

# West Calder High School



## Tracking and Monitoring Framework

**Driving Ambition, Equity and  
Excellence**



# Tracking and Monitoring Framework



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# Our Vision



At West Calder High School, we are committed to ensuring improved outcomes and attainment for all learners through a robust Tracking and Monitoring system. Our systems and processes will be used effectively to support every student, including those experiencing barriers to learning, in achieving their full potential.



# Pathway to Success: Roles and Responsibilities



## Learner

- Take responsibility for my learning
- Demonstrate ambition and high standards
- Discuss my learning and identify my strengths and areas for improvement
- Record strengths and next steps in my Pathway to Success

## Class teacher

- Provide welcoming, respectful, inclusive learning environments
- Support and encourage all learners to be ambitious and achieve their full potential
- Ensure lessons are P.A.C.E.D and adapted to individual learners needs
- Provide accurate tracking, based on robust and reliable assessment data
- Undertake Learner Conversations, which celebrate success and are effective in supporting learners to identify next steps in learning, particularly at key tracking periods
- Provide purposeful and timely in class interventions to support all learners achieve their Pathway to Success targets
- Update Principal Teacher with impact of interventions implemented to support learners

## Principal Teacher

- Analyse tracking data to identify learners who are off track, identify trends and consider areas requiring improvement
- Support learners who are off track within their faculty, ensuring they understand how to achieve their next steps with their teacher
- Liaise with Head of House/Year Head to ensure all appropriate supports in place for learners
- Contact parents/carers, where appropriate, using data to guide discussion and identify how families can support at home
- Ensure robust, well-planned assessment approaches and department tracking systems that support consistently applied tracking
- Lead department focus on attainment progress, interventions for learners, assessment, quality assurance and moderation

## Wellbeing Support Teacher

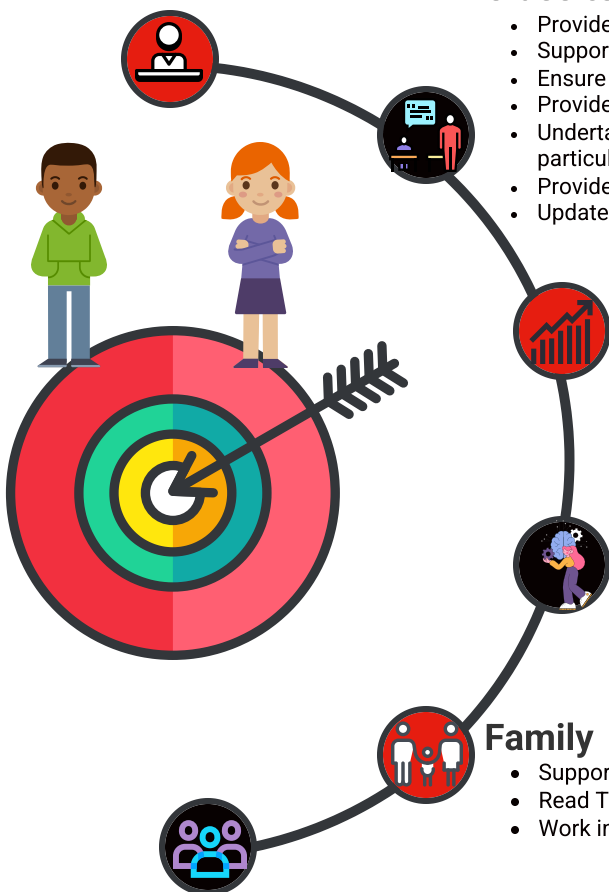
- Analyse tracking data to identify learners who are off track, identify trends and consider areas requiring improvement with the team around the learner
- Attend Progress Intervention Meetings, discussing learners and ensuring the correct supports are in place to allow learners to achieve their full potential
- Supports learners who are off track in a small number of subjects to focus on their next steps
- Ensure that learners who experience significant barriers to learning have the appropriate supports in place to reach their full potential
- Contact parents/carers, where appropriate, using data to guide discussion and identify how families can support at home.

