



“**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**

Planning for children's learning is an active process. It involves discussion and collaboration with other adults responsible for the progress of the children. To support and frame discussions you will use the 'non – negotiables' and ensure that these core elements are considered in the planning process.

**Non- negotiable core aspects** that **must** be included in any planning activity (including written planning documents);

- Prior learning – what I already know about the children's learning in this area
- Learning Objective(s)/Goals
- Success Criteria
- How I will teach the learning objective(s) – including structure
- Key questions (including differentiated questioning)
- How I will know the children have achieved their learning objective(s)
- Children's activities that will enable them to learn
- Differentiation – including by support, by activity, by resource
- How I am addressing my targets, linked to teacher standards
- Evaluation of children's progress / my progress

**Supporting aspects** – included as appropriate

- Extension activities (cognitive challenge not more of the same)
- Resources
- Key vocabulary to be modelled
- Links to relevant statutory curriculum
- Mini-plenaries
- Timings
- Home learning
- Teacher focus group
- Information for and deployment of other adults

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. It should be easy for other adults in the classroom to interpret.

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.

It is recommended that you start by adopting and adapting the school's existing plans while you familiarize yourself with the planning process. You may need to add some of the 'non-negotiables' (e.g. your student target) and can annotate the existing plans with any additional, required details. You should then seek opportunities to plan and design learning plans of your own for both individual sessions and sequences/units of learning. It is important that you learn to balance the provision of required detail in your planning, with the management of your teaching workload.

Initially, we expect you will use exemplar Learning Plan proformas, but as you grow in confidence and work with a range of school systems, it is anticipated that you may use the planning forms that your placement school uses or you may even choose to create your own. You will work with your mentor and you Partnership Tutor to do this in the way and at the pace that is right for you.

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 of your files, including an individual session plan, should be made available to the person observing.

Please note that separate guidance and proformas **specific to Early Education** are available on the University Website.

**Learning Plan for a single session or activity**



**KS1/2 Learning Plan – single session**

Subject/focus		Class		Teacher	
Date/time		Children (no. / SEND/EAL) Additional staff			

My target areas (linked to standards)		
Context Prior learning		
Learning Objective(s)		

Structure of Learning and Teaching		
Teacher activity e.g. engaging learners, questions	Learner activity to meet the objectives – may include groupings and differentiation	Assessment How you will know your learners have met the objective and made progress?
Evaluation of the children’s learning and my teaching	Include implications for subsequent learning	



**Example Learning Plan for a week/learning sequence**

**KS1/2 Learning Plan - learning sequence**

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		

## KS1/2 Learning Plan - learning sequence

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

**Learning Plan for a sequence (with annotations)**

Year: 1		National Curriculum Objectives Reading Objectives		Resources	
Teachers: Mrs Hudson & Mrs		Apply phonic knowledge and skills to decode words		Lesson 1: Lesson 2: Bike history ppt 'Wheels, Winos & other	
<p>English - 19.04.16</p> <p>Charlotte - Needed a <math>\text{\textcircled{e}}</math> to recognise where she should put a FS. Said her picture needed a label.</p> <p>Alex <math>\text{\textcircled{e}}</math> to stay on task.</p> <p>Faith Independent / different ideas for writing.</p>		<p>lead to their own and information</p> <p>structured in a di</p> <p>ably and correctl</p> <p>rection, startin</p> <p>ences and writi</p> <p>t makes sense</p> <p>or other pupils</p> <p>d by their peers and the teacher</p>		<p>English - 19.04.16</p> <p>Megan - It wouldn't be fair if boys could ride bikes and girls couldn't' <math>\text{\textcircled{e}}</math> for CL'S.</p> <p>Faith Related this to her own experiences</p> <p>Charlotte - using classroom</p> <p>Resources - saying sentence aloud.</p> <p>Faith - saying sentence aloud</p>	
		<ul style="list-style-type: none"> <li>learn how to use punctuation correctly</li> <li>learn how to use sentences with different forms eg, question, statement etc.</li> </ul>			
		History			
		<ul style="list-style-type: none"> <li>I can use a variety of sources of evidence of things from the past.</li> <li>I can sequence dates and events into chronological order.</li> </ul>			
Learning Intentions:	Success Criteria:	Share			Plenary:
			<p>English - 19.04.16</p> <p>Megan - said a basic sentence aloud but needed <math>\text{\textcircled{e}}</math> to remember it</p> <p>Alex - told me his sentence before he wrote</p> <p>Frankie &amp; Evan also told me their sentences before they wrote.</p>		
			Middle Ability Groups 3	Lower Ability SEN & group 4 1J	
Lesson 1: Mon We are learning to write a sequence of accurate dates.	I can say each sentence out loud. I can use a full stop at the end of a sentence. I can use a capital letter at the start of a sentence.	Intro. discuss go? W the w Regro focus as a s that c adjec select	Children to write a sequence of sentences focusing on sounding out each sentence very carefully. T- support children to sound out longer words accurately.	AG to support Edward news writing within class.	Examine a good example of writing using the visualiser. Support with next steps.

