

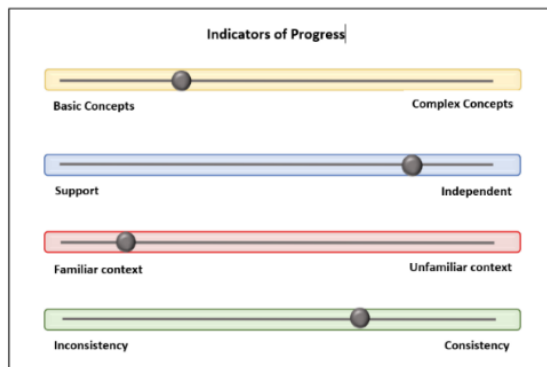


KYLE ACADEMY

Assessment, Tracking and Reporting Strategy 2025-26

Broad General Education

Learning, Teaching and Assessment



We have made good progress developing our approaches to learning, teaching and assessment in the BGE. We use the indicators of progress to control cognitive load and plan day-to-day learning and assessment that meets the needs of pupils at different stages in their learning. This allows us to assess, in an ongoing way, what a learner knows, understands and can do.

The expectation is that teachers use day-to-day learning as well as planned periodic assessment to

track and monitor progress. Departments maintain their own tracking system. **At two points in the session, teachers look across the range of evidence to make a holistic judgement about where a pupil is in their learning.** This is used to report to parents. It is also collated on whole school tracking spreadsheets to provide an overview of progress across cohorts, groups and individuals. See below for the timings of tracking and reporting.

We use working grades in S1 to S3 (**see appendix 1**). The aim is to provide a more meaningful measure of:

- Current performance in the course up to this point
- 'How well' learners know, understand and can apply their learning (level of challenge, level of independence, consistency of application).

It also provides more distinction between pupils of different abilities and aligns better with Senior Phase pathways.

We also use standardised assessments in literacy and numeracy in line with South Ayrshire policy. Data from these assessments provides diagnostic assessments to inform interventions for individuals and areas for development in the curriculum. It also supports staff to measure progress and complement professional judgement.

Stage	School Tracking	Standardised Assessments
S1	Dec and May	P7 SNSA data
S2	Nov and May	S2 GL Assess – June 2026
S3	Dec and May	S3 SNSA Numeracy - December Literacy - March

Reporting

Parents will receive two reports per session, **one with teacher comments** and **one pupil-led report with working grades**.

- The report with teacher comments written will focus on progress made, how effectively pupils have applied subject skills and their next steps for improvement.
- In the pupil-led report, pupils will reflect on their progress and learning through learner conversations and capture this in the report with their working grades.

S1	Tracking	Reporting
10 Oct		S1 Settling-In Report (Pupil-led/PTG)
17 Dec	S1 working grades entered on Progress and Achievement	S1 Reflecting on Progress Report . Pupils capture learning conversations and next steps. This is shared with parents with working grades .
13 May	S1 working grades entered on Progress and Achievement	S1 Full Report to capture summary of progress and next steps. Behaviour, effort and homework ratings completed.

S2	Tracking	Reporting
9 Dec	S2 working grades entered on Progress and Achievement	S2 Full Report to inform subject choice with comments on progress and next steps. Behaviour, effort and homework ratings completed.
19 May	S2 working grades entered on Progress and Achievement	S2 Reflecting on Progress Report . Pupils capture learning conversations and next steps. This is shared with parents with working grades .

S3	Tracking	Reporting
20 Jan	S3 working grades entered on Progress and Achievement	S3 Tracking Report with concise comment about strengths and next steps.
1 May	S3 working grades entered on Progress and Achievement	S3 Record of Achievement and CV Pupil-led report. This is shared with parents with working grades .

Senior Phase

Assessment, Tracking and Sharing Progress with Parents and Carers

It is important that we use robust and reliable assessment in an on-going way to support young people to make progress, keep parents informed and gather evidence of predicted attainment for SQA estimates. Assessments will have low, medium or high predictive value and this should be taken into account when making judgements. Two evenly-spaced tracking periods will ensure we are periodically looking at evidence of demonstrated attainment and making judgements about progress against national standards.

In addition, we will continue to communicate timeously with pupils and parents where there are concerns about progress in national courses. Staff will enter concerns on the central **Communications Spreadsheet** to ensure Senior Phase parents are updated if their child is falling below expectations. Conversations with pupils and parents will focus on agreed actions to support improvement.

