Bolton Council

Pupil Progress Meetings in Action

Deb Butler

Catriona Fletcher

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Pupil Progress Meetings (PPM) provide a regular timetabled forum for analysis and discussion of the factors that have supported pupil progress and identifies, collaboratively, actions that overcome barriers to learning.

They require teachers to share evidence drawn from their day to day and periodic assessments. The meetings provide a forum to answer questions posed by the data within pupil tracking and enable schools to move tracking off the page into actions for learning. They also provide an opportunity to demonstrate and celebrate success.

Self Evaluation structure for securing pupils' achievements and their enjoyment of learning
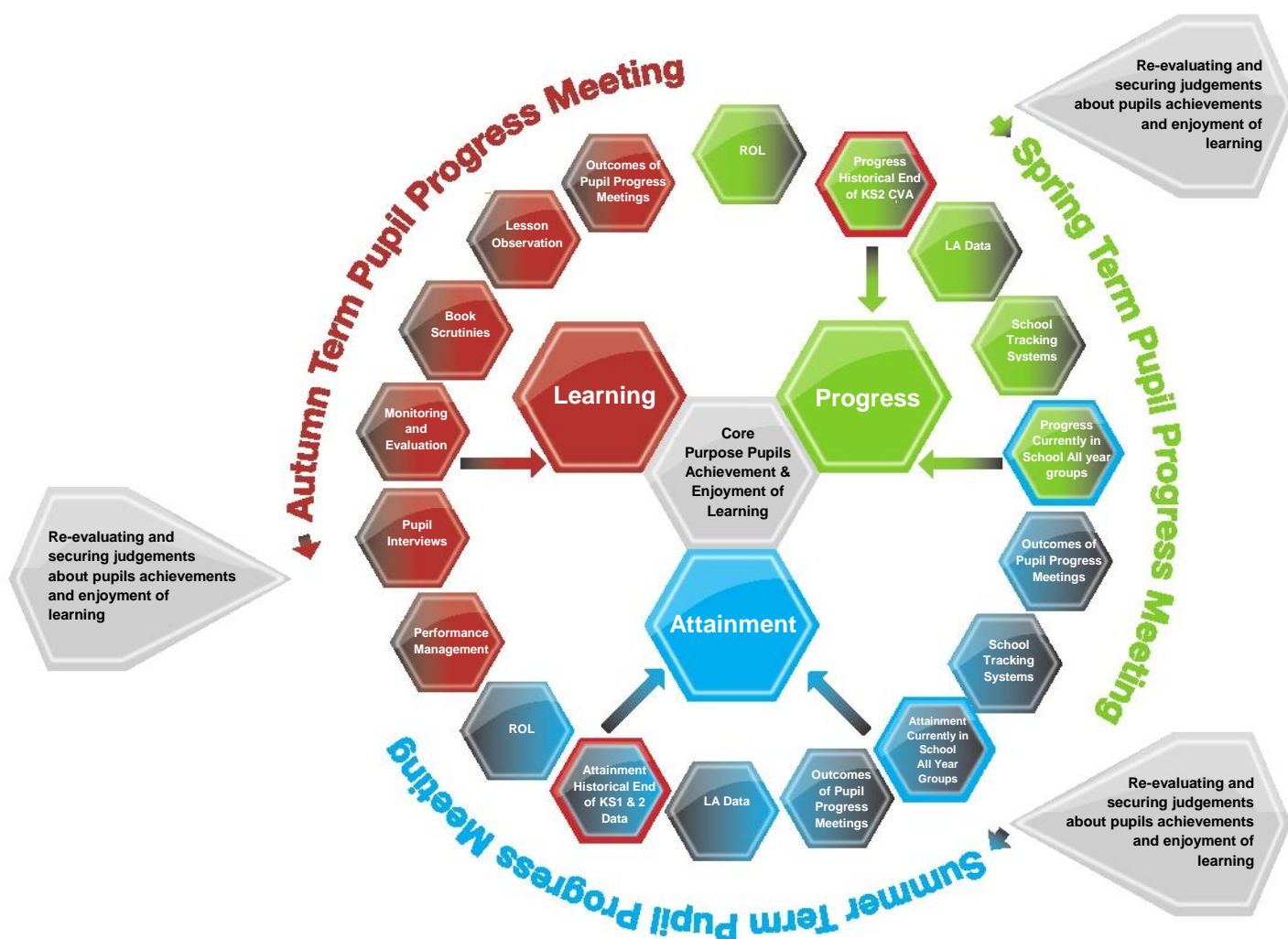
The purposes and principles of assessment