V-J teaching  
- peer assessment  
lesson for class teachers.

	I can use 'and' to extend my sentence.		IND- 1H EL- support children ensuring all sentences grammatically correct.	descriptive language.		Harry - talk about his comment. 'Ladies can't ride bikes is funny'	
Lesson 2: Tues: We are learning to write a chronological report	I can use capital letters and full stops.  I can use neat writing.  I can ask a peer to read my work.  I can think about the layout of my page.	Recap what we did last week. Introduce that we will be continuing our chronological reports on the history of the bicycle.  <i>ASK NL.</i>  <i>Does anyone know what a report is? Can we remember what chronological order means? What is a fact box?</i> Clarify this with the children. Recap the features of a chronological report with the children using 'Wheels, Wings & other Things'. (Title page, heading, fact box, pictures).  Look again at ppt- next slide on the Penny Farthing. Talk Partners- What can the children remember about the Penny Farthing? Model reading through the ppt slide. What are you going to write about this bicycle?- Share as whole class.  Remind children to try and include the date it was invented, the inventor's name and what it was made from.  Model writing- large paper and fact boxes.  AG- Begins activity with Scarlett & Ned, rehearse captions and labels. Talk about what they know about the bicycle.	Children will choose a piece of coloured card. They must include a heading, photo, illustration and at least 2 fact boxes outlining who invented the bike, when and what it was made from. Word mats on table. T- Support children in layout and writing. <i>Ind.</i>	Children will choose a piece of  from. Word mats on table. TA-Support children in layout and writing.	Children will choose a piece of  children. Word mats on table. EL- Support children in their writing.	Children will choose a piece of coloured card. They can stick on their heading and picture-they can label their picture correctly. They can orally say what they remember about the bike before sharing with TA. Fact cards & word mat on table to support children. AG- Support Ned & Scarlett.  -A.B needs more encouragement to work ind.	Get a peer to read through your work- is there any improvements you could make? Peer rubric.  S.A did some very good writing.
		<b>Trip</b>	<b>Trip</b>	<b>Trip</b>	<b>Trip</b>	<b>Trip</b>	<b>Trip</b>
Thurs We are learning to write a recount of our trip to	full sentences.  I can use capital	Introduce today's lesson on writing a recount of our trip to the Transport Museum yesterday. Talk partners- What can we remember from yesterday's trip? Where did we go first? What vehicles did you see? Can you remember any interesting facts? Share these ideas as whole class. Look through photos from the trip on IWB. <i>Didn't do.</i> Talk partners for each photo- What can we remember about this vehicle? <i>part of the day.</i> <i>board with transcript paper.</i> On IWB- Model writing sentences about each part of our trip with a photo. Encourage children to think about capital	Children will write a recount about their trip to the Transport Museum, including time connectives, descriptive language, capital letters and full stops. EL- Support children	Children will write a recount about their trip to the Transport Museum, including time connectives, descriptive language, capital letters and full stops. T- Support children in their writing.	Children will write a recount about their trip to the Transport Museum, including capital letters, full stops, a time connective and some descriptive language. TA- Support children in their writing and	Children will talk about what they did at the transport museum, saying what they remember from the trip. <i>We went on a big boat. Then we got on a long train.</i> Children can write as much	Complete rubric. Share our ideas- what did we write about today?  Harry  - Use more adjectives in his writing

Harry - remind him to read his rubric.

