



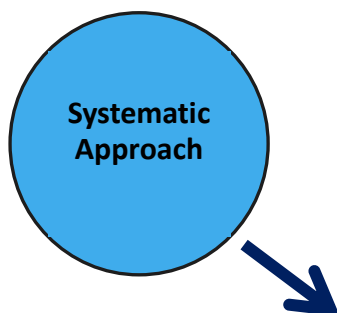
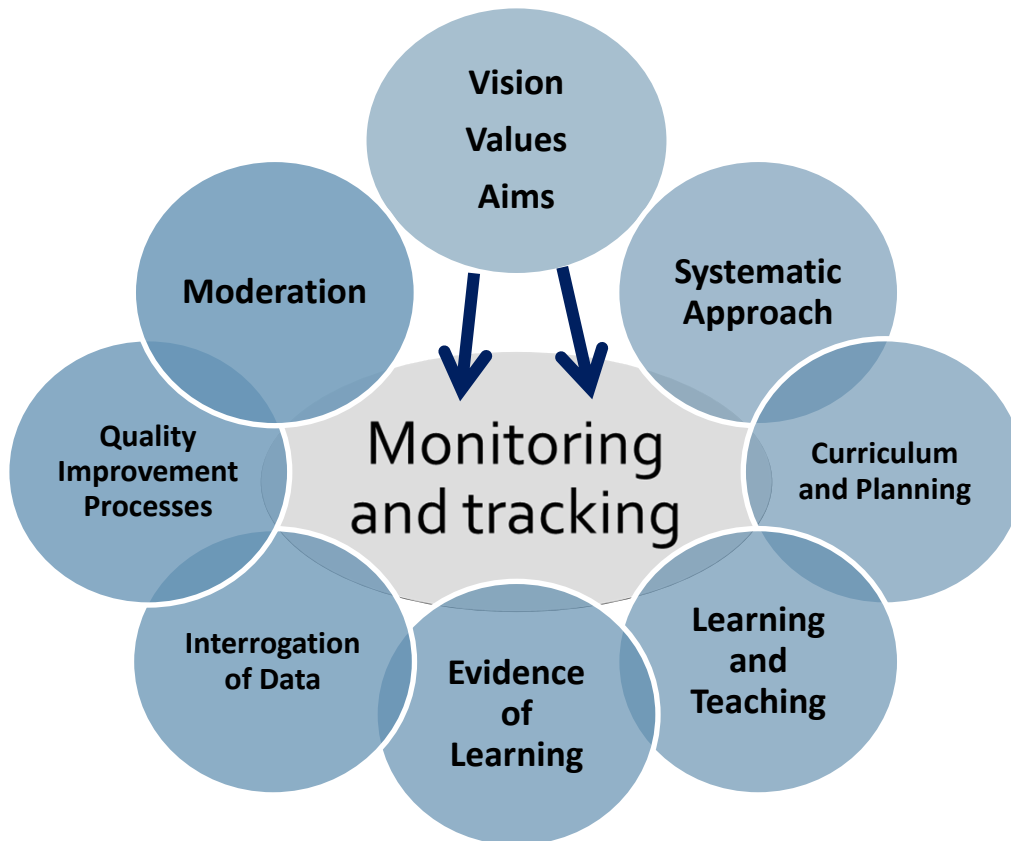
From mountain to sea

Barthol Chapel School Effective Monitoring & Tracking Approaches



Aim

At Barthol Chapel School, Monitoring & Tracking is a systematic, whole school system which is based on our vision, values and aims.

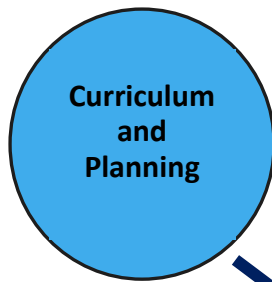


- Manageable, proportionate and fit for purpose
- Shared understanding of what monitoring & tracking is and its purpose
- Shared Expectations and agreement on what to do with the data collected.

What is included in Barthol Chapel School's Systematic Approach?

- Targeting success meetings held 4 times annually.
- Identifying individuals or groups who require challenge or targeted support.
- Focus on planned interventions and intended impact.
- Professional dialogue (learner-learner, learner-teacher, teacher-teacher, teacher-parents, learner-parents/carer).





Curriculum and Planning

- Continuous evaluation of Barthol Chapel School Curriculum Rationale.
- Collaborative planning across all levels.
- Monitoring & Tracking learning experiences to ensure breadth, depth and coherence.
- Ensuring progression within a level as well as across a line of development.
- Flexible, progressive progression pathways across all curricular areas.
- Use of Aberdeenshire progression Frameworks and Education Scotland Benchmarks to monitor and track how much, how well and rate of progress of individuals.



Learning and Teaching

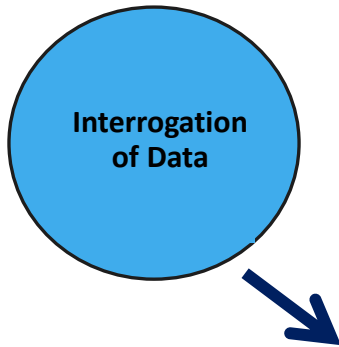
- Focus on Our Delivery (F.O.O.D) identifying key features of effective learning & teaching.
- Active, engaging, collaborative approaches to learning.
- Regular ongoing dialogue with learners on their learning (Personal learning Planning)
- Metacognition – Learners understanding their learning
- Regular, ongoing professional dialogue with a focus on effective learning and teaching. (What impact have we had?)
- GIRFEC approaches to secure a safe, healthy, achieving, nurtured, active, respected, responsible and included ethos in all areas of school.



Evidence of Learning

- Proportional, valid and reliable evidence of progress.
- Related to planned learning and intended outcomes.
- Pupil and Teacher collated.
- Using a range of strategies (Self/Peer/Teacher) (Formative/Summative/Diagnostic) (Say/Write/Make/Do)
- Individual, paired and collaborative tasks.
- A range of evidence to show progression in learning and ability to apply knowledge and skills in a range of situations/experiences).

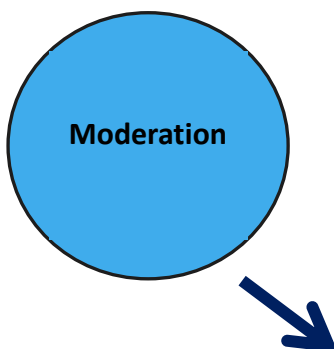




- Process of learning – not just the product!
- A shared understanding of what we mean by evidence and what data to keep.
- Recording and retaining evidence of latest and best to evidence progress.
- Analysing and interpreting a range of data to support professional judgements.
- Using the data to plan interventions and next steps.
- Using the data to identify trends, strengths and impact of School Improvement Priorities.



- Focused on Professional Dialogue which has a balance of supports and challenge of learning & teaching.
- Focus on IMPACT on pupil learning and experiences.
- Systematic Continuous Improvement Calendar in place which outlines, roles, responsibilities and intended impact.
- Process involved ALL stakeholders.
- Triangulation of evidence.
- Collective feedback of whole school strengths and areas for development.
- School Improvement Plan reflects the collaborative nature of school improvement.



- Supports and challenges staff to make judgements about learning, progress and achievement of a level.
- Before, during and after planned learning.
- Collegiate working within our own setting.
- Collegiate working within the Meldrum Cluster, with other school out with our cluster.
- Use of Moderation Cycle and Moderation Hub to underpin and support the entire process.
- Involvement of learners, parents, staff and partners.