Final report of the Commission on Assessment without Levels
September 2015
Chaired by John McIntosh CBE

"The overriding principle of good assessment is that it should be clearly tied to its intended purpose. There are three main forms of assessment: in-school formative assessment, which is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly; in-school summative assessment, which enables schools to evaluate how much a pupil has learned at the end of a teaching period; and nationally standardised summative assessment, which is used by the Government to hold schools to account. Good formative assessment ranges from the probing question put to a pupil as they think something through; quick recap questions at the opening of a lesson; scrutiny of the natural work of pupils; right through to formal tests. To use each form of assessment to best effect, it is important that teachers and school leaders understand their various purposes. Schools must be clear why pupils are being assessed, what the assessment is intended to achieve and how the assessment information will be used. The Commission has not sought to prescribe any specific model of assessment, but to highlight the principles which should underpin any approach. These principles are presented in the form of questions that school leaders and teachers can ask themselves when developing their approach to in-school formative and summative assessment."

Effective assessment will be clearly tied to its purpose and schools must be clear:
- Why pupils are being assessed
- The things which assessment is intended to measure
- What the assessment is intended to achieve
- How the assessment information will be used

It is crucial that in-school formative and summative assessment enables teachers to understand pupil performance on a continuing basis and to identify the details about pupils' knowledge and understanding of the topics, concepts or skills covered. They will clearly know whether knowledge and understanding is secure enough to move forward, or whether further consolidation work or a different approach is necessary or whether a pupil has been able to demonstrate application of a skill with increasing independence or confidence. In addition to teacher knowledge and summative test outcomes the evidence of this will be in pupil workbooks and will guide the nature of follow up actions to plug gaps in knowledge and understanding or to support progression where learning is secure.

Why the need for pupil progress meetings?

The aims of the meetings are to enable:

- Staff to engage in professional dialogue about pupil progress
- Quality time to discuss and value teacher judgments
- Members of the SLT to be aware of the progress being made in each cohort
- Teachers and SLT to identify groups of pupils making at least expected progress and on track to meet the agreed numerical targets
- Teachers and SLT to identify vulnerable groups of pupils e.g. gender, FSM
- Teachers and SLT to analyse the impact of intervention strategies
- Strategic decision making on how additional adults and other resources are used effectively in order to meet the needs of the pupils and the school
- Staff and SLT to agree key actions in order to address identified priorities arising from the meetings.

The overarching purpose is to ensure that all aspects of provision are as effective as they can possibly be to maximise pupil progress throughout school.

What do we want from the meetings?
- Professional dialogue around data analysis resulting in an updated data record being in place showing who is on track for end of year targets, on track for age related attainment targets and on track for end of Key Stage targets
- Identification of successes and barriers to learning and common themes across school
- Effective evaluation of existing intervention
- Identify trends of progress in vulnerable groups
- An action plan for each class- what is going to happen next to tackle any underachievement or risk of underachievement?
- Lead to whole school action including CPD and agreed monitoring and evaluation focus.

Pupil progress meetings within the school assessment calendar

There needs to be a whole school system for linking progress to provision which forms a cyclical process that is strategic and is integral to the school self-evaluation calendar. To be most effective it requires involvement from all members of the school community so it can support with the following:-.

- Identification of barriers and planning of suitable actions to narrow achievement gaps
- School leaders' responsibilities for strategic development of systems to support all pupils including those with SEN and those who are disadvantaged.
- Refined communication with parents/carers, governors and other agencies.

Throughout this process schools will have to ask searching questions about the validity and accuracy of its assessment procedures. Established systems will mean that there is confidence in the reliability of assessment and the data within the tracking.

Moderation Systems

Moderation helps teachers to know that they are applying accurate and consistent standards when making their teacher assessment judgements. It also helps to ensure that the assessment results are fair for children and useful for schools and others who evaluate performance and progress.

