

# 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.

## History

Using sources - pupils know how to infer from sources to use them as evidence to support their opinions and answer historical questions ... with confidence. Pupils have and use strategies to help them 'read' sources, including for their sub-text/meanings.

Pupils can give (detailed) reasons using their historical knowledge to support their views about a topic - orally and in writing

Pupils can give and explain (in detail) reasons why events and changes happen related to a topic.

Pupils can describe the nature, pace and/or extent of change over a period of time or within a period of time.

Pupils can explain how a particular factor impacts on change over time.

Pupils clearly understand the historical concepts they need for a topic (such as communism, or monarchy, or religion)

Pupils can explain how and why a historical interpretation is convincing. They know how to ask and answer questions about provenance, purpose and audience.

Pupils can explain the value of a particular source for a purpose.

Pupils can use their historical knowledge to explain the historical significance of an event or change.

Pupils know that historical significance varies from person to person and over time and can give examples.

Pupils have a strong sense of period and sense of place relating to a topic.

Pupils have a strong grasp of the chronology of events and changes in a topic.

## 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.