

STRATEGY FOR TRACKING, MONITORING AND MODERATION IN THE BROAD GENERAL EDUCATION IN SHETLAND'S SCHOOLS

Introduction

This Strategy Document has been produced as part of the Attainment Action Plan within the Shetland Quality Improvement Framework (2015). The main part of the document is a set of guidelines, based on seven actions.

The guidelines given under each action are derived from suggestions and requests heard from teaching staff in Shetland during recent visits to schools. They are supplemented by references to national guidance and, in some cases, to good practice encountered in other Scottish local authorities.

In addition, each of the guidelines is illustrated by examples of good practice observed in Shetland schools in 2015-16. It is hoped that the sharing of these examples will encourage Head Teachers and teaching staff to contact the schools in question, in order to extend professional dialogue and further disseminate good practice. The examples of good practice are only a small sample of the wide range of activities encountered during visits to schools. As many of these as possible are available as appendices to this document and will also be available on GLOW.

Setting the scene

The local picture

The Attainment Action Plan (Recommendation 1 of the Quality Improvement Framework) sets out priorities and actions for improving further on Shetland's very strong overall attainment record. The Strategy Document is required to raise attainment by providing 'a common and effective approach to Shetland's tracking, monitoring, and moderation for the Broad General Education, for ages 3-15'. It is also to include guidelines and examples of good practice.

The national picture

Most local authorities in Scotland already have a standardised system for tracking and monitoring pupils' progress in all their schools. This is not a statutory requirement, and indeed some would argue that it is a principle of Curriculum for Excellence that local diversity should be maintained. But the National Improvement Framework (NIF) requires schools and local authorities to produce data on pupils' performance (partly informed by new standardised assessments) at the end of P1, P4, P7 and S3, from 2017. One of the NIF's key drives is 'Assessment of children's progress': 'Data gathered on children's progress is essential to achieving excellence and equity. Improved data on children's progress at key stages, including between those from the least and most deprived areas, will allow for planning further interventions to ensure that all children achieve as well as they can' (NIF p. 17). This strengthens the case for a degree of standardisation in the way in which data is collected and monitored.

The reference in the NIF to 'the least and most deprived areas' assumes an urban concept of deprivation. The Scottish Government has acknowledged that this does not apply well to places like Shetland. An alternative model for defining deprivation in Shetland has been developed with the

help of Shetland's Attainment Advisor. It involves using locally-agreed vulnerability criteria to identify individual children and families who may be at risk of socio-economic disadvantage.

Alongside the NIF, Education Scotland's How Good Is Our School 4th Edition states within Quality Indicator, 3.2, a robust tracking system together with effective interventions ensures continuous progress for learners across the curriculum.

In June 2016, the Scottish Government published *Delivering Excellence and Equity in Scottish Education: a delivery plan for Scotland*, a five-year programme of actions to support implementation of the NIF. This includes a commitment to provide support for quality assurance and moderation of teacher judgement of Curriculum for Excellence levels.

This Strategy is consistent with the delivery plan and also with the August 2016 Curriculum for Excellence Statement for Practitioners from Education Scotland, which emphasised the importance of simple and effective approaches to monitoring and tracking learners' progress particularly in literacy and numeracy and the importance of moderating assessment judgements from different sources.

The process

Given that the Strategy could have implications for schools changing their current practice it was thought essential that all schools became stakeholders in the Strategy and were given opportunities to engage with the process. The bulk of the work, working up the Strategy, consisted of dialogue with every school in Shetland. In most cases this involved at least one visit to the school, in which we focused on gathering examples of current practice in tracking, monitoring and moderation and discussed with head teachers and other staff what they wanted to see in the Strategy Document.

Within Shetland, we also analysed initial feedback from the Head Teachers' Development Day of 25th November 2015, when the Attainment Action Plan was introduced. We worked alongside Quality Improvement Officers to gain further insights into the needs of Shetland's schools, and took note of Quality Improvement Officers' reports on the 2015-16 Term 2 Quality Assurance visits to schools, which focused on Attainment and Achievement in the Broad General Education. We also consulted Lesley Simpson (QIO for Additional Support Needs) and Marianne Raikes (doing inter-authority work with Education Scotland on tracking progress in Scotland's smallest schools), who both have a special interest in this area. Focus groups of pupils were also consulted as part of wider work on Pupil Engagement and Motivation.

Looking beyond Shetland, we gathered evidence of good practice and spoke to Quality Improvement Officers from other areas of Scotland. We have engaged with Education Scotland officers for support and advice, in particular Shetland's Attainment Advisor in connection with closing the poverty-related attainment gap in Shetland. We also attended national training events on assessment and on achieving a level and contributed to planning for the latest developments in SEEMiS.

Documents consulted included

- *Building the Curriculum 5: A Framework for Assessment: Quality Assurance and Moderation* (Scottish Government, 2010);

- *How Good Is Our School?* (4th Edition) (Education Scotland, 2015);
- *The National Improvement Framework* (Scottish Government, 2016);
- The National Improvement Hub (launched in 2016 on the Education Scotland website);
- *Delivering Excellence and Equity in Scottish Education: a delivery plan for Scotland* (Scottish Government, 2016).
- *Curriculum for Excellence: A Statement for Practitioners from HM Chief Inspector of Education* (Education Scotland. 2016).

Findings

Our Strategy for Tracking and Monitoring aims to raise attainment by implementing a common approach to monitoring and tracking.