The effective application of standards to pupil outcomes is underpinned by staff really understanding the standards and then applying them consistently when making judgements through a process of 'standardisation'.

Having made judgements about pupil outcomes through a process of teacher assessment and/or testing it is then essential that the judgements are moderated. There are many effective ways of conducting moderation:

- Whole school subject specific moderation sessions mapped into the CPD calendar e.g. *writing moderation Autumn 2nd half term staff meeting*
- SLT and Subject Leaders conducting on-going moderation of standards as part of the monitoring and evaluation programme in school
- Key stage or phase moderation
- Inter- school moderation

Effective moderation systems lead to absolute confidence in the validity of the data that forms the basis for discussion at pupil progress meetings.
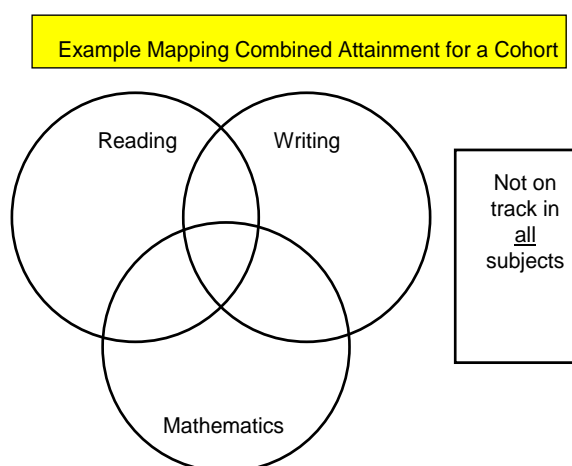
Supporting questions

- Is the assessment system appropriate? How much testing is there throughout the year? Are the tests being used agreed and appropriate? If testing is carried out is it age/stage appropriate?
- Is teacher assessment reliable? Is there whole school/key stage moderation? Is there any moderation with other schools?
- Are National Curriculum criteria being used?
- How often are the assessments carried out? Does the timing support dialogue about progress at key points throughout the year? Is it embedded in the whole school calendar?
- Are the assessments telling us what we need to know?
- Is the impact of any interventions assessed appropriately?

How is the data analysed?

The key to school improvement is to know where the pupils are now and where they need to be after a set period.

- Do school systems support teachers in analysing their own data?
- Are teachers aware of the age related expectations for their year group?
- Are teachers aware of what constitutes 'sufficient' and also 'more than sufficient' progress?
- Are teachers aware of whether pupils are "on track" to meet combined age related expectations in reading, writing and mathematics?

Example Mapping Combined Attainment for a Cohort

Reading   Writing

Not on track in <u>all</u> subjects

Mathematics

This Venn diagram can be used throughout the year to record pupil progress towards age related expectations and will therefore assist teachers in identifying those pupils not on track to attain combined National Curriculum expectations.
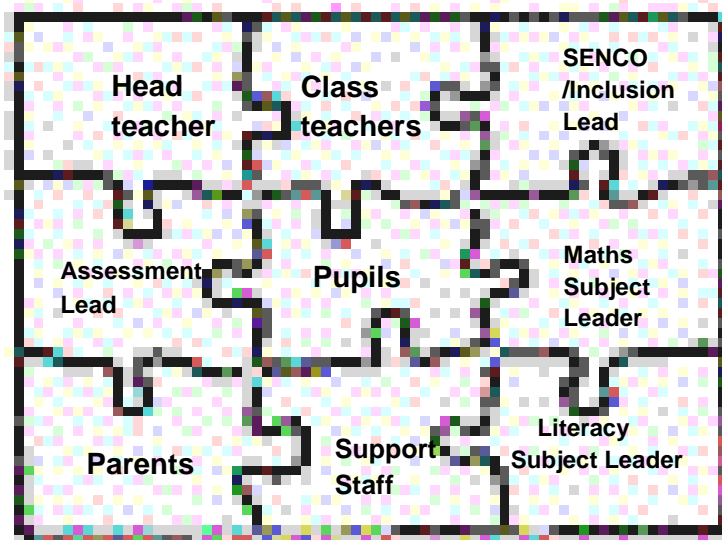
The most effective pupil progress meetings

The most effective meetings are planned for and have an agreed agenda in place beforehand and shared with all staff involved. This will allow all involved to prepare for the meeting and have a clear understanding of the discussion points, the intended outcomes and the resulting actions.

