

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.

Science

Evidence of pupils improving a specific skill over time e.g. graph drawing/ analysing results/ handling variables/ carrying out a standard procedure/ measuring accurately etc.

Evidence that pupils' prior misconceptions have been addressed eg. by the use of 'confidence grids' or 'True/False' Qs, used before and after teaching.

Evidence that pupils can use the correct scientific vocabulary accurately, to show increasing confidence in their understanding; this may be in class discussions, skilful questioning by trainees or home learning exercises.

Evidence that pupils can demonstrate their understanding of a science concept by discussing, either orally or in writing, not just 'what' but also 'why' and 'how', linking ideas from different areas of science to justify their answers.

Setting questions in class/ for homework that require pupils to apply their understanding to a new context, or use of exam questions to check how secure their understanding is.

Extended writing skills: clear success criteria met, e.g. use of scientific vocabulary, use of connectives, describe/explain/ justify etc.

Exam technique: Look for evidence of pupils identifying the 'command words' in exam questions (eg. highlighting) and/or annotating with key scientific vocab

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.

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

Recorded test/assessment marks show improvement.

Reference to prior learning.