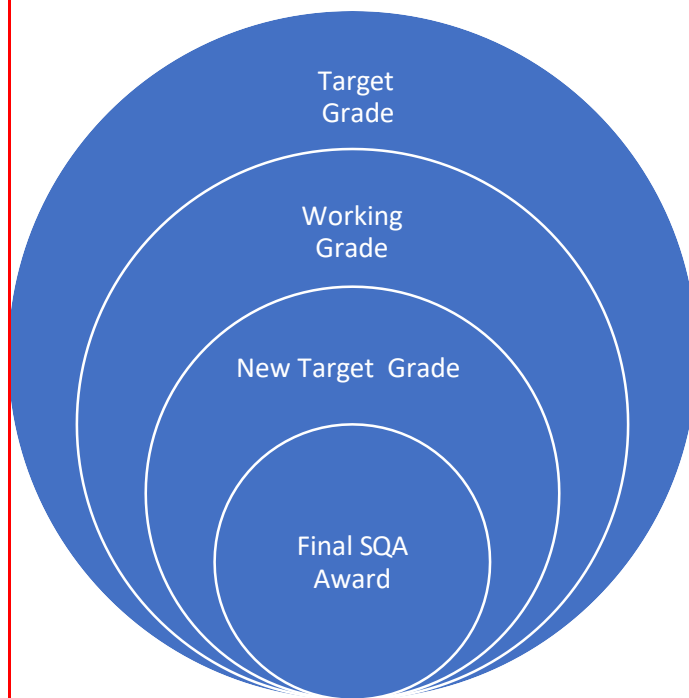
Target Grade	Target Grades should be the grade that the learner could potentially achieve by the end of the course and should, in most cases, be the aspirational target for learners to achieve by the end of the course. A negotiated grade is **an ambitious though realistic** target for a learner to be 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. Target grades can be set between 1 – 6 (or '8' for N2-4 courses) on the SEEMiS Grade scale, as appropriate and in line with the memo issued for that tracking period.
Working Grade	Working grades record learners' current attainment in a course, with professional judgements based on robust assessments. Working Grades reflect current attainment thereby recognising that aspects of a course may not have been covered by a particular Tracking and Monitoring period. For N5, Higher and Advanced Higher courses working grades can be recorded between 1– 7 or 9 on SEEMis to reflect current attainment and performance. For N2, N3 and N4 courses, working grades can either be at 1or 2 on SEEMiS, with 1 meaning the learner is on track to achieve and 2 meaning the learners is off track.
New Target Grade	A new target Grade records the grade that a learner should be aiming to achieve in the course based on their current progress and working grade. This will be included in Tracking and Monitoring periods 2, 3 and 4. A Target Grade should be at least one grade-band above the learner's current working grade. For example, if a learner's working grade is a 6, their target grade should be at least a 5. In cases where learners are exceeding their targets then the NEW target grade may be higher than their initial target grade. Equally, where learners are drastically underperforming (particularly after their Prelims) it may be appropriate for a learner's target to be revised, reflecting their performance and potential as the course progresses.

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
1	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.
2	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.
3	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.
4	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.
Blank	Does not attend class.	Does not attend class.	No homework issued.

Targeted Interventions Subject

Monitoring of Progress – Subject Teachers

It is the responsibility of every subject teacher to monitor the progress made by each individual pupil. Assessment (formative and summative) provides the evidence. Individual piece of work will be assessed against explicit criteria so that the pupil know how to improve. Each pupil should know what needs to be done in order to advance their progress.

All pupils should be given a target grade against which they can plot their progress. Pupils should be clear about what is required to meet this target. There is no point in being told your target grade is, for example BGE level 3 B if they have no idea what this means.

If progress is not made following assessment and feedback, it is the responsibility of the teacher to intervene using suitable strategies.

The Education Endowment Foundation strategies can be used to support intervention. These are detailed below (click on the box to link to the EFF website for more information). The pupil definitive files can also be accessed for any pupil action plans as well as the ASN spreadsheet where strategies to support learning and teaching may be recorded.