Materials needed to support the progress meetings:

- Current pupil tracking data.
- Intervention/support provided with evaluations of impact.
- Examples of pupils' work that show progress
- Annotated examples of short term planning
- Outcomes of monitoring and evaluation e.g. lesson observation, pupil discussions.

Who is involved and at what stage?

There are a range of effective models in terms of who is involved in the actual pupil progress meetings. The key is that all parties are fully aware of the outcomes of the meetings including any whole school themes emerging, specific cohort or subject issues, and all agreed actions. It may be appropriate to:

- Inform staff of common themes identified

- Inform subject leaders of any subject specific issues arising

- Involve pupils in discussions about their progress

- Inform parents of any intervention being provided, the reasons for this and also how they can best support their child.

The pupil progress meeting agenda

Suggested prompts for teachers to consider before the meeting and for discussions during the meetings

- What is the percentage of pupils now on track to meet age-related expectations in reading, writing and maths?

- What is the percentage of pupils making more than sufficient/sufficient/no progress towards their end of key stage progress targets in reading, writing and maths?

- What is the percentage of pupils making more than sufficient /sufficient/no progress in-year?

- What actions have taken place since the last meeting?

- What impact have these actions had on attainment and progress?

- What evidence is there to support the reported impact? Are the judgements supported by work in pupils' books?

- For the pupils who have made more than sufficient progress what has made the difference?

- For pupils who have not made enough progress, what core barriers are preventing them from moving on and how can we intervene?

- Which pupils do you feel now need intervention? How will this be organised and what will the planned programme include?

- Is there any additional support in terms of continuing professional development (CPD) you feel you need to help those pupils?

Sample proforma for pupil progress meetings:

- Some aspects of the proforma will be completed prior to the meeting as part of the preparation by class teachers.

- The proforma can then be added to during the meeting to record the agreed outcomes.

- Once all the meetings have taken place it is useful to collate all agreed issues and outcomes to support information sharing at all levels.

Exemplar Pupil Progress Meeting Proforma

Class			Date	
Staff Involved				

Context				
Total	**Boys**	**Girls**	**FSM**	**SEN**

Attainment **% on track to meet or exceed age- related standard or above**		
Reading	**Writing**	**Mathematics**
This shows the no. & % of pupils on track to reach age related standard or above & enables comparison with National expectations.		

Cohort Attainment : **Class overview in relation to age expected attainment**			
	Reading	**Writing**	**Maths**
On track to be working at greater depth of expected standard	*Put pupils' names in correct boxes*		
On track to be working at expected standard			
On track to be working towards expected standard	*This clearly demonstrates target groups.*		
On track to be working at growing development of expected standard	*It is important to note who is a target for all 3, 2 or just 1 subject - tracking reading, writing & maths combined standard*		
On track to be working at early development of expected standard	*KS 2 only*		
On track to be working at foundations of expected standard	*KS 2 only*		
SEND	*P scales will be used*		

Progress		
% on track to at least meet their sufficient progress target *schools will use starting point data from their own tracking systems to determine targets and expectations of progress.*		
Reading	**Writing**	**Mathematics**
% on track to exceed their sufficient progress target		
Reading	**Writing**	**Mathematics**

Reading

Pupils identified as making more than sufficient progress		Points of discussion including strategies that have had an impact	Agreed Action e.g. disseminating effective practice, further developments
Name	**Standard**	*Identify what has supported the progress*	*How could this support others in class or through school (staff & pupils)?*
Enter names and attainment details of pupils who have moved on since the start of the year			
Pupils identified as making sufficient progress		**Points of discussion including strategies that have had an impact or barriers to learning**	**Agreed Action e.g. adaptations to provision**
Name	**Standard**		
Pupils making slow progress		**Points of discussion including key barriers to learning**	**Agreed Action e.g. intervention or staff CPD**
Name	**Standard**		
Enter names and attainment details of pupils who have not moved on since the start of the year		*Identify what has been the barrier to progress*	*What strategies will be planned for to support progress from now. Be clear as to who is involved and the timescales. How will impact be measured?*

