



ST NINIAN'S HIGH SCHOOL

School Policy Number 13

MONITORING AND TRACKING PUPIL PROGRESS

Rationale

It is our aspiration that all learners will perform to the best of their ability and achieve their full potential. It is acknowledged, however, that some pupils experience barriers to learning e.g. additional support needs, social and emotional, poor behaviour and application. It is important that effective support strategies are in place.

Aim

It is our aim that a rigorous and robust system is in place to monitor and track pupils' progress data on a regular basis in order that pupils' needs are identified. This should enable interventions to be made at the earliest opportunity and prevent pupils becoming disengaged with their work.

Policy in Practice

The following details the steps involved in this process:

Senior Phase

Staff update the following progress data on every pupil on a monthly basis.

- Target grade
- Working grade
- Behaviour rating
- Effort rating
- Homework rating

The **TARGET GRADE** is based on what the teacher believes the pupil is capable of achieving in the course. This would not normally change throughout the year.

The **WORKING GRADE** is the level at which the pupil is achieving during that monitoring period.

The accuracy of these grades from month to month is essential in order to maintain an effective system. Rigorous moderation processes to support this should be in place within departments.

Monitoring and tracking is based on discussions which support learning. Increasingly, through their involvement in reflective dialogue, learners are developing the necessary skills required to support their own learning. These grades/ratings must be part of a regular monthly learner and teacher dialogue.

Entering Grades

Courses at **National 5, Higher and Advanced Higher** are graded A->D and progress should be indicated by inserting the relevant bands:

A – enter 1
B – enter 3
C – enter 5
D – enter 7
No award – enter 8

At **National 4** the following bands should be used:

PASS – enter 6
FAIL – enter 7

A **GRADE 5** may be entered for pupils achieving consistently highly in coursework and assessment.

Behaviour, Effort and Homework should be rated 1->4.

Broad General Education

Information should be entered 3 times a year:

- Cfe working level
- How pupils are coping at that level during the monitoring period.

Ratings for Behaviour, Effort and Homework should be updated monthly rated 1->4.

Standardised Test results at P7 and S2 will be issued to all departments to further inform monitoring and tracking.

Wider Achievement

An indication of each pupil's involvement in extra curricular activities within and outwith school should be recorded by the Supporting Learning Teacher. This will form part of regular discussions throughout the year.

Role of the Class Teacher

- Identify pupils who have a discrepancy between their Target and Working Grade (Off-Track).
- Set targets and agree actions/interventions with pupils.
- Liaise with PT Subject where appropriate.

Role of the Pupil

- The pupil will take note in their planners of their monthly ratings and engage in discussions about their progress and next steps to learning.

Role of the Supporting Learner Teacher

- Discuss with pupils on a monthly basis their ratings across all subjects.
- At key points throughout the year wider achievements should be discussed and ratings entered.
- If concerns arise liaise with PT Guidance.

Role of the Principal Teacher (Subject)

- Ensure monthly ratings are entered/updated if necessary.
- Ensure monitoring and tracking is a fixed agenda item at the beginning of each month to allow teachers to highlight “off track” pupils and discuss and agree on intervention strategies. This brings it to the attention of the SLT via link and departmental minutes.
- Review progress data monthly and liaise with class teacher to discuss those pupils who are “off Track”.
- Liaise with SLT/Guidance where appropriate.

Role of the Principal Teacher (Guidance)

- Ensure monitoring and tracking is a fixed agenda item at the beginning of each month to highlight “off track” pupils and discuss and agree on intervention strategies. This brings it to the attention of the SLT via link and departmental minutes.
- Review progress data for their house group monthly and liaise with PT Subject, Supporting Learner Teacher and Year Head to discuss those pupils who are “off track” across subjects.
- Arrange discussions with pupils and/or teaching staff to ensure improvements. If appropriate parents/carers contacted to discuss and seek their support in aiming for an improvement.

Role of SLT

- Issue reminder of monitoring and tracking deadlines in the staff bulletin.
- Collate monthly tracking information, highlight “off track pupils” and distribute this information to PTs.
- Highlight procedures of monitoring and tracking and role of the pupil in this process at pupil assemblies.
- Attend monthly discussions at link subject DMs.
- Review year group information.
- Arrange discussions with pupils and/or teaching staff to ensure improvements. If appropriate parents/carers contacted to discuss and seek their support in aiming for an improvement.

Staff Support

- Staff in-service training on using the monitoring and tracking system will take place every August.
- A monthly support session will be available for any staff needing help in using the system or interpreting progress data.

Updated May 2025