



Tracking Progress and Managing Provision

*A quick guide to promoting the achievement of all pupils by
tracking progress and evaluating the impact of provision*



First published in 2014 by nasen

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ISBN: 978 1 901485 80 6

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A catalogue record of this publication is available from the British Library.

Tracking Progress and Managing Provision

A quick guide to promoting the achievement of all pupils by tracking progress and evaluating the impact of provision

This guide is for SENCOs and whole-school staff.



This guide aims to:

- + emphasise that teachers are responsible and accountable for the progress and development of pupils in their class
- + promote high-quality teaching, differentiated to meet individual needs, as the first step in responding to pupils who are underachieving and who may or may not have SEN and/or disabilities
- + encourage schools to track pupils' progress and review the quality of teaching for all pupils at risk of underachievement
- + encourage a collaborative approach to planning support for pupils who are not making adequate progress
- + encourage schools to map the additional provision they make for pupils and to evaluate its impact
- + demonstrate the importance of putting the quality of provision and pupils' progress at the heart of a school's performance management arrangements and show its approach to professional development for all teaching and support staff
- + set out the SENCO's role in this.

Tracking progress

Robust and reliable assessment, across the school, is at the heart of systems that track pupils' progress as a starting point for evaluating and improving the quality of teaching and learning. Schools that regularly assess pupils track the progress of individuals and groups of pupils in relation to the targets set for them and intervene accordingly, achieve the best rates of progress and are well placed to intervene to support pupils whose progress raises concerns. Collection and analysis of data to support discussions about pupils' progress should be embedded in school practice.





Collecting data

Initial assessment, for example at the start of a school year or at the beginning of an intervention, provides baseline data from which progress can be measured, while data from regular, subsequent and ongoing assessment will reveal the progress that pupils are making towards their targets.

Additionally, tools such as RAISEonline and the School Data Dashboard can support data collection and analysis and enable comparison of school data with that of other schools and against national trends.

Most schools collect data on pupils' attainment regularly, but some consideration needs to be given as

to the usefulness and reliability of this data as an indicator of pupils' progress and as a starting point for bringing about improvements in teaching and learning.

Schools will need to consider:

- the type of assessment most appropriate for the purpose
- how often assessment should take place
- what should be assessed.

What type of assessment is appropriate?

Assessment might be carried out:

- by testing pupils
- through rigorous teacher assessment.

Things to consider when deciding on the most appropriate form of testing include whether the data obtained:

- is accurate
- measures what has been taught
- gives enough information to help plan future provision.

Once the method of assessment and the type of data to be collected for a particular purpose have been chosen, it is important that the agreed approach is adopted throughout the school. Where teacher assessment is used, staff will need to be trained so that there is a shared understanding of the assessment criteria to be used, and judgements should be moderated on a regular basis.

How often should assessment take place?

Starting with a baseline assessment at the beginning of a process, the timing of assessment should:

- allow sufficient learning time for pupils to make measureable progress
- be carried out often enough for concerns to be identified and timely alternative provision to be made.



Current literature suggests between four and six times a year, including a baseline assessment, if appropriate.

What should be assessed?

It is fairly straightforward to monitor pupils' academic progress, for example in relation to National Curriculum levels in reading, writing and mathematics, as this is an

area where data can be (and is) gathered routinely in class. However, sometimes schools will wish to assess pupils' progress in other areas such as social skills, communication skills or behaviour. For this, other appropriate, quantitative or qualitative measures will need to be found that measure the impact of what has been taught from one progress point to another.



Tracking progress

Tracking pupils' progress by analysing assessment data has enormous value for:

- class and subject teachers
- senior staff with responsibilities across the school, for example SENCOs, heads of year, key stages or department/faculties, the senior leadership team.

User-friendly tools

Tracking tools will only be used routinely and effectively by staff if:

- data is presented in a way that is user friendly, so that it can be understood easily by everyone who needs to use it
- at any stage in the year teachers and senior staff can see at a glance whether or not pupils are on track to meet their targets, so that swift action can be taken to address underachievement.

Value of tracking pupils' progress for class and subject teachers

Teachers are responsible and accountable for the pupils they teach, so it is important that they are involved in analysing progress data for the pupils in their class(es) and focus on the progress they are making.

Tracking pupils' progress by analysing the assessment data for the classes they teach will enable class and subject teachers to:

- understand how individuals and groups are achieving over a period of time
- identify individuals or groups whose progress causes concern, so that they can act quickly to address this
- plan new strategies to improve lessons,

before seeking additional provision for pupils who are not making the expected progress

- consider how well their teaching meets the needs of all pupils.