Writing

Pupils identified as making more than sufficient progress		Points of discussion including strategies that have had an impact	Agreed Action e.g. disseminating effective practice, further developments
Name	**Standard**	*Identify what has supported the progress*	*How could this support others in class or through school (staff & pupils)?*
Enter names and attainment details of pupils who have moved on since the start of the year			
Pupils identified as making sufficient progress		Points of discussion including strategies that have had an impact or barriers to learning	Agreed Action e.g. adaptations to provision
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Pupils making slow progress		Points of discussion including key barriers to learning	Agreed Action e.g. intervention or staff CPD
Name	**Standard**		
Enter names and attainment details of pupils who have not moved on since the start of the year		*Identify what has been the barrier to progress*	*What strategies will be planned for to support progress from now. Be clear as to who is involved and the timescales. How will impact be measured?*

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Maths			
Pupils identified as making more than sufficient progress		**Points of discussion including strategies that have had an impact**	**Agreed Action e.g. disseminating effective practice, further developments**
Name	**Standard**		
Enter names and attainment details of pupils who have moved on since the start of the year		*Identify what has supported the progress*	*How could this support others in class or through school (staff & pupils)?*
Pupils identified as making sufficient progress		**Points of discussion including strategies that have had an impact or barriers to learning**	**Agreed Action e.g. adaptations to provision**
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Pupils making slow progress		**Points of discussion including key barriers to learning**	**Agreed Action e.g. intervention or staff CPD**
Name	**Standard**		
Enter names and attainment details of pupils who have not moved on since the start of the year		*Identify what has been the barrier to progress*	*What strategies will be planned for to support progress from now. Be clear as to who is involved and the timescales. How will impact be measured?*

Evaluation of outcomes and evidence of impact

Is one subject area an issue?
Is a specific group of pupils an issue?
What do the work books show?
What is the outcome of any monitoring?

Agreed monitoring focus

In relation to the outcomes of above agree what the focus of the monitoring for the next half term/ full term will involve?

Ensuring that provision meets the needs of all pupils

Pupil progress meetings provide an opportunity to consider whether the provision is as good as it can be in the first instance throughout school. In this respect PPMs add a further aspect to on-going monitoring and evaluation. The sequence of self-evaluation activity can be carefully mapped out so that all elements are mutually supportive.

In reviewing practice the following questions may support professional dialogue in school:

Quality of learning

- What are different groups and individual pupils *actually* learning as opposed to *doing*?
- Are pupils applying previous skills/knowledge or learning something new? Is there an unrelenting focus on basic skills?
- Can all pupils make the links between previous/new learning?
- Can pupils talk about what they are learning, as opposed to simply describing what they are doing? Do they demonstrate a depth of understanding?
- Do they consistently produce work of a good standard?
- Are pupils working independently? Are they self-reliant – do they make the most of the choices they are given or do they find it difficult to make choices? To what extent do pupils take responsibility for their own learning?
- How well do pupils collaborate with others? Do they ask questions, of each other, of the teacher or other adults, about what they are learning?
- Are pupils curious? Do they show initiative? Do they demonstrate resilience?
- How well do pupils follow routines/expectations?

Enjoyment of learning and attitudes

- Are pupils engaged, working hard, making a good effort, applying themselves, concentrating and productive?
- Are pupils developing habits of good learning?
- Are pupils happy with their work? Are they proud of it?
- Are pupils interested in their work and in what they are learning? Or are they easily distracted?
- How smooth is the transition from teacher input to group work? Do pupils settle to work easily?