## Family

- Support your young person to fully engage with all aspects of learning and supports in place
- Read Tracking Report and Pathway to Success with your young person, to understand and support with next steps in learning
- Work in partnership with the school to support targeted interventions designed to help your young person get back on track if necessary

## Senior Leadership Team

- Analyse tracking data to identify learners who are off track (in particular those most at risk), identify trends and consider areas requiring improvement across the school
- Attend Progress Intervention Meetings to discussing learners and ensuring the correct supports are in place to allow learners to achieve their full potential
- Year Heads support learners who are off track in most subjects to focus on their next steps
- Year Heads contact parents/carers, where appropriate, using data to guide discussion and identify how families can support at home.
- Ensure robust whole school and faculty QA calendars supports T&M periods, data analysis and Assessment and Moderation opportunities
- Provide opportunities for high quality CLPL in effective Assessment and Moderation and data literacy for all staff
- Ensure that tracking data is effectively shared with all stakeholders





# Key Principles

Our framework is underpinned by the following key principles:

**Learner-Centred:** Every learner is at the heart of the tracking and monitoring process. Tracking is used not simply to measure attainment, it allows us to analyse the data to fully understand the progress of each young person. This allows learners to work with staff to plan their next steps, staff to plan interventions to support and senior leaders to support with interventions and liaise with home, where necessary.

**Data-Informed:** At each Tracking and Reporting period, we analyse the data in a timely fashion to inform professional judgment and to identify patterns, trends, and areas for intervention. Tracking is not a one-off event but part of a continuous cycle that prompts timely, proportionate, and personalised interventions.

**Collaborative:** Our approach fosters a culture of shared responsibility. It is critically important that our school community works together to improve outcomes for learners. The learners, teaching staff, Principal Teachers, Wellbeing team, Senior Leadership and families will work together to support learning and wellbeing.

**Equitable:** We maintain a relentless focus on equity by identifying and addressing barriers to learning, ensuring all learners, particularly those from disadvantaged backgrounds, are given the support they need to thrive.

Together, these principles ensure our Tracking and Monitoring system is both robust and purposeful, enabling staff to take informed action that nurtures ambition and supports all young people to achieve success.



# Using Data Effectively

To effectively support our learners, we must provide accurate and meaningful tracking based on robust, reliable assessment data.

Assessment information should combine both formative and summative approaches to give a clear picture of learner's progress.

**Formative assessment** is an ongoing process used to gather evidence of learning during the course of teaching. Examples include low stakes assessments, questioning, class discussions, exit tickets and plenaries.

**Summative assessment** is used to evaluate learning at specific points, providing a measure of what a learner has achieved. Examples of summative assessment include end of topic/unit tests and prelim exams in the Senior Phase.

Staff should recognise that frequent, low-stakes formative assessments have a greater impact on improving attainment than infrequent, high-stakes summative assessments.

All assessments must be well planned, valid, reliable, and moderated, accurately measuring progress against CfE benchmarks (BGE) and SQA standards (Senior Phase). They should highlight strengths, identify areas for improvement, and inform future planning, enabling staff to adapt their practice and implement targeted interventions that support sustained learner progress.

Together, formative and summative assessment provide a holistic and accurate picture of learner progress. When tracking within the BGE, staff should use the BGE Progression Pathway alongside validated assessment evidence to make accurate judgements about expected minimum progress into the Senior Phase. These outcome should be recorded in departmental trackers, ensuring that reliable, robust, and current data is available for each tracking period in the Monitoring and Tracking calendar.

# Quality Assurance and Moderation



Robust quality assurance and moderation are essential to ensure that tracking data is reliable, consistent, and meaningful. These processes underpin accurate reporting of achievement and support equity in assessment across departments and faculties.

Staff should draw on a range of assessment evidence to make informed, professional judgements about a learner's progress and level. This includes both formative and summative assessments, which together provide a holistic and accurate picture of learner progress.

All assessments should be clearly linked to relevant Es & Os (BGE) or SQA standards (Senior Phase), and offer learners opportunities to demonstrate knowledge, understanding, skills, and application.

Departments should agree how different types of assessments contribute to a judgement and consider weightings on how they support the holistic judgement.

All faculties must engage in ongoing moderation, both within and across departments, to ensure shared standards and consistent interpretation of data. It is essential that time is allocated to develop and quality assure assessments. Staff should work collaboratively and reflect on how assessment evidence informs tracking decisions.

Moderation activities should involve professional dialogue, collaborative planning, shared assessment design, and review of learner work. Faculties should record moderation activities using the appropriate documentation as part of their quality assurance calendar.

Learners should be regularly informed of the level they are working within and what they need to do to progress. This includes clear learning intentions and success criteria (linked to PACED), feedback directly linked to progress, and regular opportunities for reflection and dialogue, including learner conversations and Pathway to Success entries.





