



“Aspirational training to achieve inspirational teachers with pupils’ learning and well-being at the heart of our partnership”

PLANNING FOR LEARNING AND TRACKING PUPIL PROGRESS Primary 5-11

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Section 1: Planning for Learning

As a trainee teacher, effective lesson planning is an essential part of developing confident and purposeful teaching practice. Careful planning helps ensure that learning objectives are clear, activities are appropriately structured and teaching responds to the needs, abilities and interests of all pupils. It also enables you to anticipate misconceptions, plan effective assessment and provide appropriate challenge and support. Through planning, teaching, assessment and reflection, you can develop practice and contribute to positive pupil progress.

A planning continuum has been designed to support you in developing your planning skills progressively throughout your training. From the **Beginning Placement** to the **Developing Placement** and **Extending Placement**, you will move from learning how to structure effective lessons to planning increasingly responsive teaching that is informed by assessment and focused on pupil progress. The continuum provides clear expectations at each stage, helping you build confidence, develop independence and refine your ability to plan for the needs of all pupils. It also encourages you to reflect on the impact of your planning and adapt to future teaching to maximise pupil learning and progress.

University of Cumbria Planning Continuum		
Beginning	Developing	Extending
Individual lesson plans to be presented on a UOC format for the whole placement	From week 3 after agreement between Mentor and trainee trainees on trajectory move to weekly/MTP	From week 2 after agreement between Mentor and trainee trainees on trajectory move to weekly/MTP
Existing school plans/schemes to be used to inform detailed UOC daily plans	From week 3 trainees can annotate a published scheme/existing planning – annotations must include the LEADERS clearly highlighted	From week 2 trainees can annotate a published scheme/existing planning – annotations must include LEADERS clearly highlighted
	From week 3 trainees can create their own format/use schools however LEADERS must be evident with reflective annotations included	From week 2 trainees can create their own format/use schools however LEADERS must be evident with reflective annotations included
Evidence of completed plans included evaluative annotations should be evidenced in file		
All planning must be reviewed by class/teacher Mentor prior to any teaching taking place		
NO Plan NO teach		

Learning Plan Formats

A clear and consistent lesson-planning format supports primary trainee teachers in organising effective, purposeful and responsive lessons. The formats below provide a structured sequence from identifying the learning intention through teacher input, guided and independent practice, adaptive teaching and assessment, to reviewing and reflecting on learning. They encourage trainee teachers to consider how pupils will learn, how their needs will be supported, and how evidence of learning will inform future teaching.

Individual/Daily Learning Plan

Teacher		Class/Group		Subject	
Learning Intention			Link to NC or Scheme of work		
Prior Learning			Key vocabulary		
Resources					

Learning Journey	
Teacher Input	
- <i>Modelling? - What will you show the children? What will the children watch you do/ try / write?</i> - <i>Demonstrations?</i> - <i>Explicit instruction? - What will you say to explain the learning? How will you make this clear and succinct?</i> - <i>Retrieval practice?</i> - <i>Cognitive strategies? - How will you consider limited working memory? Use of dual coding?</i> - <i>Questioning?</i> - <i>Hook?</i> - <i>What will the other adults be actively doing during the who class input?</i> - <i>Paired discussion?</i>	
Guided Practice	Independent Practice
- <i>Scaffolding?</i> - <i>Whole class?</i> - <i>Pairs?</i> - <i>Flexible groupings?</i> - <i>Additional adults?</i> - <i>How will you assess?</i> - <i>*Gatepost – if struggling, step back? what further input is needed? (ie/ modelling, demonstrations? Discussion?)</i> - <i>Use of Technology?</i> - <i>Metacognitive strategies?</i>	- <i>Scaffolding?</i> - <i>Whole class?</i> - <i>Pairs?</i> - <i>Flexible groupings?</i> - <i>Additional adults?</i> - <i>How will you assess?</i> - <i>Gatepost – if struggling, step back. What further input/guided practise is needed?</i> - <i>(ie/ modelling, further guided practise/worked examples?)</i> - <i>Use of Technology?</i>

Assessment	Adaptive Teaching	
	Who?	What?
- <i>Key Questions?</i> - <i>Observations?</i> - <i>Interactions?</i> - <i>Evidence?</i>	- <i>Groups?</i> - <i>Individuals?</i> - <i>Whole class?</i>	- <i>Resources?</i> - <i>Timings?</i> - <i>Adult support?</i> - <i>Flexibility?</i> - <i>Scaffolding?</i>
Review and Reflect		
- <i>How will you bring the lesson to a close?</i> - <i>Celebrations of achievement?</i> - <i>Learning recap?</i> - <i>Next steps?</i>		

Post Lesson Assessment Record
- <i>Did the children meet the learning intentions?</i> - <i>Who needs further support against learning intention?</i> - <i>How did the children/groups respond?</i> - <i>What do you need to consider in future lessons?</i> - <i>What caught your attention?</i> - <i>What will future learning look like?</i>

Mentor/Class Teacher Signature	<i>This is to show that you have gained the feedback from the mentor/class teacher prior to teaching.</i>	Date	
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Sequential Lesson Plan

Teacher		Class/Group		Subject	
Learning Intention	The sequence Learning Intention/Area of learning – How will this be broken down in each session?		Link to NC or Scheme of work		
Prior Learning			Key vocabulary		
Resources					

