

# 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 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.

## MFL

Pupils have gained new insights into how language works, developing their language learning skills.

Pupils have increased their knowledge and understanding of a particular grammatical concept, e.g. verb constructions, i.e. a new tense, word order etc.

Pupils can listen to a variety of forms of spoken language and respond appropriately. They can transcribe with increasing accuracy  
During reading tasks pupils have moved from having basic knowledge of vocabulary to understanding more complex language by being able to deduce meaning.

Pupils can translate accurately from and into the foreign language  
In pupils' speech vocabulary is more varied and the speed and fluency of response increases. They initiate and develop conversations. The accuracy of pronunciation and intonation improves.

When producing written language pupils can manipulate language for themselves. They can apply a wider range of grammar and vocabulary in different contexts.

Pupils have gained new insight into and understanding of an aspect of the culture of the target language country/countries.

## 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.

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

Recorded test/assessment marks show improvement