



“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 Early Years

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Section 1: Planning for Learning in Early Years - The Planning Process

Planning for children's learning is an active process. It is an activity that involves discussion and collaboration with other adults responsible for the progress of children. In an early years setting, evaluating children's learning and planning for next steps should be a shared process and one that happens before, during and after children have engaged in their learning. To support and frame discussions you will use the LEADERS of Planning and ensure that these core elements are considered in the planning process.

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 require?</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.

Planning Proforma Guidance for Early Years

It is important that you learn to record your thinking and discussions about your plans for children's learning in a way that is systematic and easily interpreted by other adults in the classroom.

In beginning phase, you are most likely to be planning for groups and for individual sessions. As you move into developing phase, you will be taking responsibility for children's learning and progress across a number of sessions or lessons and the way that you record your planning thoughts and discussions will change to reflect this.

Initially, we expect you will use our exemplar Learning Plan proformas, but as you grow in confidence and work with a range of school/setting systems, it is anticipated that you may use the planning forms that your placement uses or you may even choose to create your own. Whatever way you record your planning; you must ensure that the core aspects identified above are included.

You should always provide a learning plan (individual session or sequence plan) for a session that you lead. When you have a formal observation all your files, including an individual session plan, should be made available to the person observing.

The exemplar plans included here are designed to help you make progress from planning for single sessions to a sequence of learning. You will work with your mentor and your Partnership Tutor to do this in the way and at the pace that is right for you.

Planning Continuum

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		

Early Years Learning & Teaching Plan

Adult - initiated

Student Name:

Phase: B D E

Focus for learning			
EYFS ref		Date/time Frequency	
Expected group-size		Area of provision	
Overview of parallel provision for learning			

My target areas (linked to Domains (B and D) or teachers Standards (E))	
Context & prior learning	
Learning Intention(s)/ Objective(s)	

Structure of Learning and Teaching		
Teacher activity e.g. engaging learners, questions ABOUT YOU	Children's learning in relation to the learning intentions ABOUT THE CHILDREN	Assessment How you will know your learners have met the objective.

Evaluation teaching	Evaluating the learning	
Extension/consolidation /next steps?		

Early Years Learning & Teaching Plan

Adult – initiated (with prompts)

Student Name:



Phase: B D E

Focus for learning	<i>Likely to range across more than one area of learning but may focus on one</i>		
EYFS ref		Date/time Frequency	
Expected group-size		Area of provision	
Overview of parallel provision for learning	<i>How will children who are not part of the adult initiated activity be engaged in learning? [free play, child initiated, indoors and out, alternative adult initiated and or adult led activity...etc]</i> <i>How will colleagues be supporting this?</i>		

My target areas (linked to Domains (B and D) or teachers Standards (E))	
Context & prior learning	This information may come from the class teacher/ key person. <i>What learning has already been undertaken in this area?</i> <i>How has this informed this plan for learning and teaching?</i> <i>Ensure this relates to skills, knowledge and concepts AND how this relates to the background/cultural and social contexts for learning</i>
Learning Intention(s)/ Objective(s)	<i>Have you considered differentiated objectives matched to need? Identify skills, knowledge & concepts then add a reference to the main EYFS areas and/or aspects of learning and development.</i> <i>There may be several aspects covered; you may add this in your final evaluations, but you should have clear intentions initially</i>

Structure of Learning and Teaching		
Teacher activity e.g. engaging learners, questions ABOUT YOU	Children's learning in relation to the learning intentions ABOUT THE CHILDREN	Assessment How you will know your learners have met the objective.
<i>What is your role?</i> <i>How will you organise the activity?</i> <i>How will you engage all learners?</i> <i>How will children know what the intentions – the purpose is – the possibilities could be?</i> Revised: November 2022	<i>What skills will they have opportunity to use and develop? (What are they likely to do? What thinking skills might you promote?)</i> <i>What knowledge will they be drawing on and developing? (What will they know about/find out about?)</i> <i>What concepts do you expect them to explore? (what understanding has grown?)</i>	<i>Consider the three characteristics of effective learning and teaching</i> <i>Consider the age and stage of the child's development</i> <i>Consider levels of Involvement</i> <i>How can you make learning explicit during the activity</i>

<i>How will you ensure all children are actively engaged in your teaching?</i> <i>How will you structure this to maintain pace, so you are not talking too much?</i> <i>How will you support all children to meet the objective(s)?</i> <i>How will you extend and challenge thinking?</i> <i>How will you utilise ICT?</i> <i>Have you planned for the support of colleagues?</i>	<i>How will they be able to communicate their learning? (in the moment and or on reflection: verbal, non-verbal, art, construction, music, dance, role play, drawing, writing, audio visual recording, individually or collaboratively) etc</i>	<i>and how will you monitor it?</i> <i>How will you intervene to support enthusiasm, promote thinking and reflection etc?</i> <i>How will you capture the learning?</i> <i>How will colleagues support you in capturing the learning?</i>
Evaluation teaching	Evaluating the learning	
<i>What techniques supported the learning most effectively?</i> <i>Did your assessment strategy/methods help you and the children draw out the key learning?</i> <i>What progress have you made against your target(s)?</i> <i>How do you know?</i> <i>What evidence do you have?</i>	<i>Have all children made progress? How do you know?</i> <i>Evidence?</i> <i>Are there any groups of children and individuals who have not made progress? What reasons are there?</i> <i>What action will you take to support these children?</i> <i>Progress may include:</i> <i>new learning; consolidation of skills knowledge and concepts;</i> <i>application of skills knowledge and concepts in new contexts</i> <i>and for a different purpose</i>	

Extension/consolidation/next steps?

Early Years Learning & Teaching Plan

Adult – initiated (example)

Student Name:

Phase: B D E

Focus for learning	Use their knowledge of making Play-Doh and herbs in the mud kitchen, to investigate combining these to create herb Play-Doh.		
EYFS ref	C & L PD UtW EA&D	Date/time Frequency	Wed 9.15-10.00
Expected group-size	6 (the focussed group who expressed an interest in the herbs)	Area of provision	Malleable
Overview of parallel provision for learning	Speaking: The children not involved in the activity will have free flow, child-initiated play, with a NN in the outside area.		

My target areas (linked to Domains (B and D) or teachers Standards (E))	S2 – knowledge of how children learn
Context & prior learning	The children have shown an interest in different smells relating to the herbs used in the mud kitchen and after baking. They have previously made different coloured Play-Doh in small groups.
Learning Intention(s)/ Objective(s)	C&L – Speaking: To be able to participate in small group and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. EA&D – Creating with materials: To be able to explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.

Structure of Learning and Teaching		
Teacher activity e.g. engaging learners, questions ABOUT YOU	Children's learning in relation to the learning intentions ABOUT THE CHILDREN	Assessment How you will know your learners have met the objective.
Ensure malleable area set up with tuff tray and resources to make Play-Doh, including a range of colours.	Recall yesterday's activity in the mud kitchen using the herbs for cooking and last week's baking. Use senses to investigate the herbs.	Assessment through: observation and questioning. Who can recall the events in detail?

Select focussed group for activity and discuss what they were doing yesterday with the herbs in the mud kitchen and last week's baking. Explain that we are going to go outside to choose some herbs to add to the Play-Doh. Take the children to the herb garden and encourage the children to use their senses to explore the herbs and choose which one/ones they are going to add to their Play-Doh. Introduce/recap names of herbs and describing words, e.g. sage, thyme or smooth. Go back inside and encourage the children to verbally sequence how they have made Play-Doh previously. As the children make their own playdough, discuss and question what they are doing and how the Play-Doh changes.	Describe the herbs using their senses and choose which ones to use in their Play-Doh. Pick them. Verbally sequence how to make Play-Doh from previous experience. Measure carefully (cups of flour, salt and water) to make Play-Doh, adding their chosen herb/herbs. Manipulate the materials together by: squeezing, squashing, pressing, rolling, patting etc. Extend by choosing and adding a colour. Comment on what is happening to the materials as they make the Play-Doh: what does it feel/look/smell like?	Who appears motivated and enthusiastic about the previous events? Does this extend on to this activity initially? Who can use their senses and describe the herbs? Do they choose their own herbs independently or follow a friend's choice? Who can verbally sequence how to make Play-Doh from previous experience in the correct order? Who can measure carefully and make their own Play-Doh? Who instigates adding a colour and who follows? Why have they chosen that colour? Characteristics of Effective Learning: Playing and Exploring: children investigate and experience things, and 'have a go' Active Learning: children concentrate and keep on trying if they encounter difficulties, and enjoy achievements Creative and thinking critically: children have and develop their own ideas, make links between ideas, and develop strategies for doing things
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Early Years Learning & Teaching Plan