Schools wanted the Strategy document to contain the following:

For Tracking and Monitoring

- Instruction on minimum requirements for Tracking and Monitoring
- Advice on awarding a level, including the range of evidence teachers can use for judging a level
- Direction on assessment
- Advice on learners' involvement in tracking and monitoring
- Advice on parents' involvement in tracking and monitoring
- Guidance on sharing of curricular information at transition points

For Moderation

- Minimum expectations at school, cluster, and authority level
- Models of good practice
- A renewed emphasis on the importance of moderation

The key messages that came from our schools were:

- There was a need at cluster level to ensure better curricular transitions. In order to achieve this, schools recognised that a consistent approach to tracking and monitoring was required.
- Moderation was inconsistent across the authority with some schools and clusters giving this a higher priority than others.
- Most schools suggested that guidance would be welcomed on what evidence, and how much they should be using for assessing progress.
- All schools highlighted the need to ensure that tracking and monitoring procedures and systems were manageable and did not add to the current workload for teachers.
- There must be continued support from Central Staff for the implementation of the Strategy.

- Schools should have access to a range of examples of practice from within Shetland and from other authorities if appropriate.
- The Strategy Document should be brief and clear.

The Strategy comprises seven actions, which are listed on the next page. Each action is then fleshed out with guidelines and examples.

Actions

1. Teachers and practitioners keep a folio of evidence for each learner, which will support the awarding of levels, setting next steps with learners, and sharing progress with parents.
2. Teachers and practitioners record each learner's progress, referring to a range of evidence and the Benchmarks, on the school cluster's tracking system, which may be SEEMiS or an alternative electronic system.
3. Teachers and practitioners take appropriate action based on tracking information, to ensure that learners progress as expected.
4. School leaders and managers maintain an overview of attainment through monitoring and moderation and take appropriate action to support and challenge teachers.
5. Within each cluster, schools agree common procedures for tracking and for transfer of information and learners' work, to ensure optimum progression at points of transition. This includes tracking on SEEMiS or on an alternative electronic system.
6. All schools in Shetland track progress in literacy and numeracy on SEEMiS to provide an overview of attainment and progress in the Broad General Education.
7. Teachers engage in regular moderation activities at all levels, to ensure confidence in their professional judgements.

Action 1

Teachers and practitioners keep a folio of evidence for each learner, which will support the awarding of levels, setting next steps with learners, and sharing progress with parents.

Guidelines

The range of information to monitor and track learner's progress and achievement is a key aspect of raising attainment and achievement. The analysis of information helps to inform planning and ensures the continued and appropriate progress of all learners.

("Monitoring and tracking progress and achievement in the Broad General Education", Education Scotland, February 2014)

Assessment judgements, particularly within Broad General Education but also in the senior phase of CfE, should be based on evidence drawn mainly from day-to-day teaching and learning. Tracking pupil progress and moderation is important; however, there is no need to produce large folios of evidence to support this.

("Curriculum for Excellence Working Group on Tackling Bureaucracy", Scottish Government, 2013)

Involve children and young people in leading their own learning and involve them in profiling their own achievements.

("Education Scotland, Curriculum for Excellence, A Statement for Practitioners", August 2016)

The folio of evidence will reflect a pupil's journey through the Curriculum for Excellence Levels. It will be kept up to date from Early Learning and Child Care to S3 and will be passed from the primary school to secondary school at the point of transition. It will be readily available to pupils and parents.

It will contain key pieces that provide the necessary evidence, alongside teachers' judgements based on day-to-day work, for setting next steps, reporting to parents, and demonstrating progress through the levels of the curriculum. In P1, P4, P7 and S3 National Assessments will also support awarding a level, but will not in themselves be enough to demonstrate achievement of a level.

The folio of evidence can be digital and/or paper-based. Its exact form will vary between schools, and also between subjects within secondary schools. There is no prescribed number of pieces of work for awarding a level, but it should not be large: normally a minimum of three pieces of work from each curricular area within a level will be appropriate. These pieces of evidence should show the learner's progress through the level: they will not all show equally advanced achievement.

In primary schools some of these pieces of work could be cross-curricular, covering a range of Benchmarks. In secondary school each pupil will have a separate folio of evidence in each curricular area, and each curricular area will normally be expected to collect a minimum of three pieces of work per school year for the folio. If a child is continuing to learn in a particular curricular area in S4, the folio will be passed from the S3 teacher to the S4 teacher; the evidence it contains will usually contribute towards learning for National Qualifications as well as demonstrating attainment in the levels of the Broad General Education.

Pupils should always be involved in choosing their latest and best work. The pieces of work chosen will be evaluated against the success criteria by both pupil and teacher.

Parental engagement is a national and local priority, strongly supported by the National Parent Forum for Scotland. Parents should have regular access to their child's folios of evidence and regular opportunities to reflect and comment on their child's progress. They can expect their child's folios of evidence to be shared with them at all parents' evening.

Useful Sources

National Improvement Hub, especially guidance on achievement of a level:

<https://education.gov.scot/improvement/Pages/assess7-achievement-of-a-level.aspx>

Education Scotland on assessing progress and achievement:

<http://www.educationscotland.gov.uk/learningandteaching/assessment/achievement/index.asp>

National Parent Forum for Scotland on the important role of parents in raising attainment:

<http://www.parentforumsotland.org/>

Education Scotland Curriculum for Excellence, A Statement for Practitioners

<https://education.gov.scot/improvement/Documents/cfestatement.pdf>

Case Studies

At **Burravoe** pupils use the GLOW e-portfolio to share and store their learning. Pupils and parents reflect on key pieces of work which are tagged under Curricular Headings. Pupils set new targets based on their evaluations.

At **Ollaberry Primary** pupils keep a folio of evidence called "My Learning File". This contains information written by the pupil. They choose their latest and best and add reflections. They may only add a piece if it is better than the previous one. Parents are also encouraged to add reflections.