Learning Intention			
Session 1	Teacher Input		Adaptive Practice
	- <i>Modelling?</i> - What will you show the children? What will the children watch you do/ try / write? - <i>Demonstrations?</i> - Retrieval practice? - <i>Explicit instruction?</i> - What will you say to explain the learning? How will you make this clear and succinct? - <i>Cognitive strategies?</i> - How will you consider limited working memory? Use of dual coding? - <i>Questioning?</i> - Hook? - Paired discussion? - What will the other adults be actively doing during the who class input? (For a Sequential Plan not all these prompts need addressing – they must be evaluated in response to your own targets and the needs of the children)		Who? - Groups? - Individuals? - Whole class? What? - Resources? - Timings? - Adult support? - Flexibility? - Scaffolding?
	Guided Practice	Independent Practice	
	- Scaffolding? - Whole class? - Pairs? - Flexible groupings? - Additional adults? - How will you assess? - *Gatepost – if struggling, step back? what further input is needed? (ie/ modelling, demonstrations? Discussion?) - Use of Technology? - Metacognitive strategies?	- Scaffolding? - Whole class? - Pairs? - Flexible groupings? - Additional adults? - How will you assess? - Gatepost – if struggling, step back. What further input/guided practise is needed? (modelling, further guided practise/worked examples?) - Use of Technology?	
	Review and Reflect		
	- How will you bring the lesson to a close? - Learning recap? - Celebrations of achievement? - Next steps? - How will this impact the subsequent lesson?		Assessment - Key Questions? - Observations? - Interactions? - Evidence?

Learning Intention			
Session 2	Teacher Input		Adaptive Practice
	Guided Practice	Independent Practice	
	Review and Reflect		Assessment

Learning Intention			
Session 3	Teacher Input		Adaptive Practice
	Guided Practice	Independent Practice	
	Review and Reflect		Assessment

Learning Intention			
Session 4	Teacher Input		Adaptive Practice
	Guided Practice	Independent Practice	
			Assessment
	Review and Reflect		

Learning Intention			
Session 5	Teacher Input		Adaptive Practice
	Guided Practice	Independent Practice	
			Assessment
	Review and Reflect		

Post Sequence Assessment Record	
- Did the children meet the learning intentions? - How did the children/groups respond? - What do you need to consider in future lessons? - What caught your attention? -What will future learning look like?	

Mentor Signature		Date	
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MY TARGET: To develop adaptive teaching resources.

- Pre-drawn place value grids - effectively scaffolded learning - reduced cognitive load allowing learning focus
- Aided organisation of base 10
- C.R + A.W - transitioned to drawing 'sticks + dots'

TARGET GROUP (Δ)

- Correctly identified that ones digits did not exceed 9 - successfully explained why the ones did not make a 'new ten'

	Class/Group	Year 2	
addition and subtraction within 100		Link to NC or S of work	concrete and mentally, all and use problems
secure understanding of tens and ones; number bonds within 10 and 20; counting forwards and backwards; previous experience of Base 10 and number lines.		Key vocabulary	using addition and subtraction. Confident use
Base 10, place-value counters, part-whole models, number lines, hundred squares, mini-whiteboards, number cards and problem-solving cards.			add, addition, subtract, subtraction, difference, altogether, total, tens, ones, exchange, partition, number sentence, inverse

TARGET GROUP - TUES

- - modelling on independent workings needed - consider larger grid paper?

More modelling required - Moved on too quickly to add two 2-digit numbers without crossing a ten.

M.C, P.P - still placing the tens rods horizontally

Teacher Input	Adaptive Practice across both
bonds and place value. Model 23 + 14 using Base 10. Partition tens and physically combine them. Connect the concrete and then the abstract calculation: 20 + 10 and 3 + 4. Model without. Repeat as necessary. - REMEMBER!!	Keep manipulatives available for all pupils. Use pre-drawn place-value grids and reduced number ranges where required. Challenge confident pupils to find different calculations with the same total and explain how they know.
Guided Practice	Independent Practice
Pupils solve increasingly challenging additions using concrete, pictorial or abstract representations. Include missing-number questions and a simple reasoning problem.	Pupils solve increasingly challenging additions using concrete, pictorial or abstract representations. Include missing-number questions and a simple reasoning problem.

NEXT STEPS:

- Morning task - Quick fire practice of WHOLE = PART + PART
- Next lesson Use physical Base 10 to model 'taking away' a part to find the missing part
- Target V.A, L.R, C.C who confused the operations

I wasn't prepared for P.L + C.R completing so quickly - consider greater problem solving opportunities tomorrow

A.A, F.L + O group miscounted lines when drawing own pictorial representations

Starter for tomorrow
→ YES Assessment
Can pupils correctly identify tens and ones?
Can they explain why the tens and ones can be combined separately? Use mini-whiteboards and targeted questioning.
MOST - solved missing totals but greater focus needed when the first number was missing

