



“**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 the 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 '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) - *consider the child's interests, purpose, motivations then identify links to the areas of learning and development.*
- How I will teach the learning objective(s) – *including structure, teaching strategies and techniques. Consider how the objectives are communicated to children, how the learning will be contextualised and have a purpose the child can recognize.*
- Key questions (including adapted questioning) - *consider questions, discussion starters and opportunities for commentary.*
- How will I know the children have achieved their learning objective(s)?
- Children's activities that will enable them to learn - *Retrospective planning captures teaching through child-initiated learning – helps show the teacher building on children's self-chosen activity*
- Adaptation – including by questioning, support, activity or resource
- How I am addressing my targets, linked to domains (Beginning or Developing Placement) or Teacher Standards (Extending Placement)
- Evaluation of children's learning / my learning

Supporting aspects – included as appropriate

- Extension activities (practice, generalization or concepts, consolidation and cognitive challenge)
- Resources
- Key vocabulary to be modelled
- Links to relevant statutory framework
- Success criteria
- Mini-plenaries
- Timings
- Home learning/communication
- Embedding in the continuous provision for consolidation and extension
- Teacher focus group
- Information for and deployment of other adults

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 of 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 the progression 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.



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] How will colleagues be supporting this?</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. What learning has already been undertaken in this area? How has this informed this plan for learning and teaching? 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. 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? How will you organise the activity? How will you engage all learners? How will children know what the intentions – the purpose is – the possibilities could be?</i>	<i>What skills will they have opportunity to use and develop? (What are they likely to do? What thinking skills might you promote?) What knowledge will they be drawing on and developing? (What will they know about/find out about?) What concepts do you expect them to explore? (what understanding has grown?)</i>	<i>Consider the three characteristics of effective learning and teaching Consider the age and stage of the child's development Consider levels of Involvement How can you make learning explicit during the activity</i>
Revised: November 2022		

<p><i>How will you ensure all children are actively engaged in your teaching?</i></p> <p><i>How will you structure this to maintain pace, so you are not talking too much?</i></p> <p><i>How will you support all children to meet the objective(s)?</i></p> <p><i>How will you extend and challenge thinking?</i></p> <p><i>How will you utilise ICT?</i></p> <p><i>Have you planned for the support of colleagues?</i></p>	<p><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></p>	<p><i>and how will you monitor it?</i></p> <p><i>How will you intervene to support enthusiasm, promote thinking and reflection etc?</i></p> <p><i>How will you capture the learning?</i></p> <p><i>How will colleagues support you in capturing the learning?</i></p>
<p>Evaluation teaching</p>	<p>Evaluating the learning</p>	
<p><i>What techniques supported the learning most effectively?</i></p> <p><i>Did your assessment strategy/methods help you and the children draw out the key learning?</i></p> <p><i>What progress have you made against your target(s)?</i> <i>How do you know?</i> <i>What evidence do you have?</i></p>	<p><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></p> <p><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 and for a different purpose</i></p>	

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)	<p>C&L – Speaking: To be able to participate in small group and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>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.</p>		