At **Mossbank Primary** the Take a Look Book is worked in for a day each month. It contains a variety of curricular areas and is based on normal work. It gives an overview of what a pupil has done on a day and provides clear evidence of progress. It goes with pupils through the school. It does not essentially track the SALs but this could be developed. The Take a Look Book is sent home to parents, who comment on their child's progress each term.

Mid Yell JHS has a procedure for effective pupil profiling. Their pupil profiles have three roles; to support dialogue about the learning journey, support decisions and provide parents with up to date information on their child's progress and for monitoring purposes. They see the profiling as an on-going process. Pupils select their best piece of work each term and discuss it with their class teacher. Each Term pupils complete the 'Tracking Progress' profile sheet with reflections on their learning. This is shared with the class or subject teacher. They also think more widely about their Achievements and record these under the four capacities.

At **Tingwall Primary** they hold a Milestones week each term. During this week pupils do work on paper and file it. The teacher attaches O's and E's and comments on progress. Pupils add their reflections and then take them home. This involves parents who comment on the week's work. Pupils then set new targets. As the Milestones build up over the years a picture of progress emerges.

At **Anderson High School**, in **Social Subjects**, pupils are fully involved in selecting pieces of work for their folios, which are slim and contain only the latest and best work, with comments by pupils and teachers and the pupils themselves. At parents' evenings, the folios of evidence are on display for parents to look at and discuss with the teacher. In **ICT**, at parents' evenings, pupils log on to the school network and display their own digital folio of work to their parents.

Action 2

Teachers and practitioners record each learner's progress, referring to a range of evidence and the Benchmarks, on the school cluster's tracking system, which may be SEEMiS or an alternative electronic system.

Guidelines

As a result of our manageable processes to monitor and evaluate learners' progress we have clear information on their attainment across all curriculum areas ... We use this data to evaluate the effectiveness of interventions designed to improve outcomes for all learners.

(Level 5 illustrations, "How Good is Our School?" 2.3 "Learning, teaching and assessment")

Use the benchmarks to help monitor progress and support overall professional judgement of when a learner has achieved a curriculum level.

("Education Scotland, Curriculum for Excellence, A Statement for Practitioners", August 2016)

Use Benchmarks to help assess whether learners are making suitable progress towards the national standards expected and use the evidence to plan their next, challenging steps in learning.

("Education Scotland, Planning learning, teaching and assessment using the Benchmarks, March 2017")

The Benchmarks set out very clear statements about what children need to know and be able to do to achieve each level of the curriculum. They streamline and embed a wide range of guidance into one key resource to support teachers' professional judgements. Benchmarks for literacy and numeracy should be used to support teachers' professional judgement of achievement of a level. Benchmarks for other curriculum areas support teachers to understand standards and identify children's and young people's next steps in learning.

The Benchmarks support holistic assessment and avoid assessment of individual experiences and outcomes.

Classroom teachers and practitioners should formally record progress in each curricular area usually twice and no more than three times in each school year. The information recorded should be easy to interpret and accessible to managers and school leaders. The recording of progress may also be linked to the writing of termly and/or end-of-year reports.

The progress recorded on the school's tracking system may include steps within curricular levels. It is to be based on teacher judgements: these judgements should be holistic, taking account of normal class work and learning conversations, supported (from 2017) by evidence from standardised assessments as part of the NIF.

Planning for teaching and learning should be based on experiences and outcomes, but planning for assessment should be based on the Benchmarks. The Say, Make, Write, Do approach to planning for assessment may be helpful. Curricular areas do not always need to be assessed separately.

Useful sources

The National Assessment Resource (NAR) Flowchart:

https://www.educationscotland.gov.uk/Images/NAR-Flow-chart_tcm4-671023.pdf

“Monitoring and tracking progress and achievement in the Broad General Education” (Education Scotland 2014): http://www.educationscotland.gov.uk/Images/MonitoringTracking200214_tcm4-754310.pdf

Benchmarks, Literacy and English:

<https://education.gov.scot/improvement/Documents/LiteracyEnglishBenchmarks.pdf>

Benchmarks, Numeracy and Mathematics:

<https://education.gov.scot/improvement/Documents/NumeracyMathematicsBenchmarks.pdf>

Case Studies

At **Cunningburgh Primary School** the folio of evidence which is called the Personal Learning Profile (PLP), is used to reflect progress through the CfE levels. Here they use a tracking and monitoring calendar to carefully plan when pieces of evaluated work are added to the PLP over the year from across all the curricular areas. Specialist teachers also add to the body of evidence. Learners and teachers engage in dialogue to reflect on the key pieces of work and teachers record statements on progression using the SALs. These reflections are used for forward planning. The PLP is shared with parents who can discuss progress with their child and add their comments.

At **Hamnavoe Primary School** teachers plan learning for Bundles of Outcomes, deliver the learning and assess the learning using the SALs. They are developing this system over two years matching the SALs to the Bundles of Outcomes and Experiences. They use their professional judgement based on *normal work* and assessments of the SALs to update tracking on three occasions during the school year and use this to produce the end of year report. They use the SEEMiS management system to record and store the tracking in all Curricular Areas, referring to curricular levels and also to progress within each level (this is indicated by bronze, silver and gold buttons on the SEEMiS screen).

Aith JHS has developed a tracking template designed for Early Years with progressions through SALs in Numeracy and Literacy. Evaluations are added for every child on each CfE outcome by staff. They have sub-divided each CfE outcome into 3 parts – 2 for pre-school and one for primary. This shows progression through Early Level and helps the teacher award the level. The SALs are displayed in the Early Year class on laminated learning cards. This helps staff guide the learning.