Leaders of Planning Statements

L	Learning Intention	• <i>Learning outcomes?</i> • <i>Success criteria?</i> • <i>Links related to scheme?</i>
E	Evidence of Learning Journey	• <i>Prior knowledge?</i> • <i>What are the potential misconceptions?</i> • <i>What needs to happen next?</i> • <i>How will you adapt to include guided practice opportunities?</i> • <i>How will you adapt to include Independent Learning?</i>
A	Adaptive Teaching Opportunities	• <i>Anticipating barriers?</i> • <i>What resources will you be required?</i> • <i>Where is scaffolding required?</i> • <i>Where are the challenge opportunities?</i>
D	Deployment of Additional Adults	• <i>Who? What?</i> • <i>How? Why?</i> • <i>How will you communicate your intentions?</i> • <i>How will you follow up with your additional adults?</i>
E	Elicit Understanding	• <i>How will you know progress has been made?</i> • <i>What assessment questions will be posed?</i> • <i>How will you use hinge questioning?</i> • <i>What formative assessment tasks will be used?</i>
R	Reflect the Uniqueness of the Class	• <i>Where can learning opportunities be adapted to be more relevant to the class/school/local community?</i> • <i>Can resources be adapted to reflect the interest and experiences of the class?</i>

These planning lenses provide a consistent framework to support you when annotating existing plans and developing new ones. They encourage you to think beyond lesson activities and focus on how planning supports pupil learning, progress and inclusion. Each lens helps you make deliberate decisions about teaching, assessment and adaptation, while developing greater independence and responsiveness throughout your placements.

Leader statements must be evident on all annotations of schemes of work and existing plans along with planning formats you develop yourself.

Examples of an adapted lesson plan using the LEADER statements

Wassily Kandinsky

Art

Year 5/6

Lesson 3 of 3

Learning Objective

Success criteria:

- I can justify my choice of colours, shapes and arrangement.
- I can adapt and improve my composition as I work.
- I can create a balanced and visually interesting abstract artwork that reflects my own artistic choices.

Resources

Slides - **Adapted to include last week's examples**
~~Challenge Card 3A/3B/3C~~
 Poster paints or acrylic paints, brushes, water pots etc.
 Sand
 Challenge Card 3D (FSD... ? activity only)
~~Art software - see below (FSD... ? activity only)~~
 Photo Cards (also included with Lesson 1)

Teaching Input

- The first few slides show s about colour. Do you asso that there is no right or wr
- Show *Composition X*, 193 later paintings.
- Explain that today, childre ideas they have develop shown. Encourage childre see if they can find a com

Guided Practice - Model how to interpret Kandinsky's use of colour by thinking aloud: "When I look at this yellow shape, it makes me think of energy and warmth, but someone else might think something different." Use a shared example sketch and demonstrate moving shapes around to explore different compositions. Invite children to suggest changes to the arrangement and discuss the impact before adjusting together.

Provide sentence starters such as:

- "This colour makes me think of..."
- "I prefer this arrangement because..."
- "Changing the position of the circle makes the painting feel..."

Independent Learning - Children independently select colours that represent their own ideas, emotions, or experiences.

Possible misconceptions - Everyone's painting should look like Kandinsky's - More colours and shapes automatically make a painting better

Lower ability:

Using poster paints or acrylics, children are to paint an abstract picture, inspired by a piece of music, referring to their sketches and notes.

picture, inspired by a piece of music, referring to their sketches and notes from the previous

by a piece of music, referring to their sketches and notes from the previous lesson. Challenge Card 3C instructs

Adaptive Practice

Scaffolds for all - visual examples shared on the visualiser, vocabulary mats - composition, abstract, shape, balance, arrangement and contrast

Support - Provide composition templates that be moved around before sketching. Reduce selection of shapes and colours.

Challenge - Justify why they chose one composition over another and evaluate effectiveness. Provide examples of Kandinsky's later work focused on texture - use sketchbooks to experiment with texture techniques

Additional Adults

Mr Roberts and Mrs Kay

Encourage pupils to generate their own ideas rather than copying examples.

Use prompts rather than solutions:

- "What could you try next?"
- "How might moving that shape change your picture?"

Independent Learning - Mrs

K focus - K.R, L.M, P.R

Mr R - Timer focus for G.H

Plenary

Allow some time for children to share their work. If you have a visualiser, you could select some

Assessment Q

- Can children describe ways in which they or others associate colours with feelings or ideas?

- Can children refer to sketches and notes when

Review and Reflect Questions

How did Kandinsky inspire your artwork?
 Why did you choose this composition?
 What mood, feeling or idea were you trying to convey?
 What changes did you make to improve your design?
 Which part of your artwork are you most pleased with and why?

Elicit Understanding - Can children:

Create an abstract artwork inspired by Kandinsky.
 Experiment with different compositions before beginning the final piece.
 Uses colour, line and shape deliberately.
 Make independent choices about the arrangement of elements.
 Explain how Kandinsky influenced their artwork using appropriate artistic vocabulary.

LEADER

Year 4 Design and Technology - Making a Healthy Party Dip

National Curriculum Links (Design and Technology)

Pupils should be taught to:

- Understand and apply the principles of a healthy and varied diet.
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- Use research and develop design criteria to inform the design of innovative products that are fit for purpose
- Evaluate their ideas and products against design criteria.

PREVIOUS LEARNING

- CHOPPING VEGETABLES
- BASIC FOOD HYGIENE

Lesson Objective: To design and make a healthy dip suitable for serving at a party.