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

<p>Select focussed group for activity and discuss what they were doing yesterday with the herbs in the mud kitchen and last week's baking.</p> <p>Explain that we are going to go outside to choose some herbs to add to the Play-Doh.</p> <p>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.</p> <p>Go back inside and encourage the children to verbally sequence how they have made Play-Doh previously.</p> <p>As the children make their own playdough, discuss and question what they are doing and how the Play-Doh changes.</p>	<p>Describe the herbs using their senses and choose which ones to use in their Play-Doh. Pick them.</p> <p>Verbally sequence how to make Play-Doh from previous experience.</p> <p>Measure carefully (cups of flour, salt and water) to make Play-Doh, adding their chosen herb/herbs.</p> <p>Manipulate the materials together by: squeezing, squashing, pressing, rolling, patting etc.</p> <p>Extend by choosing and adding a colour.</p> <p>Comment on what is happening to the materials as they make the Play-Doh: what does it feel/look/smell like?</p>	<p>Who appears motivated and enthusiastic about the previous events? Does this extend on to this activity initially?</p> <p>Who can use their senses and describe the herbs?</p> <p>Do they choose their own herbs independently or follow a friend's choice?</p> <p>Who can verbally sequence how to make Play-Doh from previous experience in the correct order?</p> <p>Who can measure carefully and make their own Play-Doh?</p> <p>Who instigates adding a colour and who follows? Why have they chosen that colour?</p> <p>Characteristics of Effective Learning:</p> <p>Playing and Exploring: children investigate and experience things, and 'have a go'</p> <p>Active Learning: children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</p> <p>Creative and thinking critically: children have and develop their own ideas, make links between ideas, and develop strategies for doing things</p>
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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. What learning has already been undertaken in this area? How has this informed this plan for learning and teaching? 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. 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? What thinking skills did they use? What knowledge were they drawing on and developing? What did they know about/find out about? What concepts were they exploring?</i>	<i>What was your role? How did you facilitate the learning? – thinking about use of materials/resources/ space How did you facilitate the learning? - thinking about your interactive style and techniques?</i>	<i>How did you assess learning? Consider your use interaction and selective use of questions Consider the three Characteristics of Effective learning and teaching</i>

<p><i>(what understanding has grown?)</i></p> <p><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></p>	<p><i>How did you ensure all children are actively engaged in the learning?</i></p> <p><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></p> <p><i>How did you extend and challenge thinking?</i></p> <p><i>How did collaborate with and/or gain the support of colleagues to ensure the flow of learning could proceed?</i></p>	<p><i>Consider the age and stage of the child's development</i></p> <p><i>Consider Involvement Levels</i></p> <p><i>Was it appropriate to make learning explicit during the activity and how did you monitor this?</i></p> <p><i>Did you have opportunity to review the learning?</i></p> <p><i>Did you capture the learning? How and why?</i></p> <p><i>Did colleagues support you in capturing the learning?</i></p>
<p>Evaluation of learning</p>	<p>Evaluation of teaching</p>	
<p><i>Have all children made progress? How do you know? Evidence?</i></p> <p><i>Are there any children who have not made progress? What reasons could there be?</i></p> <p><i>What action could you take to support these children?</i></p> <p><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></p>	<p><i>What strategies, techniques, forms of interaction supported the learning most effectively?</i></p> <p><i>Did your assessment strategy/methods help you and the children draw out the key learning?</i></p> <p><i>What progress have you made against your target(s)? How do you know? What evidence do you have?</i></p>	

Early Years Learning & Teaching Retrospective Record (example) teacher support for child-initiated learning



Student Name:

Focus for learning	<p><i>Creating for a purpose – objects and written texts</i> <i>Working out feelings, sense of security</i> BUILDING A TRAP FOR BADDIES</p>		
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))	<p><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></p>		
Context & prior learning	<p><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></p>		
Learning Links with the EYFS Aspect of Learning and Development	<p><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></p>		