If the action above does not have the required impact it is the responsibility of the class teacher to refer the situation to the Principal Teacher and agree a support plan for the pupil.
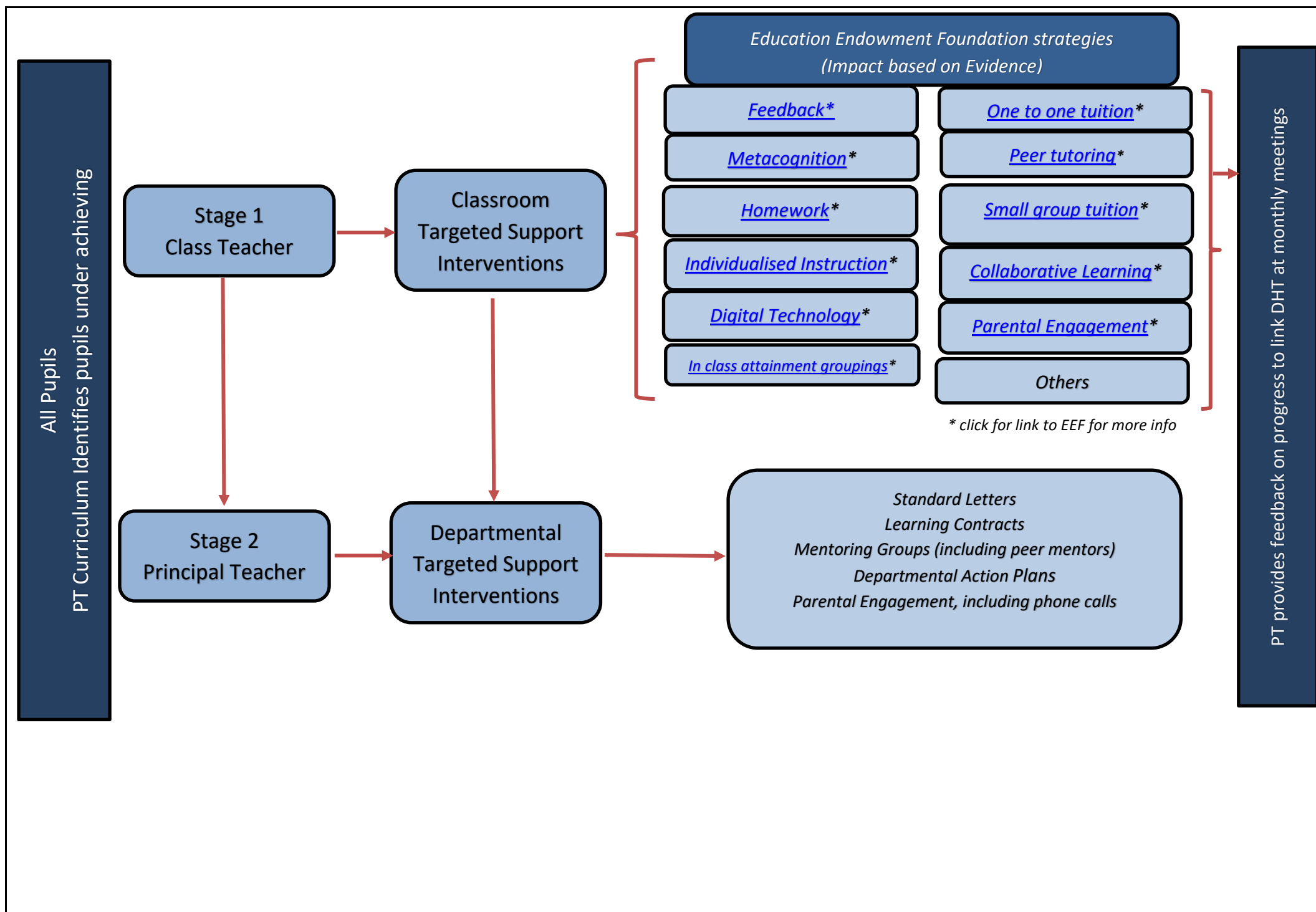
Monitoring of Progress – Principal Teachers (Curriculum)

Principal Teachers must ensure that schemes of work define which assessments should be used for tracking purposes, these should be verified to assure that they meet the required level. PT RAISING ATTAINMENT TO PROVIDE SUMMARY?

It is the responsibility of the Principal Teacher to analyse the tracking information and identify pupils who are underachieving in their department. These pupils should be flagged to subject teachers who should then use appropriate classroom intervention strategies to support pupils (Appendix 1 should be used to identify and monitor the progress of these pupils). Principal Teachers should continue to monitor the progress of these pupils and feedback on this to their DHT link at monthly meetings.

Principal Teachers should support their department by ensuring subject teachers have the knowledge and resources to implement the above and should incorporate discussion around the Education Endowment Foundation classroom intervention strategies into departmental meetings.

Where pupils continue to underachieve, despite classroom intervention strategies being put in place, Principal Teachers should use an additional range of strategies to support the pupils. These are detailed below, this list, however, is not exhaustive. Principal Teachers should continue to monitor the progress of these pupils and feedback on this to their DHT link at monthly meetings.