Retrospective Record

teacher support for child-initiated learning



Student Name:

Focus for learning			
EYFS Areas of Learning		Date/time Frequency	
Group-size		Area of provision	
Overview of parallel provision for learning			

My target areas (linked to Domains (B and D) or teachers Standards (E))	
Context & prior learning	
Learning Links with the EYFS Aspect of Learning and Development	

Record of Learning and Teaching		
Children's learning in relation to their interests, motivations, purposes ABOUT THE CHILDREN	Teacher activity e.g. engaging learners, questions ABOUT YOU	Assessment YOUR STRATEGY & METHODS
Evaluation of learning	Evaluation of teaching	
Extension, consolidation, next steps?		

Early Years Learning & Teaching



Retrospective Record (with Prompts) teacher support for child-initiated learning

Student Name:

Focus for learning	<i>What were the children's main interest(s) over the learning opportunity: you should be aim to tune into the child's/children's sense of purpose (to explore and find out, not just make and create an end-product, for example. A rationale may only become apparent on reflection)</i>		
EYFS Areas of Learning		Date/time Frequency	
Group-size		Area of provision	
Overview of parallel provision for learning	<i>How were other colleagues and children engaged?</i>		

My target areas (linked to Domains (B and D) or teachers Standards (E))	
Context & prior learning	<i>This information may come from the class teacher/ key person.</i> <i>What learning has already been undertaken in this area? How has this informed this plan for learning and teaching?</i> <i>Ensure this relates to skills, knowledge and concepts AND how this relates to the background/cultural and social contexts for learning</i>
Learning Links with the EYFS Aspect of Learning and Development	<i>There may be several aspects covered; you may add this in your final evaluations.</i> <i>Remember the descriptors for each aspect are broad and identifying age-related statements is a starting point for looking more deeply at the learning</i>

Record of Learning and Teaching		
Children's learning in relation to their interests, motivations, purposes ABOUT THE CHILDREN	Teacher activity e.g. engaging learners, questions ABOUT YOU	Assessment YOUR STRATEGY & METHODS
<i>What skills did they use? What did they do?</i> <i>What thinking skills did they use?</i> <i>What knowledge were they drawing on and developing?</i> <i>What did they know about/find out about?</i> <i>What concepts were they exploring?</i>	<i>What was your role?</i> <i>How did you facilitate the learning? – thinking about use of materials/resources/ space</i> <i>How did you facilitate the learning? - thinking about your interactive style and techniques?</i>	<i>How did you assess learning?</i> <i>Consider your use interaction and selective use of questions</i> <i>Consider the three Characteristics of Effective learning and teaching</i>

<i>(what understanding has grown?)</i> <i>How did they communicate their learning? (in the moment and or on reflection: verbal, non- verbal, art, construction, music, dance, role play, drawing, writing, audio visual recording, individually or collaboratively) etc.</i>	<i>How did you ensure all children are actively engaged in the learning?</i> <i>How did you support all children to meet their individual objective(s)/ explore their own ideas/ develop skills and knowledge appropriate to their development and interests?</i> <i>How did you extend and challenge thinking?</i> <i>How did collaborate with and/or gain the support of colleagues to ensure the flow of learning could proceed?</i>	<i>Consider the age and stage of the child's development</i> <i>Consider Involvement Levels</i> <i>Was it appropriate to make learning explicit during the activity and how did you monitor this?</i> <i>Did you have opportunity to review the learning?</i> <i>Did you capture the learning? How and why?</i> <i>Did colleagues support you in capturing the learning?</i>
Evaluation of learning	Evaluation of teaching	
<i>Have all children made progress? How do you know? Evidence?</i> <i>Are there any children who have not made progress? What reasons could there be?</i> <i>What action could you take to support these children?</i> <i>Progress may include: new learning; consolidation of skills knowledge and concepts; application of skills knowledge and concepts in new contexts and for a different purpose</i>	<i>What strategies, techniques, forms of interaction supported the learning most effectively?</i> <i>Did your assessment strategy/methods help you and the children draw out the key learning?</i> <i>What progress have you made against your target(s)? How do you know? What evidence do you have?</i>	

Early Years Learning & Teaching

Retrospective Record (example) teacher support for child-initiated learning



Student Name:

