

Boroughmuir High School S1, S2, S3 Working Levels and Target Levels



Working Levels (WL) show your progress and achievement within each curriculum Level from 2.1 → 5.1

The number to the **left** of the decimal point shows the WL you are working towards achieving

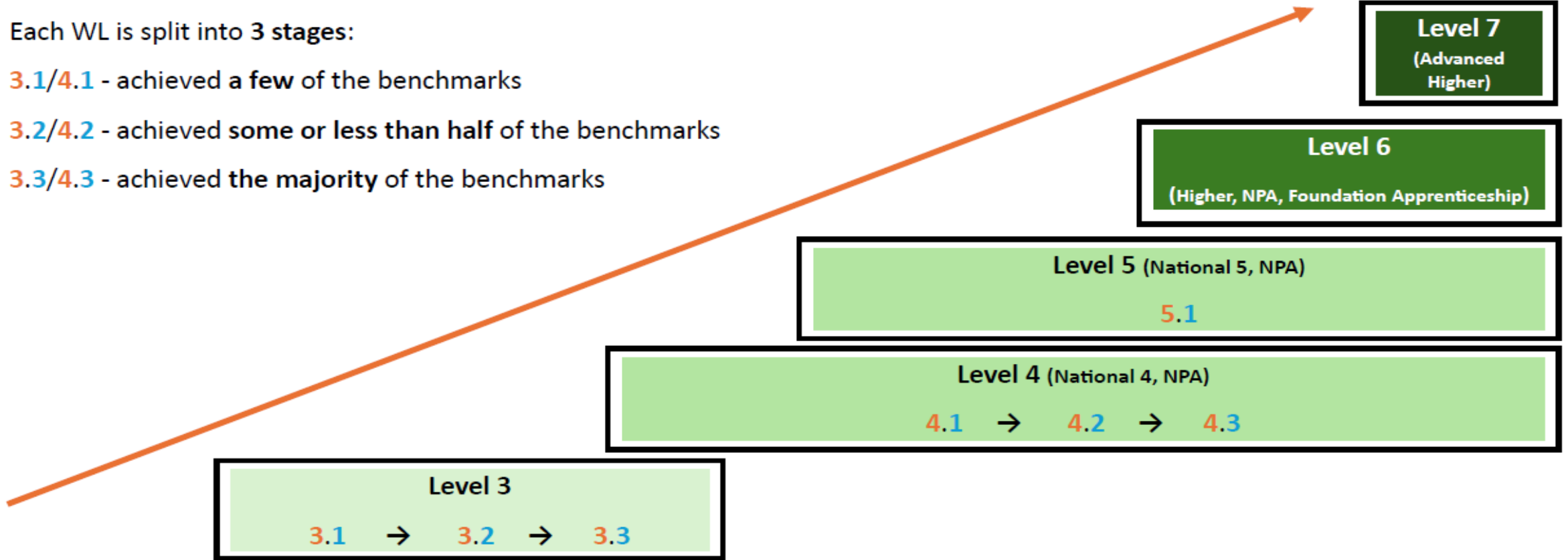
The number on the **right** of the decimal point shows your achievement through the WL

Each WL is split into 3 stages:

3.1/4.1 - achieved a few of the benchmarks

3.2/4.2 - achieved some or less than half of the benchmarks

3.3/4.3 - achieved the majority of the benchmarks



Primary	S1	S2	S3	S4	S5	S6
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S1, S2, S3 Working Level examples

3.1 - working at **3rd Level** and **achieved a few** of the benchmarks

3.3 - working at **3rd Level** and has achieved the **majority** of the benchmarks

4.2 - working at **4th Level** and has achieved **some or less than half** of the benchmarks

Target Level Examples

3.2 - predicted to achieve **some or less than half** of the benchmarks at 3rd Level

4.1 - predicted to **achieve 3rd Level**

4.3 - predicted to achieve the **majority** of the benchmarks

5.1 - predicted to **achieve 4th Level**

Tracking Categories

Progress	How well are you performing against national benchmarked standards and decided by the rate of progress made towards your Target Level (S1-3) or Target Grade (S4-6)
Effort	Are you consistently engaged in their learning?
Homework	Is homework completed to expected standards ? Are you completing the suggested level of independent home-study?
Behaviour	Is your behaviour meeting school expectations ?
Next Step for Improvement (NSI)	Used to help you to make improvements

S4, S5 and S6 Senior Phase Working Levels, Working Grades and Target Grades

Working Grades are a snap-shot of current attainment based on the degree of difficulty of work completed up to this stage in the course. 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.