Modelling working well continue in next lesson.

Modelling worked well - watch timing

SC- To take James, Isabelle & Aiden to Brighton? Sentences from this...

o Aden adding unnecessary words. o Dominic - full stops! o Charlie - sounding out all sounds in words needs work.  
 o James (S) then wrote (I).

	I can use time connectives.	letters, full stops, using time connectives and using descriptive language. <i>most did well with these!</i> Explain to children they will be writing a recount in their English books and to remember to use capital letters, full stops, time connectives and descriptive language.  AG- Ned & Scarlett to orally rehearse what they remember about their trip.	in their writing.  LA did well in their scribing.		encourage them to write using descriptive language.	as they can about what they have spoken about (capital letters & full stops). AG- Support Edward in class.	
<b>Lesson 5 : Fri</b> We are learning to write a chronological report	I can use neat writing.  I can include facts about the date and inventor of the bicycle.  I can include a fact about what the bike was made from.	Recap what we did on Tuesday- What bike are we going to write about today? What can we remember about the bikes we have learnt about? Talk partners then share ideas as whole class.  Clarify with children what a chronological report is and features of a chronological report- using 'Wheels, Wings and other Things'. (Title page, heading, fact box, pictures). <i>Didn't do/need.</i>  Look again at ppt- next slide on the safety bike. Talk partners- What can the children remember about the safety bike? Share ideas as whole class. Model reading through the ppt slide- What are we going to write about this bicycle?- Share ideas as whole class. Remind children to try and include the date it was invented, the inventor's name and what it was made from.  Model writing- large paper and fact boxes. AG- Begins activity with Scarlett & Ned, rehearse captions and labels. Talk about what they know about the bicycle.	Children will choose a piece of coloured card. They must include a heading, photo, illustration and at least 2 fact boxes outlining who invented the bike, when and what it was made from. Word mats on table. T- Support children in layout and writing.	Children will choose a piece of coloured card. They must include a heading, photo, illustration and at least 2 fact boxes outlining who invented the bike, when and what it was made from. Word mats on table. TA- Support children in layout and writing.	Children will choose a piece of coloured card. They must include a heading, a photo, and as much information as they can recall including when it was invented. Fact cards on table to support children. Word mats on table. EL- Support children in their writing.	Children will choose a piece of coloured card. They can stick on their heading and picture- they can label their picture correctly. They can orally say what they remember about the bike before sharing with TA. Fact cards & word mat on table to support children. AG- Support Edward & Scarlett.	Complete rubric. Sharing our reports- encourage children to share with the rest of the class what they have written about for each bicycle. Has anyone included the same information?  Scarlett did well.

**FRIDAY**  
 →  
 Did this during next steps of lesson.

o James, Isabelle & Aden  
 - Focus on 3 sentences  
 → When  
 → Who  
 → Material/features.  
 o Ind. scribe/copy sentences.

Alex - slow today.  
 Fraser + Faith - both enc. to stay on task.  
 Megan - forgot sentences whilst writing.  
 Maddie - not concentrating, rushing. 2nd sentence = no sense.  
 James - little work done / stayed in at play time.  
 Next steps completed at beginning of lesson.

## Section 2: Tracking Pupil Progress

As a class teacher you are expected to be able to track and review the progress of the children in your class against a range of different expectations 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 Summary Forms (x3)**
- **Pupil Profile Evidence Bundles (x3)**

Other sources of evidence will include;

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

Further details about how each tool can contribute to your process and provide evidence of how you are meeting the Teacher Standards are provided in the following two pages of this document.

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 all of the Teacher Standards (2012).

Your placement school will have established systems that you can adopt and adapt to enhance your repertoire of approaches to tracking progress. As you progress through the programme there should be opportunities for you to make a contribution to the schools' tracking systems with the support of your class teacher/mentor.

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. Trainees should adopt the terminology that the school uses by accessing the school policy on assessment and following the way they track pupils as far as possible.

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. However, you are on a learning journey and we recommend the following build up as a minimum. We expect you to consider the context in which you are placed and groups that you are working with and you may need to negotiate these criteria with your mentor/UPT in certain circumstances.

<b>'B' Beginning Phase</b>	<b>'D' Developing Phase (as 'B' and...)</b>	<b>'E' Extending Phase ('D' and...)</b>
Working with individuals and groups Tracking/recording may focus on part or all of a session you teach Observed sessions may provide useful opportunities to begin to track progress Start to develop pupil profile strategies to establish criteria for assessments 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')

## Creating an Evidence Bundle for Tracking Pupil Progress - Overview

You will need to be formatively assessing pupils in the class 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 evaluate whether the pupils have met them at the end of the session
- identifying in your planning opened ended questions where answers will tell you about the pupil's understanding/ misconceptions
- planning opportunities for AfL (Assessment for Learning) into your lesson - encouraging pupils to evaluate and reflect on their own learning
- considering their responses during introductory activities and their prior knowledge/understanding
- evaluating the progress of groups and some individuals. Did any stand out? Identifying any pupils who surprise you. Do they exceed your expectations or find learning harder than you expected? What does this tell you about their learning and what are the implications for the next lesson?
- assessing how well pupils met the learning outcome/success criteria
- 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 or pupil observation notes** by;

- assessing whether they have met the learning objectives and success criteria
- identify the strengths of the piece of work and next steps for the individual pupil
- identifying any misconceptions or misunderstandings demonstrated.
- providing comments in pupil friendly language
- observing how pupils respond during activities – what support do they need, how long did it take them, who they interacted with, what resources did they use
- use post it notes / address labels / small note pad / annotate your planning to jot these observations down during the lesson

## Weekly Review Proforma (in SPAR)

You should have a formal weekly review meeting with your mentor to review pupil progress and your own progress. This will feature discussion about your well-being and that of your pupils and be a celebration of successes and classroom highlights based on fostering pupil curiosity and the love of learning. **You must bring evidence of pupils' progress and the progress and learning of the pupils you teach for discussion and appraisal.** When deciding on the evidence you are going to discuss it would be useful to consider the following:

- Did your pupils learn and make progress over time? (individuals, groups and whole class)
- How do you know?
- What did you do to make the difference? What are the strengths in your teaching? What areas do you need to develop? What more could you do? What could have gone better?
- What have you learnt about your teaching?
- How does all of this link to the Teachers' Standards and what does it suggest about your progress?

Together with your mentor you should consider what the evidence bundle tells you about your pupils' progress and your progress towards the Teaching Standards using the CAF. Initial discussions should focus on the quality of your teaching and its impact on pupils' progress and learning over time and the aspects of your teaching that support this or need to be developed further. This should then be mapped to the Teachers' Standards using the **Common Framework**.

Your mentor should consider the following when evaluating the quality of your teaching over time and its impact:

- 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 students need to ensure all pupils make at least expected progress.**
- observations of pupils, pupils' responses in lessons and pupils' workbooks, with particular reference to the quality and impact of your marking, your assessment records and annotated planning; your strengths against the Teachers' Standards **and** sub-headings of the Teachers' Standards and how you can improve. An atomistic approach should be avoided; initial discussions should focus on the quality of your teaching and its impact on pupils' progress and learning over time and the aspects of your teaching that support this or need to be developed further. This should then be mapped to the Teachers' Standards using the **Common Framework**.

Each weekly meeting should also include:

- monitoring of impact and progress;
- reviewing and agreeing appropriately challenging short and longer term developmental targets, along with agreeing and recording what needs to be done by you and others to enable you to achieve your targets. Targets need to be fit for purpose, have a Standards focus and, as appropriate, be subject-specific. Targets should be written using the language of the Standards and the common framework;
- identifying evidence of progress;
- agreeing and recording related training and actions;
- agreeing and recording the impact of the training on your teaching and, consequently, on pupil progress and learning over time.

## Observation Proformas (in SPAR)

These are completed during formal observations by your mentor and should make direct reference to how your teaching supports pupil progress.

## The Common Framework (in SPAR)

Highlight this grid to self assess and monitor your progress within each of the Teachers' Standards. Standards 2 and 6 have a particular focus on pupil progress and assessment. However, each of the Teachers' Standards relates to how you support children's attainment and progress so every section of the Common Framework can provide evidence of your achievements as a trainee in these areas.