Design Brief: A school celebration is taking place, and you have been asked to create a healthy dip that guests would enjoy eating with vegetable sticks, breadsticks or crackers.

MAKE CONNECTIONS TO MRS SIMMS LEAVING PARTY

Success Criteria

- Follow food hygiene and safety rules.
- Select ingredients for a healthy party dip.
- Prepare ingredients safely
- Create a dip that is suitable
- Evaluate my dip against design criteria

Prior Learning

- Discussed healthy eating and food groups. Explored food hygiene and safety rules.
- Used basic food preparation skills such as peeling, chopping and mixing to create products to meet expressed preferences.

Resources

INCLUDE NON DAIRY OPTIONS FOR S.P +

Ingredients Low-fat cream cheese, Natural yoghurt, Chickpeas, Cucumber, Peas, Lemon juice

Equipment Chopping boards, Knives, Mixing bowls, Spoons, Graters, Measuring facilities

WHAT DOES MRS SIMMS ENJOY?

1. Starter (10 minutes) Food Detective Activity

Show images or examples of different dips

Discuss:

- What makes a dip suitable for a party?
- Which ingredients are children able to make decisions linked to design brief?
- Which dip would you choose?

Review health and safety expectations

Assessment Questions

- What makes a food healthy?
- Why should we wash our hands before cooking?
- What might people look for in a party dip?
- MAKE LINKS TO DESIGN BRIEF

2. Design Phase (10 minutes)

Explain the design brief. As a class, create design criteria:

Our dip must:

Be healthy. Taste appealing. Look attractive. Be easy to eat at a party. Be safe to prepare.

Children sketch or note:

- Ingredients they will use.
- Appearance of the dip.
- Flavour combinations.

- HOLD EQUIPMENT SAFELY
- MEASURE ACCURATELY?
- FOLLOWS PROCESSES?

3. Teacher Demonstration (5 minutes)

Model:

- Safe knife skills. Measuring ingredients. Combining ingredients. Tasting and adapting recipes.

Model evaluating: "My dip tastes quite plain. I could add herbs or lemon juice to improve the flavour."

SCAFFOLD - I THINK THIS DIP WOULD BE HEALTHY BECAUSE?

4. Make Phase (25 minutes)

Children prepare their dips.

- Vegetable and yoghurt dip
- Cream cheese and herb dip
- Simple hummus
- Sweetcorn and cream cheese dip

Key Questions

- Why did you choose those ingredients?
 - How does your dip meet the design brief?
 - What flavour are you trying to create?
- MRS W - WORK WITH - F.R + W.W - USE PICTURE CARDS TO ORDER PROCESSES - LIMIT INGREDIENTS

Teacher and supporting adults circulate, questioning pupils about their choices.

5. Evaluation (10 minutes)

Children taste their dip and complete a short evaluation.

Evaluation Questions

Did my dip meet the design criteria?

What do I like about it?

What would I change next time?

Would it be suitable for a party? Why?

Peer feedback: "I like..." "Next time you could..."

FR + W.W

- PRE MEASURED INGREDIENTS
- PICTURE RECIPE CARDS
- SENTENCE STEMS - EVALUATE CHALLENGE
- CREATE THEIR OWN RECIPE
- JUSTIFY NUTRITIONAL CHOICES

CAN THEY - EXPLAIN WHAT MAKES A HEALTHY DIP? SELECT INGREDIENTS TO MEET A DESIGN BRIEF? MAKE DECISIONS ABOUT FLAVOUR + TEXTURE? USE APPROPRIATE VOCABULARY?

Planning For Trainee Teachers: Shared expectations



Key:

ITE students may arrive at point of initial training with varying experiences. This cyclical model accepts that this experience may mean a student starts at different points.