Target Grades are largely aspirational grades set by the pupil or in agreement with the teacher. Often these are based on prior attainment. Target Grades are not predicted grades.

Course Level	Working Level/Working Grades and Target Grades
National 3 National 4	Pass or Fail
National 5 Higher Advanced Higher	Band 1 - Upper A Band 2- Lower A Band 3 - Upper B Band 4 - Lower B Band 5 - Upper C Band 6 - Lower C Band 7 - D Band 8 and 9 - No Award
NPA Level 3-6	Pass or Fail

Tracking Level Descriptions

Categories	Level	Progress	Effort	Homework	Behaviour
Exceeding Expectations	1	Exceeding the rate of progress expected and should reach their target at the end of the year	Highly engaged in learning all the time, very conscientious and consistent high levels of effort	Always makes a very good attempt	Behaves very well at all times
Meeting Expectations	2	Should meet their target grade at the end of the academic year	Engaged in learning, completes tasks assigned to appropriate level	Makes a good attempt with all tasks	Behaves well most of the time
Not Yet Meeting Expectations	3	Not currently on track to meet their target grade based on the amount of progress made during the last tracking period	Not always engaged and effort levels are inconsistent	Inconsistent completing homework tasks	Inconsistent behaviour and some improvements required

NSI – Next Steps for Improvement

may also be used by teachers to suggest ways to improve



NSI Key Word & Description		NSI Key Word & Description		NSI Key Word & Description	
Office365	Access online resources more consistently e.g. Teams, OneNote, BBC Bitesize, ClickView etc	Challenge	Challenge yourself to complete tasks or to attempt harder tasks	Organise	Improve organisation of materials
Revise	Regularly review class work (plan this once per week for each subject)	Classwork	Complete classwork to the best of your abilities	Engage	Engage more in class tasks
Feedback	Apply teacher feedback	Respect	Contribute and interact cooperatively with other pupils and teachers	Catch-up	Keep up to date with classwork, especially if you have been absent. Talk to your teacher to get help.
Homework Club	Attend Homework Club to help gain confidence with learning techniques	Focus	Try your best to pay attention and listen. Use your focus strategies if this is hard.	Effort	Apply your best effort to class and homework
Homework	Complete homework on time or improve the quality of homework	iPad	Be prepared with a fully charged iPad each day and/or use your iPad appropriately	Confidence	Have more confidence in your work
Help	Ask for help more regularly, especially before a deadline	Phone	Keep your phone off in your bag and on silent	Support	Access Study Support for help improve your organisation skills
Opinions	Support your opinions with reasons	Behaviour	Stop interrupting / speaking out of turn	PE Kit	Ensure you have a full change of PE kit
Attendance	Improve punctuality and/or attendance	Listen	Listen to instructions carefully	Deadlines	Ensure you meet hand in deadlines
EAL	EAL: continue to use strategies for acquiring English vocabulary	Strategies	Use your strategies to improve your focus and commitment in class	Exam Qu's	Practice exam type questions
SQA	Possible change of Working Level required	Planning	Use time management strategies such as calendars, reminders, lists to keep on top of your work	Practice	More sustained and regular practice in sport and music

Suggestions of what to with this report?



Discuss it with your young person. Look for strengths to celebrate and areas of weakness to work on.

Look at their Teams pages together. Are they up to date with assignments? Do they know where work is? Have they looked at upcoming assignments and assessments on their Teams calendar? Have they recorded their conversation with their teacher about what they will do next to improve?

Make a plan for what to do next. Do they want you to check in weekly? Do they need a time plan for study, friends and wellbeing?

Are they planning to go to study classes? Do they know where help is?

Is there someone in school they should speak to about what to do next: Class Teachers? Support for Learning? Guidance Teacher?