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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)**

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**Key Terms**

**Appendix 1**

|  |  |
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|  | |
| 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 & 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 |

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

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**Appendix 3 TM&I Broad General Education (S1-S3) & Senior Phase**

**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 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

**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, asappropriate 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 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 will provide further targeted interventions according to level of intervention needed.

**STEP 5**

Attainment meetings HT/SLT/PT subject

**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.

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**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 |  |

|  |  |  |
| --- | --- | --- |
|  | 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**  How much 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**  How well 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. | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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**  How much 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**  How well 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. | | | |

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

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.

**Behaviour**

**Homework**

Sometimes works hard but can be demotivated at times.

**BGE Ratings**

4

2

3

**Effort**

1

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Any homework issued is completed and returned, on time and to a good standard.

Always respectful, makes good choices about their behaviour and follows expectations fully at all times.

Always motivated and hardworking.

Any homework issued is completed, usually on time and usually to a good standard.

Mostly respectful and makes good choices about their behaviour. Follows expectations fully most of the time.

Mostly motivated and hardworking.

Any homework issued is not completed.

Mostly makes negative choices about their behaviour and is rarely respectful.

Rarely motivated and hardworking.

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# Appendix 4 **TM&I Senior Phase**

**STEP 4**

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

Faculty Leaders will meet with

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.

**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.

-

**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 gapand support learners. Faculty Leaders will generate a ‘snap-shot’ of Faculty attainment.

**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.

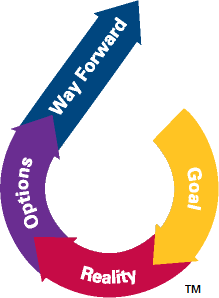
Appendix 2 **Learning Conversations**

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? |



**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.

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.

|  |  |  |
| --- | --- | --- |
| **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. |

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.**

**Senior Grades**

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|  |  |
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|  |  |
|  |  |
| 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 arget Grade

Target

Grade

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.

Working

Grade

Final SQA

Award

**Appendix 5 Target grades, New Target grades & Working Grades**

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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. |

**Senior Phase Ratings**

**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.

**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.

*Education Endowment Foundation strategies (Impact based on Evidence)*

All Pupils

PT Curriculum Identifies pupils under achieving

[*Feedback\**](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/)

[*One to one tuition*](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/)*\**

[*Peer tutoring*](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/peer-tutoring/)*\**

[*Metacognition*](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/)*\**

If the

[*Small group tuition*](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/)*\**

[*Homework*](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-secondary/)*\**

Stage 1

Class Teacher

Classroom Targeted Support Interventions

[*Collaborative Learning*](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/)*\**

[*Individualised Instruction*](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/)*\**

[*Parental Engagement*](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/)*\**

[*Digital Technology*](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/)*\**

[*In class attainment groupings*](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/within-class-attainment-grouping/)*\**

*Others*

*\* click for link to EEF for more info*

*Standard Letters*

*Learning Contracts*

*Mentoring Groups (including peer mentors)*

*Departmental Action Plans*

*Parental Engagement, including phone calls*

Departmental Targeted Support Interventions

Stage 2

Principal Teacher

**Targeted Interventions Whole School**

**Monitoring of Progress – Principal Teachers (Pastoral Support) PT Pupil Support, Pupil 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 continue to monitor the progress of these pupils and feedback on this to the DHT link at weekly House meetings

Pt.

**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.A picture containing drawing

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

**Quality Assurance**

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**Senior Phase**

|  |  |
| --- | --- |
| **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. |

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|  |  |
| --- | --- |
| **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.

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.

**Universal Interventions**

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**Attainment Meetings**

**Tagged Interventions**

**Senior Phase**

|  |  |
| --- | --- |
| **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 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 will discuss:   + Progress since previous tracking period based on data.   + Impact of interventions.   + Moderation and evidence.   Agreed next steps regarding TM&I in Faculty. | 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 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:   + 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. |

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**Senior Phase**

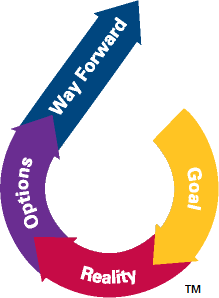
Appendix 1 **Learning Conversations**

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**

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|  |  | **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? |



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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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**Help and Support**