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>

<p>there were several different reasons for this.</p> <p>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</p> <p>Others opted for free flow, or the adult led activity.</p> <p>Sharing ideas, expressing opinions (verbal and non-verbal)</p> <p>Explaining knowledge and understanding through negotiating use of space, materials with peers and adults</p> <p>Confidence to ask for help, express opinions; understands own actions have impact on others; working through own thoughts and emotions</p> <p>Giving meaning to marks through to labels and captions; identifiable letters, representing some sounds correctly; meaningful short sentences</p> <p>Creating in parallel through to cooperatively; uses tools and techniques competently to build structures</p> <p>Responds to experiences such as films, TV, books, comics, play ideas of others</p> <p>CHARACTERISTICS OF EFFECTIVE LEARNING: Concentrate & overcome barriers; have a go</p> <p>Have own ideas & strategies</p> <p>Make connections between ideas and different areas of own experience;</p>	<p><i>Responded to interest in superhero play – suggest a focus for this</i></p> <p><i>Checked den building trolley for H&S and sufficient quantities of mallets etc</i></p> <p><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></p> <p><i>Suggested we work on grass to ensure substantial amount of space, lack of interruptions</i></p> <p><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></p> <p><i>Use of vocab – correct terms for equipment</i></p> <p><i>Use of 'how' & 'what if' questions</i></p> <p><i>Use of commentary</i></p> <p><i>Use of feedback on specific skills used</i></p> <p><i>Aware Ellis was with group of girls – needed to be careful to observe and give him time to feel confident</i></p> <p><i>Help with fixings to keep flow of construction going, but remembered to step back to give them time to try</i></p> <p><i>Acknowledge:</i></p> <ul style="list-style-type: none"> • <i>successful use of fixings,</i> • <i>mirror interesting vocab and longer sentences,</i> • <i>overcoming challenges</i> 	<p><i>last week's observations of free flow play.</i></p> <p><i>Incidental observations for key children Ellis, Nancy & Diane Joe, Arfan and Raj</i></p> <p><i>Looked for: 3 Cs of effective learning</i></p> <p><i>Considered the age and stage of the child's development – Ellis's reluctance to speak for example</i></p> <p><i>Involvement Levels</i></p>
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Evaluation of learning	Evaluation of teaching
<p><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></p> <p><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></p> <p><i>Others who extended their use of tools in a new context were:</i></p> <p><i>Consolidation</i></p>	<p><i>What strategies, techniques, forms of interaction supported the learning most effectively?</i></p> <p><i>Did your assessment strategy/methods help you and the children draw out the key learning?</i></p> <p><i>What progress have you made against your target(s)? How do you know? What evidence do you have?</i></p>

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 <small>e.g. engaging learners, questions</small>	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	<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? 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? 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?</i>
Session 2		<i>How will you structure this to maintain pace, so you are not talking too much? How will you utilise ICT?</i>	<i>How will you extend and challenge thinking?</i>	<i>How will you intervene where good progress isn't being made?</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>	<i>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 - 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	<p>For EP:</p> <p>S2 Promote good progress and outcomes by pupils</p> <p>To plan a sequence of learning so children make progress in their learning.</p> <p>S3 Demonstrate good subject and curriculum knowledge</p> <p>To demonstrate a sound understanding of all areas of the areas of learning in the EYFS.</p>	Prior learning / context	<p>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</p> <p>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.</p> <p>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).</p> <p>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</p>

[Redacted]

[Redacted]

The area is open to all the children in my class

Key learning

[Redacted]

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.	<p>What can you see? What can you smell?</p> <p>Can you hear anything? What do you think will happen next? Will it be two sleeps or three sleeps before they hatch?</p>	<p>Differentiation by outcome</p> <p>Photo of the visit to the farm near the incubator on ipad</p> <p>Bench to allow children to get a good view and be comfortable</p> <p>Display of key questions on the wall</p> <p>Chart for children to complete independently on the changes noted</p> <p>Collection of decorated wooden/metal/ other eggs for sorting and to promote Rich language</p>	<p>Use photos of the trip to</p> <p>recall the activity on return to the classroom</p>	<p>Note children's use of language and</p> <p>increased vocabulary through observation</p> <p>Sorting the collection of decorated eggs</p>
Session 2	To be able to make observations, talk about what they see, including asking questions.	Observe the progress of the eggs	<p>Differentiation by outcome</p> <p>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)</p>	Review the chart with the group	Note children's reading and re-telling of the Aah said stork story

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

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

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.