Teachers' responsibility and accountability extends to pupils from all vulnerable groups, including those with special educational needs and/or disabilities (SEND). Analysing the progress of pupils with SEND is not the responsibility of the SENCO, although the SENCO will need to have an overview of the provision made for them.

Value of tracking pupils' progress for senior staff with responsibilities across the school

Analysing assessment data and tracking pupils' progress will enable senior staff with responsibilities across the school to:

- review the progress of individuals and groups in relation to the targets set for them
- identify any patterns or trends in relation to particular groups, for example classes, key stages, vulnerable groups, interventions.

Additional evidence

Identifying the progress that pupils have made should be the starting point for discussions about:

- strategies that are successful in promoting progress
- the causes of underachievement.





Evaluating interventions

Schools have a responsibility to plan provision to ensure that all pupils make good progress. An appropriately differentiated curriculum, led by the teacher, will meet the needs of most pupils. Some pupils, however, will require

provision that is additional to or different from their peers, to meet their needs at a particular time, if they are to make good progress. This provision is often referred to as 'intervention' and is frequently delivered away from the classroom by teaching assistants (TAs) or professionals from outside agencies. Interventions could, for example, offer additional support in



literacy or mathematics, or be designed to improve communication, social skills or behaviour.

In the same way that they assess the effectiveness of teaching across academic subjects, schools have a responsibility to assess the effectiveness of interventions in terms of:

- pupils' progress in relation to the targets set for them for each intervention
- the impact of the intervention more generally on their achievement.

Provision mapping

Provision mapping is a way of evaluating the impact on pupils' progress of provision that is additional to and different from the school's differentiated curriculum. Evaluated provision maps can help schools manage this provision to ensure that it is and continues to be effective in helping pupils to make progress.

The provision mapping and evaluation cycle should run in parallel with the school's system for tracking and evaluating pupils' academic progress and it should feed into pupil progress review meetings

Provision mapping should be carried out by class/subject teachers and/or within subject departments/faculties. When teachers write and update provision maps, it encourages them to assume responsibility and to be accountable for all pupils in their class, including those with SEND. Ofsted expects teachers to demonstrate that they have an understanding of the impact of intervention on progress. It is *not* the SENCO's job to write provision maps for teachers, although the SENCO will be able to support teachers in this process. The teacher, supported by the SENCO, is responsible for:

- determining provision – teachers are best placed to know the kind of differentiation

that pupils require and whether additional intervention is needed to sustain or improve their progress

- evaluating the impact of provision on pupils' progress.

Constructing a provision map

The process of constructing a provision map can be broken down into four stages.

1 Auditing provision

This involves simply:

- making a list of any provision (and for each intervention) that is additional to and different from the school's differentiated curriculum
- adding other relevant information,

such as staff-to-pupil ratio, staff delivering the intervention, frequency and duration, pupils involved. Schools can customise their provision maps to include information that is important to their own context (for example, some may include the cost of provision to determine whether interventions deliver value for money) or to identify initiatives funded through the pupil premium.

Like data analysis sheets, provision maps need to be easy to understand for everyone who might use them: teachers, support staff, the senior leadership team, supply teachers and parents/carers. Below is a provision map example from a primary class.

Intervention	Group size	Frequency/duration Staff	Pupils				
Comprehension group	1:6	3 x 15 mins x 6 weeks HLTA	Amy Joe Dan Fred Bob Max				
Numeracy	1:6	4 x 20 mins x 6 weeks (early am) HLTA	Dan Fred Carl Amy Jane Sara				
Paired reading	1:6	Daily x 10 mins HLTA	Joe				
Social skills	1:6	3 x 15 mins TA	Carl Jack Tim				

Adapted from, Massey, A. (2013) *Provision Mapping: Improving outcomes in primary schools*, Routledge.

2 Collecting baseline data and setting targets

The process for collecting data associated with particular initiatives is no different from that for collecting data to track pupils' academic progress. There must be a baseline measure, ie at the beginning of an intervention, from which progress can be tracked, and a reliable and valid measure of ongoing progress towards identified targets. Targets should be SMART (specific, measurable, attainable, relevant and time-limited) and have associated success criteria so that teachers will know when they have been achieved. Baseline measures for interventions could be, for example:



- a National Curriculum level, where this is appropriate
- some other measure (quantitative or qualitative) that identifies clearly where a pupil is on entering an intervention and against which progress can be measured at school assessment points.