Stage 1
Class Teacher

Classroom
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 for link to EEF for more info

Stage 2
Principal Teacher

Departmental
Targeted Support
Interventions

*Standard Letters
Learning Contracts
Mentoring Groups (including peer mentors)
Departmental Action Plans
Parental Engagement, including phone calls*

PT provides feedback on progress to link DHT at monthly meetings

Targeted Interventions Whole School

Monitoring of Progress – Principal Teachers (Pastoral Support)

It is the responsibility of the Principal Teacher of Pastoral Support (PTPS) to analyse the tracking information (SPREADSHEET) and identify pupils who are underachieving in their house group.

Where pupils are underachieving in a few subjects the PT Pastoral Support may address this informally. Where pupils are underachieving in a number of subjects (see diagram below for numbers per year group), they will be flagged to the PT Pastoral Support by the DHT Head of House (Appendix 2 should be used to identify and monitor the progress of these pupils). PT Pastoral Support should use an additional range of strategies to support the pupils. These are detailed below, this list, however, is not exhaustive. PT Pastoral Support should continue to monitor the progress of these pupils and feedback on this to the DHT link at weekly House meetings. PT RAISING ATTAINMENT RESPONSIBILITY to provide summary
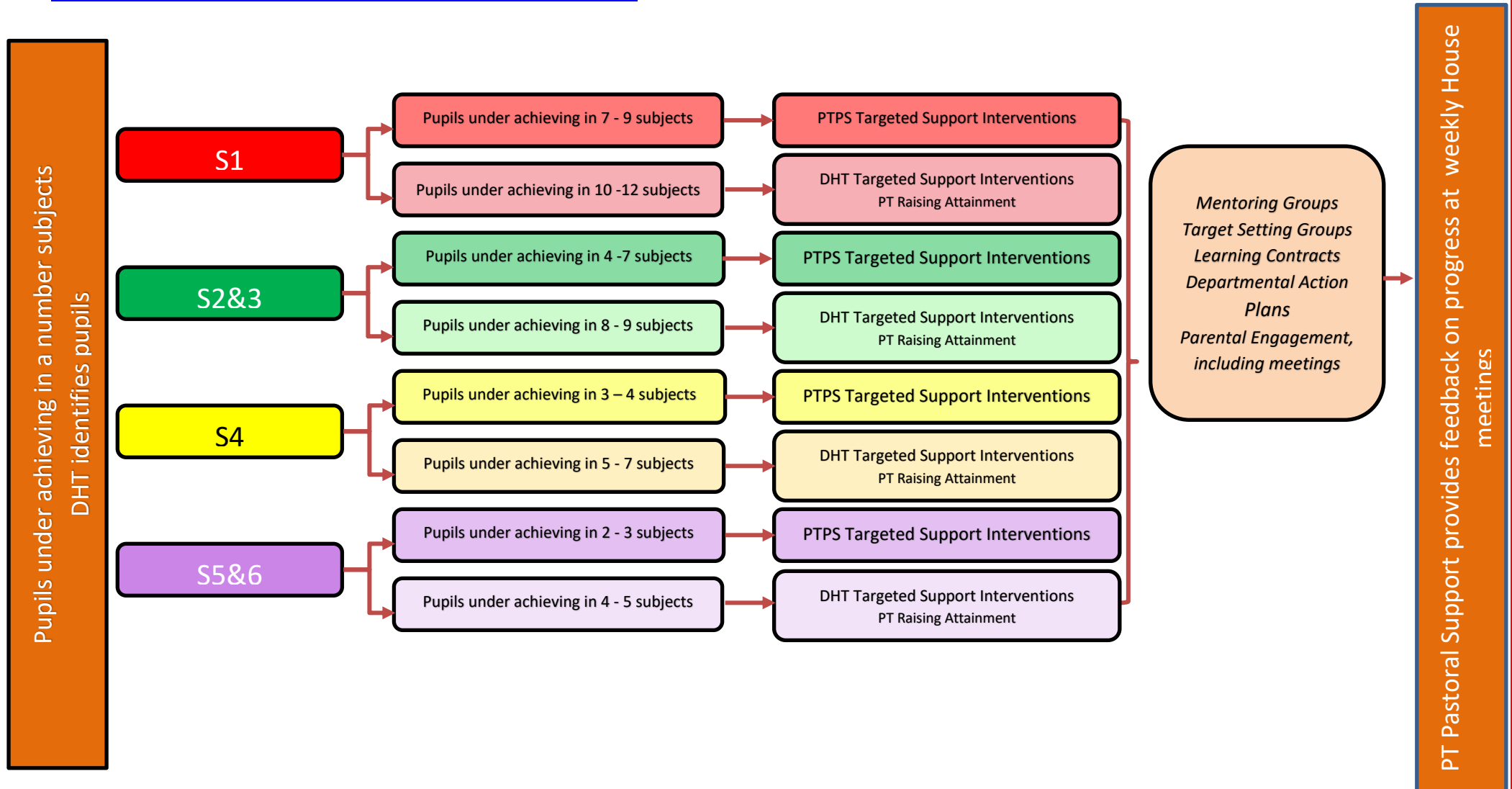
Monitoring of Progress – Depute Head Teacher- Head of House

It is the responsibility of the Depute Head Teacher (DHT) to analyse the tracking information (SPREADSHEET) and identify pupils who are underachieving in a number of subjects in their house group.

