Agenda Item	**13.**
Report No	**ACS/52/13**

The Highland Council

ADULT AND CHILDREN'S SERVICES COMMITTEE

22 May 2013

Monitoring, tracking and reporting of pupil progress and achievement

Report by Director of Education, Culture and Sport Service

Summary

This report provides information on emerging approaches in Highland to monitoring and tracking pupil progress and achievement, and how the E1 Managing Information System can be used to facilitate this.

1.   Background

1.1   In recent decades schools and local authorities have increasingly looked at ways to track and monitor the attainment and achievement of all children and young people. This report details Highland Council's response to emerging advice from Education Scotland about tracking and monitoring the experiences and outcomes of Curriculum for Excellence. It also details the work currently being undertaken by the Council to use the electronic Management Information System (E1) in schools to track and monitor a wide range of pupil information.

2.   What is the purpose of monitoring and tracking progress and achievement?

2.1   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.

2.2   The most important aspect of any tracking and monitoring 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.

2.3   A tracking and monitoring system should support dialogue with learners to improve learning.   It should help learners to understand their own learning and be linked to their own profiling activities. The information should be used to provide an overview of progress that can be shared with parents or carers.

3.   What information should schools track?

3.1   Schools should track judgements about how well learners are progressing and achieving based on a range of evidence. Tracking processes should be accessible and manageable so that they provide summarised, accurate, valid, up-to-date and useful information. 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.

3.2   How well learners are progressing in relation to achieving their learning goals and personal achievements will also be tracked, and in most cases this will be through the pupil profile. In their profiles, learners are encouraged to be partners in their learning, identifying their own learning goals and opportunities for achievements both in and out-with school.

3.3   Schools should have an overview of the planning for a learner to ensure that they receive their entitlement to a broad general education.   As we progress with Curriculum for Excellence, schools are working with their communities to look at the design of their curriculum to ensure breadth, depth and progression in learning.   Whole school and departmental curriculum maps will evolve to ensure that the curriculum is relevant and coherent.   It is anticipated that this will be reviewed when necessary and that schools will continue to engage with learners to identify the best "pathways" through learning and how the school can provide these in an ever changing world.

3.4   It is important that any tracking system takes into account the holistic view of a pupil. Information such as absences, incidents in school (both positive and less so) Individual Education Plans and Child's Plans, levels of concern and support should be integral to any effective tracking system.

4.   How will schools track pupil progress?

4.1   Schools will use the E1 management of information system to track pupil progress. On-going judgements made in the course of teaching will be summarised by teachers and entered into E1 at least twice a year to ascertain how well a pupil is progressing in their learning.

4.2   Teachers are asked to make two different types of judgements about how a pupil is progressing. The first is a judgement as to how they are progressing compared to their age or stage i.e. how is the pupil progressing compared to where they would be expected to be for a child of their age. The second and, arguably, the more important, is a judgement about where the pupil is compared to their potential i.e. how is the pupil progressing compared to what

they are capable of. This means that a pupil who is very able but is capable of much more and is "coasting" in school can be identified, as can a pupil who may be less able but is working extremely hard to achieve. Of course potential is very difficult to measure (no assessment measure is an exact science) but we feel that teachers can very often gauge if a pupil is giving their all or has more to offer. In Highland we feel that a system that simply tracks pupil progress against their age and stage or "level" will only give us part of the picture.

4.3   Each judgement will be tracked in E1 using a simple coding system. This code will automatically link to a set of statements that will be used for reporting purposes. Additional comments can be entered by the teacher throughout the year and these comments can be collated into the annual report. In the future it is hoped that the annual reporting process will be replaced by on-going parent/carer engagement with E1.

4.4   Pupil achievements will be tracked through the emerging approach to profiling. Each pupil will have a profile that will track their wider achievements and learning goals. Emerging practice shows that this can be done electronically using GLOW. This means that pupils can access their profiles at home and parents/carers can discuss on-going progress with their children.

5   How will schools use this information?

5.1   Schools will use the information to ensure that every individual pupil has the correct support to make the best progress in their learning. Any tracking of learning will only result in improvements if the learner is fully involved in dialogue with the teacher about progress and how to improve. The learner should know where they are in their learning, what they are aiming for and what they need to do next.

5.2   Schools will use monitoring and tracking information at stage/ departmental and whole school level. The information can be used to identify patterns and trends as well as providing snap shot / at a glance information of progress. Schools will use the data to identify the areas of strength of the school and areas that require further development. The Quality Improvement Team will engage with the data with schools and help them to use the information to link to the improvement planning cycle. In turn, this will identify areas for focus for staff training across schools and across the authority.

6   How are we ensuring the validity and reliability of the information we are tracking?

6.1   The key to improving the validity and reliability of the information that is collated and tracked is staff working together to develop a shared understanding of what good progress and achievement looks like. Schools are participating in a range of moderation activities to share standards across Associated School Groups and the whole of Highland. In turn, Highland is at the forefront of work with other authorities to share standards using ICT to jointly assess examples of pupils work and progress.

6.2 To help inform teacher judgement, Highland uses a range of computer adaptive standardised tests devised by Durham University. The tests are simply one source of evidence that can be used to confirm teacher judgements and, as teachers become more confident with Curriculum for Excellence, give an additional source of information upon which to base judgements. The tests are used to inform teacher judgement, not replace it.

7. Implications

7.1 There are no resource implications other than those already committed. There are no legal, climate change or risk implications.

7.2 In terms of equalities this is seen as another step to ensuring that all young children and young people in Highland have equal support from a fair, transparent and personalised tracking and monitoring system

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Recommendation

Members are asked to note the progress made to date in tracking and monitoring pupil progress and achievements and to support the further development of E1 Managing Information System

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Designation: Director of Education, Culture and Sport

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Background Papers: