

# Pupil Progress - Observer Chart

*Pupil progress is a complex and multi-layered concept. With this mind we have designed the following chart with ideas of possible sources of evidence for an observing teaching or mentor.*

## Observation

### Behaviours for learning

Pupils' initial approach to learning - arriving in an orderly and timely fashion, with correct equipment; improved attendance.

Pupils' response to the teacher - becoming silent quicker; quicker to listen to instructions; putting hands up to ask or answer questions rather than calling out; not challenging directions from teacher – i.e. accepting teacher's authority.

Engagement - pupils ask perceptive questions in the lesson; 'quiet' students being willing to contribute; staying on task for longer than previously; completing more work; answering questions rather than staying silent or shrugging shoulders; expanding on an answer rather than just a "Yes" or "No"; willingness to attempt work.

Atmosphere in the classroom is positive - pupils smile, talk about their work to one another, remain engaged. Pupils saying things like "This lesson has gone quickly" rather than "What time is?" or "This is well boring".

Pupils receive more rewards.

Collaboration - Pupils working more productively in groups – not falling out, not leaving it to one person, etc.

Resilience - Pupils having a go at something even if they are not sure, therefore showing more independence/resilience; having another attempt at something thereby showing resilience rather than giving up.

Plenary - progress discussed and reflected on by class.

### English

Pupils are increasingly able to analyse aspects of a text, articulating (orally and in writing) how an author's choice of language and structure achieves particular effects.

Pupils are increasingly able to evaluate a text with reference to its intended audience, purpose and genre.

Pupils are increasingly able to draw comparisons and discuss differences within texts and across texts.

Pupils are increasingly able to consciously use linguistic and/or structural choices and apply genre conventions in speech and writing to achieve specific and desired effects.

## Pupils

Conversation with pupils where they can articulate what they have learnt in the lesson and over the topic.

Homework - Pupils doing homework who have not done it previously; handing in homework on time; seeking help and advice with homework; improved time spent on homework; attempting more of the homework.

Responding to feedback - Pupils endeavouring to improve their work as a result of directed self reflection or peer evaluation or in DIRT time, responding to teacher's marking thereby showing they are engaging with feedback and taking some responsibility for own progress.

Work completed in the lesson - learning that has taken place; in class assessment/questioning demonstrates that pupils can now do something that they could not at the beginning of the lesson/topic; improved work rate; presentation; accuracy; pupils' reflections on their learning; reference to previous learning

## Discussion With Trainee

What did pupils learn last lesson? How have you built on last lesson?

What did pupils learn this lesson? How do you know?

What were the barriers to learning? How did you navigate these?

Did any pupils do particularly well today compared with a few weeks ago? Did any pupils not achieve as you expected? Why was this?

## Other Sources

Pupils' planners/report cards

In conversations with pupils/TAs/Form Tutors/Parents

Feedback from observations (Form M) and linked to lesson plan

Trainee lesson evaluations

Markbooks (e.g. record of homework being handed in and/or completed, records of marks and grades, etc.

Register – attendance, punctuality