# Learner Conversations

Learner conversations are short, focused discussions that help pupils reflect on their progress and agree on suitable next steps to improve their understanding within each subject. They are a key part of Tracking and Monitoring process but should be manageable, meaningful, and not overly time consuming.

Learner conversations should be a natural part of the learning process and will be ongoing throughout the session. However, formal learner conversations must take place in the two week period between reports opening and being issued to parents.

Staff should keep learner conversations brief and purposeful, ideally while the class works independently on a task. Peer or self-assessment activities should allow staff to focus fully on conversations. Learners with similar needs or ability levels can be grouped together to make the process more efficient, while maintaining a personalised approach.

After each conversation, pupils must log their discussion and next steps in their Pathway to Success (on OneNote on their year group Team). Although this is the learner's responsibility, staff should allow learners to complete this immediately following the discussion.

A meaningful learner conversation should:

- Reference current performance data (formative and summative).
- Highlight strengths and areas for improvement.
- Agree on clear, achievable, yet ambitious next steps

Learner conversations are not about repeating what is already in reports. They are for coaching and guiding learners towards improvement. Learner conversations should inform and empower learners without becoming overly formal or time consuming. They should provide valuable insight for both staff and pupils, helping to strengthen ownership of learning and support improved outcomes.

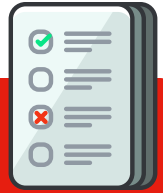




# Conducting Effective Learner Conversations



## Step 1



Ensure you have analysed current performance data and are aware of learner(s) strengths and areas for improvement.

## Step 2



Sit with learner(s) and create an environment which is welcoming, encouraging and supportive. Successful conversations are rooted with successful relationships.

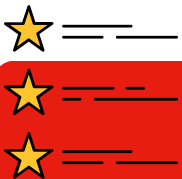
## Step 3



Keep conversations short but effective. Consider open ended questions such as:

- How do you feel you are progressing in this subject?
- What are you doing well, and what could you improve on?
- What one or two specific actions will help you move forward before the next tracking period?

## Step 4



Following each conversations please give learners time to log their strengths and next steps in their Pathway to Success on OneNote.

## Step 5



Support learners' next steps with targeted interventions over the coming weeks, then revisit targets to ensure their confidence and progress have improved.

# Interventions

Interventions are targeted actions designed to help learners overcome barriers, close gaps in knowledge, and make improved progress. They should be timely, purposeful, and proportionate, based on accurate tracking data and professional judgement.

Suggested classroom interventions to help learners achieve their targets are:

- **Differentiation:** Adapt tasks, resources, and questioning to meet individual needs.
- **Scaffolding:** Break tasks into smaller steps with clear success criteria.
- **Feedback:** Provide precise, actionable feedback to help learners improve.
- **Peer & self-assessment:** Encourage learners to reflect on and take ownership of their learning.
- **Seating plans & grouping:** Arrange seating to maximise focus, support, and collaboration.
- **Pre-teaching/overlearning:** Provide additional input on key concepts before lessons.
- **Targeted homework:** Consolidation or extension tasks based on identified needs.
- **Senior Phase Study support/masterclasses:** Additional learning opportunities for specific topics.

Classroom interventions should be personalised, closely aligned to learner needs, and underpinned by adaptive planning. Consideration must be given to learner demographic, protected characteristics and ASN. Staff should recognise that the most significant impact on learner progress and attainment comes from the decisions and actions taken within the classroom.

Where a learner is significantly off track in one or more subjects, support will be provided by the Principal Teacher, Wellbeing Support Teacher, or Year Head. After each Tracking and Monitoring period, a Progress Intervention meeting will identify the lead staff member, which is recorded on the Year Group Tracker and should be reviewed by class teachers to stay informed on learner progress.



# Pathway to Success: Purpose & Process

The Pathway to Success encourages learners to take an active role in reflecting on their progress, identifying achievable, ambitious next steps, and engaging with the support available to help them achieve their full potential.

This learner-led reflection tool, completed on OneNote at each BGE tracking period, supports pupils in taking ownership of their learning journey. Following each learner conversation, pupils should record strengths and next steps for each subject. While it is the learner's responsibility, staff should provide time for completion in class. Entries should be brief, focused, and linked directly to the discussion and tracking data.