Assessment to support learning

- Are there any significant differences in the learning of different groups of pupils, or of any individuals?
- Are pupils involved in assessing their own learning and progress? Do pupils use feedback well, know what they need to do to improve and act upon this?
- Do pupils know what they are learning and why?
- Do pupils have targets and do they understand what they mean/what to do to achieve them?
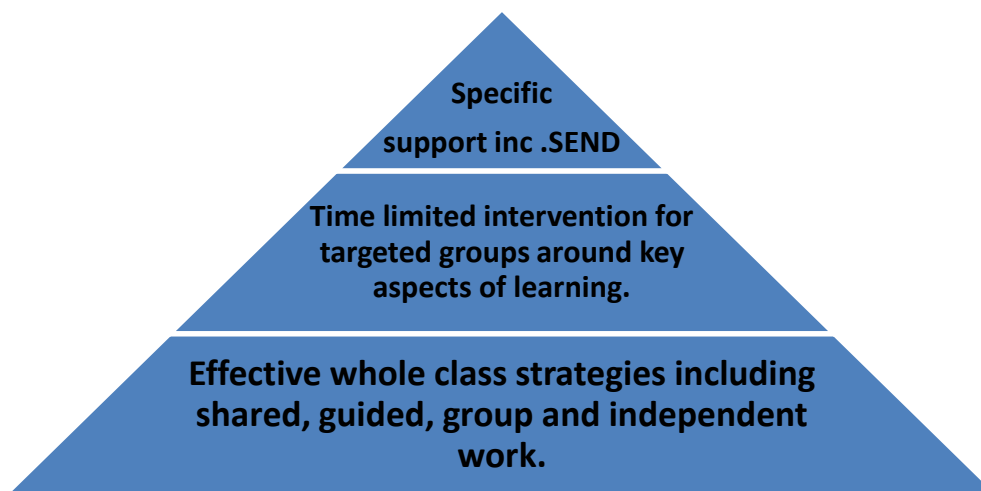
Elements of effective teaching and learning

Successful practice is underpinned by a positive ethos across school and a culture that encourages dialogue about learning and collaboration in terms of what works well.

	Strategies for ensuring progress and developing pupil independence
Modelling or explaining	Teachers model the use of a skill or procedure demonstrating the process of learning as well as the outcome. Pupils are asked to provide the commentary on the process being modelled by the teacher (or vice versa). Pupils model or explain in small groups or pairs. Pupils are asked to 'think aloud' as they perform a task or solve a problem.
Questioning	Teachers plan for differentiated questioning. Teachers encourage pupils to ask their own challenging questions, e.g. by displaying a list of question stems, for different levels of thinking, from which the pupils choose. Pupils are encouraged to engage in dialogue by responding to the questions and answers of their peers.
Using success criteria	Teachers plan appropriate success criteria to support pupils in achieving successful learning outcomes. Pupils are guided in the use of success criteria to assess their own progress. Pupils are encouraged to devise their own success criteria from model answers or examples of pupil outcomes.
Written and oral teacher feedback	Teachers provide developmental feedback with the expectation that this is acted upon by pupils. Teachers use questions or prompts to encourage pupils to reflect upon their learning and to refine their outcomes. Pupils know feedback is valuable and respond to it to improve their work.
Gradually removing scaffolds to promote independence	Teachers make this explicit: 'Last time we did x and y together; now you are going to…' Teachers involve pupils in the decision about how much scaffolding should be provided; differentiating if appropriate.

Layers of support

The diagram below is intended to support discussion around meeting all pupils' needs.

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                    Specific
                 support inc .SEND

            Time limited intervention for
              targeted groups around key
                 aspects of learning.

       Effective whole class strategies including
        shared, guided, group and independent
                        work.
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The process of asking staff to articulate effective strategies that have had an impact on pupil progress can further identify excellent practice in school which could usefully be shared. It might also be that the meetings reveal that some staff would benefit from CPD/support in a particular aspect of practice.

Prompts to support such a process of evaluation:

- Are there any whole-school, key stage or individual staff implications for CPD?

- As a school, what are the barriers that hinder our pupils in moving forwards?

- What do we need to do differently to ensure that such barriers are overcome?

- As a year/phase group is there any additional CPD that would be useful to address these issues?

- Across our school are there any common threads for those pupils who made the best progress?

- Are there emerging groups of pupils who are making more than sufficient progress and those who are slow moving in each year? (eg boys, girls, children with special educational needs (SEN), disadvantaged pupils, English as an additional language (Advanced bi-lingual pupils and International New Arrivals), more able etc.

Close scrutiny of all the information gathered from pupil progress meetings in terms of learning and progress, and also teaching, can support the completion of a summary plan during the meeting.

