**Principles of effective tracking and monitoring **

"A robust tracking system together with effective interventions ensures continuous progress for learners across the curriculum" [How good is our school fourth edition (HGIOS4)](https://education.gov.scot/inspection-and-review/inspection-frameworks/hgios4/)

These principles of effective tracking and monitoring support:

* consistency in the tracking of learner progress
* the development of reliable and robust data sets
* the identification of improvement priorities within establishments and across a local authority

These materials should be used alongside professional learning on [effective use of data](https://education.gov.scot/resources/resource-lists/effective-use-of-data/).

This resource is intended to be used by local authority officers, senior leaders and practitioners in schools.

There are four main principles that underpin a coherent approach to tracking and monitoring learner achievement, progress and attainment.

1. **Systems**: this is the digital system or dashboard that is used for entering, filtering and displaying your data. Digital systems are used to capture/record, filter and display data
2. **Processes**: these include arrangements for when you collect the data and how this is regularly analysed to inform improvement.
3. **Assessment**: provides a range of evidence to demonstrate progression in learning.
4. **Moderation**: processes are in place to support the development of shared, reliable and valid decisions  on learner progress.

This guidance focusses on **‘systems’** and ‘**processes**’. However, as outlined above, these are two aspects of effective tracking and monitoring. Understanding the data and using this effectively will lead to improved outcomes for learners.

**Systems** for tracking and monitoring should:

* improve outcomes for learners
* enable practitioners and senior leaders to input and analyse real time data
* provide understanding of the local context
* provide an overview of individual learner progress
* identify which supports or interventions may be required
* enable effective planning for improvement in learning and teaching
* support professional dialogue and reflection on effective pedagogy
* support high-level reporting at significant points across the year, including points of transition
* allow filtering and intersecting of data sets to identify trends and patterns
* support identification of areas for improvement and targeting of resources
* support identification of learning and wider achievement gaps
* track the progress of individual learners, cohorts and year groups over time, from age 2 to 18
* track the progress of all learners against local and national benchmarks
* be supported by professional learning on using and understanding the systems
* track the progress of learners within levels, including those who may not make progress in line with national expectations e.g. learners with complex additional support needs
* allow data to be entered easily, including by practitioners in relation to learner progress

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

* learner involvement in planning and evaluating their learning and setting next steps
* 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
* robust data being entered into the system and identification of next steps that are focused on learners
* regular analysis of data, identification of trends and next steps, including targeted interventions
* data analysis used to inform planning, next steps and progress at classroom level, school level and local authority level
* use of the data analysis to inform conversations with and reporting to parents in relation to 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 that covers 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