## Confidentiality and Sensitivity

As with your individual pupil profiles, the information gathered is confidential. It is therefore essential that you exercise sensitivity and confidentiality in approaching children, and in the recording and use of this information. You should be aware that any records kept on children including your profiles, may be required by the Head teacher, class teacher, parents or other professionals. It is expected that at the end of your placement you will use the data from your class profile to update the class teacher's/ school's tracking system.

## 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







**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...

		<b>Progress</b>		
		<b>red: emerging</b>	<b>amber: achieve</b>	<b>green: exceed</b>
<b>Attainment</b>	<b>exceed</b>	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
	<b>achieve</b>	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
	<b>emerge</b>	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**

<b>Consider:</b>	<b>Standards</b>	<b>Commentary and cross references</b>
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.**

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

## Example of Progress Review Analysis of Evidence

### 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)	S6c  S4d & S8d	<ul style="list-style-type: none"> <li>Class data sheet and assessment trackers for the class</li> <li>Evaluations – in depth, 2 a week one Numeracy or Literacy the other a foundation subject.</li> <li>Book scrutiny – feedback to pupils has been effective.</li> </ul> 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  S4d & S8d	<ul style="list-style-type: none"> <li>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.</li> <li>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. 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 S5)</li> </ul>
What areas for development should you target next?  (No more than 2 points)	S8c  S2	<ul style="list-style-type: none"> <li>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</li> <li>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.</li> </ul>

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**

September 2021

### **The Purposes of Pupil Profiling**

Profiling is an essential part of the assessment, recording and reporting process. To maximise the potential of each pupil the teacher needs to understand the whole pupil – what they are interested in, how they learn best, what their strengths are and what barriers there may be to their learning and progress. Profiling will incorporate assessment information from Group/Class Data Summary Sheets and evidence bundles in the Tracking of Pupil Progress. However, it will extend beyond subject specific assessments to the teacher's understanding of the whole pupil and the influence that their context and individual needs/interests may have on learning and progress.

Teachers who work with one class of pupils, day in and day out, build up a comprehensive picture of each pupil over a period of time and a range of situations. Some of this information is gathered through formal assessments, but much is gathered instinctively in the course of everyday contact. As a result, teachers are able to develop a detailed holistic profile of every pupil which they use to support planning and teaching and learning and reporting to parents.

### **Profiling for trainee teachers**

As a trainee you spend a relatively short amount of time with any one class and therefore do not have the same opportunities as a class teacher to gather information about their class over an extended period of time.

- Profiling is designed to give you a focused opportunity to gather detailed information. By focusing on a small number of pupils, detailed information can be gathered in a range of areas and in a variety of situations thus allowing you to develop a holistic picture your selected pupils.

Trainees also need to develop their skills in gathering information which generates a holistic understanding of individual pupils.

- Profiling, therefore, is designed to provide opportunities for you to practise and develop skills of assessment, communication and analysis which will become part of your teaching repertoire.

### **The Purposes of Profiling therefore, are to:**

- **gain a holistic picture of each individual pupil**
- **understand the individual strengths and needs of each pupil**
- **maximise the pupil's potential through setting appropriate targets**
- **develop the trainee's skills of monitoring, assessment, recording and reporting**

### **A Guide to Recording Pupil Profiles:**

**During each placement 3 pupils** should be profiled (a cross section of levels/needs). In the extending phase, where possible, 1 of the pupils should be in receipt of Pupil Premium Grant.

Note that you will need to start collecting profile information and evidence early in your placement. This may be started during your visit days or at the latest during the first week. This information will help to inform your tracking of pupil progress.

One of the main purposes of profiling is to assess the impact that your teaching is having on the pupil's learning and progress so it will be closely linked to any assessment you carry out and record. **You should discuss the methods of assessment the school or setting uses with your class teacher as soon as possible.** You will need to familiarise yourself with whatever system the school uses to track pupil progress in NC subjects. Early Years settings will have their own pupil tracking processes linked to the Early Learning Goals.

