How Good is Your School's

Monitoring and Tracking?

An audit tool for school leaders to evaluate the effectiveness of monitoring and tracking learner progress

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HASHTAG LEARNING

Universal Screening and Progress Monitoring

Universal screening and progress monitoring are important aspects of the day-to- work of schools. Systematic tracking and monitoring is used by schools to assess the progress of learners and to identify learning needs. This information is used shape and refine each learner's curriculum, in order to improve achievement and attainment.

Formative Assessment

Tracking and monitoring is closely aligned to the principles of *Formative Assessment* - the systematic process used by teachers and students during learning that provides immediate feedback, and which is used to adjust on-going teaching and learning. This process involves establishing learning goals, checking for understanding, providing feedback, and aligning future teaching and learning with the students' performance.

Monitoring and Tracking

Monitoring involves the systematic gathering and use of data about learner performance. Schools use a range of tools to gather data, for example, observation logs, standardised tests, self and peer-assessment, learning journals and learning conversations between teachers and learners.

Tracking is the process of using this information to determine whether students are achieving their learning goals and identify, for example, which learners:

- have mastered specific learning targets
- require reteaching or follow up work
- need additional challenges
- are experiencing difficulties or barriers to learning
- require specific support or intervention

It is important that learners are fully involved in formative assessment, so that learning intentions and success criteria are clear to them, and that they receive high quality feedback from teachers on their learning. This is covered more fully in another of our Hashtag Learning publications - *Effective Feedback*.

Although tracking and monitoring is a key aspect of formative assessment, schools also use the same system to determine whether groups, cohorts or year groups are on track to meet pre-determined attainment targets relating to national assessments or examinations.

When reviewing the effectiveness of a school's monitoring and tracking processes there are two distinct aspects to consider.

1. How well are tracking and monitoring processes understood and used effectively by all staff?

2. To what extent do tracking and monitoring approaches ensure improved outcomes for all learners?

Here are some questions that will help school leaders to evaluate the effectiveness of the school's tracking and monitoring processes. Use our online *Impact* tool to carry out a deep audit of monitoring and tracking linked to the quality indicators in *How Good is our School*? For more information visit:

https://www.hashtag-learning.co.uk/

Monitoring and Tracking: Key Questions

- Are school/authority expectations relating to tracking and monitoring clear and well understood?

- Does the school have a unified approach to tracking and monitoring the progress of learners?

- Does the school/department hold regular tracking and monitoring meetings as part of quality improvement?

- Are tracking and monitoring approaches systematic and based on clear evidence of learning or achievement?

- Are approaches to monitoring and tracking manageable for staff, and not overly bureaucratic?

- Do staff monitor regularly the progress of all learners and compare with expected performance or learning targets?

- Are there effective systems in place for tracking coverage of CfE outcomes and experiences?

- Are there effective systems in place for tracking progress in senior phase courses and programmes?

- Is effective use made of standardised testing to monitor the progress of year groups and cohorts?

- Is each learner's progress recorded on the school's tracking system (eg, SEEMiS or alternative system)?

- Do teachers track how learners are progressing compared to their age or stage and against individual targets?

- Do teachers keep a folio of evidence for each learner, which supports the awarding of levels and setting next steps?

- Do teachers work together to sample learners' work in order to moderate assessment judgements?

- Does tracking and monitoring highlights concerns or difficulties relating to the progress of individual learners?

- Does tracking and monitoring lead to targeted support for individuals and vulnerable groups of learners?

- Does tracking and monitoring data gives rise to effective interventions for individuals, groups or cohorts?

- Do staff share concerns about learner progress, eg, with support for learning colleagues and managers?

- Does the school produce regular tracking reports for learners and their parents/carers?

- Does the school use tracking and monitoring to identify patterns and trends, as well as providing picture of attainment over a period of time?

Deep Audit of Monitoring and Tracking

The following page shows an online audit tool for evaluating the quality of your school's Monitoring and Tracking (HGIOS Quality Indicator 1.1 - theme 2; and Quality Indicator 3.2 - theme 4.)

Use the *Impact* online quality improvement tool to complete the traffic lighting exercise and record strengths and weaknesses.

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Theme 2: Analysis and evaluation of intelligence and data

Tracking and monitoring processes

We hold regular tracking and monitoring meetings as part of quality improvement.	🔴	🟠	🟢
Approaches to monitoring and tracking are manageable for staff, and not overly bureaucratic.	🔴	🟠	🟢
We have effective systems in place for tracking coverage of CfE outcomes and experiences.	🔴	🟠	🟢
We make appropriate use of standardised testing to monitor the progress of year groups and cohorts.	🔴	🟠	🟢
Teachers track how learners are progressing compared to their age or stage and against individual targets.	🔴	🟠	🟢
Tracking identifies gaps in learning and highlights those pupils not making expected progress.	🔴	🟠	🟢
Teachers keep a folio of evidence for each learner, which supports the awarding of levels and setting next steps.	🔴	🟠	🟢
Staff use CfE benchmarks as an integral part of tracking and monitoring.	🔴	🟠	🟢
Teachers are confident in awarding a CfE level, including the range of evidence required to support judgements.	🔴	🟠	🟢
Teachers record each learner's progress on the school's tracking system (eg, SEEMiS or alternative system).	🔴	🟠	🟢
Tracking and monitoring data gives rise to effective interventions for individuals, groups or cohorts.	🔴	🟠	🟢
We ensure that approaches to tracking focus also on vulnerable groups of learners.	🔴	🟠	🟢
We produce regular tracking reports for learners and their parents.	🔴	🟠	🟢
Teachers work together to sample learners' work in order to moderate assessment judgements.	🔴	🟠	🟢
We use tracking and monitoring to identify patterns and trends as well as providing snap shot of attainment.	🔴	🟠	🟢

Theme 4: Planning, tracking and monitoring

Tracking and monitoring

School/authority expectations relating to tracking and monitoring are clear and well understood.	🔴	🟠	🟢
The school/department has a unified approach to tracking and monitoring the progress of learners.	🔴	🟠	🟢
Tracking and monitoring approaches are systematic and based on clear evidence of learning or achievement.	🔴	🟠	🟢
Staff monitor regularly the progress of all learners and compare with expected performance or learning targets.	🔴	🟠	🟢
Tracking and monitoring shows the progress of learners over a period of time against discussed targets.	🔴	🟠	🟢
Tracking and monitoring highlights concerns or difficulties relating to the progress of individual learners.	🔴	🟠	🟢
Staff systematically share concerns about learner progress, eg with support for learning colleagues and managers.	🔴	🟠	🟢
Tracking and monitoring processes lead to targeted support for learners.	🔴	🟠	🟢
Effective use is made of electronic tracking and monitoring systems, such as SEEMIS.	🔴	🟠	🟢