

# Pupil Progress - Trainee Chart

*This chart is designed to help you be able to identify the impact you are having on the progress of your pupils. It is by no means an exhaustive list, you may wish to include different areas of evidence.*

## 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; more careful presentation of 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

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.

## English

Pupils have increased knowledge about a particular author/text/character/scene or chapter/literary period/literary genre/linguistic technique.

Pupils have moved from having knowledge to understanding aspects of a particular text/genre/technique etc (perhaps they can answer orally and or in writing "why" and "how" rather than "what" or they can use the knowledge implicitly in their own responses).

Pupils' understanding of text/ technique/genre etc is more developed – they can evaluate (orally and/or in writing) how well a technique works and/or they have different interpretations of a text or the effect of using a particular technique within a text etc.

Pupils make connections between different authors/contexts/texts etc and are able to compare and contrast them (orally and/or in writing).

Pupils can apply and comment explicitly upon the effect of using particular ideas/techniques in their own writing etc.

In pupils' speech and/or writing vocabulary is more varied, experimental, sophisticated, precise, accurate, suitable for audience and purpose.

## Assessment

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.

In class assessment/questioning demonstrates that pupils can now do something that they could not at the beginning of the lesson/topic.

Reference to prior learning.

Pupils feedback what they have learnt in a lesson and over a topic.

Recorded test/assessment marks show improvement.