At **Baltasound JHS** teachers track the SALs across the Broad General Education. This is done on an Excel Spread Sheet which has been designed by the Head Teacher, Paul Thomson, as a bespoke system for his school. Teachers track at four points during the school year. They traffic light progress through the CfE levels and add their observations to the document. Each learner has their

own spreadsheet which starts when they enter Early Level. The Head Teacher can pull off progress graphs and make CfE and SCQF Level projections based on the tracking.

Local **PE co-ordinators** have developed a bank of PE activities which show progression through the SALs in PE. These support the delivery of quality PE and provide a scaffold for planning for Cognitive Skills, Physical Competencies, Physical Fitness and Personal Qualities.

Urafirth Primary School has developed staff-friendly guides to the SALs at Early, First and Second Level in Literacy, Numeracy, and Health and Wellbeing, to simplify planning for assessment and to support Professional Learning.

Scalloway Primary School and **Aith JHS** are using the all-in-one online planning, tracking and assessment document from Stranraer. It is a template for tracking SALs in Numeracy.

Dunrossness Primary School and **Aith JHS** are using the planning, tracking and assessment document from Highland. It is a template for tracking SALs in Literacy.

Action 3

Teachers and practitioners take appropriate action based on tracking information, to ensure that learners progress as expected.

Guidelines

Learners regularly engage in challenging dialogue with others about their learning and progress and use this to set themselves clear targets in learning.

(Features of highly-effective practice, “How Good is Our School?” QI 1.2 “Leadership of learning”)

The school reviews the progress of all children effectively, including those with additional support needs. They can provide reliable and valid evidence to support this process.

(Features of highly-effective practice, “How Good is Our School?” QI 2.4 “Personalised support”)

- *A quality body of evidence is used to support assessment judgements and decisions about next steps.*
- *Processes for assessment and reporting are manageable and very effective in informing improvements in learning and teaching.*
- *Tracking and monitoring are well-understood and used effectively to secure improved outcomes for all learners, including the most deprived children and young people and those who are looked after.*
- *All teachers have well-developed skills of data analysis which are focused on improvement.*

(Features of highly-effective practice, “How Good is Our School?” QI 2.3 “Learning, teaching and assessment”)

Regularly discuss tracking information with colleagues to plan additional support and interventions to help improve learners’ progress.

(“Education Scotland, Curriculum for Excellence, A Statement for Practitioners”, August 2016)

It is not the system that is important, but how easily it allows pupils’ progress to be monitored. It is essential that appropriate action is taken as a result of the monitoring.

Systems that use colour-coding are especially useful for allowing a quick overview. Some digital systems generate the colour code automatically from the data entered by teachers.

Best practice involves dialogue between individual pupils and teachers, especially at the two or three times set for formal recording of progress on the tracking system. This dialogue is a crucial part of formative assessment (or “assessment for learning”). The systems used for recording data must be designed to keep bureaucracy to a minimum and increase the time available for dialogue.

Pupil-teacher dialogue can take place:

- in normal lessons while other pupils are engaged in suitable learning activities
- at designated times outside normal lessons

- for an overview of progress across the curriculum, at appointments with Pupil Support teachers

By means of this dialogue, teachers get to know their pupils well. This knowledge, backed up by objective data, is a prerequisite for planning to support individuals' progress and close the attainment gap.

Individual pupil profiles are usually completed in P7 and S3 but often at other times as well. They are completed largely or entirely by the pupils themselves, and are an extremely valuable tool to facilitate pupil-teacher dialogue.

Actions agreed as a result of this dialogue include:

- “next steps” towards targets set by pupils themselves in discussion with their teachers;
- teachers adapting plans for teaching or supporting pupils;
- teachers altering assessment activities;
- teachers reviewing their current strategies and considering new ones;
- teachers requesting additional professional support for individuals or groups (see Action 4);

Tracking and monitoring systems should allow an overview of a whole class's progress as well as individual pupils'. Especially with large classes, this can help teachers to evaluate and adapt their whole-class teaching plans.

Useful sources

On formative assessment: “Inside the Black Box: Raising Standards Through Classroom Assessment” (Paul Black and Dylan Wiliam, Kings College, London, 1998)

On profiling: “Building the Curriculum 5: A framework for assessment: Recognising achievement, profiling and reporting” (Scottish Government, 2010)

“Closing the Attainment Gap in Scottish Education” (E. Sosu and S. Ellis, Glasgow, University of Strathclyde 2014)

Case studies

At **Sandwick**, one-to-one conversations about progress and next steps take place regularly between secondary pupils and the Pupil Support Teacher (in the Thursday afternoon ‘flexi-time’). The conversations are based on the pupils' individual profiles, in which they have identified their own strengths and areas for development, and they help pupils to decide what their next steps should be. Subject teachers focus with individual pupils on those same areas that the pupils have identified as most needing development.

At **Anderson High School**, for an overview of progress across the curriculum, Pupil Support Teachers have conversations with each pupil in the weeks following the monitoring points for each year group. Class teachers discuss next steps with individual pupils at the same time, and are also able to get an overview of their pupils' progress in other subjects through SEEMiS.

At the **Anderson High School**, the Science Department records pupil results in each topic assessment on an Excel spreadsheet. Cells are colour-coded (traffic lights) to indicate each pupil's progress within the respective BGE Level 3 or 4. Teachers have individual progress meetings with each pupil. Science Departmental Meetings are used to analyse the spreadsheet data, especially the reds and greens, and appropriate targets are agreed e.g. making assessments easier or more challenging.

