

# Boroughmuir High School 2020/21 Tracking and Reporting

## S4-6 Parents and Carers Update Sept 2020



# Home-School Communication

**Tracking Reports** and **Progress Reports** are an important part of how we communicate information about your child's progress in their subjects.

S4, S5 and S6 have 3 tracking reports and one with teacher comments.

# Parent Consultation Evenings

Due to the current COVID restrictions in schools, these may be in a different format this year. We are working on this and will issue more information as soon as we can.

Parent consultation evenings are usually held for:

S1 - November

S2 - March

S3 - November

S4 - January

S5/6 – February

# Progress Reports

Are included in one of the Tracking Reports. These include 3 sections for:

**Course Content**  
**Individual Progress**  
**Next Steps**

Progress reports are issued in:

S1 - May

S2 - February

S3 - May

S4 - November

S5/6 - November

## S4-6 Tracking Information

In S4,5,6 (*the Senior Phase*), tracking 'Progress' is replaced with **National Qualification (NQ) Working Grades**. These grades are given as **Bands 1-9, Pass or Fail** which equate to Grades A,B,C,D or No Award.

We also track:

**Working Levels**

**Effort**

**Target Grades**

**Homework**

**Prelim Grades**

**Behaviour**

# S4-6 Working Grades – Notional SQA Grade Bands

Band	Estimated Performance	Notional %
1	A upper	85-100
2	A lower	70-84
3	B upper	65-69
4	B lower	60-64
5	C upper	55-59
6	C lower	50-54
<i>7 or 77</i>	D	40-49
8	No Award (NA)	30-39
9	No Award (NA)	0-29

<b>Working Level</b>	This is the current level which you are working at e.g. National 4, National 5, Higher (6) or Advanced Higher (7)
<b>Working Grade</b>	Are a snap-shot of your current attainment based on the degree of difficulty of work completed up to this stage in the course. These are given in SQA Bands 1-9 for N5 and Higher. National 4 use SQA grades of <i>Fail</i> or <i>Pass</i> . The grade bands can vary from subject to subject and these can be changed for different tests e.g. from class tests to unit tests to prelims. They reflect the breadth and depth of the assessments undertaken.
<b>Target Grade</b>	This is a result of a conversation with your teacher, it is an aspirational grade.

## S4-6 Tracking Information: **Effort, Homework and Behaviour**

<b>Effort</b>	Is the young person consistently engaged in learning?
<b>Homework</b>	Is homework completed to expected standards? Or are they completing the suggested level of independent home-study (if applicable).
<b>Behaviour</b>	Is behaviour meeting school expectations?



# A *typical* progression showing how CfE and NQ levels compare

Year Group	Working Levels		
<b>End of P7</b>	CfE	2	National 2
<b>S1</b>	CfE	3W	National 3
<b>S2</b>	CfE	3P	National 3
<b>S3</b>	CfE	4W moving to 4P	National 4
<b>S4</b>	NQ/SQA	4 or 5	National 4 / NPA Level 4 National 5 / NPA Level 5
<b>S5</b>	NQ/SQA	6	Nat 5 / Higher
<b>S6</b>	NQ/SQA	7	Higher/Advanced Higher

# IMPORTANT Change to Tracking Level Headings and Colours

There are 4 levels for each tracking criteria. Each has a **heading, number and description.**

The heading and colours are changing this year following feedback from pupils, parents and teachers.

From	Level	To	Colour
Excellent	1	<b>Exceeding Expectations</b>	<b>Gold</b>
Good	2	<b>Meeting Expectations</b>	<b>Green</b>
Inconsistent	3	<b>Use NSI for Improvement</b>	<b>Orange</b>
Needs Improvement	4	<b>Cause for Concern</b>	<b>Red</b>

# Descriptions of Tracking Progress, Effort, HW and Behaviour

		Progress	Effort	Homework	Behaviour
<b>Exceeding expectations</b>	1	<b>Consistently exceeds</b> national benchmarks. Working <b>very well independently</b> and making <b>very good</b> progress overall.	Pupil is <b>highly engaged</b> and effort is <b>conscientious</b> and <b>consistent</b>	Always makes a <b>very good</b> attempt	Behaves <b>very well</b> at all times in class
<b>Meeting expectations</b>	2	<b>Consistently meeting</b> national benchmarks and making <b>good progress</b> at this level	Pupil is <b>engaged in learning</b> and effort is <b>consistently good</b>	Always makes a <b>good</b> attempt	<b>Behaves well</b> in classes
<b>Use NSI for Improvement</b>	3	<b>Meeting some</b> benchmarks and requires <b>support at times</b> . Some <b>gaps</b> in knowledge, understanding and skills	Pupil is <b>not always engaged</b> and effort is <b>inconsistent</b>	<b>Inconsistent</b> when completing homework	<b>Inconsistent</b> behaviour and some <b>improvements required</b>
<b>Cause for Concern</b>	4	<b>Not yet meeting</b> national working level benchmarks at this level	Pupil is <b>not engaged</b> and effort is <b>minimal</b>	<b>Rarely</b> makes a good attempt	<b>Serious concerns</b> with behavior

# Next Step for Improvement (NSIs)

Last year some staff tested the use of NSIs. We liked them and they will be used when a **tracking level 3 or 4 is used in tracking effort, behaviour or HW.**

Examples are:

Stage	Letter	NSI Description
S4/S5/S6	A	Improve organisation of materials
S4/S5/S6	B	Make better use of Office365 materials
S4/S5/S6	C	Improve focus and commitment in class
S4/S5/S6	D	Complete coursework to best of your ability
S4/S5/S6	E	Use SCHOLAR course materials
S4/S5/S6	F	Revise more effectively for class assessments
S4/S5/S6	G	Hand in coursework on time
S4/S5/S6	H	Complete homework on time
S4/S5/S6	I	Improve the quality of homework
S4/S5/S6	J	Review class notes at home
S4/S5/S6	K	Catch up on work missed
S4/S5/S6	L	Challenge yourself more
S4/S5/S6	M	Ask for help more regularly
S4/S5/S6	N	Act upon feedback given
S4/S5/S6	O	Stop interrupting / Speaking out of turn