



How we track and report student progress:







A guide for parents

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TARGETS & PROGRESS COLOURS

Eymouth High School's approach to tracking and reporting a student's progress is based on course targets and progress colours:

  		  	
WHAT IS MY TARGET?		HOW WELL AM I DOING?	
Aim high - challenge yourself		Work hard - push yourself to do the very best you can	
S1-3: the Broad General Education			
Early Level 1 st Level 2 nd Level 3 rd Level 4 th Level	ACHIEVE the Level - and then achieve the next one		
S4-6: the Senior Phase			
National 1, 2, 3 or 4	PASS the Course (by passing all the Units)		
National 5 Higher Advanced Higher	GRADE A, B or C (by first passing all the Units)		
		 GREEN	You're making EXCELLENT progress; you're DOING REALLY WELL - keep pushing yourself.
		 AMBER	You're making GOOD progress; you're DOING WELL - keep pushing yourself, because you can do even better.
		 RED	You're not making as much progress as we know you can - but we'll work together to fix that.

Every student has a **course target** for every course they are following; progress should be assessed, tracked and reported on via our green/amber/red system, which relates to a student's target.

Setting a target

All students, S1-6, should have a target for each of the courses they are following. These should be discussed and agreed with students.

In the Broad General Education (S1-3), targets will be to "achieve" the particular Level that a student is working at. As a guide, Education Scotland highlight the following as expectations:

- Early Level - achieved by end of Primary 1;
- First Level - achieved by end of Primary 4;
- Second Level - achieved by end of Primary 7;
- Third Level - achieved by end of S3'
- Fourth Level - for students who have achieved the Third Level before the end of S3.

In the Senior school (S4-6), the following questions should be kept in mind when teachers discuss and agreeing targets with students:

- What do you **want** to achieve?
- What do you **need** to achieve?
- What have you **previously** achieved?

For National 1-4 courses, a student's target is to "pass"; for National 5, Higher and Advanced Higher courses, a student's target is a grade, A-C. A grade D is not an appropriate target.

Progress colours

A student's progress towards their target should be summarised for each subject as:

GREEN: excellent; OR

AMBER: good progress; OR

RED: not making as much progress as we'd like.

It is important to stress that "**AMBER**" (i.e. "good") is likely to be the norm and is not a cause for concern. "**GREEN**" is reserved for excellence and students will have to be working consistently hard and doing very well in order to be given this colour.

PROGRESS POINT REPORTS

Students receive Progress Point Reports in an academic year as follows:

- S1-3: November and May;
- S4-6: September, December and March.

For each subject, Progress Point Reports give:

1. Details of a student's course target;
2. A summary of effort, behaviour and homework, rated as: "excellent", "good", "inconsistent" or "unsatisfactory";
3. A colour - GREEN, AMBER or RED - which summaries a progress towards their target:
 - GREEN:** making excellent progress;
 - AMBER:** making good progress;
 - RED:** not making as much progress as we'd like.
4. A comment.

Effort, behaviour and homework

Effort, behaviour and homework are rated as "excellent", "good", "inconsistent" or "unsatisfactory". Teachers have been asked to ensure that the rating of "excellent" means just that - students will have to be working hard and beyond the minimum in order to achieve this rating. For behaviour, "excellent" should be expected for all students.

Comments

Comments should be written to the student, e.g. "Max, you are...", not "Max is...".

For progress which is "AMBER" or "GREEN", teacher are asked to write a **brief, supportive comment**; where progress is "RED", teachers are asked to write a **more detailed, supportive action plan**. Key features on this plan are that it should:

- a. Be specific, i.e.
 - WHAT needs improved/fixed
 - HOW to improve/fix it - including resources that could be used
 - WHEN to fix it by (i.e. a timescale) - order the steps that need to be taken;
- b. Focus on learning;
- c. Have a positive/encouraging slant to the comment;
- d. Avoid jargon - it's for the student.

STUDENT PLANNER

All students are expected to have their Planners with them every day. These should be on desks from the start of all lessons.

Planners are designed with three functions in mind:

1. **Track** student progress
2. **Report** student progress
3. Help students to **self-evaluate** their learning and progress

We believe that self-evaluation is an important skill for everyone in the school community. Students need to be taught to appreciate this and how to do it effectively. Students need to be taught to think about:

- Where they are in their learning at the start of a lesson;
- What the purpose of the lesson is;
- What the success criteria are;
- How much progress they have made in relation to the lesson purpose and success criteria - what has changed as a result of this lesson?

In short, **we are trying to teach students the skill of being critical reflectors on their learning.** We need to teach them the value of this reflective process and we need to be careful that we are not fuelling perceptions that there is no value to it.

Planners for S1-3 and Planners for S4-6

S1-3 students have an A5 Planner; S4-6 students have an A6 Planner.

