

# Winchburgh Academy

## BGE (S1 – S3)

### Parent-Carer Tracking, Monitoring & Reporting Guide



Respect, Kindness & Ambition



# Our TMR Aims

BGE means the **Broad General Education** (up to the end of S3)

CfE means Curriculum for Excellence

TMR means **Tracking, Monitoring & Reporting**

## Aims:

1/ To provide young people with high-quality feedback about their progress highlighting their strengths and next steps.

2/ To provide parents and carers throughout the year with timely information that allows them to form a clear understanding of how their child is progressing.

3/ To support appropriate pupil pathways as they progress through the year groups into the senior phase (S4 - S6)

The purpose of our reporting is to support and improve learning.

Our tracking and reporting is designed to be an on-going process which provides clear information about a young person's strengths and next steps.



# TMR

Each year group in the BGE receives 3 formal TMR updates/reports throughout the year.

- 1 Tracking Report (working levels, school values and 4 capacities)
- 1 Full Report (all the above plus teacher comments)
- 1 Parent Feedback Appointment (in-school)

The programme/software we use is called Didbook - Progress. We use this as we feel it provides us with the opportunity to make it specific to our school and we can email it to all parents/carers and young people at the click of a button.



# BGE TMR Dates

Year Group	Tracking Updates	Full Report (with teacher comment)	Parent Feedback Appointments
S1	December	March	May
S2	March	December	January
S3	December	January	March



# Working Levels

Student progress is based on CfE levels until the end of S3, prior to the Senior Phase beginning in S4

Level	Stage
1	To the end of P4, but earlier or later for some.
2	To the end of P7, but earlier or later for some.
3	S1 to S3, but earlier or later for some.
4	The Fourth Level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all the Fourth Level outcomes. It is expected many learners will reach this during S3. The Fourth Level broadly equates to Scottish Credit and Qualifications Framework level 4.



# Working Levels

Our tracking and reporting also provides an indication of how well a young person is making progress within that level:

Platinum	Gold	Silver	Bronze
Consistently achieving success at this level independently, and demonstrating success in some aspects in the level above.	Consistently achieving success at this level, working independently.	Achieving success at this level, with some independence.	Achieving success at this level, with support.



# School Values

- ▶ In each report, we also indicate how well a young person is demonstrating the school expectations and school values in each class using a gold, silver and bronze rating (see the table below).
- ▶ It is essential for all young people to realise that not only are they responsible for their own learning but also responsible for ensuring all others can be excellent learners.

## Respect & Kindness

Gold	Silver	Bronze
Consistently models our school values of respect and kindness.	Usually models our school values of respect and kindness.	Regularly reminded to model our school values of respect and kindness.

## Ambition & Engagement

Gold	Silver	Bronze
Consistently demonstrates ambition and engagement through their participation, effort, and commitment.	Usually demonstrates ambition and engagement through their participation, effort and commitment.	Regularly reminded to demonstrate ambition and engagement through their participation, effort, and commitment.



# The 4 Capacities of Curriculum for Excellence

Using the same rating scale (gold, silver and bronze), each teacher also indicates how well young people are progressing in each class as a:

- Successful learner
- Confident individual
- Responsible citizen
- Effective contributor

## Successful Learner

Gold	Silver	Bronze
Consistently learns successfully in this area.	Usually learns successfully in this area.	An area for continued development with support from their teacher.

## Confident Individual

Gold	Silver	Bronze
Demonstrates a high level of confidence in this area.	Demonstrates confidence in this area.	An area for continued development with support from their teacher.

## Responsible Citizen

Gold	Silver	Bronze
Consistently models responsibility and citizenship.	Usually models responsibility and citizenship.	An area for continued development with support from their teacher.

## Effective Contributor

Gold	Silver	Bronze
Consistently contributes effectively to the learning and activities in this area.	Usually contributes effectively to the learning and activities in this area.	An area for continued development with support from their teacher.



# Comments



In the full report, each young person will also be provided with comments from their class teachers. This is divided into 2 sections:



1/ Strengths/What is going well



2/ Next steps in learning



# Other Points

In English, reports are divided into the three elements of literacy (reading, writing, listening & talking).

Also, in addition to the Maths report, the Maths teacher also provides an update on numeracy progress.



# Example

Indicates that the young person is achieving success at level 3 with some independence

3	History
LEVEL	Level 3
WORKING LEVELS	Silver
RESPECT & KINDNESS	Gold
AMBITION & ENGAGEMENT	Gold
SUCCESSFUL LEARNER	Gold
CONFIDENT INDIVIDUAL	Gold
RESPONSIBLE CITIZEN	Gold
EFFECTIVE CONTRIBUTOR	Gold

The young person is consistently demonstrating our school values of respect and kindness in this class and consistently demonstrates ambition and engagement through their participation, effort and commitment

The young person is progressing well in this class in relation to the 4 capacities of Curriculum for Excellence.



Having read and reviewed the report, if you have any questions or queries, please email the school office for the attention of your child's PSR teacher in the first instance.