Exemplar record of intervention:

Improving Outcomes Plan							
Class							
Development strategies to support whole class progress							
• •							
Agreed time limited interventions for targeted groups:							
Pupil at risk of underperforming	Subject	Specific area of focus	Entry data	Intervention Target	Exit data	Outcome	Next steps
Specific interventions for pupils with particular needs (SEND):							
Pupil at risk of underperforming	Subject	Specific area of focus	Entry data	Intervention Target	Exit data	Outcome	Next steps
Date of next meeting:							

Effective intervention

The most effective interventions:

- are not used as a substitute for high-quality teaching
- make use of interventions that have proven evidence of long-term effectiveness
- are used early and are targeted at the right pupils through careful assessment and tracking of progress
- aim for pupils to reach the expected levels for their age, rather than just narrow the gap between them and their peer;
- are delivered by highly skilled adults, who have been well trained and receive on-going support
- are time-limited, and have clear entry and exit criteria.

The National College of Teaching and Leadership (National College) published guidance and best practice case studies on closing the attainment gap in the new primary curriculum in September 2014. The report shows how a teaching school first identified barriers to learning for each individual pupil, and then provided interventions designed to address those exact needs. It is clear that when planning programmes to close gaps schools need to be mindful of how they identify individual pupil needs. Rather than applying less successful strategies which pay attention to the grouping of the child they must get to grips with what is stopping each child from learning and then put them in specific tailored interventions.

The report makes several recommendations to create effective interventions. These include:
- Collaboration between schools
- Careful identification of pupil needs
- Early identification of barriers to learning
- Putting children at the centre of the learning process
- Establishing high levels of pupil self-esteem
- A whole school approach to closing gaps
- Involvement of all stakeholders.

Ofsted's School Inspection Handbook does not mention interventions specifically.
However, in the section about inspecting the quality of teaching, learning, and assessment it says inspectors will judge the extent to which:
- Assessment information is used to plan appropriate teaching and learning strategies, including identifying pupils who are falling behind in their learning or who need additional support, enabling pupils to make sufficient and sometimes more than sufficient progress and achieve well.

- … the impact of the teaching of literacy and the outcomes across the range of the school's provision. They will consider the extent to which the school intervenes to provide support for improving pupils' literacy, especially those pupils at risk of underachieving.

The grade descriptor for teaching, learning and assessment rated 'good' says:

- Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them improve their learning.

  Elements to consider are:

- 'Who has what' - who is the intervention trying to target, and what is the intervention trying to affect?
- Frequency - does the intervention actually happen?
- Record keeping - what is the evidence of the delivery?
- Monitoring - who is monitoring the intervention, and how often?
- Evidence - can you evidence the impact by comparing evidence before and after the intervention?

Evidence could include specific intervention records, with a register charting the frequency, session focus and outcomes, pupil progress data or examples of progress taken from individual pupils' books or work, governors' observation notes, examples of written feedback from parents or pupils.

The following are possible strategies to ensure that interventions are high quality:

- Using half-termly tracking and termly progress reports to determine personalised interventions
- Focusing on the diagnosis of pupil attainment and following up with prescriptions for interventions
- Holding phase leaders to account for the co-ordination of the assessment/intervention process.

A checklist for a quality intervention

Is care taken that the intervention is not used as a substitute for high quality whole class teaching?	
Do the effective features of the intervention feed back into whole class teaching, so that it continually improves?	
Are the right children targeted, identified through data and careful tracking of progress?	
Is the intervention time-limited? Are there clear entry and exit criteria for the intervention?	
Is regular review of children's progress incorporated as an intrinsic part of the programme?	
Are children involved, so that they understand the purpose and intended outcomes of the intervention?	
Does the intervention programme include strategies to enable children to identify their own learning targets and to assess their own progress and to become independent and resilient learners?	
Are parents/carers involved, both in the decision that their child will take part and in knowing how they can support at home what the child is learning through the intervention?	
Has there been good training for the person delivering the intervention and for the class teacher involved and is there on-going support? Is the quality of the teaching regularly monitored?	
Is there joint planning between the class teacher and the person delivering the intervention? Does the class teacher know what the child is learning and how to support this in every day teaching?	
Do the class teacher and person delivering the intervention have time to meet to review the children's progress?	
Is the use of the intervention regularly assessed in terms of impact on pupil progress?	

