

Manchester: Curricular targets and tracking pupil progress

One of the key features of the ISP pilot in Manchester has been the focus on developing a system for tracking pupil progress and attainment.

The model began with the development of materials that could be used for each class and grew into a whole school tracking and attainment profiling system for reading, writing and mathematics.

The success of this model has led to its use being further developed across the LEA with link advisers and other LEA teams utilising this system within schools.

We believe it has been successful because:

- it is manageable to complete and update;
- it is accessible to all staff including teaching assistants and governors;
- it identifies pupils by name and not as part of a % figure;
- it shows year group/class profiles against national expectations;
- it allows leadership teams to plan for appropriate interventions at wave 2 and 3.

What were the areas for development?

- Ensuring that all staff in all schools had a clear picture of the attainment profile across the school as a whole and in individual classes.
- Supporting schools to utilise attainment information to set meaningful curricular targets and to plan for intervention programmes.
- Ensuring all consultants had access to the full range of attainment data in supported schools and were confident in interpreting and using that data and that all consultants had a common approach to target setting.

How were these areas addressed?

- All consultants met to agree what curricular targets were, how they should be used and how they can be monitored and their impact on pupil attainment measured.
- A common approach to tracking and target setting was agreed which meant that all consultants were giving the same messages to schools about targets and using the same systems to gather and share information.

A tracking system was set up (see Appendix 1: Tracking grids), which provides a visual picture of pupil attainment allowing schools to see at a glance not just the percentages of pupils attaining within or outside of expected levels but identify them by name and by group, i.e. colour coding could be used to identify pupils for whom English is an additional language.

The tracking system and target setting method was shared with subject leaders at their annual LEA conference and all schools were provided with these materials.

The primary team support to new schools began in the summer term in order for consultants to be involved in the auditing process. This ensures consultants have a very clear picture of the needs of the school and are involved with class teachers prior to the start of the new academic year so that targets are set and intervention programmes are ready to start ensuring maximum impact.

Each school that receives LEA support has a coordination consultant who leads the work of other consultants in the school and is responsible for gathering all of the assessment information and liaising with the link adviser and leadership team. This is more efficient as it ensures all consultants get the whole picture not just that of their own subject.

All consultants have a clear work programme that identifies key tasks and actions that they must complete with each school (see Appendix 2: Key tasks for consultants).

At school level, consultants:

Work with leadership teams to:

- analyse school attainment profile and identify strengths and areas for development numerically and through curricular targets;
- review the progress of particular groups of pupils, in particular those who have had or will receive a Wave 2 intervention programme;
- plan which Intervention programmes will be run and consider who will teach them and how quality will be assured (monitoring of quality of session and pupil progress);
- prioritise target areas (link these to QCA findings and national priorities) and break these down into manageable curricular targets that can be addressed at whole school key stage and/or individual year group/class level;
- plan a programme of professional development meetings that will support the priorities and increase teachers subject knowledge;
- organise INSET time/meeting time to discuss and review pupil progress towards targets;
- consider how pupil targets will be linked in to performance management;
- amend SIP (RAP) in the light of the audit findings and arrange monitoring and evaluation of teaching and learning;
- agree support programme with link adviser and consultants.

Work with class teachers to:

- analyse teacher assessment and test findings from QCA optionals and complete a five column grid which shows the attainment of the pupils in their class against national expectations (see appendix 3 range of attainment grids);
- analyse class profile and identify strengths and areas for development;
- look at the pupil groups where an intervention programme would support these pupils to improve their attainment;
- prioritise target areas (link these to QCA findings and national priorities);
- identify curricular targets and break them down into termly or half termly;
- adjust planning – add extra days or units according to the length of the term or half term.

What has the impact been?

On the work of the consultants:

- all consultants have a clear work programme which includes regular monitoring and evaluation of their work in schools;
- consultants work smarter due to an increased understanding of the layers within the target setting process;
- all key LEA staff working with schools have access to information on whole school attainment and that of individual groups and individual pupils;
- consultants and other key LEA staff can have a shared dialogue around schools as they are all using the same systems and structures;
- school support can be differentiated according to need;
- in-school support activities can start straight away in September ensuring maximum impact.

On schools:

- shared understanding with the coordination consultant of the priorities for the school;
- all schools have the same systems in place to track and target pupils;
- all staff understand the difference between tracking attainment and improving attainment through curricular target setting;
- all staff understand that there is shared responsibility for improving pupils attainment in all year groups not just focusing on end of key stage results;
- intervention programmes are able to be targeted according to need;
- support staff can be placed where they will be most effective in raising pupil attainment.

Overview of the target setting process

Summer term 1					
LEA	School				
Primary team consultants and link advisers support schools to undertake a comprehensive audit based on the four key areas	Undertake audit				