When reports are issued, a Groupcall will inform families that the Pathway to Success has been completed, and encourage discussion at home. Learners are expected to share their reflections and next steps with parents/carers. This should encourage appropriate supports and actions at home.

For those learners significantly off track in one or more subjects, follow up discussions will take place with the Principal Teacher, Wellbeing Support Teacher, or Year Head. During this conversation the Pathway to Success will be reviewed with the learner, identifying further next steps and tailored whole school interventions. Where appropriate, parental contact will be made to strengthen home school partnership.

The Pathway to Success empowers learners to reflect, take responsibility, and move forward with clarity and support. It brings together teachers, families, and the teams around each individual learner, ensuring all learners are supported to achieve their full potential and no learner is left behind.

# Pathway to Success



Subject	Strengths	Next Steps

# Reporting and Communication



Our effective reporting strengthens the partnership between school and home by ensuring learners, families, and staff have a shared understanding of progress. The reporting calendar provides a consistent and structured approach across all stages, providing clear, accurate, and timely information.

In the BGE, we report three times per year: a data only report, a full report with a brief comment, and a parental consultation. In the Senior Phase, learners receive two data reports and attend two parental consultations annually. The full calendar is included in this framework and available to staff and families on our website and Snippets.

Reports are completed using SEEMiS: 'Progress and Achievement' for BGE and 'Tracking and Monitoring' for Senior Phase. While guidance is issued at each window, it is the responsibility of class teachers to ensure submitted data is accurate, evidence-based, and supported by robust assessment evidence.

Effort, behaviour, and homework are reported across all stages. In the BGE, the key measure is Progress in Learning, shown as a number-letter code (e.g. 2b indicates Second Level achieved and progressing through Third). These judgements must be based on a range of moderated assessment evidence linked to the Es & Os. Staff should also be guided by the Progression Pathway. In the Senior Phase, staff report a Working Grade reflecting current attainment towards the Target Grade, based on reliable, moderated assessment data aligned to SQA standards. All grades must be recorded accurately in departmental trackers to ensure consistency.

The BGE full report includes a brief written comment (max 400 characters) focused on strengths and providing clear next steps for learners and families. It is recommended that staff undertake peer moderation of comments to ensure accuracy, consistency, and clarity.

Accurate reporting underpins high quality learning and teaching. It ensures that every learner's progress is clearly understood and effectively supported.



# BGE Progression Pathway



Predicted attainment in S4	S1 Tracking Nov	S1 Full March	S2 Tracking Nov	S2 Full March	S3 Tracking Nov	S3 Full April
N5 A/B	2b	2b	3b	3b	4	4
N5 C/D	2a	2b	2c	3a	3c	4
N5 Sfw/SCQF L5	1c	2a	2b	2c	3b	3c
N4/SCQF L4	1b	1c	2a	2b	2c	3b



# Year Group Tracker

Following each BGE reporting period, key data is extracted by the PT Data into the relevant Year Group Tracker. This bespoke, school designed tool consolidates learner information to support precise, data driven interventions. It captures personal indicators such as SIMD, FSM, and ASN status, alongside academic profiles informed by CAT and SNSA data. These profiles generate projected minimum attainment pathways, including estimates of 5@5 and 5@6, based on historical outcomes of learners with similar profiles.

Tracking data is drawn from SEEMiS Progress & Achievement immediately after each reporting window closes. Subject by subject progress is then compared against predicted performance, using CAT data and the BGE Progression Pathway. Learners are traffic-lighted by subject, offering a clear visual representation of progress: on track, slightly off track, or off track. This is summarised numerically to show the number of subjects in each category. Attendance data is also captured at the point of extraction to support contextual understanding of academic progress.

The Tracker initially suggests the most appropriate member of the Extended Leadership Team to lead follow-up with off track learners. Final decisions are confirmed during the Progress Intervention meeting, ensuring that intervention is led by the staff member best placed to support the learner effectively.

While the Tracker primarily supports strategic oversight by the Senior and Extended Leadership Teams, it is also a valuable tool for class teachers. Staff are encouraged to review their own classes and the progress of individual learners. Access to a learner's full academic profile can inform professional dialogue, promote collaboration across faculties, and support more personalised planning.

The Year Group Tracker plays a central role in our Tracking and Monitoring system. It ensures every learner's progress is visible and understood, and provides the tool to enable targeted, collaborative support, empowering learner to achieve their full potential.