A whole school view of outcomes from pupil progress meetings

Exemplar pro forma

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Whole school Improving Outcomes Summary Plan **Date:**							
Whole class strategies							
Time Limited Intervention							
Specific Intervention							
Common themes							

Pupil progress meetings as part of school self-evaluation

Subject leaders for Maths and English are often well placed to provide additional support to further develop practice within their subject at whole school, key stage or individual class level. Those leading the pupil progress meetings should communicate subject specific issues that have arisen to the subject leaders so that this can inform their monitoring and evaluation. Once actions have been undertaken to address any identified barriers to learning the impact of these can then be reported, supported by a range of evidence. For example

Identified Barrier and Supporting Action following progress meeting
Boys' attainment and progress in writing was identified as a key focus for development in lower KS2. As a result theEnglish Subject Leader held pupil interviews with a number of boys from Y3 and Y4; planned and led staff training on shared and guided writing linked to areas of interest for boys; supported the planning of a six week intervention programme in writing for a group of identified boys; conducted fortnightly monitoring of literacy lessons including planning and books to measure progress and supported refinements of the learning environment.
Impact and Supporting Evidence
Monitoring and evaluation evidence demonstrates that teaching and learning is now at least good. The most recent assessments in writing show that the very large majority of boys in lower KS2 are now on track to achieve their challenging targets. This is evidenced by monitoring records, pupil progress meeting outcomes and school data.

Securing Impact through pupil progress meetings

As a result of pupil progress meetings:

- Members of the leadership team have a clearer overview of progress across the school and can support development priorities.

- Professional dialogue around pupil progress increases

- The profile of vulnerable groups is raised

- The rate of pupil progress is monitored more effectively

- Teachers work in partnership to review provision and support for pupils

- Subject leaders support colleagues in the development of specific activities and teaching and learning strategies to support progress

- Intervention strategies are used more effectively

- Pupils maximise progress.

Glossary of common terminology related to assessment

Achievement: the progress and success of a pupil in their learning, development or training.

Assessment(s):   Any test, task or assessment used by teachers or the school to judge the attainment of pupils at any point in the school year.

Attainment: The educational standard of the pupils' work shown by test and examination results and in lessons.

Assessment of Learning (AfL): Formative assessment. The standard definition "The process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there."

Data: Information about the performance of pupils, usually in numerical form.

Data analysis: The processing of data (often via spreadsheets) to give a broader picture of the performance of a class, cohort or whole-school. Data analysis informs judgements and subsequent actions.

Expectations: See *rates of progress* below.

Fischer Family Trust (FFT): Provides estimates of future pupil attainment based on prior attainment of pupils. It also provides analyses to show trends over time in the attainment of pupil groups.

Intervention: Any additional action taken to improve performance, either with individuals or small groups of targeted pupils.

Pupil Progress Meetings: Timetabled meetings to discuss attainment and progress of a class or cohort of pupils and plan interventions to improve outcomes.

Qualitative: Not based on numbers.

Quantitative: Capable of being measured and expressed in numbers. Educational performance is ultimately measured in quantitative terms.

Analyse School Performance (ASP): Provides information and analysis where the schools' performance is measured against national expectations and similar pupil groups.

Rates of progress: The rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

Self-evaluation: The process of assessing the current position, undertaken by teachers in the school using a wide variety of information- e.g. data analysis of test results and other aspects of school life (attendance, unauthorised absences, surveys etc.).

Statutory targets: The government dictates which targets are laid down in law: e.g. at KS2 the school has to set a target for the % of pupils reaching age related expectations in reading, writing and mathematics.

Summative: Assessments given at the end of a unit, year or key stage. They are a final measure of attainment e.g. KS2 SAT results.

Tracking: In this context means regular monitoring of a pupil's progress *and* judging whether that pupil is meeting expectations.

Under-achieving groups: Refers to pupils falling behind in their work in terms of judgements about where *they should be* by the end of a year or key stage. *Under achieving is not the same as lower-attaining*.