

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/carer 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 - Progress & Achievement

Explanation of Pupil Progress & Achievement Levels

- 1 Achievement level –The number is the Achievement level – most recent level achieved (0/E/1/2/3/4)
- 2 Progress between levels – see below

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. A	The learner is engaging with an increasing range of tasks and activities at the new level. B	The learner has engaged with most tasks and activities at the new level. C

- 3 National expectations: To be used for BGE Literacy/Numeracy only

This reports attainment against National Expectations of achievement of a level at different stages (see Curriculum for Excellence sheet for explanation of these).

This is reported as the learner being one of the following:

- Not yet on track
- On track
- Beyond expectations

- 4 Individual Targets: This reports on how the learner is meeting expected targets at this stage for the individual.

These are bespoke to the needs of the learner and reported as being one of the following:

- Not Yet Meeting
- Partially meeting
- Meeting

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.

Learning Conversations

Senior Phase

These are central to young people understanding their potential in relation to prior learning. This is captured as their **target grade**. The learning conversation will support understanding of their **working grade** and what steps they can take towards improving their understanding and their grade.

BGE Phase

These are central to young people understanding their potential in relation to prior learning. Pupils should understand what level they have achieved, how they are progressing within the next level of work and what to do to improve their level.

Learning Conversations are captured in the BGE phase and the Senior Phase through google forms. The learner completes the form and this is used to support dialogue with the teacher. This should reflect a shared understanding of attainment levels and next steps to be taken to improve the levels. The learner should be able to articulate where there are at in their learning and how they can improve. They should be supported by the teacher who should give clear and practical steps about how they can achieve this.

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 tried 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/PT Pupil Support 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 P&A 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 P&A 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.