The following tables summarise the component parts and our expectations for these two different Planners:

S1-3 Planners:

Page	What	Who	When
10 - 19	Learning Log	PSE teacher	August, October, December, February, April
20 - 57	Progress Record	Class teacher	At least once a month
50	Revision Timetable	PSE teacher	Start of year
59 - 60	Homework Help	Class teacher	Start of course
63 - 65	Wider Achievement Record	PSE teacher	Monthly
After 74	Daily Self-Evaluation Record	Class teacher	Daily
After 74	Subjects written in	Registration teacher	Daily
After 74	Parental signature	Registration teacher	Weekly

S4-6 Planners

Page	What	Who	When
9	Course Targets Summary	Class teacher	August, September December, March
11 & 12	Monthly Self-Evaluation	Class teacher	End of every month
14 - 41	Progress Record	Class teacher	At least once a month
43 - 44	Action Plans	Class teacher	October, December, March
50	Study Timetable	Registration teacher	November
53	Study Support	Class teacher	Start of course
54 - 56	Wider Achievement Record	Registration teacher	Weekly or monthly

Progress Records (S1-6)

For all students, S1-6, the student Planner is home to the **Progress Record** (summaries of assessment results/feedback, updated at least once a month). An example is illustrated below:

Date	What was assessed?	Progress	Details of how I got on (marks and/or feedback)
3/9 18	Letter Writing	● ● ●	Remember to Paragraph. longer letter.
2 10 18	Descriptive writing	● ● ●	Brilliant use of the senses. Excellent use of a meta pher. This is a brilliant piece of writing.
23 10 18	Group discussion	● ● ●	Try taking on a leadership role
19 11 18	October/November homework	● ● ●	Couldnt have have tried harder given the time period.

As part of our continuous formative assessment processes, students should update their Progress Record on an on-going basis, and **at least once a month for each subject**. This is just a summary, but it should serve as an important basis for reflection and conversations about progress (e.g. with parents and teachers). It is appropriate to record homework feedback/results in this section of the Planner.

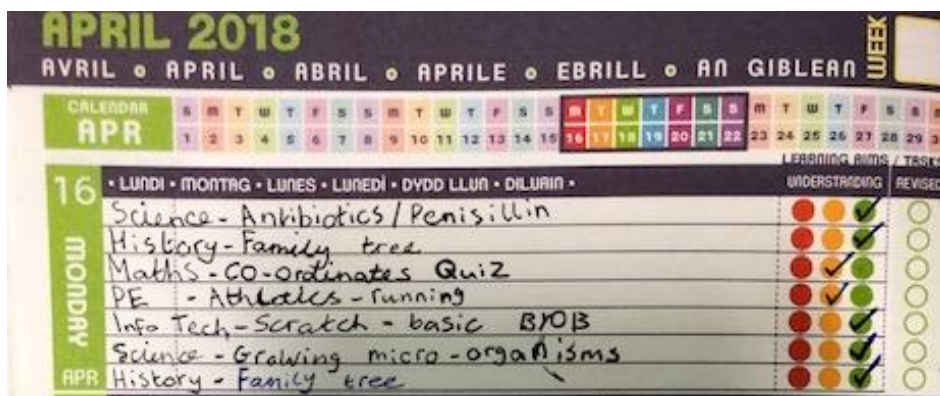
Wider Achievement Record (S4-6)

For all students, S1-6, the student Planner is home to the **Wider Achievement Record**. Students should track their wider achievements in this section of their Planner. An example is illustrated below:

Date	Record of achievement
Summer 2018	Got Awarded Player of the Year for Eyemouth United 2006/8
August 2018	Became Captain of Eyemouth United 2006/8

Daily Self-Evaluation Record (S1-3)

For S1-3 students, the main area of the Planner divides weeks into two sections: on the left, the Daily Self-Evaluation section (below); on the right, the diary section:



Each morning at Registration, S1-3 students should write in the subjects that they have for that day in the Daily Self-Evaluation section.

In classes:

Towards the start of a lesson:

1. Students should **take out** their Planner.
2. Students should **write a summary of the purpose/focus** of the lesson in the *Daily Self-Evaluation* section.

Towards the end of a lesson:

1. During a **plenary** which links back to the learning intention and success criteria, students should be supported to reflect on their learning/progress based on these.
2. Students should **self-evaluate their learning/progress as green/amber/red**, ticking the appropriate circle in their Planner to serve as their own record.
3. Teachers should **find out** who has evaluated their progress as green/amber/red, including an **explanation of why**.

There is also a column for students to tick-off if they have revised the work after class - this is an important part of the learning process.

Each weekend, S1-3 students are expected to get parents to sign the Daily Self-Evaluation section of their Planner. The idea is to involve parents more in this part of the reporting process.

Over a period of weeks and months, patterns should emerge as to how a student is doing in each subject and in school as a whole. The self-evaluation colours should serve as a starting point for discussions with students about their progress, and to support them to complete their Learning Logs in Planners, once every two months.

Learning Log (S1-3)

Once every two months in PSE lessons, students should use the information recorded in their Daily Self-Evaluation Record and Progress Record in their Planner, along with Personal Learning Plans which they have made following a Progress Point Report, to complete a Learning Log. This summarises strengths, development areas and next steps.

Monthly Self-Evaluation (S4-6)

Rather than complete a self-evaluation of learning at the end of each lesson, as we encourage students to become more independent in their learning, students are expected to complete a self-evaluation of learning and progress at the end of each month for each subject. This is recorded in the Monthly Self-Evaluation section of their Planner.

Termly Action Plans (S4-6)

Towards the end of each term, with the support of their teacher and informed by the Progress Record and Monthly Self-Evaluation section of their Planners, students are asked to complete an Action Plan in their Planner for each of their subjects.