

Synthesis of Pupil Data

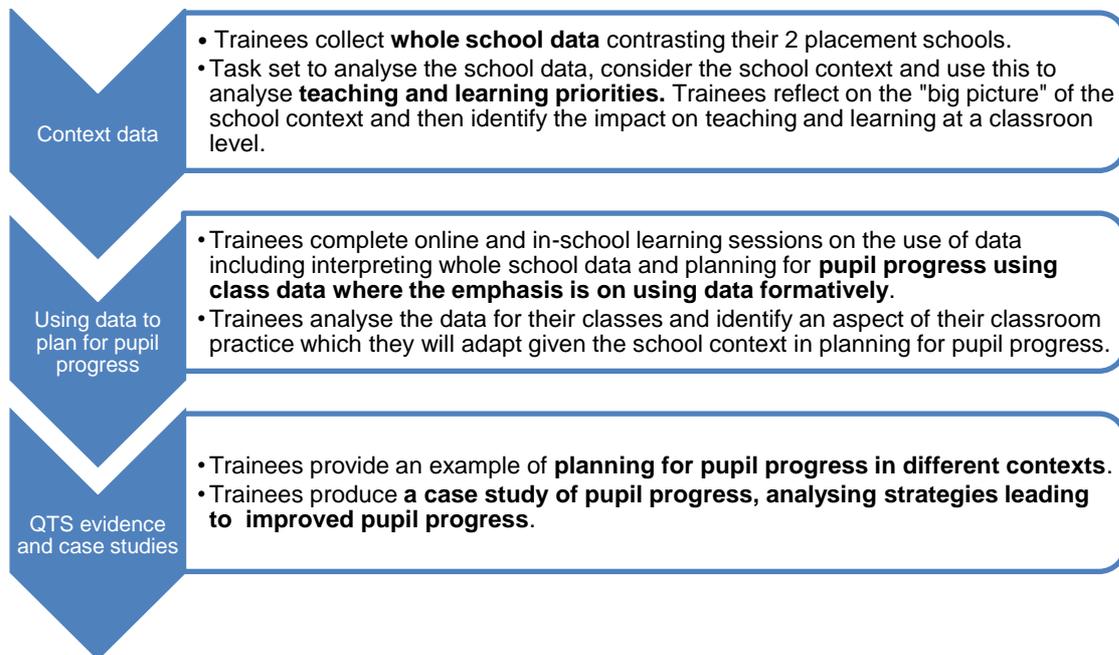
The use of data to assess, identify needs, refine and revise provision to support the pupil in making good progress and securing good outcomes (The Graduated Approach).

Teachers' Standards

- TS1: set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- TS2: be accountable for pupils' attainment, progress and outcomes
- TS5: know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- TS5: have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these

What evidence do trainees provide to demonstrate the use of data to affect and influence their practice in the classroom?

Example of practice – Using data, from whole school to classroom practice



Context data:

Contrasting the national picture to the data held for the trainee's two contrasting placement schools, stimulating investigation in to the needs of the school and the needs of the individual.

Trainees will have participated in blended learning sessions on SEND and Inclusive Practice including understanding of the SEND Code of Practice.

They read the School SEN Report within the context of the Local Offer, identify the percentage of pupils with SEND and investigate how the school and teachers demonstrate that they:

- have high ambitions and set stretching targets for pupils from different groups, such as SEN;
- track their progress towards these goals.

Synthesise how this is interpreted at a classroom level.

How are lessons planned to address potential areas of difficulty and to remove barriers to pupil achievement? How are lessons differentiated and personalised to meet individual pupil needs, allow access to the curriculum, promote high expectations and secure expected or better progress?

Data task: Extract from the School Direct Trainee Newsletter

Compare and contrast your two placement schools

- use of data and the impact on teaching and learning

You will have received a **data profile** for each of your two placement schools. This gives you information about the school such as the percentage of children with SEND, percentage with an EHC Plan, percentage with EAL, Pupil Premium, pupils from different ethnic groups.

Your second school is in a different context to your main placement school. For example, there may be greater or less social deprivation; it may be more rural/urban; it may have a specialist unit; it may be a single sex school or a Grammar school.

Look at the data for your two schools and talk to your mentor and ITT Co-ordinator about the impact the context of your school will have on your teaching.

Every school is required to identify and address the SEN of the pupils that they support; use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's SEN. How does your school do this? Read the school SEN Report. What does this tell you about provision and priorities within the school for meeting the needs of pupils with SEN? Similarly, find out how the needs of pupils with EAL are met? How are the needs of Pupil Premium pupils met? Look at the "big picture" then look at your own classes.

Ask for the data for your classes and make sure you are differentiating your lessons and personalising the learning to meet the different needs of the pupils in your classes.

Think about revisiting relevant online sessions such as SEND where there is information about supporting pupils with particular needs or look again and use your EAL training.

Planning for pupil progress:

*Write a **reflection** giving an example of how you have adapted an aspect of your teaching given the different context of your second school, refer to your use of the data. (For example, you may have a class with one pupil with SEND or a group of pupils with SEND; a child with EAL; you may be teaching in a Grammar school, etc. How will the needs of the pupils affect your teaching?) **Show how you are planning for pupil progress. Think about the transferable skills you have developed in this task.***