Intent

Indicative
Implementation

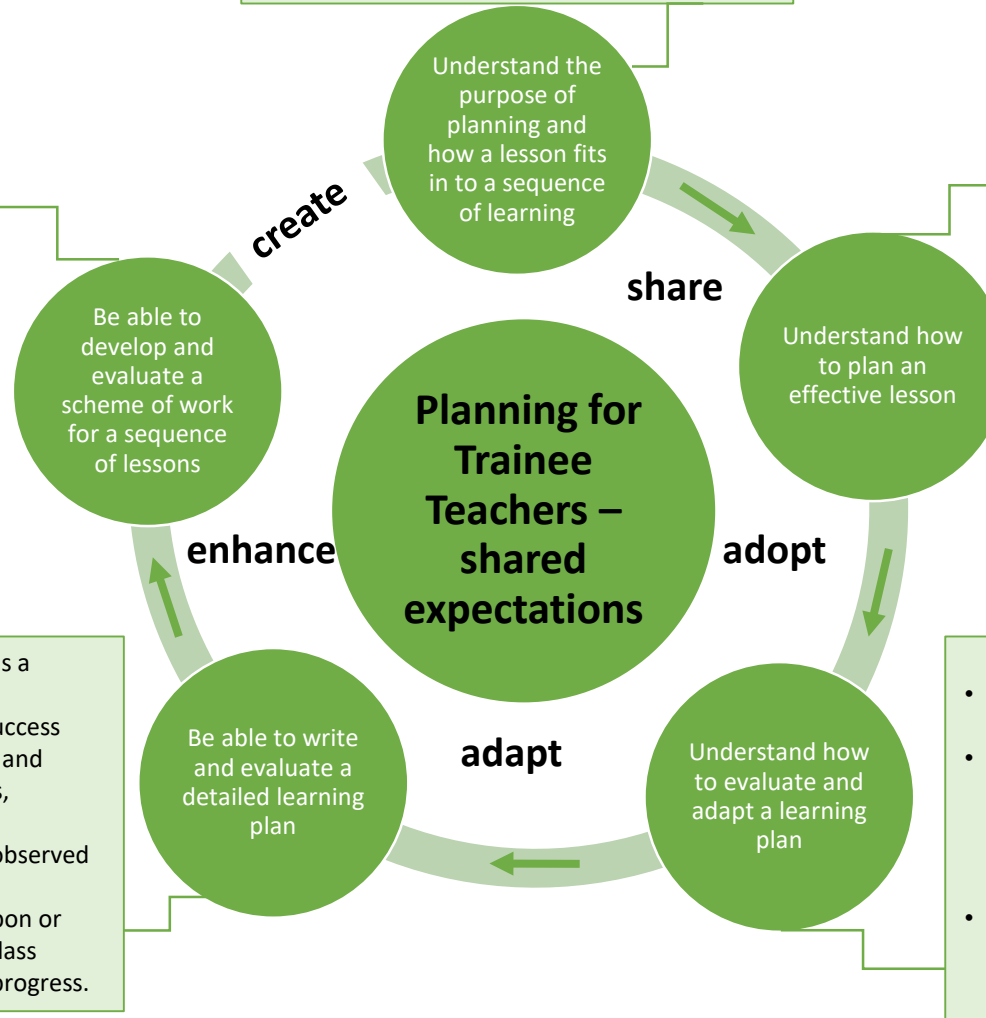
- Mentors/class teachers should provide trainees with pre-existing schemes of work
- Trainees develop their own sequences of learning with guidance from class teacher/mentor
- Trainees develop their own sequences of lessons independently
- Where possible trainees should use sequential planning (e.g. weekly for primary) with an evaluation of pupil progress

- Programme taught session
- Observation of a taught session with commentary on how planning impacts on the pupils' learning.
- Shared planning carried out of mentor's lesson/s
- Planning as part of a team
- Regular professional discussions with mentor/teacher

- Programme provides guidance and a clear planning format/structure which will include non-negotiables.
- Trainees work with teacher to develop their own individual simple learning plans – what do I want the children to learn and so what do I want them to do?
- Trainees can use school planning format or University of Cumbria proforma (where non-negotiable elements are clear)
- Where possible team teach task (lesson study approach) to support trainees planning

- Planning becomes more embedded as a process
- Should include learning objectives, success criteria, learning activities, formative and summative assessment opportunities, differentiation,
- Learning plans should be shared for observed lessons.
- Learning plans should be reflected upon or annotated following feedback from class teacher/mentor and based on pupil progress.

- Observation of a session with commentary on how planning impacts on pupil progress
- Where possible mentors/class teachers should provide trainees with a sample of their planning and resources and help the trainees to annotate and adjust before teaching.
- Review/Annotate learning plans following lesson with help and advice from the teacher



Section 2: Tracking Pupil Progress

As a teacher you are expected to be able to track and review the progress of the children in your class and identify the impact you have had on their progress. It is also important to understand the relationship between formative and summative assessments and the range of opportunities that you can incorporate into individual sessions and sequences of learning.

An overview of tools/documents that are provided to focus your development in assessing and supporting pupil progress are listed below;

In the Tracking Pupil Progress document;

- **Class Data Summary**
- **Group Progress Tracking Sheet**
- **Class Progress Tracking Sheet**
- **Progress Review Form**
- **Pupil Profiles**

Other sources of evidence will include;

- **Learning plans (with evaluation and annotation)**
- **Marking/pupil observation notes**
- **Weekly Review Proforma (in SPAR)**
- **Observation Proformas (in SPAR)**

This toolkit aims to provide a starting point for the development of your understanding, monitoring and design of learning opportunities to support pupil progress. This is central to meeting the Teacher Standards (2012).

The toolkit is intended to provide experience of tracking particular groups (e.g. an attainment or gender groups, children with SEND or those in receipt of pupil premium), eventually taking responsibility for tracking a whole class.

It is expected that by the ‘Extending phase’ of placement you will be taking a lead in the tracking, recording and reporting of pupil progress and be able to clearly articulate your impact on your pupils’ progress. There should be opportunities for you to contribute to the schools’ tracking systems with the support of your class teacher/mentor.