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' Beginning Phase	'D' Developing Phase (as 'B' and...)	'E' Extending Phase ('D' and...)
<p>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)</p>	<p>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</p>	<p>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')</p>

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

CLASS PROGRESS TRACKING SHEET

Week 2 and 3



Class record		Year 2										Date/s	11/04/2016		Subject	Literacy			
Learning objective/ success criteria	Name	Learning objectives										Date/s	11/04/2016	Subject	Literacy				
		To be able to discuss and identify key language features.	To be able to identify the narrator for language features.	To be able to explain the main character using adjectives and adverbs to describe.	Create a tablet title character.	Name my character using adjectives.	To be able to describe the character.	To discuss my setting.	To create an original setting.	To consider another character in the story.	To be able to name and describe a story.				Comment/Target				
	G. M	Green	Green				Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	A	Use a thesaurus.
	F. B	Green	Green				Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green		Check the meaning of words
L	J. Bir	Green	Red				Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green		
	P. B	Green	Green				Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green		
L	A. B	Green	Green				Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green		
L	S. Baw	Red	Red				Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green		
L	O. B	Green	Green				Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green		
H	C. C	Green	Green				Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green		
H	K. C	Green	Green				Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green		
H	S. C	Green	Green				Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green		
H	C. Da	Red	Red				Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green		
L	C. Di	Green	Green				Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green		
	C. Do	Green	Green				Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green		
	R. G	Green	Green				Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green		
H	A. G	Green	Green				Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green		
	O. G	Green	Green				Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green		
	M. H	Green	Green				Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green		
	C. I	Green	Green				Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green		
H	G. I	Green	Green				Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green		
H	E. K	Green	Green				Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green		
	H. M	Green	Green				Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green		
	L. M	Green	Green				Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green		
L	T O-B	Green	Green				Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green		
L	LR	Green	Green				Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green		
L	JR	Green	Green				Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green		
	LS	Green	Green				Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green		
H	AT	Green	Green				Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green		Use annotation Check spellings
	MW	Green	Green				Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green		

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

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

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 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"> 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 S4d & S8d	<ul style="list-style-type: none"> 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. 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)
What areas for development should you target next? (No more than 2 points)	S8c S2	<ul style="list-style-type: none"> 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

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:

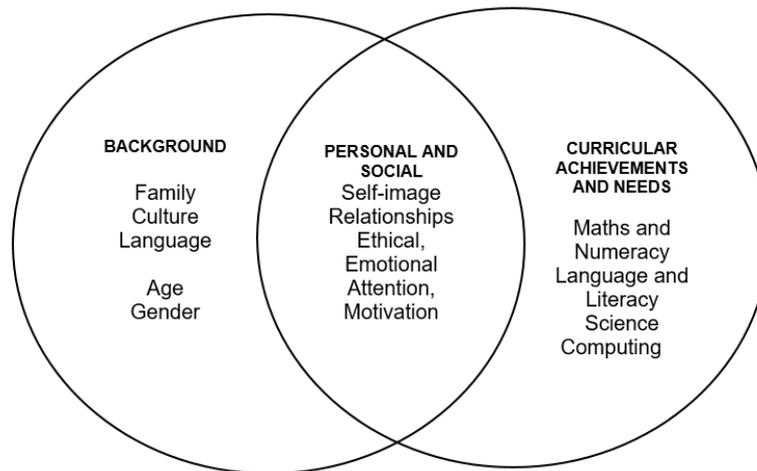
- Use the school website to inform yourself of the ways in which Pupil Premium funding has been used in the previous years.
- Does the pupil fall into any of the Ofsted identified groups?
- What are the most pressing needs of this pupil?
- How is the funding being used to support this pupil and their 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

Pupil Profile Log name (<i>Pseudonym</i>):	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: <ul style="list-style-type: none"> • 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			SOCIAL LOCATIONS		
	classroom	hall	playground	individual	group	whole class
	LEARNING SUPPORT			LOCUS OF CONTROL		
	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

METHODS	EXAMPLES OF TYPES OF ASSESSMENT EVIDENCE
PRODUCT	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Observation schedules <ul style="list-style-type: none"> ○ 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	<ul style="list-style-type: none"> • 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.

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.