

Greenwich: Pupil progress meetings in ISP schools

Context

Pupil progress meetings were developed in ten schools in Greenwich as part of the Intensifying Support Pilot. Schools within the pilot were identified as having less than 50% of pupils attaining level 4 in both English and mathematics.

The meetings were designed in response to actions identified within the school Raising Attainment Plan, Priority 1 'Raising attainment and accelerating progress', in relation to the development of the target setting/getting process and tracking pupil progress.

Why the need for progress meetings?

The aims of the meetings were to enable:

- teachers to enter into a professional dialogue about the progress the pupils were making;
- members of the senior management team to be aware of the progress being made in each year group;
- teachers and SMT to identify groups of pupils making good progress and on track to meet their targets;
- teachers and SMT to identify groups of pupils causing concern;
- schools to make strategic decisions on how additional adults were used effectively in order to meet the needs of the pupils and the school;
- teachers and SMT to discuss and put into place actions to support the teacher and pupils.

How were meetings organised?

Each school organised their progress meetings in ways that best met their individual needs. In most cases the meeting were attended by the class teacher and members of the leadership team for example headteacher or deputy headteacher, literacy or mathematics coordinator, SENCO or EMA teacher.

A variety of models evolved to take into account organisational issues within the school:

- timetabled meetings with each teacher throughout a day. Initially this took two days; however, reduced to one day once the process was established.
- after school over a period of a week. This was usually instead of scheduling a staff meeting for the week.
- similar to the model above but spread over a two week period in order to relieve the time commitment of the leadership team.
- two meetings run in parallel, one led by the headteacher and one by the deputy headteacher, with the rest of the leadership team divided between the two. SEN or EMA coordinators would attend those meetings where there were known or anticipated issues.

Supporting the process

- The school set up an assessment cycle that involved three stages (see Appendix 1: Assessment and tracking timetable). The first was to identify an assessment week. Secondly to review progress using a variety of assessment strategies and complete pupil tracking sheets (see Appendix 2: Class tracking sheet), and thirdly to set the dates for the progress meetings.
- The progress meeting takes place. Question prompts are used to guide and focus the discussion (see Appendix 3: Progress meeting prompts).
- Issues identified are recorded against any action planned to respond. Target groups, those children who are working just below the expected age-related level, are reviewed and identified with specific action and support planned (see Appendix 4: Progress meeting actions).
- Any whole school issues that are identified are discussed and plans made for follow up. This might include whole staff INSET or individual development.
- Expectations are agreed and recorded.
- Issues and actions recorded are reviewed during the introduction to the following progress meeting.

What was the impact?

As a result of pupil progress meetings:

- professional dialogue around pupil progress increased;
- the profile of target groups was raised;
- the rate of pupil progress was monitored more effectively;
- teachers worked in partnership to review provision and support for pupils;
- coordinators supported colleagues in the development of specific activities and teaching and learning strategies to support progress;
- intervention, including NLNS intervention programmes, was used more effectively;
- pupils made progress;
- members of the leadership team had a more developed overview of progress across the school.

Appendix 1: Assessment and tracking timetable

Term	Assessment period Reading, writing, mathematics	Tracking forms completed	Progress meeting dates
Autumn			Yr R
			Yr 1
			Yr 2
			Yr 3
			Yr 4
			Yr 5
			Yr 6
Spring			Yr R
			Yr 1
			Yr 2
			Yr 3
			Yr 4
			Yr 5
			Yr 6
Summer			Yr R
			Yr 1
			Yr 2
			Yr 3
			Yr 4
			Yr 5
			Yr 6

Appendix 2: Class tracking sheet

Article I. Class tracking for mathematics, reading or writing				
Section 2.01 Class: Year: 3 Teacher: 200_ to 200_				
4c				
3a				
3b				
3c	Asha Naomie David Mathew Fred	Liam Jodie Asha Naomie Mathew Fred		
2a	Max Lucy Layo Laurence Liam Jodie	William Katie Max Lucy Laurence		
2b	Katie Ben Christopher	Josie Ben Christopher		
2c	William Josie Angie Daniel	Jackie Anthony Angie Daniel		
1a	Article II. Jackie Anthony	Phillip Phillip Amy Billy		
1b	Article III. Amy Billy	Sorcha Shaun		
1c	Article IV. Timadayo	Shaun Timadayo		

Appendix 3: Progress meeting prompts

- What is the progress of the target group?
- How has the teacher/TA input focused on this group?
- What are the key factors that have impacted on this group?
- What intervention has been/is planned to support this group further?
- Can you identify examples of where children have made above expected progress?
- What are the key factors that have impacted on this group?
- How do you intend to build on this accelerated progress?
- Can you identify examples of where children have not made expected progress?
- How will teacher/TA input be focused on this group?
- What intervention will be planned to support this group?

Appendix 4: Progress meeting actions

School: _____ Class/Year: _____ Date: _____

Staff involved: _____

Article V.	Issues	Action	Responsibility