However, you are on a learning journey, and we recommend the following build up as a minimum:

‘B’ Beginning Phase	‘D’ Developing Phase (as ‘B’ and...)	‘E’ Extending Phase (‘D’ and...)
Working with individuals and groups	Track groups of pupils in a sequence of learning	Track planned focus groups of pupils in sequences of learning
Tracking/recording may focus on part or all sessions you teach	Track progress of the whole class in an individual session	Track progress of the whole class in individual sessions and sequences of learning
Observed sessions may provide useful opportunities to begin to track progress	Track progress in a selection of core and foundation subjects	Track progress in a selection of core and foundation subjects
Start to develop pupil profile strategies to establish criteria for assessment of achievements	Evaluate impact across sequences of lessons that you have led	Evaluate impact across sequences of lessons that you have led
Link to Cumbria Teacher of Reading (CTOR)	Plot pupils from a focus group or your pupil profiles on the Progress Review form	In weeks 3, 5 and 6 plot pupils on the Progress Review form
		Complete the Pupil Profile overview including a summative assessment in Week 7 (e.g. very brief ‘school report’)

Evidence for Tracking Pupil Progress

You will need to be formatively assessing pupils to enable you to evidence pupil progress. Use the toolkit provided with your placement SPAR documentation to provide evidence of how you are meeting the Teacher Standards. Use the school's **marking and assessment policies** to inform formative and summative assessment strategies.

Class Data Summary

Complete **at the beginning of all placements**, as preparation for teaching and to help you to get to know your class.

Group Progress Tracking Sheet

Complete for a small group activity or a focus group during whole class teaching. Can be for individual sessions or a sequence of learning. Can be used to record formative and/or summative assessments (end of sequence/unit).

Class Progress Tracking Sheet

Complete for whole class individual lessons and/or a sequence of learning. It should be used in English, Maths and a foundation subject. Can be used to record formative and summative assessments (including end of sequence/unit).

Progress Review Form

Complete on Extending placement in weeks 3,5 and 6 to assess the progress and attainment of individuals and groups.

Pupil Profile Evidence

The overall quality of your teaching will be judged by the impact you have on pupil progress over time. You should gather a range of pertinent, focused evidence, regularly updated, to demonstrate the progress that pupils are making. See Section 3 for further details.

Pupil Profile Summary Forms

Complete one for each pupil that you profile to provide a holistic summative assessment. See Section 3 for further details.

Learning Plans (with evaluations and annotations)

You will evidence that formative assessment is taking place **during** each teaching session by;

- setting clear learning objectives and success criteria and assessing how well the pupils have met them
- identifying open ended questions that will tell you about the pupils understanding/ misconceptions
- planning opportunities for pupils to evaluate and reflect on their own learning
- evaluating the progress of groups/ individuals
- recording evidence of quality learning taking place and how any misconceptions were addressed

Marking/pupil observation notes

You will evidence that formative assessment is taking place through **marking and lesson planning annotations** by;

- assessing whether they have met the learning objectives
- identifying the strengths of the piece of work and next steps
- identifying any misconceptions

Weekly Review

You must bring evidence of pupils' progress and learning for discussion to each Weekly Meeting. With your mentor you should consider what the evidence tells you about your pupils' progress and your progress towards the Staged Expectations (B+D) or Teachers' Standards (E).

Your mentor should consider the following when evaluating your teaching:

- the context and content of the sessions/lessons; where they fit within a sequence of lessons;
- the contribution of your teaching to the learning of the pupils and the progress they make over time - **as a minimum trainees need to ensure all pupils make at least expected progress.**
- observations of pupils, pupils' responses in lessons and pupils' workbooks, with reference to the quality and impact of your marking, your assessment records and annotated planning

Confidentiality and Sensitivity

- Keep all pupil information confidential and secure - use information sensitively and appropriately.

CLASS DATA SUMMARY

This proforma should be completed at the very beginning of your placement. It is designed to give you the opportunity to show that you have considered ways in which you can support all pupils in the class. **Use class data from the teacher to complete.**



Year group		Number in class	
Number of boys		Number of girls	
Cultural & ethnic background		Pupil Premium	

	writing	reading	maths
Class attainment range			
Comment on the numbers of and attainment of children in these groups: SEN children on IEPs, BME, EAL, identified as more able, in receipt of pupil premium, Free school meals, looked after children			

What are the implications and opportunities for me when I plan for this class?
Possible considerations: gender, cultural, linguistic, racial, religion, behaviour, attainment

CLASS PROGRESS TRACKING SHEET

[illegible]

Key: x – not meeting / - meeting // better than expected (red, amber, green)

Misconceptions / errors observed	Children (initials)	How addressed
Further challenge to extend children	Children (initials)	How addressed

CLASS PROGRESS TRACKING SHEET

Class record		Date/s 11/04/2016										Subject Literacy
Learning objective/ success criteria	Name	To be able to describe and identify key language features. To be able to understand the reason for language features. To be able to explain the main character using adjectives and adverbs to describe. Create a target and describe using adjectives. To be able to develop a scene by changing setting. To create an original scene. To consider and describe in a scene. To be able to mix and combine a scene.										Comment/Target
	G. W											A Use a thesaurus.
	F. B											Check the meanings of words
L	J. Bir											
	P. B											
L	A. B											
	S. Bau											
L	O. B											
H	C. C											
	K. C											
H	S. C											
H	C. Da											
L	C. Di											
	C. Do											
	R. G											
H	A. G											
	O. G											
	W. H											
	C. I											
	G. I											
H	E. K											
	H. W											
	L. W											
	T O-B											
L	LR											
L	JR											
	LS											
H	AT											Use annotation
	WW											Check spelling

Key: x - not meeting / - partly meeting // meeting (red, amber, green)

Misconceptions / errors observed	Children (initials)	How addressed
Some misconceptions with classifying adjectives and adverbs.	J.B, AB, CDA	Next step targets related to identifying adjectives.
Further challenge to extend children	Children (initials)	How addressed
Similes - interesting features.	S.C, E.K	Next steps related to children identifying interesting features.