S4/5/6	Tracking	Reporting
Sept	Aspirational targets entered by class teachers (8 Sept)	Communications Spreadsheet Pd 1 completed and parents contacted by SLT/PTs/mentors (26 Sept)
6 Nov	- Evidence gathered to make informed comments about progress/target areas/ strategies to support improvement - Tracking data entered with comments re next steps - Behaviour, effort and homework ratings completed	Tracking Report shared with parents
18 Nov S4 3 Dec S5/6		Parents Evenings Progress, concerns and next steps discussed with parents
11 Feb	- Evidence gathered to make informed comments about progress/target areas/ strategies to support improvement. - Tracking data entered with comments re next steps - Behaviour, effort and homework ratings completed	Tracking Report shared with parents
March/April	Estimates entered	Tracking Report with estimated grades shared with parents

Monitoring

Whole school data is collated and reviewed by SLT, PTs and departments, to monitor pace and progress and plan interventions where required. This is built into our Self-Evaluation Calendar.

Appendix 1 – BGE Working Grades

Working Grade	Criteria	Pupil-friendly Language
A	- Consistently performs well at a challenging level. - Works independently with little support. - Consistently performs well in tasks, activities and assessments.	- Excellent understanding of all the knowledge, topics and skills covered in class. - Completes work with little or no support required. - Consistently achieves highly in class work, homework and assessments.
B	- Mainly performs well at a challenging level but can take longer to master more challenging knowledge, topics and skills. - Mostly works independently. Occasionally requires support and/or scaffolding for some more challenging knowledge, topics and skills. - Usually performs well in tasks, activities and assessments.	- Good understanding of most of the learning covered in class. Occasionally needs more time to understand more challenging knowledge, topics or skills. - Occasionally uses supports to complete more challenging tasks e.g. help from the teacher, model answers, notes. - Usually achieves well in class work, homework and assessments.
C	- On occasion performs well at a challenging level but can take quite a lot of time to master more challenging knowledge, topics and skills. - Sometimes works independently. Often requires support and/or scaffolding for some medium or more complex concepts/tasks. - Performs to a satisfactory standard in tasks, activities and assessments.	- Some understanding of the more challenging work covered in class. Good understanding of more straightforward knowledge, topics and skills. - Often uses supports to complete more challenging tasks e.g. help from teacher, model answers, notes or sentence starters. - Class work, homework and assessments are completed to a satisfactory standard.
D	- Performs well at straightforward/basic knowledge, topics and skills. - Rarely works independently. Requires support and/or scaffolding for most tasks. - Can perform to a satisfactory standard in tasks, activities and assessments that cover basic knowledge and skills.	- A little understanding of more challenging work covered in class. More successful at straightforward knowledge, topics and skills. - Uses supports to complete most tasks e.g. help from teacher, model answers, notes or writing frames. - Class work, homework and assessments that cover straightforward work are mostly completed to a satisfactory standard.
P (Progress)	- Finding course challenging and making limited progress - Making progress relevant to their CfE level	- Not yet working at the Third Curriculum for Excellence Level. - Making progress at their current level. - Uses support for most tasks e.g. help from teacher, model answers, notes, writing frames. - Classwork, homework and assessments set at an appropriate level are completed to a satisfactory standard.

Appendix 2 - Assessment, Tracking and Reporting Calendar – 2025/26

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
S1	Baseline tracking (SLT) Staged Interv Plans (STINT) completed	Settling in report (PTG) Issue: 10 Oct S1 Parent Evening Thu 23 Oct STINT issued		Enter WGs Close: 17 Dec Reflecting on Progress Report Learner Conv: 27 Nov- 12 Dec Issue: 6 Jan	S1 STINT Review				Full report with WGs Open: 19 April Close: 13 May Issue: 20 May	S1 STINT Review
S2	Baseline tracking (SLT)		Full Report with WGs Open: 22 Oct Close: 9 Dec Issue: 15 Dec S2 STINT completed		S2 Parent Evening Thu 8 Jan Options Returned by 20 February				Enter WGs Close: 19 May S2 STINT Review	Pupil-led report Issue: 22 May
S3	Baseline tracking (SLT)				Tracking Report with WGs Open: 17 Nov Close: 20 Jan Issue: 27 Jan S3 STINT completed	S3 Parent Evening Tue 17 Feb Options Returned by 27 February		S3 STINT Review	Enter WGs Close: 1 May (to Inform school Imp Visit)	S3 Record of Achievement & CV (PTG) Issue: 14 May
S4/5/6	Enter Target grades Mon 8 Sept S5/6 STINT completed	Communication spreadsheet completed By Fri 26 Sept Comms with pupils and parents/action plans by 10 Oct S4 STINT completed	Tracking Report 1 with next steps Open: 6 Oct Close: 6 Nov Issue: 12 Nov S4 Parent Evening Tue 18 Nov	S5/6 Parent Evening Wed 3 Dec	SQA change of entry levels (Tier 1)	Tracking Report 2 with next steps Open: 8 Jan Close: 11 Feb Issue: 13 Feb S4 STINT Review	Options Returned by 27 February SQA change of entry levels (Tier 2) S5/6 STINT Review	Enter SQA estimates Tracking Report 3 issued to parents – no comments		