Focus for learning	<i>Creating for a purpose – objects and written texts</i> <i>Working out feelings, sense of security</i> <i>BUILDING A TRAP FOR BADDIES</i>		
EYFS Areas of Learning	EA& D Lit PSED	Date/time Frequency	Mon 9.30 – 11.15 Tues 1 – 1.45 Wed 2 – 2.30
Group-size	<i>Flexible – generally between 4 and 5 at any one time</i>	Area of provision	<i>Outdoor – grassed area</i> <i>Enhancement – den building</i>
Overview of parallel provision for learning	<i>Planned adult-led indoor with TA Free flow supported by NN & parent</i>		

My target areas (linked to Domains (B and D) or teachers Standards (E))	<i>Example for EP: S2 knowledge of how children learn & S5 adapt in the light of awareness, K&U of child devel.</i> <i>S7 manage class effectively, involve and motivate (also H&S for EY)</i> <i>S8 deploy staff effectively</i>
Context & prior learning	<i>Children have been playing superheroes and baddies. Getting quite physical. Parents mentioned XX was having a bad dream, conversations about getting baddies. Topic of conversation at carpet time – extend use of talk</i> <i>All enjoy construction indoors, fine motor, smaller fixings.</i> <i>Beginning to seek out mark-making to draw and label as part of free flow – need to capture interest & motivation to write in context/ for purpose</i>
Learning Links with the EYFS Aspect of Learning and Development	<i>EA&D – Creating with Materials; Being Imaginative and Expressive</i> <i>C&L – Speaking</i> <i>PSED – Self-Regulation, Managing Self; Building Relationships</i> <i>Literacy – Writing</i>

Record of Learning and Teaching		
Children's learning in relation to their interests, motivations, purposes	Teacher activity e.g. engaging learners, questions	Assessment
ABOUT THE CHILDREN	ABOUT YOU	YOUR STRATEGY & METHODS
<i>Following a carpet time discussion, it was decided by a group of five children – to take the den-building trolley outside.</i>	<i>Used carpet time as a time to welcome children and plan their morning/day – support reflection on last week and weekend</i>	<i>Formative assessment of children's motivations through discussions with parents, children's talk at carpet time & reflection on</i>

there were several different reasons for this. They built several structures, mainly over the first morning but then over subsequent days – traps for baddies, dens for super heroes, such as Wonder woman and a school for wizards/witches Others opted for free flow, or the adult led activity. Sharing ideas, expressing opinions (verbal and non-verbal) Explaining knowledge and understanding through negotiating use of space, materials with peers and adults Confidence to ask for help, express opinions; understands own actions have impact on others; working through own thoughts and emotions Giving meaning to marks through to labels and captions; identifiable letters, representing some sounds correctly; meaningful short sentences Creating in parallel through to cooperatively; uses tools and techniques competently to build structures Responds to experiences such as films, TV, books, comics, play ideas of others CHARACTERISTICS OF EFFECTIVE LEARNING: Concentrate & overcome barriers; have a go Have own ideas & strategies Make connections between ideas and different areas of own experience;	<i>Responded to interest in superhero play – suggest a focus for this</i> <i>Checked den building trolley for H&S and sufficient quantities of mallets etc</i> <i>Negotiated with TA & NN the provision for the adult led activity; NN to monitor and support free flow so TA and I could focus on T&L & assessment.</i> <i>Suggested we work on grass to ensure substantial amount of space, lack of interruptions</i> <i>Explore trolley together, show range of resources/options; keep offering options – including resources in other areas of provision – e.g. reminders about more clipboards and pens</i> <i>Use of vocab – correct terms for equipment</i> <i>Use of 'how' & 'what if' questions</i> <i>Use of commentary</i> <i>Use of feedback on specific skills used</i> <i>Aware Ellis was with group of girls – needed to be careful to observe and give him time to feel confident</i> <i>Help with fixings to keep flow of construction going, but remembered to step back to give them time to try</i> <i>Acknowledge:</i> <i>• successful use of fixings,</i> <i>• mirror interesting vocab and longer sentences,</i> <i>• overcoming challenges</i>	<i>last week's observations of free flow play.</i> <i>Incidental observations for key children</i> <i>Ellis, Nancy & Diane Joe, Arfan and Raj</i> <i>Looked for:</i> <i>3 Cs of effective learning</i> <i>Considered the age and stage of the child's development – Ellis's reluctance to speak for example</i> <i>Involvement Levels</i>
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Evaluation of learning	Evaluation of teaching
<i>Ellis's learning over three days has been recorded in his profile. He showed interest in the construction and the idea of keeping the baddies securely in one place over three days, when many in the group had moved on in their play.</i> <i>He used his phonic knowledge independently for the first time, writing for his own purpose and showed an ability to check his own work – both the trap and the writing.</i> <i>Others who extended their use of tools in a new context were:</i> <i>Consolidation</i>	<i>What strategies, techniques, forms of interaction supported the learning most effectively?</i> <i>Did your assessment strategy/methods help you and the children draw out the key learning?</i> <i>What progress have you made against your target(s)? How do you know? What evidence do you have?</i>

Extension, consolidation, next steps?

