



# DUNBAR GRAMMAR SCHOOL

Dunbar Grammar is a caring community where you can RISE to be your best

RESPECT

INCLUSION

SUPPORT

EFFORT



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D McBride

13<sup>th</sup> January 2022

Dear Parent / Carer

I am pleased to enclose the full BGE Tracking Report for your son / daughter. This includes detailed feedback on your child's progress this year to date and strategies for improvement in learning for the term ahead. Please take some time to go over this with your child as this has been shown to have a positive impact on their approach to learning and their subsequent attainment. To assist you in interpreting this report I have also included a summary of the key terms and descriptions used throughout the subject reports.

I would like to take this opportunity to remind you that our parent consultation evening will take place on **Wednesday 2<sup>nd</sup> of February**. This will provide a further opportunity to discuss your child's progress with teachers. This event will take place online using Google Meet due to the current restrictions on in person events, further details and joining instructions for the event will follow in a separate communication.

Additionally, our Course Choice Information Evening will take place on **Tuesday 25<sup>th</sup> January**. This event will support parents / carers and students to begin planning their transition to S4. The event will also take place online via Google Meet, further information about this evening will also be communicated soon.

If you have any questions about the content of this report please contact the school office by telephone or using the email address below.

Kind regards,

Duncan McBride  
Depute Headteacher  
[admin@dunbargrammar.elcschool.org.uk](mailto:admin@dunbargrammar.elcschool.org.uk)

**Dunbar Grammar School S1-S3 Reporting**  
**Explanation of terms**

**Curriculum for Excellence Levels**

Level	Stage
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	Third level broadly encompasses S1 to S3, but can be earlier for some students. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are generally speaking, covered in third year and senior phase courses.
Senior Phase	S4 to S6, and college or other means of study.

For each subject area we comment on the level the student is working within and refer to their progress.

Beginning to learn at a level	The student has achieved a breadth of learning and has responded consistently well to the level of challenge. They have moved forward to more challenging learning in some aspects and have applied what he/she has learned in new and unfamiliar situations.
Some progress	The student has started to engage in the work of the new level and is beginning to make progress in an increasing number of outcomes.
Good progress	The student is achieving a breadth of learning and can apply what he/she has learned in familiar situations. They are beginning to undertake more challenging learning.
Very good progress	The student is achieving consistently well within the level and is able to apply their learning in more challenging contexts. They will soon progress onto the next level.

**Explanation of terms/grades for Tracking, Monitoring and reporting system**

<b>Effort</b>	The extent, to which the student works hard, is motivated, participates in the lessons and comes fully prepared.
<b>Behaviour</b>	The extent to which the student behaves in class, is focused and on task.
<b>Homework</b>	The extent to which homework is completed on a regular basis and to an acceptable level.
<b>Teacher comments</b>	The teacher comments on strengths and suggests next steps for the student to make progress.

**Effort, Behaviour and Homework**

<b>Excellent:</b> exceeding expectations
<b>Good:</b> consistently performing well
<b>Inconsistent:</b> generally good, however some reminding is occasionally required
<b>Needs improvement:</b> indicates that interventions/sanctions have been required