These pupils will be flagged to the PT Pastoral Support (Appendix 2 should be used to identify and monitor the progress of these pupils).Where pupils are underachieving in most of their subjects they should use an additional range of strategies to support the pupils. These are detailed below, this list, however, is not exhaustive. PT Raising Attainment to assist in whole school analysis and identifying support strategies. PT RAISING ATTAINMENT RESPONSIBILITY to provide summary

Tracking & Monitoring Interventions – Whole School

Irvine Royal Academy

Pupils under achieving in a number subjects
DHT identifies pupils

S1
- Pupils under achieving in 7 - 9 subjects → PTPS Targeted Support Interventions
- Pupils under achieving in 10 -12 subjects → DHT Targeted Support Interventions / PT Raising Attainment

S2&3
- Pupils under achieving in 4 -7 subjects → PTPS Targeted Support Interventions
- Pupils under achieving in 8 - 9 subjects → DHT Targeted Support Interventions / PT Raising Attainment

S4
- Pupils under achieving in 3 – 4 subjects → PTPS Targeted Support Interventions
- Pupils under achieving in 5 - 7 subjects → DHT Targeted Support Interventions / PT Raising Attainment

S5&6
- Pupils under achieving in 2 - 3 subjects → PTPS Targeted Support Interventions
- Pupils under achieving in 4 - 5 subjects → DHT Targeted Support Interventions / PT Raising Attainment

Mentoring Groups
Target Setting Groups
Learning Contracts
Departmental Action Plans
Parental Engagement, including meetings

PT Pastoral Support provides feedback on progress at weekly House meetings

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	Senior Phase
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/PT Raising Attainment 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/PT Raising Attainment 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.

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
Faculty Leaders and SLT/PTRA&A will meet **twice per year, per year group (6 times per year)** to discuss TM&I data and progress.	Faculty Leaders and SLT/PTRA&A will meet **twice per year (2 times per year)** to discuss Senior Phase TM&I data and attainment- **predicted grade template to be used.**

BGE

Faculty Leaders and SLT/PTRA&A will meet **twice per year, per year group (6 times per year)** to discuss TM&I data and progress.

Meeting 1
- The first meeting will take place shortly after the first tracking period for each year group.
- Faculty Leaders and SLT/PTRA&A 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 Faculty.

Meeting 2
- The second meeting will take place shortly after the third tracking period for each year group.
- Faculty Leaders and SLT/PT Raising Attainment will discuss:
  - Progress since previous tracking period based on data.
  - Impact of interventions.
  - Moderation and evidence.

Agreed next steps regarding TM&I in Faculty.

Senior Phase

Faculty Leaders and SLT/PTRA&A will meet **twice per year (2 times per year)** to discuss Senior Phase TM&I data and attainment- **predicted grade template to be used.**

Meeting 1 (Pre-Prelim Analysis Meeting)
- The first meeting will take place shortly after the second tracking period for the senior-phase.
- Faculty Leaders and SLT/PT Raising Attainment will discuss:
  - Projected attainment across the faculty/subjects, based on TM&I data.
  - Planned interventions and approaches to raising attainment.
  - Attainment Lists and individual cases.
  - Agreed next steps regarding senior-phase attainment in Faculty.

Meeting 2 (Prelim Analysis Meeting)
- The second meeting will take place after prelim examinations, with the Head Teacher.
- Faculty Leaders and SLT/PT Raising Attainment will discuss:
  - Pre- and Post- prelim attainment projections.
  - Planned interventions and approaches to raising attainment.
- Attainment lists and individual cases.
- Agreed next steps for senior-phase attainment.

APPENDIX 1

Please see appendix 1 for guide to accessing google sheets TRACKING/INTERVENTIONS/MONITORING

Please see tab on google sheet for roles and responsibilities.
- Class Teachers, PT Curricular, Integrated Support Team, SLT to complete Intervention Spreadsheets on google classroom.
- Pupil progress and Interventions tried by staff to be discussed at Department Meetings.
- Any cause for concerns to be noted and returned to link member of SLT after DM

Help and Support

Informal twilight sessions will be arranged ahead of key dates to support new staff.

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

Gillian Pryce

Depute Head Teacher

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