On the spreadsheets developed at **Baltasound JHS**, traffic-lighted red/yellow/green shows whether pupils are progressing at the predicted pace.

At **Hamnavoe Primary School**, on SEEMiS, bronze, silver and gold buttons for each pupil correspond to 'developing', 'consolidating', and 'secure' within a level. Separate traffic-lighting (green, yellow, red) shows how well each pupil is doing for behaviour, effort, and homework. Teachers take action on patterns that emerge.

At **Cullivoe Primary School** each pupil starts the day with an 'emotional check-in', self-scoring out of 10. They repeat this after lunch. Teachers keep a record of these over blocks of weeks, and act on patterns that they observe.

At **Mid Yell Junior High School**, from P7 to S3, pupils complete profiles, which include a level for each curricular area. Each pupil has a one-to-one conversation about the profile with an allocated teacher. Pupils have been helped to word their profiles in a way that shows understanding of their own progress, and the teachers help them to set targets and to monitor their progress towards those targets. Paper and digital copies of the profile sheets are available for all staff to see.

At **Skeld Primary School** and **North Roe Primary School** each pupil has an electronic Learning Journal aligned to CfE. This includes a quick traffic-lighted chart of each pupil's coverage of E's and O's, and allows postings by teachers and parents. Work can be uploaded as can photographs. Class teachers set targets and then require pupils to reflect on whether or not these have been met.

Sound Primary School and **Mossbank Primary School** have developed colour-coded progress charts, on the school network, to show progress for a whole class in literacy and numeracy. They use 'I can' statements. They include 'tracking by exception': those pupils who need focused attention first are listed by name. These are discussed at timetabled tracking meetings.

At **Ollaberry**, each pupil has specific targets for two weeks at a time. These are also shared with parents. Every Monday morning, each pupil has a learning conference with the Head Teacher, when they review the previous week's learning and change the targets as necessary.

Action 4

School leaders and managers maintain an overview of attainment through monitoring and moderation and take appropriate action to support and challenge teachers

Guidelines

Leaders at all levels support reflection by individuals, groups of staff, and with partners across our learning community.

(Features of highly-effective practice, “How Good is Our School?” QI 1.1 “Self-evaluation for self-improvement”)

There is evidence of strong leadership of learning by staff at all levels and in a range of contexts.

(Features of highly-effective practice, “How Good is Our School?” QI 1.2 “Leadership of learning”)

Very good progress is demonstrated through robust tracking of attainment over time in all curriculum areas and at all stages.

(Features of highly-effective practice, “How Good is Our School?” QI 3.2 “Raising attainment and achievement”)

School leaders need to be able to get a quick overview of learners’ progress so that they can identify where interventions may be required. They should review progress across the school, especially at the two or three times set for formal recording of progress on the tracking system. At those times, school leaders must have professional dialogue with class teachers about the tracking evidence.

By using “challenge questions” in professional dialogue, school leaders should aim to gain insight into the issues, to agree on which interventions are required, and to decide on necessary support for those interventions. The dialogue should help to validate class teachers’ self-evaluation and their evaluation of their own pupils’ progress, and should support critical reflection.

As a result of this professional dialogue, the kind of support that may be put in place can include:

- helping teachers to review their current strategies and consider new ones;
- encouraging teachers to consider good practice from elsewhere in the school or from other schools;
- deployment of appropriate resources, including support staff and teaching staff, to help groups or individual pupils;
- referral to Additional Support Needs teacher for observation and further assessment;
- redesigning, by agreement, some aspect of the syllabus or curriculum

Useful sources

“Monitoring and tracking progress and achievement in the Broad General Education” (Education Scotland, February 2014)

“Evaluating and improving our curriculum – Primary” (Education Scotland)

<http://www.educationscotland.gov.uk/resources/e/evaluatingandimprovingourcurriculumprimary/introduction.asp>

“Evaluating and improving our curriculum – S1-S3” (Education Scotland)

<http://www.educationscotland.gov.uk/resources/e/evaluatingandimprovingourcurriculum/introduction.asp>

Case studies

At **Aith Junior High School**, pupils regularly self-evaluate for the 8 wellbeing indicators (SHANARRI) on a spider’s web diagram. Heights and dips are immediately visible, and school leaders use these to plan the Health and Wellbeing focus for groups or for the whole school.

Whalsay School has created new tracking sheets for Health and Wellbeing based on the SHANARRI Wheel.

At **Lunnasting Primary School**, the Head Teacher keeps an Overview document for Literacy and Numeracy for each learner from Early Years to Primary 7. This clearly (colour-coded) shows progression through the levels and is a helpful tool for identifying significant progress or progress tailing off: it leads to appropriate intervention by the Head Teacher.

At **Baltasound Junior High School**, colour coding entered by the teachers on the school’s tracking spreadsheet allows school leaders to spot progression below expectations and make interventions.

At **Anderson High School**, at each monitoring point, SEEMIS colour codes what teachers enter for each pupil’s effort, behaviour, homework, and curricular level. School leaders see at a glance where there are concerns and where there dips from the previous monitoring point. Year Group Heads discuss these pupils’ progress with their Pupil Support teachers in the week after the monitoring date. Subject Principal Teachers also discuss these pupils with class teachers on a day-to-day basis.

At **Cunningsburgh Primary School**, the Head Teacher discusses each pupil’s progress with the class teacher three times per year. A record is kept of actions taken to support those who need it. A sample of pupils from each year group are asked to discuss their Personal Learning Profiles with the head teacher who then monitors the contents and provides feedback to teachers.

