

Carrick Academy Whole School Tracking and Monitoring in the BGE

Rationale

We operate a whole school tracking system to measure learner's progress within the Broad General Education. The system provides staff with a comprehensive overview of each pupil, their attainment and achievement in the BGE. Data is collated and used to monitor trends and analyse how the school and individual departments are performing. It helps us identify any attainment gaps and those pupils who require universal and/or more targeted supports. The success of any interventions put in place are measured through this system.

How does it work?

At the beginning of the academic year the following data is collated and inputted into a spreadsheet for each student in S1-3:

- SIMD Quintile
- Free School Meals Entitlement
- Additional Support Needs
- Care Experienced Information

In line with the three tracking periods throughout the year the spreadsheet is updated with the following information:

- BGE level for each subject (4 Stages of Progress framework)
- Behaviour and Effort levels for each subject
- Attendance

This information can be taken directly from the SEEMIS Progress and Achievement module and copied into the spreadsheet.

Staff do not input any information into the spreadsheet. All data will be collated and entered by C McPike and N Crawford.

Personal Information									S2 Social Subjects (MS/Hist/Geog)		
Name	Surname	Class	House	Attendance < 95%	SIMD quintile	ASN	LAC	FME	Effort - Feb	Effort - May	% Decrease/Increase in effort
Daryl	Aitchison	1.1	1Brod	83.73	1	Ability/EBD	N/A	Y	2	3	25%
Luke	Bacchetti	1.1	1Brod	N/A	4	EBD	N/A	N/A	3	3	0%
Logan	Clements	1.2	1Brod	91.57	2	N/A	N/A	N/A	3	4	25%
Danny	Collins	1.4	1More	N/A	3	ADHD	Y	N/A	3	3	0%
Mina	Daly	1.2	1Brod	N/A	2	Literacy difficulties	N/A	N/A	2	3	25%
Daniel	Duffy	1.2	1Brod	89.76%	1	Dyslexic	N/A	N/A	3	3	0%
Matthew	Gemmell	1.3	1Glen	N/A	3	N/A	N/A	N/A	2	3	25%
Cameron	Gunn	1.3	1Glen	86.75%	5	N/A	N/A	N/A	3	3	0%
Kristopher	Johnstone	1.3	1Glen	88.55	1	EBD/Sensitivity/Vulnerable	N/A	Y	4	4	0%
Evan	MacPhee	1.5	1More	N/A	4	N/A	N/A	N/A	1	3	50%
Scott	McCulloch	1.5	1More	N/A	1	N/A	N/A	N/A	1	3	50%
Lewis	McGregor	1.5	1More	91.57	2	N/A	N/A	N/A	1	3	50%
Robbie	McPhedran	1.5	1More	87.95	5	N/A	N/A	N/A	1	3	50%

S2 Personal Information								S2 Pupils Attainment Issues in >3 Curricular Areas			
Name	Surname	Class	House	Attendance < 95%	SIMD quintile	ASN	LAC	FME	Literacy	Numeracy	Practical
Daryl	Aitchison	1.1	1Brod	83.73	1	Ability/EBD	N/A	Y	S/Subjects	IT	Art/Music
Luke	Bacchetti	1.1	1Brod	N/A	4	EBD	N/A	N/A	S/Subjects/Eng		Art/Music
Mason	Bell	1.3	1Brod	55.42%	1	Dyslexic/EBD/Low ability	N/A	Y	German/Eng		Art/Music/PE/Tech
James	Brooks	1.1	1Glen	85.24	3	N/A	N/A	N/A	German/Eng		Art/Music
Logan	Clements	1.2	1Brod	91.57	2	N/A	N/A	N/A	S/subjects	IT	Art
Daniel	Duffy	1.2	1Brod	89.76%	1	Dyslexic	N/A	N/A	German/S/subjects/Eng		Art/Music
Kenneth	Esson	1.1	1Brod	N/A	1	Low ability/EBD	Y	Y	Eng/German		Music
Cameron	Gunn	1.2	1Glen	86.75%	5	N/A	N/A	N/A	S/subjects/Eng		Art
Mina	Daly	1.2	1Brod	N/A	2	Literacy difficulties	N/A	N/A	S/subjects/Eng/French	IT	
Noah	Young	1.7	1Thor	N/A	3	N/A	N/A	N/A	Eng/German		Tech/Art
Kristopher	Johnstone	1.3	1Glen	88.55	1	EBD/Sensitivity/Vulnerable	N/A	Y	German/Eng/S/Subjects		
Dylan	Johnston	1.3	1Glen	N/A	3	Asperger's ASD	N/A	N/A	French/Eng		Art
Danny	Collins	1.5	1More	N/A	3	ADHD	Y	N/A	German/S/subjects/Eng		
				60% of pupils experiencing issues in >3 curricular areas are from SIMD 1,2, 3							
				27% of pupils of pupils experiencing issues in >3 curricular areas are on FME							
				47% of pupils pupils experiencing issues in >3 curricular areas have <95% attendance							

After each tracking period, the spreadsheet is updated and shared with SMT. Pupils' underperformance is identified and shared with Principal Teachers. Principal Teachers are given access to the spreadsheet in the staff shared area; with colleagues they analyse the progress of learners in their faculty/department. For those who are underachieving and/or require additional support, they identify a specific intervention(s) and implement it. The Principal Teacher should record this in the spreadsheet (this is in the form of a drop down menu with various options e.g. Monitoring Timetable). This can be completed during DM time.

Young people who are underperforming in up to 3 subjects will have a learning conversation with their Guidance Teacher. If they are underperforming in 4 or more subjects, then the Year Head will engage in the learning conversation.

Benefits for teachers/departments

- It identifies individual pupils who are underachieving or struggling and require more support and specific interventions.
- It can highlight how pupils are coping and responding to specific topics/areas/activities/skills within each subject's curriculum.
- It enables teachers to identify appropriate supports to meet the needs of individual learners in their class.
- Provide robust evidence to inform improvement plan targets and where to focus resources and teaching.
- Teachers can compare the progress of learners in comparable subjects e.g. English and Social Subjects.

Benefits for SMT/Guidance

- Clear tracking data to identify the progress of pupils with additional support needs or those who are 'Care Experienced'. It highlights any differences in the progress of those from the least and most deprived backgrounds; this will allow for further

planning and interventions to close any 'gaps' and ensure all children are achieving their potential.

- A clear overview of teachers/departments professional assessment judgements in the BGE. It highlights if there are shared standards across the school using the '4 Stages of Progress' framework.
- More effective option choices at S2 and S3 due to an increase in the reliability and validity of data. This ensures pupils are presented at the correct level – National 4 or National 5 now that there is no recognition of positive achievement.
- All staff are proficient and confident in the use of data, which leads to action and impacts for children.