Learning Plan - over a week



learning sequence and enhancing continuous provision

Class		Subject / focus of learning		
My targets		Prior learning / context		
Key learning				
	Learning Objectives	Teacher Activity e.g. engaging learners, questions	Learner activity to meet the objectives – may include groupings, differentiation, plenary	Assessment
Session 1				
Session 2				
Session 3				
Evaluation of the children's learning and my teaching		Include implications for subsequent learning		

Learning Plan - over a week

learning sequence and enhancing continuous provision (with prompts)

Class		Subject / focus of learning		
My targets		How will you work on this over this sequence?	Prior learning / context	This information may come from your class teacher. What learning has already been undertaken in this area? How has this informed this learning plan?
Key learning		What is the key learning for this sequence? What outcomes are you planning?		
	Learning Objectives	Teacher Activity e.g. engaging learners, questions	Learner activity to meet the objectives – may include groupings, differentiation, plenary	Assessment
Session 1	How will you ensure there is a logical progression of learning throughout the sequence?	How will you structure the learning to ensure progressions in skills, concepts, knowledge and understanding? How will you ensure your teaching engages all children in their learning?	How does the activity come out of your main teaching, match the objectives and support the children's progression and development over this sequence? How will children know what they are supposed to be doing?	How can you make progress explicit during this sequence of learning? How will you use learning information from one session to amend the next one?
Session 2		How will you structure this to maintain pace, so you are not talking too much? How will you utilise ICT?	How will you extend and challenge thinking?	How will you intervene where good progress isn't being made?
Session 3		What role will TAs / other adults play throughout this sequence?	How will you support all children to meet the objective(s)? Have you planned for the support of TAs / other adults?	Have you planned for the support of TAs / other adults
Evaluation of the children's learning and my teaching		Include implications for subsequent learning		

Learning Plan - over a week

learning sequence and enhancing continuous provision (example)



Class	R	Subject / focus of learning	Living creatures (a provision area always available either inside or out)	
My targets	For EP: S2 Promote good progress and outcomes by pupils To plan a sequence of learning so children make progress in their learning. S3 Demonstrate good subject and curriculum knowledge To demonstrate a sound understanding of all areas of the areas of learning in the EYFS.	Prior learning / context	A group of 5 boys have found a bird's nest in the garden and have been sad to find some eggs on the ground broken. They are intrigued though and have been talking with me about what they know about birds, eggs, dinosaurs The boys are similar in their learning style but are quite diverse in their learning needs. One is fairly new to English (6 months in UK), but very confident in play. All are well developed physically and move a lot in their learning. These boys are often found in the garden as they enjoy exploring the environment, are very curious and 2 of them ask the adults lots of questions. They often engage in imaginary play and use some rich language but rarely choose to read. I have taken the group on a visit to a local farm to collect some chicken eggs just about ready to hatch. The classroom or outside always has an area within the continuous provision about living things. I have positioned the incubator there (inside). I have told all the children that we have the eggs in the incubator to keep them warm and that we must be very careful not to bang the sides as it may disturb them. I have told them that we can expect to see them hatch in a few days. They are all excited, but particularly this group of boys. Each day I will get one of the boys to give an update on progress to the rest of the group. I will also read <i>AAh! said Stork</i> and <i>Egg</i> by Gerald Rose, a core book and non-fiction book about chickens Dorling and Kindersley in group story time to support the project, thus increasing childrens' specific knowledge about this natural process	

This is a very motivating context for all the children and will support all 3 characteristics of learning within the continuous provision environment: PLAYING AND EXPLORING (engagement) ACTIVE LEARNING (Motivation) CREATIVITY AND CRITICAL THINKING (Thinking)