GROUP PROGRESS TRACKING SHEET

Subject:
Learning objective/s:



Names	State Success Criteria							Comments

Key: x – not meeting / - meeting // better than expected (red, amber, green)

Misconceptions / errors observed	Children (initials)	How addressed
Further challenge to extend children	Children (initials)	How addressed

Pupil Progress Review Form Page 1 – Trainees impact on pupil progress and attainment over time

Curriculum focus: Eng. / maths. / foundation **Week: 3 / 5 / 6 (Extending Placement ONLY)**



Quality of trainee's teaching over time: what it is in your teaching that enables you to impact on pupils' progress. Evidence to inform the Pupil Progress Review may include: formative and summative assessments of pupils, photographs, marking, book scrutiny, plans, differentiation, observations, evaluations, weekly review forms, etc...

		Progress		
		red: emerging	amber: achieve	green: exceed
Attainment	exceed	attaining above expectation with evidence of little or no progress	attaining above expectation with evidence of expected progress for individual	attaining above expectation with evidence of good or better progress for individual
	achieve	attaining at expectation with evidence of little or no progress	Attaining at expectation with evidence of expected progress for individual	attaining at expectation with evidence of good or better progress for individual
	emerge	attaining below expectation with evidence of little or no progress	attaining below expectation with evidence of expected progress for individual	attaining below expectation with evidence of good or better progress for individual

Plot the initials of children onto this grid.

What evidence do you have of progress?

What is impacting on the progress of individual pupils?

What are the implications for your teaching?

Use the reverse side of this form to map evidence and use this process to inform your own progress towards meeting the Teachers' Standards.

Following your week 6 assessment use this Progress review to write summative assessments for your pupil profile children.

Completing this assessment in weeks 3, 5 and 6 will enable you to write a detailed summary of achievement in week 6/7. You might choose to use your placement school's report format – or devise a format of your own. It may be useful to consider how this will help you to evidence your practice in relation to Standards 2 and 6 – particularly focusing on the relationship between formative and summative assessments (Standard 6). However, it is important to recognize in your assessments that all of the standards contribute to supporting pupil progress.

Pupil Progress Review Form Page 2**Analysis of evidence which demonstrates progress against the Teacher's Standards and your next steps targets**

Consider:	Standards	Commentary and cross references
What evidence do you have, in your folders, to demonstrate how your teaching has impacted on pupils' progress? (2 sources of evidence)		
What strengths does the evidence demonstrate? (No more than 2 points)		
What areas for development should you target next? (No more than 2 points)		

Please link this to the weekly review and set appropriate targets linked to pupil progress. Your CAF should also reflect this.

Mentor comments on pupil progress to this point.		
Date:	Mentor signature:	UPT/PPL signature:

Section 3: Tracking Pupil Progress by Pupil Profiling

Pupil profiling is an important part of assessment, recording and reporting. It enables teachers to develop a holistic understanding of each pupil, including their strengths, interests, learning needs and any barriers to progress. This information supports effective planning, teaching, target-setting and reporting to parents.

For trainee teachers, profiling provides an opportunity to gather detailed information about a small number of pupils over a shorter placement. By observing pupils in different situations and reviewing assessment evidence, trainees can develop a broader understanding of individual learning and progress.

The purposes of profiling are to:

- Develop a holistic understanding of each pupil.
- Identify individual strengths, needs and barriers to learning.
- Set appropriate targets to maximise progress.
- Develop skills in monitoring, assessment, recording and reporting.

Recording Pupil Profiles

During each placement, **three pupils** should be profiled, representing a range of abilities and needs. During the extending phase, where possible, one pupil should be in receipt of Pupil Premium Grant.

Profile information should be gathered early in the placement, ideally during visit days or within the first week. This should include assessment information, work samples, observations and other evidence of progress.

Information should be collected sensitively and confidentially, in consultation with the class teacher or mentor. Schools may choose not to disclose certain information, and their decisions must be respected. Pupil names and school details should be anonymised, and any electronic records should be password protected.

Evidence and Annotation

When selecting evidence, consider:

- What does this evidence show about the pupil's progress?
- What does it demonstrate about the impact of my teaching?
- How does it link to other evidence?
- How does it relate to the Teacher Standards/Common Framework?

The profile should clearly show the **starting point, identified needs, targets, teaching strategies, evidence of progress, impact of teaching and next steps**.