The aim is to record as full, broad and detailed a picture of each of your 3 profile pupils as possible. The information gathered is confidential. It is therefore essential that you exercise sensitivity and confidentiality in approaching pupils, and in the recording and use of this information. **The well-being and wishes of the pupil and school are of paramount importance. You should always consult your class teacher/mentor about the information you wish to collect and take their advice** on (a) the appropriateness of eliciting such information and (b) how best it can be collected. You should also be aware that schools may choose NOT to disclose certain

information to you e.g. regarding a pupil's medical history or family background. **If the class teacher/mentor decide that certain information should not be collected or disclosed then this decision must be respected.**

Consider having a "cover sheet" with the headings below for each pupil where you will record your notes and information. Any evidence that you collect can then be filed behind the cover sheet so it can be easily cross referenced to your notes. **You must have paper copies of all your profile information evident in your placement files.** If you store any interim profile notes or information on a USB memory stick or computer this must be password protected to protect confidentiality. **Pupil's names and the name of the school should be anonymised on all information.**

At the end of the placement copies of your profile information should be retained in your placement file. You may need to refer to this in some of your University assignments. As the information will be kept outside of the school it is imperative that confidentiality is paramount at all times, as discussed above. Your class teacher may also want a copy of your profile records to add to their own assessment profiles, it would be professional for you to offer this as a matter of course.

### **Evidence for Pupil Profiling**

See list suggested for tracking pupil progress and in further guidance below

### **Advice on Annotation of Evidence**

When choosing evidence please consider the following:

- Exactly what does this piece of evidence demonstrate about pupil progress?
- What evidence does it provide about the impact of my teaching (marking, feedback)?
- How does it fit with other pieces of evidence collected?
- How does this link to the teacher standards / common framework?

**For pupils in receipt of Pupil Premium, during Extending Placement the following evidence must also be gathered:**

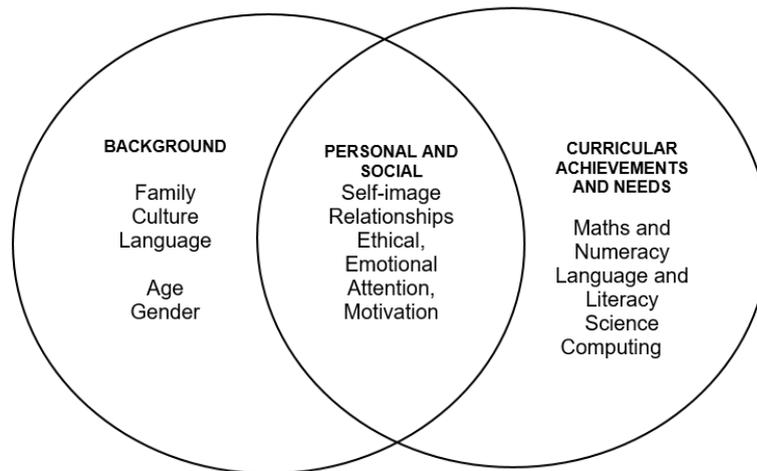
- Use the school website to inform yourself of the ways in which Pupil Premium funding has been used in the previous years.
- Does the pupil fall into any of the Ofsted identified groups?
- What are the most pressing needs of this pupil?
- How is the funding being used to support this pupil and their specific needs?
- What impact is this support having on the pupil's achievement?
- What is their progress in relation to the other groups of pupils?

## PUPIL PROFILE

<b>Pupil Profile Log name</b> ( <i>Pseudonym</i> ):	<b>Year Grp</b>	<b>Age</b>	<b>Gender</b>	<b>Reading Age</b>	<b>Notes</b>
<b>Summary of personal and social information relevant to the pupil's learning</b> (Eg. family situation, culture, language, additional learning needs, Pupil Premium, relevant medical information, social and emotional needs)					
<b>What the pupil says about their learning</b> (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?)					
<b>Information from class teacher about the pupil's progress in Literacy/ Phonics and Numeracy at the start of your placement</b> (link to National Curriculum and EYFS expectations)					
<b>Information from class teacher about the pupil's progress in other NC subjects or EYFS at the start of your placement</b>					
<b>Your initial teaching for this pupil</b> (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: <ul style="list-style-type: none"> <li>• 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</li> <li>• Any learning targets set for/ with the pupil</li> <li>• How teaching is adapted to meet this pupil's needs and support their progress in the following week</li> <li>• Progress in relation to NC or EYFS (using the school/ setting's own tracking system)</li> <li>• What the pupil has said about their learning this week</li> <li>• Reflection on any social and emotional learning for the pupil</li> </ul>					
<b>Start</b>	<b>Development</b>				<b>End</b>
<b>Summary report of pupil's progress between the start and end of the placement</b> (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