The area of provision is open for all the children in the class to use over the period of waiting and hatching. Therefore, I highlight here the POSSIBLE learning that could take place. I expect the boys most interested in the eggs will visit most often and have set it up with their learning needs in mind

UNDERSTANDING THE WORLD:

- The Natural World
 - Explore the natural world around them, making observations and drawing pictures of the eggs and chicks.
 - Understand some important processes and changes in the natural world around them – eggs hatching into chicks

COMMUNICATION AND LANGUAGE:

- Listening, Attention and Understanding
 - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions
 - Make comments about what they have heard and ask questions to clarify their understanding;
 - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

	Learning Objectives	Main teaching + Key questions	Adapted activities (enhancing the continuous provision)	Plenary	Assessment
Session 1	To be able to make observations and talk about what they see.	What can you see? What can you smell? Can you hear anything? What do you think will happen next? Will it be two sleeps or three sleeps before they hatch?	Differentiation by outcome Photo of the visit to the farm near the incubator on ipad Bench to allow children to get a good view and be comfortable Display of key questions on the wall Chart for children to complete independently on the changes noted Collection of decorated wooden/metal/ other eggs for sorting and to promote Rich language	Use photos of the trip to recall the activity on return to the classroom	Note children's use of language and increased vocabulary through observation Sorting the collection of decorated eggs
Session 2	To be able to make observations, talk about what they see, including asking questions.	Observe the progress of the eggs	Differentiation by outcome Leave several copies of the core book "Aah said stork for children to access (I will use this as a core book at storytime this week)	Review the chart with the group	Note children's reading and re-telling of the Aah said stork story

	To be able to retell a story.	Retelling story-repeating patterned language Record observations through drawing and talk	Provide story props for retelling the story Differentiation by outcome Leave the chicken book Dorling and Kindersley within the area Provide a further selection of books with quality illustrations about eggs and hatching Black fine tip liners and cartridge paper for drawing and paper for drawing	Recall the observations and tell the class (one or a few children)	EAL child using chunks of meaningful language? Look for detail in drawings
Session 3	To be able to make observations, talk about what they see, including asking questions. To be able to use the video.	Observation of change Comparison Awe!	Differentiation by outcome Eggs due to start hatching today Provide camera for children to video Provide some bowls in the area with some dough for children to make pretend cakes we made cakes yesterday	Watch the video (put on white board) Child talks about the progress observed	Note levels of interest and well-being Increased frequency and complexity of language

			with eggs so this will allow them to re-enact this) Provide a copy of the Recipe and ingredients Leave a copy of the night kitchen book in the area (we read at storytime yesterday) Small books with a few pages in to encourage drawing	Ask what “pretend” ingredients went in to making the pretend cakes	
Session 4	To be able to make observations, talk about what they see, including asking questions.	Observation Recording	Provide a wider range of materials for children to capture changes: Pastels with black paper and white paper (limited colour rang for close observation probably yellow, white, brown) Paints with tiny paintbrushes and fine paper Yellow playdough	Record through drawings, painting and using malleable materials	Care for the small animals Conversations about how to handle them

Evaluation of the children's learning and my teaching	Include implications for subsequent learning As expected the children were thoroughly riveted by the presence of the eggs and what happened subsequently. The variety of materials available for them near to the area enabled each child to choose materials to work with to record observations. Drawing on their love of imaginative scenarios by providing? Bowls for pretend cooking. It gave them a genuine context for drawing and reading. Some children chose to write about what they say This then seemed to encourage them to what to write and to choose to do this in other areas of the environment. The observation chart also gave them a context for writing which I hadn't really planned for, but the project really promoted writing for recording, as well as reading. The motivating influence of taking photos really helped them to see the worth of charting the progress of the eggs over a week. The EAL child repeated whole chunks of language that he often heard repeated. eg: Oh no its cracking!" "It feels hot". The introduction of the book "Aah said stork" which I read many times and children took to reading without an adult, greatly enhance all the childrens' interest in books but again the EAL child absorbed these phrases and used them repeatedly in different contexts. He even picked up one of the small books and made some writing like marks that went left to right and told me it said" The egg is cracking. Their interest in the world has been deepened as judged by the increasing complexity of their questions and the detail used in their drawings.
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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 Tracking/recording may focus on part or all sessions you teach Observed sessions may provide useful opportunities to begin to track progress Start to develop pupil profile strategies to establish criteria for assessment of achievements Link to Cumbria Teacher of Reading (CTOR)	Track groups of pupils in a sequence of learning Track progress of the whole class in an individual session Track progress in a selection of core and foundation subjects Evaluate impact across sequences of lessons that you have led Plot pupils from a focus group or your pupil profiles on the Progress Review form	Track planned focus groups of pupils in sequences of learning Track progress of the whole class in individual sessions and sequences of learning Track progress in a selection of core and foundation subjects Evaluate impact across sequences of lessons that you have led 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		To be able to describe and identify key language features. To be able to understand the main idea of language features. To be able to explain the main character. Using adjectives and adverbs to describe. Create a character and describe using adjectives. To be able to describe the character. To discuss my setting. To create an original setting. To consider and describe in the story. To be able to use someone's story.										
Name												Comment/Target
O. M												Use a thesaurus.
F. B												Check the meaning of words
S. Bir												
P. B												
A. B												
S. Baw												
O. B												
C. C												
K. C												
S. C												
C. Da												
C. Di												
C. Do												
R. G												
A. G												
O. G												
W. H												
C. I												
G. I												
E. K												
H. M												
L. M												
T O-B												
LR												
JR												
LS												
AT												Use annotation Check spelling
W.W												