At **Mid Yell Junior High School**, an overview of progress of all pupils through curricular levels is completed on an Excel spreadsheet. School leaders monitor the spreadsheet and discuss intervention strategies for individual pupils with their teachers. In S3, teachers set targets for each pupil’s attainment in S4 National Qualifications; progress towards those targets is monitored by the Head Teacher from S3 into S4. The Head Teacher monitors pupil work in regular visits to all classrooms and discusses planned interventions with class teachers.

At **Sandwick Junior High School**, individual pupil profiles in S1-3 include ‘my targets’ and ‘review of previous targets’. Pupils have individual conversations about these with Pupil Support teachers twice a year. The primary school follows an annual Profiling, Tracking, Assessment and Moderation plan, which is effective for showing individuals who need focused intervention.

Bell’s Brae Primary School has a Monitoring Week each term. During this week a topic is identified, and classroom observations and feedback to individual teachers and to the whole school by the school management team are arranged. This includes one-to-one conversations between pupils and members of the school management team.

Action 5

Within each cluster, schools agree common procedures for tracking and for transfer of information and learners' work, to ensure optimum progression at points of transition. This includes tracking on SEEMiS or on an alternative electronic system.

Guidelines

Information about children and young people's learning and achievements is used effectively to ensure continuity in learning across the curriculum for all children and young people.

(Features of highly-effective practice, "How Good is Our School?" QI 2.6 "Transitions")

Evaluations from Shetland pupils regarding their social transition from P7 to S1 are very positive, but overall pupils feel less positively about curricular transitions.

Many teachers also lack confidence in transition procedures from primary to secondary school. Discussions with teachers in Shetland have shown examples of four weaknesses:

1. Some primary teachers feel that the evidence they pass to secondary school is not used properly, and that pupils are sometimes given less challenging tasks in S1/2 than in P6/7.
2. Some secondary teachers feel that the level of attainment of pupils coming from different primary schools is too varied, so they go back to basics and do not build properly on each child's progress in primary school.
3. Some S1 teachers feel that it is too complicated for them to get access to the information coming from primary schools; and some feel that too much data is passed from primary to secondary schools, so that they are not able to process it and use it properly.
4. Some primary and secondary teachers feel that children's attainment in literacy and numeracy at transitions (including P4 to P5 and S3 to S4) is less good than it was some years ago – this is consistent with the worrying results of the Scottish Survey of Literacy at national level in 2016.

"How Good is Our School?" (4th edition) highlights the need for effective partnership working, tracking of progress and robust record keeping as being essential to support continuity in learning at points of transition.

While there is much excellent practice in Shetland, some clusters need to work together better to increase openness and trust between primary and secondary staff. It is essential that pupils' progress is not held back at transitions and those teachers in receiving schools take full heed of where pupils are within the Broad General Education. A calendar of transition events must be agreed early in the school year which includes social and curricular transition. Time must be allocated within the working time agreement for receiving school staff to find out about new pupils and discuss their progress further with Primary class teachers if needed, and where possible for teachers to visit each other's classrooms both before and after the moment of transition. In short, professional dialogue between primary and secondary teachers is crucial to support pupil transitions and curricular progressions.

At present there is a variety of arrangements in Shetland clusters for passing on information about progress. It is recommended that, as a minimum, the following should be transferred at the transition from P7 to S1:

- Each child's folio of evidence (Action 1 of this Strategy)
- Each child's P7 report
- Each child's P7 profile
- The tracking data on the digital tracking system

It is also good practice for information about pupils' progress in S1 to be fed back to primary schools. This need not be detailed, but can help teacher judgements for the future.

The P7 and S3 profiles are essential documents for sharing curricular information in Shetland, and all clusters use a similar format. These are digital documents that pupils complete with support from their teachers, reflecting on their achievements in all curricular area in and beyond school. In some secondary schools, but not all, these are shared with the different subject teachers and/or displayed centrally.

Similarly, the transfer of information on progress from the Early Years setting to Primary should also involve transition documentation which is electronic or paper based. Most P1 pupils will have made significant progress through early level in Pre-school and it is essential that this progress is maintained and that P1 teachers have access to and use this information to plan next steps.

Finally, if a child is continuing to learn in a particular curricular area in S4, the folio will be passed from the S3 teacher to the S4 teacher. The evidence it contains will usually contribute towards learning for National Qualifications at the same time as showing progress through the levels of the Broad General Education.

The SEEMiS system can provide a robust tool for tracking across transitions and between schools. Using this system can cut down on the need for a significant number of transfer forms for different curricular areas and can also give secondary subject specialists access to information fed in during a pupil's primary career.

Useful sources

Curriculum for Excellence: Pre-school into primary transitions (Learning & Teaching Scotland, 2010)

"Evaluating and improving our curriculum – S1-S3"

<http://www.educationscotland.gov.uk/resources/e/evaluatingandimprovingourcurriculum/introduction.asp>

"Progression from the Broad General Education (BGE) to the Senior Phase – updated guidance" (Education Scotland 2016)

Case studies

Hamnavoe Primary School is trialling the transfer of the electronic Learning Journals started in **Burra Early Years** into P1 so that the Early Level can be tracked right through in this way. This information

will then be fed into SEEMiS and the pdf showing progression through early level can be put in the Folio of Evidence.

The **Anderson High School Cluster** head teachers meet every term. Transition is always on the agenda. The Cluster has a transition pack and calendar of events to ensure positive transitions for all P7 pupils from the 12 feeder primaries in the cluster. It also includes special engagement evenings for new parents and templates for letters that can be used. Schools in the cluster all complete the P7 Profile agreed for the cluster. The profiles are made available to secondary staff. **Hamnavoe Primary School** is planning to share all its curricular information with staff at the Anderson High School this year using the SEEMiS share function.

