

Towards 2014 – Preparing for Change

Guidance Sheet 2 (July 2014)

Tracking Pupil Progress

The Issue:

Whole school tracking systems should be in place to support improved outcomes for all children and young people. Do we need additional layers of tracking to support the progress of children/ young people who have additional/special educational needs?

Ofsted:

Schools should have clear systems:

- to make an assessment of children's starting points (baseline)
- plan next steps that challenge children sufficiently
- identify how much progress is made by individuals as well as groups of children and the cohort. (*Subsidiary Guidance :2013*)

When evaluating the achievement of pupils, inspectors consider how well:

- disabled pupils and those who have special educational needs have achieved since joining the school
- gaps are narrowing between the performance of different groups of pupils, both in the school and in comparison to those of all pupils nationally

(*The Framework for School Inspection: July 2013*)

The (0-25) SEN Code of Practice (July 14):

6.16 Schools should assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, schools should consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

6.17 Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

6.4 The quality of teaching for pupils with SEN, and the progress made by pupils, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

Guidance:

The progress of all pupils within a setting should be tracked in order to secure improved outcomes for individuals and groups of pupils.

For pupils with SEN there should be additional layers to tracking progress over and above that which you would expect to see as part of the whole school tracking system. Systems to track attainment and progress for pupils with SEN should support both identification and provision and should enable settings to:

- Identify where there are gaps in learning
- Identify where there are difficulties of a specific nature that impact on a child's ability to make progress.
- Identify where there are difficulties of a global nature.
- Identify where behaviour /emotional /social issues are impacting on learning.
- Identify where difficulties in learning are impacting on behaviour.
- Identify appropriate provision and inform approaches to learning and teaching to support with differentiation.
- Measure the progress of individual pupils in developing specific skills during and following targeted intervention, to inform planning for next steps.
- Measure the success of pupils in being able to generalise skills following intervention.
- Measure the progress of individuals and groups of pupils so that gaps in provision can be identified and training needs analysed.
- Enable settings to more effectively demonstrate progress and attainment of vulnerable pupils/groups who may not be making progress in line with national expectations as a result of their specific difficulties but who have made progress relative to their starting points.
- Enable settings to identify where additional funding may be needed to support appropriate provision for children/young people with SEN (over and above the core funding already received by all settings to support children with additional needs, including those with SEN), this may help to determine whether an Education Health Care (EHC) Plan should be initiated.

Data used to track progress should include both qualitative and quantitative forms and should be based not only on progress in terms of national expectations re EYFS scores, P levels, National Curriculum levels/sub-levels (linked to the Key Stage 4 curriculum where appropriate), appropriate post 16 measures but also and more specific measures which will change according to the area of need. These measures may include standardised tests relating to reading, spelling and arithmetic, tests relating to a specific intervention, assessment of progress against specific targets, attendance data and behaviour records etc.