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, A.B, C.D.A	Next step targets related to classifying adjectives.
Further challenge to extend children	Children (initials)	How addressed
Summarising interesting features.	S.C, E.K	Next steps related to children identifying interesting features.

GROUP PROGRESS TRACKING SHEET

Subject:

Learning objective/s:

[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

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)



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:

Example of Progress Review Analysis of Evidence

Analysis of evidence which demonstrates progress against the Teacher's Standards and your next steps target

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)	S6c S4d & S8d	- Class data sheet and assessment trackers for the class - Evaluations - in depth, 2 a week one Numeracy or Literacy the other a foundation subject. - Book scrutiny - feedback to pupils has been effective. Evaluations - annotations on plans in two colours demonstrates the impact made on pupil progress and ways to improve teaching.
What strengths does the evidence demonstrate? (No more than 2 points)	S6c	- I have tracked the impact on pupils' progress in Literacy over 3 weeks. I have identified 6 children that are struggling with the features of instructional writing. Targeted support has occurred during assembly time. - My evaluations have helped me to plan my next steps for all children. Sequences of lessons are more rigorous and the class teacher has commented on the progress the pupils are making.
What areas for development should you target next? (No more than 2 points)	S4d & S8d S8c S2	- Children are motivated and challenged in my lessons so much so they are seeking out and bringing in extra information from home. (out of school learning SS) - The deployment of teaching assistants needs to be more effective. TA to be directed more to assessment and recording on group assessment sheets the impact on pupils' progress - Gathering of suitable pieces of evidence with appropriate annotations on to demonstrate the impact I have had on pupil progress. To ensure that examples chosen show next steps marking and time given to pupils to react to advice given.

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

Associate Tutor comments on pupil progress to this point.	
Date:	AT signature: PPT/PPL signature:

Commented [UoC5]: This section is for you to explain the information given above. What evidence from tracking pupils' progress is being presented and discussed?

Commented [UoC6]: This example is generic. Ensure your

commentary is specific and focused.

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:

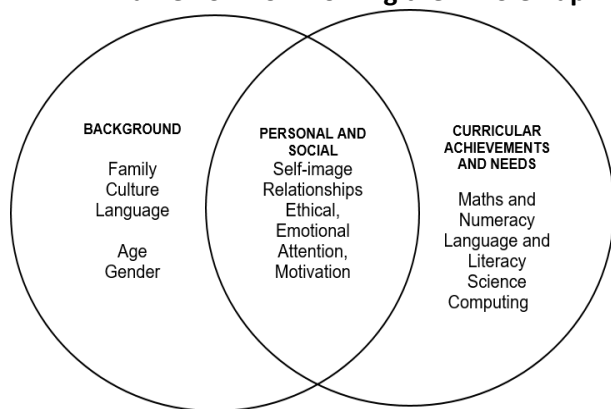
- How has the school used Pupil Premium funding in previous years?
- Whether the pupil belongs to any Ofsted-identified groups?
- The pupil's key needs and barriers to learning?
- How is Pupil Premium funding being used to address these needs?
- The impact of this support on the pupil's achievement.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

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

Week 1

English

- Completed pebble poem using scaffolded support and vocabulary list.

-

Example of scaffolded support using selected vocabulary

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.

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.