In the **Anderson High School P.E Department**, all pupils start their profiles with a reflection on “My primary achievements”.

In the **Anderson High School**, the **Mathematics Department** sends information on every S1 pupil’s progress in maths to their former primary schools in December: this includes a comment adapted from S1 monitoring and the results of an assessment. The **Modern Languages Department** sends back comments at the end of S1. Primary teachers’ value feedback on how former pupils are settling into secondary. It can also help them improve their target-setting practices.

At **Brae High School**, during P7 teachers provide 4 pieces of work and the *P7 Pupil Passport* to help ensure progress at the P7, S1 transition. During the first day back after the Summer Break subject teachers from the High School are timetabled to spend time looking at the Primary school evidence and Profiles to inform their planning for the S1 cohort. The Brae High School has a significant programme of both social and curricular transition. The P 6/7 classes spend time with the Maths and Modern Languages departments during their final years. This ensures good progression and supports primary colleagues.

Pitlochry High School (Perth and Kinross) is an all-through school for pupils from Early Years to Secondary 4 – one of very few outside Shetland. Pitlochry and its cluster schools all use SEEMiS to track pupils’ progress in some curricular areas including literacy and numeracy. This allows data to be transferred easily, both within the school (between the primary and secondary departments) and between schools. Secondary teachers have immediate access to the data entered when their pupils were in primary school, whether in Pitlochry itself or elsewhere.

Action 6

All schools in Shetland track progress in literacy and numeracy on SEEMiS to provide an overview of attainment and progress in the Broad General Education.

Guidelines

We have accurate intelligence about the quality of learning and teaching and the attainment and achievement of all learners. We gather a range of data and information to monitor and track progress for all learners. We regularly interrogate data, making use of digital technology to support this where relevant and appropriate.

(“How Good is Our School?” QI 1.1 “Self-evaluation for self-improvement”)

Shetland does not have a mechanism for tracking progress in the Broad General Education and for providing data which identifies trends in attainment across the Authority.

Using the SEEMiS management system will bring many advantages as well as a few challenges for Shetland.

SEEMiS is already paid for by the Shetland Islands Council and therefore its use will incur no extra cost. We have central support staff for SEEMiS to support schools with its use. It is available in all Shetland schools and all schools will soon be using the Pastoral Notes for recording chronologies and information related to Health and Wellbeing. It has been tried and tested in primary and secondary schools in Shetland where it is also used for tracking, monitoring and reporting. It can track all curricular areas, and can track subdivisions of curriculum areas if required. It is easy to produce end-of-term and end-of-year reports for parents through SEEMiS. Teachers can have access to SEEMiS from home via the internet, so flexible working is possible. At home teachers can complete tracking and write reports directly onto the system or paste from Word to create reports. Teachers who use the system report that they like having a view of previous reports to see the progress from the last tracking period or end of year report. The colour coding used for tracking is easy to understand and the colour coding can show where interventions are needed at a glance. SEEMiS makes monitoring by Managers and Pupil Support Staff very straightforward. The tracking and monitoring module tracks progress in all curricular areas but also allows teachers to comment on pastoral aspects: effort, behaviour, and homework. It also has the potential to track Wider Achievement although this has yet to be trialled in Shetland. At transition points pupil data can be transferred to the receiving school electronically. This includes all the reports created for each Curricular Area. The use of SEEMiS across the authority will significantly reduce the amount of time spent on preparing reports.

Shetland’s teachers have also raised some concerns about using SEEMiS. These are mainly to do with accessibility and the reliability of the internet is in some rural locations. Important drawbacks are that SEEMiS has no facility for showing a pupil’s progress through the whole Broad General Education; it does not refer to the Significant Aspects of Learning, and the interface between the Broad General Education and the Senior Phase templates on SEEMiS is not good. However, all of these issues for improvement are currently being considered by SEEMiS at national level.

It is particularly significant that SEEMiS is now being adapted so that it can be used for the national literacy and numeracy data uptake (teacher judgement survey) for the NIF from 2017 onwards.

Many local authorities in Scotland expect to use SEEMiS for this purpose from 2017, and it makes sense for Shetland to do the same.

Quality Improvement Officers will use SEEMiS, and enhanced data available to them in SEEMiS Vision, to get an accurate local picture of attainment in reading, writing and numeracy at key stages and will provide support where appropriate.

On-going training must be provided for all teachers to enable them to use SEEMiS efficiently. In the longer term, training for all relevant staff will be required in the new benchmarking tool that is to be developed for pupils' attainment in the Broad General Education, and which should help teachers and school leaders to make appropriate interventions to close the attainment gap.

Useful sources

SEEMiS Guide to Tracking, Monitoring and Reporting (available in Shetland schools)

The Scottish Literacy and Numeracy Survey Report for 2015 (March 2016)

<http://www.gov.scot/Publications/2016/05/2836/0>

Case studies

Hamnavoe Primary School has been tracking progress in all curricular area on SEEMiS for five years. This is done at three set periods during the school year. Each year the Head Teacher uses the data teachers have inputted to provide summarised information to parents about achievement in Reading, Writing and Numeracy through the annual Quality and Standards report for the school. The HT can also access progress information on other Curricular Areas and within curricular areas using the Summary of Attainment function. This is very helpful for monitoring purposes. The SEEMiS system produces achievement reports for year groups in the Summary of Attainment area so that comparisons can be made.

At the **Anderson High School** class teachers use the SEEMiS system to enter data on progress in each curricular area for every child in S1-3, at fixed points in the year (twice a year for each age group).