For a Pupil Premium pupil during the Extending Placement, gather evidence on:

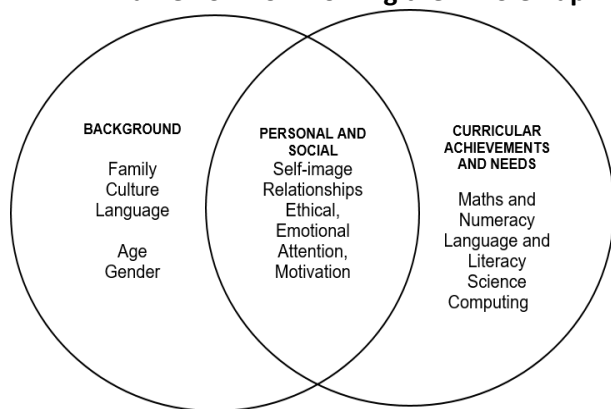
- How has the school used Pupil Premium funding in previous years?
- Whether the pupil belongs to any Ofsted-identified groups?
- The pupil's key needs and barriers to learning?
- How is Pupil Premium funding being used to address these needs?
- The impact of this support on the pupil's achievement.
- The pupil's progress compared with other pupil groups.

PUPIL PROFILE

Pupil Profile Log name (Pseudonym):	Year Grp	Age	Gender	Reading Age	Notes
Summary of personal and social information relevant to the pupil's learning (Eg. family situation, culture, language, additional learning needs, Pupil Premium, relevant medical information, social and emotional needs)					
What the pupil says about their learning (Eg What they enjoy about learning; their learning strengths and areas for development; how and what they like to learn? (learning preferences); their hobbies and interests?)					
Information from class teacher about the pupil's progress in Literacy/ Phonics and Numeracy at the start of your placement (link to National Curriculum and EYFS expectations)					
Information from class teacher about the pupil's progress in other NC subjects or EYFS at the start of your placement					
Your initial teaching for this pupil (include any methods of differentiation and initial specific goals/targets that have been set for the pupil)					
Review of pupil's <u>weekly learning</u> (knowledge, skills and attitudes) during the placement. For each week of placement record the following information. Refer and cross reference to evidence you have collected to support your assessment of this pupil's progress: - Brief summary statements about progress in Literacy/ Phonics, Numeracy and other NC subjects or EYFS as appropriate to the curriculum areas you have observed/taught - Any learning targets set for/ with the pupil - How teaching is adapted to meet this pupil's needs and support their progress in the following week - Progress in relation to NC or EYFS (using the school/ setting's own tracking system) - What the pupil has said about their learning this week - Reflection on any social and emotional learning for the pupil					
Start	Development				End
Summary report of pupil's progress between the start and end of the placement (Draw together your evidence and summarise this pupil's progress in a succinct report. Imagine you are writing the summary for the pupil's parents/carers. You may wish to model this using the school's own reporting format if permitted.					

Further Guidance for the Gathering of Evidence for Pupil Profiling

A Framework for Profiling the Whole Pupil



Examples of PROFILING SITUATIONS		
PHYSICAL LOCATIONS		
classroom	hall	playground
LEARNING SUPPORT		
working unaided	supported by peers/teacher	supported by resources
SOCIAL LOCATIONS		
individual	group	whole class
LOCUS OF CONTROL		
self-selected activity	self-selected activity	self-selected activity

Suggested Methods of Gathering Profile Information - (POD):

METHODS	EXAMPLES OF TYPES OF ASSESSMENT EVIDENCE
PRODUCT	- Examples/photocopies / photographs of pupil's work - Photos of the pupil at work - Class teacher's/school records - Pupil self-assessment proformas - Audio/video recordings
OBSERVATION	- Observation schedules - Structured - Time sampling – note down what the pupil is doing at pre-determined time intervals. - Event sampling – note when the event you are looking for happens - Unstructured e.g. diary type notes - Critical incidents
DISCUSSION	- With pupil - Structured / unstructured interviews / Working alongside - With class teacher/other adult

You will need to choose your methods of profiling and recording profile information carefully. Different methods and records will be appropriate for different circumstances. The following notes give additional information about profiling methods.

Evidence-Gathering Methods

PRODUCT

- Pupil work:** Collect varied examples and annotate with pupil, date, context, views and links to the learning objective.
- School records:** Review previous attainment, targets, assessment data and tracking systems.
- Self-assessment:** Involve pupils in reflecting on their learning, behaviour and targets through discussion or self-assessment sheets.

OBSERVATION

- Time sampling:** Record what the pupil is doing at set intervals.
- Event sampling:** Record specific behaviours or skills as they occur.
- Unstructured observation:** Make general notes on the pupil's learning and behaviour.
- Critical incidents:** Record significant events, context, impact and implications for the pupil.

DISCUSSION & QUESTIONING

- Structured interviews:** Use planned questions to gather specific information.
- Unstructured interviews:** Allow discussion to develop naturally from key starting points.
- Working alongside the pupil:** Talk with the pupil during activities to gain insight into their learning.
 - Discussion with staff:** Gather information from the class teacher and other adults who work with the p

Example Review of a child's Pupil Profiling Weekly Learning Log

Week 1

English

- Completed pebble poem using scaffolded support and vocabulary list.

-

The pebble

Spotty pebble on the beach,
Strong like a diamond,
Very colourful light and grey
hard like a shell,
shining like the moon
rough and bumpy.

Example of scaffolded support using selected vocabulary

Maths

- Intervention group on time – little understanding of on the hour and half past
- Problem solving – eager and keen to be challenged on money problems.
- Keen to write his own money problems related to fuel costs.

DT

- Wheeled vehicles – very clear plans presented. Accurate and exact expectations for an outcome.
- Negative response when asked to develop design in response to the user.
- Detailed drawings show a confidence in visualising a design.