Case Study: Promoting and Tracking Trainees’ Impact on Pupil Learning and Progress

Provider: Bromley Schools’ Collegiate
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Context: Responding to the changing paradigm in schools for trainees: being responsible for student progress.
Impact: Trainees and schools report that trainees have a better understanding of what is meant by good progress in lessons and over time.

The Work:
As part of our response to the changed inspection framework for schools, we have adapted our fortnightly reflective document that our trainees complete to include a section on pupil progress. The trainees need to reflect on whether one of their classes is making expected or good progress and what evidence they are using to inform that judgement. The counterpart to this is the corresponding mentor review carried out in response to the trainee’s self-reflection which focuses on whether the trainee’s judgement is correct. This developmental iterative process helps the trainee develop a very good understanding of what constitutes “good” or “expected” progress and focuses the mentor’s thoughts around this important aspect of their practice.

This discussion around what constitutes good progress is a feature of the initial mentor training that we run for new and existing mentors every year. This in itself is a valuable and illuminating process to observe, as a number of experienced teachers have lost sight of what evidences good progress within lessons and over time.

Where Next?
Further development of this approach through working with new schools to the partnership to develop conversations between mentors and trainees on what is meant by good progress in lessons and over time.

Discussion of pupil progress and how this can be facilitated by trainees to be a feature of all future mentor training sessions.
Examples submitted for this case study:

- WD4 written by trainee where they reflect on the progress that their classes have made during the previous fortnight.

<table>
<thead>
<tr>
<th>Impact of teaching on pupil progress</th>
<th>Evidence to inform this judgement</th>
<th>Class is making expected progress</th>
<th>Class is making good progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Discuss a class/subject taught in the last fortnight)</td>
<td>Students engaged watching video, and able to demonstrate progress.</td>
<td>Y</td>
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<td>Deep understanding shown in work on concepts taught through role play.</td>
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<td>Interest shown when attempting past exam papers.</td>
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Year 10 Physics
I have taught a few year 10 lessons this fortnight where I have shown videos during the lessons. The observing teacher and I both feel videos provide a good, varied, visual teaching tool and most students do enjoy and benefit from them. In order to make this teaching tool more effective, I need to ensure that students answer questions on the videos or make suitable notes. Repeat the video if necessary.

The topic on generating electricity allows scope for role play (for example, role playing ‘steam’ to drive a turbine) and I feel students’ understanding had greatly been enhanced by role playing.

In the last lesson, we practised some differentiated exam questions and went through what the examiners are looking for. It was pleasing to know that most students are challenging themselves for the ‘Higher’ paper, demonstrating that they are engaged with learning. More exam questions have been set as homework, so progress can further be monitored.
Impact of assessment on pupil progress  
(Discuss formative and summative assessment for a class)

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<tr>
<td>Doddle results can be seen online.</td>
<td>Y</td>
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<tr>
<td>Students given more time to understand and complete work, evidenced in their exercise book and Q&amp;A.</td>
<td>Y</td>
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Year 7 Science  
Students were given homework on Doddles, and the scores were generally acceptable. I have identified a few students whose scores were lower than expected and I shall be looking in their books and working with them.

With the Year 10s, formative assessments are regularly carried out during the lesson and I would go over the work again until almost everyone has got it. My lesson delivery is constantly being reviewed in light of the student’s progress, for example, I now ensure that the students have enough time to reflect and complete their work before moving on.

WD4 Reflective Commentary (Pupil Progress) Template
- **WD1** written by the mentor to develop the trainee’s understanding of what good pupil progress looks like.

| Impact of trainee teaching on pupil progress  
(Discuss a class/subject taught in the last fortnight) | Evidence to inform this judgement | Pupils are making expected progress | Pupils are making good progress |
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<td>As part of her physics teaching with 8X4, XXX has tried to improve BfL strategies in order to develop the effectiveness of her teaching. Having initially attempted a sanction-based approach to tackle low-level disruption and lack of engagement, she tried a more positive strategy, using stickers/praise/reward/recognition for positive contribution and good behaviour. Not only has this started to tackle some of the low level disruption, it has increased engagement of all students.</td>
<td>More stickers being presented to students, increased engagement, tasks completed, low level disruption is beginning to be managed.</td>
<td>Yes.</td>
<td></td>
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</table>

| Impact of trainee assessment on pupil progress  
(Discuss formative and summative assessment for a class or topic) | Evidence to inform this judgement | Pupils are making expected progress | Pupils are making good progress |
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<td>XXX continues to teach physics to 8X4, having completed static electricity and magnetism, she has begun to teach energy. In order to develop effective use of AfL in class, XXX has focused on using quizzes as a means to assess progress formatively during the lesson. She has used questions that formed a baseline test relating to the magnets aspect of the topic and revisited these to assess progress and understanding; she has found that students’ knowledge and recall has improved.</td>
<td>Students have been answering and scoring the AfL quizzes at the back of their book; the baseline questions were revisited at the end of the topic and showed an improvement in the responses given.</td>
<td>Yes – recent testing shows that 22/25 students are making the required progress.</td>
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- **WD1 Pupil Progress Template**
- **WD4 Reflective Commentary – Pupil Progress Template**