

Principles of Effective Tracking and Monitoring: Systems and Processes

'A robust tracking system together with effective interventions ensures continuous progress for learners across the curriculum and at all phases in their education, including points of transition.'
HGIOS?4 pg. 50

What is this?

Key principles to support consistent approaches to tracking and monitoring **systems and processes**.

Clear messages on what tracking and monitoring is and its purpose can be found on the poster – Purpose of Tracking and Monitoring (T&M)

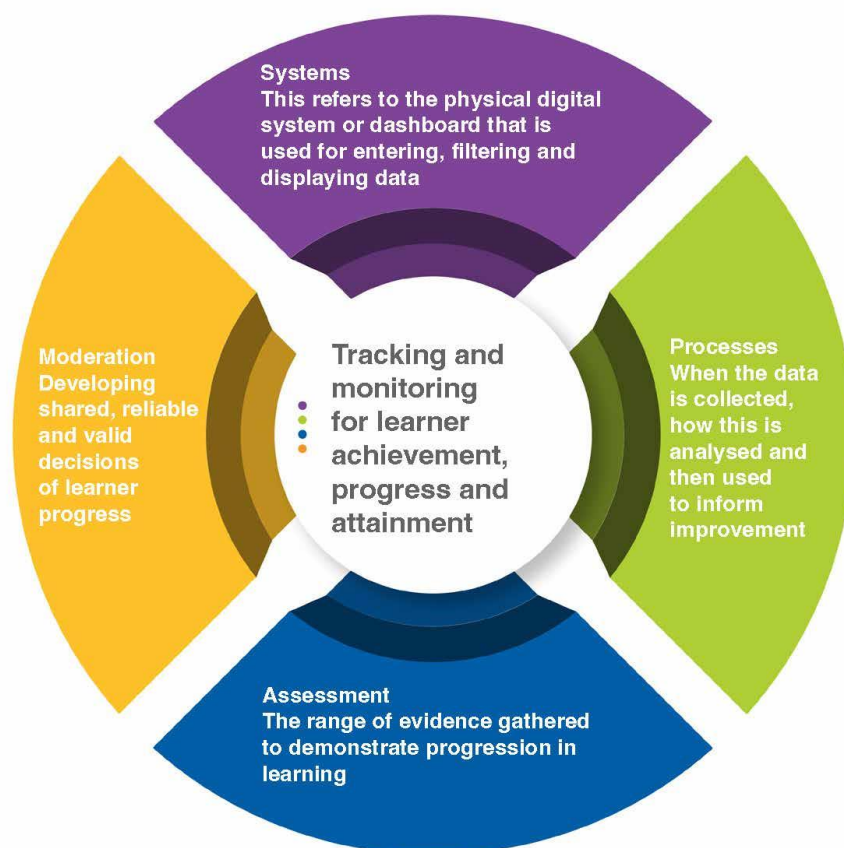
These materials should be used alongside professional learning on effective data use.

Systems and processes are one aspect of effective tracking and monitoring; understanding the data and using this effectively is what will lead to improved outcomes for learners.

Who is this for?

Local authority officers, senior leaders and practitioners in schools.

Four main factors in ensuring a coherent approach to tracking and monitoring are shown in the diagram below.



Systems for tracking and monitoring which improve outcomes for learners should:

- Enable practitioners and senior leadership teams to both input and evaluate real time data on learner achievement, progress and attainment data
- Provide understanding of local context
- Provide an overview of individual learner progress and identify support/interventions which may be required
- Enable planning for improvement in learning and teaching to better support needs
- Support professional dialogue and reflection on effective pedagogy
- Provide high-level reporting at key points throughout the year including points of transition
- Allow for filtering and intersecting of data sets to identify trends and patterns
- Support identification of areas for improvement and targeting of resource
- Support identification of learning and wider achievement gaps
- Track the progress of learners and cohorts over time, from 2-18
- Track the progress of all learners against local and national benchmarks
- Be supported by professional learning on use and understanding of the systems
- Track the progress of learners within levels, including those who may not make progress in line with national expectations i.e., learners with complex additional support needs
- Allow practitioners to easily enter data in relation to learner progress

Processes: systems will only improve outcomes for learners when accompanied by effective **processes**. These should include:

- Involving the learner, particularly in the setting of next steps and in planning and evaluating their learning
- Arrangements for data to be entered into the system at regular intervals throughout the year. A minimum of three times is suggested
- Tracking and monitoring conversations with practitioners and learners. These should both inform data being entered into the system but also next steps and actions which are focused on learners
- Regular analysis of the data, identification of trends and subsequent next steps identified including targeted interventions
- Analysis of the information to inform planning, next steps and progress – classroom level, school level and local authority level
- Use of the information to inform conversations and reporting to parents on their child or young person's progress, achievements and next steps
- Robust quality assurance calendars which include arrangements for analysis of data, tracking and monitoring conversations, moderation, assessment at both local authority and school level
- Using a range of well-considered and carefully planned approaches to assessment and moderation
- Access to high-quality professional learning which increases skills and builds confidence in tracking, monitoring and using data to plan next steps for learners
- High quality conversations focused on improvement – between local authority officers and schools, within schools and between practitioners
- Provision of guidance and professional learning that supports consistent understanding of descriptors for progress and for achievement. This should cover both national expectations and progress towards individual targets
- Support high-quality transitions at all levels - conversations and passing of information
- Provide a framework that supports consistent understanding of national and local guidance and policy