The **Anderson High School Cluster** is aiming to reduce the workload attached to transition. They have recently agreed to trial tracking in Reading, Writing and Numeracy at P1, P4 and P7 in June 2016. The management of each school will add the data following tracking conversations with teachers at each stage. From 2017 this data will be taken off the SEEMiS system by the central staff for the data collection exercise for the NIF.

Perth and Kinross Council already uses SEEMiS to lift data directly from all their schools at stages required by the National Improvement Framework.

Action 7

Teachers engage in regular moderation activities at all levels, to ensure confidence in their professional judgements.

Guidelines

Moderation is:

*Teachers and other professionals **working together** to:*

- *Plan learning, teaching and assessment*
- *Check validity and reliability before assessments are used*
- *Sample evidence of learners' work and review teachers' judgements*
- *Agree strengths in learners' performance and next steps*
- *Provide feedback on teachers' judgements to inform improvements*

Moderation should take place:

- *In schools between teachers*
- *Across clusters of schools to include primary teachers and teachers of S1 to S3*
- *Between clusters so that a representative of each cluster engages in moderation activities*
- *Across authorities – there are pilots and exemplification on the National Assessment Resource.*

(“Approaches to Moderation in the Broad General Education in Shetland” (SIC Childrens’ Services Circular 058/2013/1), adapted from “Building the Curriculum 5: Quality Assurance and Moderation”)

The Broad General Education was designed on the assumption that teachers would carry out moderation activities regularly and frequently. The SIC guidance quoted above, and the document “Building the Curriculum 5: Quality Assurance and Moderation”, are both still valid. It contains several examples of good practice in moderation in Shetland schools from 2012-13, including the PAM (Plan Assess Moderate) Cycle. However, not all of these have been sustained. It also contained plans for secondary Subject Development Groups to play a central role in moderation, but in recent years the SDGs have had to focus on new National Qualifications (Senior Phase) instead. In both cases, moderation in the Broad General Education has suffered from having too little time allocated to it.

2016 guidance from Education Scotland makes it clear that moderation should look at pupils’ progress within levels of CfE, not just examples of work when pupils have completed a level. It also emphasises the importance of all teachers being able to judge confidently that a pupil has achieved a level. It emphasise the importance of adequate time being set aside to ensure that all teachers are confident at allocating levels in each curricular area. Support materials for this process are available on the National Improvement Hub.

Locally, moderation guidelines, to help schools meet the national requirement for moderation and support the implementation of this strategy document, are currently being developed, and are attached as an appendix to this strategy.

Another recent development has been the establishment of Quality Assurance and Moderation Support Officers (QAMSOS). Every local authority has been asked to nominate new QAMSOS, who will be responsible for collecting a range of evidence sampled from schools and taking part in the National Quality Assurance and Moderation meetings from Early to Fourth level, in the areas of

Numeracy and Writing. Shetland currently has 9 QAMSOs, who will each focus on a different level and curriculum area for moderation purposes

All schools in Shetland are now working hard to improve their practice in this area. Many schools have good policies in place for moderation. It needs to become standard practice at all levels: within schools, between schools at cluster level, and across Shetland (especially in curricular areas). The authority will support this by allocating one full In-Service Day per session entirely to moderation activities, starting in 2016-17, with the possibility of extending this in the future if required. Time should be allocated within the working time agreement of each school to ensure adequate opportunity for moderation.

Useful resources

“Building the Curriculum 5: Quality Assurance and Moderation” (Scottish Government 2010)
www.educationscotland.gov.uk/resources/b/publication_tcm4617374.asp.

‘Approaches to Moderation in the Broad General Education in Shetland’ (Childrens’ Services Circular 058/2013/1)

National Improvement Hub, especially guidance on achievement of a level:

<https://education.gov.scot/improvement/Pages/assess7-achievement-of-a-level.aspx>

Case Studies

At **Bell’s Brae Primary School** the Plan Assess Moderate system is used. Each class teacher works with a stage partner to plan for a number of SALs and a range of E’s and O’s. They also plan an assessment for the end of the Unit of work. At the end of the Unit learners evaluate their success and set next steps. The stage partners work together to moderate the assessments. They also adapt them for future use and make recommendations for future planning.

At **Sound Primary School**, the Depute Head Teacher regularly arranges cover for stage partners to moderate planning and examples of pupils’ work.

In 2014/15 **Hamnavoe and Tingwall Primaries** moderated their standards in Non-fiction reading for First and Second Level. Teachers in both schools videoed pupils talking about a text they were familiar with. Each school had a lesson plan to follow. Teachers then got together to watch the pupils talking about their reading and used success criteria, developed by a group of teachers, to Award First and Second Level. They also provided the pupils with feedback and next steps. These texts and success criteria are now part of the suite of resources in these schools to support awarding a level. The professional dialogue between teachers was greatly valued and helped teachers feel confident in their professional judgements.

The **Aith Cluster** and **Whalsay School** engage in shared moderation. There was a very good maths moderation event in 2016, based on SALs: each school brought examples of pupils’ work; the teachers’ gave commentary on their dialogue with pupils; there was agreement about levels.

The **Anderson High Cluster** has held Moderation events on a large scale at in-service training for the past 5 years. They use a model where primary and secondary teachers provide exemplars of work and these are then moderated by groups of teachers from different sectors. Specialist teachers in

Social Subjects recently led this activity and guided the discussion. For the first time the SALs were used to help teachers make judgements.

The **P.E. Subject Development Group** has an annual assessment day when subject specialist teachers (at least one from every secondary school) meet to moderate standards in P.E. The focus alternates annually between the Broad General Education and the Senior Phase. Necessary class cover is arranged by the SMT in each school to make this possible.