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

### Suggested Methods of Gathering Profile Information - (POD):

Product, Observation, Discussion and Questioning

<b>METHODS</b>	<b>EXAMPLES OF TYPES OF ASSESSMENT EVIDENCE</b>
<b>PRODUCT</b>	<ul style="list-style-type: none"> <li>• Examples/photocopies / photographs of pupil's work</li> <li>• Photos of the pupil at work</li> <li>• Class teacher's/school records</li> <li>• Pupil self-assessment proformas</li> <li>• Audio/video recordings</li> </ul>
<b>OBSERVATION</b>	<ul style="list-style-type: none"> <li>• Observation schedules               <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Unstructured e.g. diary type notes</li> </ul> </li> <li>• Critical incidents</li> </ul>
<b>DISCUSSION</b>	<ul style="list-style-type: none"> <li>• With pupil - Structured / unstructured interviews / Working alongside</li> <li>• With class teacher/other adult</li> </ul>

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.

#### **PRODUCT**

- **Examples of a pupil's work:** If possible collect copies, photos etc. of a range of work; annotate the work to record relevant information e.g. pupil; date/time; context; pupil's views about the piece of work; comments on the work in relation to the DLO etc.
- **School records:** Records will give you information about previous achievements of the pupil. The teacher's records might include data from the previous class teacher and data gathered during the current school year. School records should go back to the beginning of the pupil's school career. Information might include standardised test scores e.g. EYFS profiles, reading age, spelling age, SATS scores. What targets are set for the pupil? What other information is recorded? Does your experience with the pupil substantiate the information received? What methods of tracking does the school use?

- **Audio/video recordings:** These can be useful in addition to other methods of recording. Pupils can take ownership of the recording of their work. However, background noise can be problematic on audio recordings – if possible withdraw pupils to an appropriate quiet location.
- **Self-assessment sheets:** Pupils should be as fully involved in the profiling process as possible. Ask pupils to review their work, their behaviour, their preferences etc. Encourage pupils to set their own targets. One way to do this is through self-assessment sheets.

Such information could also be gathered via discussion and questioning.

## OBSERVATION

- **Time sampling** Over a period of a lesson or a morning/afternoon, note down at pre-determined intervals (e.g. 5,10, 20 minutes) what your chosen pupil is doing. Time sampling can be useful for considering social and communicative behaviour.
- **Event Sampling:** Determine the 'events' you are looking for, for example, you might be looking for the pupil's skills in speaking and listening. The 'events' will be the skills you are looking for. As you observe each skill being demonstrated, note this down. You may simply tick to show the pupil has demonstrated this skill, or note more specific evidence.
- **Unstructured Observation:** Observe a pupil whilst he/she is engaged in an activity. You can note down everything which happens in diary-type jottings which you analyse later, or you can try analysing learning which is taking place as you observe.
- **Critical Incidents:** A critical incident is any significant event with reference to your profile pupil e.g. an achievement, a kind act, a misbehaviour. Record the incident, the date/time, context, any relevant background information and the implications of this incident. The name 'critical incident' may seem to indicate something major – this is seldom so – the event may be small and unimportant in the overall classroom context, but the event may be critical with reference to that pupil.

## DISCUSSION and QUESTIONING

- **Structured Interview:** Try to create a relaxed atmosphere without distractions. Be clear about the information you want to gather and structure questions carefully- be aware of open and closed questions. Acknowledge and respond to what the pupil says. Make allowances for the pupil's agenda as well as yours. You may wish to tape record the interview or take notes – consider what effect any form of recording will have on the pupil
- **Unstructured Interview:** Follow guidance as above. You may have some starting points but the dialogue is allowed to develop naturally.
- **Working alongside the pupil:** Sit with your pupil and talk to him/her whilst doing an activity. Consider whether you wish to have some questions prepared or allow a dialogue to develop. Consider how you will record your findings. Again consider the use of open questions
- **Discussion with the class teacher/other adult:** Ask your teacher for information about your pupils. Consider also talking to other adults who work with the pupils such as support assistants, nursery nurses. Does your experience with the pupil substantiate the information received.