# Progress Intervention Meetings



The Progress Intervention meeting ensures that targeted interventions are identified and actioned for learners who are significantly off track, and that the most appropriate staff member leads this support.

The meeting takes place immediately after BGE tracking reports are completed and shared with parents. Attendees include: Head Teacher, Depute Head Teacher (Tracking & Monitoring), Principal Teacher (Data), Wellbeing Support Teacher and Year Head

The meeting is focused, data-informed, and learner-centred. Using the tracker, the team reviews learners significantly off track across subjects and agrees on the most suitable staff member to lead follow-up support.

## Default Follow-Up Responsibility

- Off track in 1 - 2 faculties: Subject PT
- Off track in 3 - 4 faculties: Wellbeing Support Teacher
- Off track in 5+ faculties: Year Head

This serves as a guide, but decisions will be adjusted to reflect individual circumstances.

During the following week, the nominated staff member will meet with each identified learner. These discussions should be supportive yet ambitious, focusing on strengths and next steps through a review of the learner's Pathway to Success reflection on OneNote. Any barriers to learning will be explored, and appropriate interventions and supports will be agreed upon and implemented. Parental contact will be made where appropriate.

The Progress Intervention meeting ensures that every off track learner receives timely, personalised support from the most appropriate adult, maintaining a clear, structured, and learner-centred approach to intervention.



# From Data to Impact

Following each Tracking and Monitoring period, a series of structured follow-up actions will be implemented to ensure that data leads to meaningful improvements in learner outcomes.

Department Meetings held after tracking should include a standing agenda item focused on planned interventions for learners who are off track. This dedicated time will allow Principal Teachers and departmental teams to collaboratively analyse class level data, identify key concerns, and agree on specific, targeted strategies to support individual learners. Embedding this in regular departmental discussion ensures a consistent and proactive approach to raising attainment.

Principal Teachers will meet with their link DHT to review both individual learner progress and broader faculty attainment trends. These meetings will provide an opportunity to reflect on what is working well and where additional support may be needed. By analysing patterns and identifying barriers at both learner and subject level, next steps can be strategically planned to drive forward improvement.

Class teachers play a vital role in supporting learners identified as off track. Ongoing follow up is essential. Teachers should regularly revisit targets with pupils, adapt strategies as needed, and maintain high expectations for progress. This consistent, adaptive support at classroom level ensures interventions remain effective and learners are guided towards achieving their goals. Ultimately, the most significant impact on progress and attainment comes from the daily decisions and actions of classroom teachers.

Finally, a whole school tracking summary will be produced and shared with all staff after each tracking period. This overview should enable staff to understand any emerging trends across year groups, monitor progress towards whole school attainment priorities, and ensure collective responsibility for improvement.



# WCHS Tracking & Reporting Calendar - Staff 2025-26



Year Group	Report type	Opening Date (Learner conversation start)	Closing Date	Issued to parents
S4	Tracking	Monday 29th September	Friday 10th October	Monday 13th October
S5/6	Tracking	Monday 6th October	Friday 17th October	Tuesday 28th October
S3	Full	Monday 28th October	Friday 7th November	Monday 10th November
S1/2	Tracking	Monday 3rd November	Friday 14th November	Monday 17th November
S4	Tracking	Tuesday 17th February	Friday 27th February	Monday 2nd March
S5/6	Tracking	Monday 23rd February	Friday 6th March	Monday 9th March
S1/2	Full	Monday 9th March	Friday 20th March	Monday 23rd March
S3	Tracking	Monday 20th April	Friday 1st May	Monday 6th May

## Parental Consultations

Year Group	Date
S2	Tuesday 30th September
S1	Wednesday 8th October
S4	Wednesday 5th November
S5/6	Thursday 27th November
S4	Tuesday 13th January
S3	Wednesday 21st January
S5/6	Thursday 5th February



# WCHS Tracking & Reporting Calendar - Parents 2025-26



Year Group	Tracking Report	Full Report	Parents Consultation
S1	Monday 17th November	Monday 23rd March	Wednesday 8th October
S2	Monday 17th November	Monday 23rd March	Tuesday 30th September
S3	Monday 6th May	Monday 10th November	Wednesday 21st January
S4	Monday 13th October Monday 2nd March	N/A	Wednesday 5th November Tuesday 13th January
S5/6	Tuesday 28th October Monday 9th March	N/A	Thursday 27th November Thursday 5th February

