

What is the purpose of tracking, monitoring and reporting progress and achievement?

The use of a wide range of information to monitor and track learners' progress and achievement is a key aspect of raising attainment and achievement for all learners. Analysis of a range of information helps to inform planning to ensure the continued and appropriate progress of all learners.

The most important aspect of any tracking, monitoring and reporting system is not the collection of information, but the use made of the information, to ensure that timely and appropriate interventions are put in place to help all young people reach their full potential. A tracking and monitoring system should support the dialogue with learners to improve progress. It should help learners to understand their own learning and be linked to their profiling activities. The information should be used to provide an overview of progress that can be shared with parents or carers.

What information does Millburn Academy track?

Millburn Academy track judgements about how well learners are progressing and achieving based on a range of evidence. Our revised tracking processes are accessible and manageable so that they provide summarised, accurate, valid, up-to-date and useful information for all stakeholders.

In every lesson, teachers are making judgements on a pupils' learning and giving feedback on how they can improve further. If every judgement a teacher made about a pupils' learning was to be recorded, then the process would become unwieldy and unmanageable. Teachers, therefore, have to be proportionate and arrange opportunities to assess the significant aspects of a pupils' learning as they progress through the curriculum.

One of the features of Curriculum for Excellence is that the on-going assessment of pupil progress no longer needs to be a traditional "test" and teachers are encouraged to design assessments that show breadth, challenge and application of both knowledge and skills in a variety of ways. This will vary across departments and will include both short formative assessments and end of topic assessments, which support teachers and pupils to establish the key learning that has taken place. Embedded in our TMR system is Scottish National Standardised Assessment (SNSA) data from P7 and early in S3. This assessment data is shared with teaching staff across all subject areas to inform progress relating to literacy and numeracy.

As pupils progress into S3 we offer them personalisation and choice within the curriculum and ensure breadth, depth and progression in learning. Our new curriculum structure introduces S3 pupils to National courses and we now use target grades as part of each tracking and monitoring report. Teachers review a pupil's performance in their subject throughout S1/2, the recommended level of study in S3, a pupils performance in the S3 SNSA assessment and how well they are progressing in English and Maths. Supporting this process, teachers have target grade conversations with each pupil, with the aim of agreeing on a target grade that is both aspirational and realistic, based on the knowledge we have of each pupil.

We provide two TMR reports, one TMR Update (shortened report) and one Parent/Carer Evening for each year group, throughout the session. In each of these, we will provide an update on your child's progress towards their target, using the following codes;

- ET (Exceeding Target) - Almost always, your child demonstrates knowledge and understanding/produces work above the standard expected of their existing target grade. At this point, a new target grade will be discussed with the pupil and recorded in the next report.
- OT (On Target) - Most of the time, your child demonstrates knowledge and understanding/produces work at the standard expected of their existing target grade.
- WT (Working Towards) - Regularly, your child demonstrates knowledge and understanding/produces work at the standard expected of their existing target grade.
- BT (Working Towards) - At times, your child demonstrates knowledge and understanding/produces work at the standard expected of their existing target grade.

Running alongside our tracking, monitoring and reporting system is our continued use of our MIS SEEMiS to ensure we take into account the holistic view of a pupil. Information such as absences, incidents in school, Individual Education Plans and Child's Plans, levels of concern and support remain an integral part of our use of SEEMiS.

Below is an overview of our responsibilities of our staff at key points of parental engagement throughout an academic year.

	TRACKING MONITORING & REPORTING	PARENT/CARER EVENING	OPTIONS PROCESS
Class Teacher	Identify the level each pupil is working at and what knowledge, understanding and skills need to be developed to progress to the next level.	Provide pupil and parent/carer with strengths and areas for improvement to progress to the next level.	Discuss suitable subject pathways within their curriculum area. Sign off option sheet as appropriate.
Guidance Teacher	Key adult conversation for all pupils after pupil reports are published - focus on reviewing individual TMR. Summary of conversation and any agreed interventions recorded in the engagement booklet - implemented and monitored collectively.	Available for parent/carer appointments to discuss learning/pastoral support needs.	Discuss pathway planning form with pupils and identify planned pathway ie Employment, Further Education or Higher Education. Support completion of option choices.
Year Head	The Year Head will monitor attendance, performance and behaviour throughout each academic session. They will communicate with pupils, parents/carers, classroom and Guidance teachers as well as any partner agencies as appropriate to ensure all pupils are supported and challenged to reach their potential.		

We have also identified the roles and responsibilities of pupils and parents/carers at these key times. This is set out for each year group and includes the dates for each of our scheduled parent/carer engagement activities. Please take the time to read through the form, record the key dates and the individual roles we have, ensuring we can collectively best support your child to maximise their potential.

S3	TMR 1 Thursday 8 th October 2021	TMR UPDATE Monday 20 th December 2021	PARENT/CARER EVENING Tuesday 8 th February 2022	OPTIONS PROCESS February 2022	TMR 2 Monday 30 th May 2022
Pupil	Read through the report, identify what the focus should be for each subject and any key areas for improvement. Complete your TMR1 Review / Key Adult Conversation sheet with your parent/carer. This is located in your own <i>Pupil/Parent/Carer Engagement Booklet</i> This will be used to structure your pending Key Adult Conversation with your Guidance teacher.	Read through the report, identify what the focus should be for each subject and any key areas for improvement.	Attend if possible. It is important to take every opportunity to get feedback from your teachers to help with your progress.	Consider your learning pathway and complete the Senior Phase Pathway Planner. Discuss your pathway planner with your parent/carer and identify your planned pathway ie Employment, Further Education or Higher Education. Complete option choices.	Complete your TMR2 Review / Key Adult Conversation sheet with your parent/carer, reflecting on your TMR1 Review sheet. This is located in your own <i>Pupil/Parent/Carer Engagement Booklet</i> This will be used, along with Guidance teacher input, to decide which pupils require a second KAC.
Parent or Carer	Read through the report and talk it through with your child - reflecting on what they need to do, as well as how you and the school can support them further. Complete your child's TMR1 Review / Key Adult Conversation sheet with them. Try to identify actions that can be taken both at school and home to help with identified areas for improvement.	Read through the report and talk it through with your child - reflecting on what they need to do, as well as how you and the school can support them further.	Please attend if at all possible - we currently average around 75% attendance at each of our parents evenings. We are committed to improving parents evenings and have invested in an online booking system to improve parent/carer communication and have moved to a central format to improve the efficiency of the evening. This may need to be delivered through an online platform this year.	Review your child's Pathway Planner and the available course choice options. Consider which pathway is most suitable for your child ie Employability, Further Education or Higher Education and ensure key subject choices are made where required.	Complete your child's TMR2 Review / Key Adult Conversation sheet with them, reflecting on their TMR1 Review sheet. Try to identify actions that can be taken both at school and home to help with identified areas for improvement.