In the table below, entry data and targets have been added to the previous provision map.

Intervention	Group size	Frequency/ duration Staff	Pupils	Entry data	Intervention target		
Comprehension group	1:6	3 x 15 mins x 6 weeks HLTA	Amy Joe Dan Fred Bob Max	2c 2b 2c 2c 2b 2c	Plus one sub-level. To use expression in reading. To demonstrate understanding of text in conversation.		
Numeracy	1:6	4 x 20 mins x 6 weeks (early am) HLTA	Dan Fred Carl Amy Jane Sara	3c 3c 3b 3c 3c 3c	Plus one sub-level. To be able to use multiplication facts (2, 5, 10) confidently. To use the 24-hour clock.		
Paired reading	1:6	Daily x 10 mins HLTA	Joe	2b	To re-engage with text. To read with expression.		
Social skills	1:6	3 x 15 mins TA	Carl Jack Tim	Leuven targets 1 2 4 2 3 2	To work on: independent targets, organisational skills, working with others.		

3 Measuring progress

Schools will need to decide on a suitable means of assessing pupils' progress in each intervention. Some interventions come with their own assessment tools but for others, a qualitative or quantitative measure of the impact of what has been taught will need to be devised. It will also be important to consider how far pupils' progress in interventions has affected their progress back in class.

4 Evaluating outcomes

Outcomes can be evaluated by:

- comparing baseline data with the data collected at the assessment point
- reviewing pupils' progress in relation to the targets set
- taking account of other factors that may have affected progress.

In the table below, an outcomes column has been added to the previous example.

In her book, *Provision Mapping: Improving outcomes in primary schools* (Routledge, 2013), Anne Massey suggests that as a reminder to teachers and a prompt

Intervention	Group size	Frequency/duration Staff	Pupils	Entry data	Intervention target	Exit data	Outcomes
Comprehension group	1:6	3 x 15 mins x 6 weeks HLTA	Amy Joe Dan Fred Bob Max	2c 2b 2c 2c 2b 2c	Plus one sub-level. To use expression in reading. To demonstrate understanding of text in conversation.	2b 2b 2a 2a 2a 2b	Positive outcomes for all except Joe. Behaviour is an issue
Numeracy	1:6	4 x 20 mins x 6 weeks (early am) HLTA	Dan Fred Carl Amy Jane Sara	3c 3c 3b 3c 3c 3c	Plus one sub-level. To be able to use multiplication facts (2, 5, 10) confidently. To use the 24-hour clock.	3b 3b 3b 3c 3a 3a	4/6 plus one sub-level or more. Positive outcomes. Amy – attendance poor.
Paired reading	1:6	Daily x 10 mins HLTA	Joe	2b	To re-engage with text. To read with expression.	2a	Good progress.
Social skills	1:6	3 x 15 mins TA	Carl Jack Tim	Leuven targets 1 2 4 2 3 2	To work on: independent targets, organisational skills, working with others.	 3 3 4 4 4 4	Leuven well-being and involvement improved.

Adapted from Massey, A. (2013) *Provision Mapping: Improving outcomes in primary schools*, Routledge.

to others using the provision map, a section should be added at the top of the provision map, listing the differentiated provision that the teacher has made in the classroom to meet the needs of those at risk of underachievement, for example:

- Teaching strategies: visual timetables, peer mentoring, grouping for support, writing frames, word banks, feelings wall, worry box.

Provision maps can be extended to accommodate further interventions/differentiated provision and to incorporate assessment at later progress points.

When used well, provision maps become working documents which are continually updated, for example following pupil progress review meetings.

Reviewing pupils' progress

While progress data can highlight trends and help to pinpoint areas of concern, teachers and senior staff will need to pose further questions and draw on evidence from a range of other sources to find out the possible reasons for the trends they have observed. For example, in a class where the data shows that pupils with SEND are not making expected progress, other sources of information will help to identify the reasons for this:

- Feedback from peer observation – might highlight whether, for example, differentiation could be improved, support staff deployed more effectively, or interventions delivered better.
- Scrutiny of pupils' work.



- Talking to pupils.
- Talking to parents/carers.
- Reviewing behaviour and attendance data.

This additional evidence, along with the data from progress tracking/provision mapping, provides a good foundation from which pupils' progress can be reviewed.

Many schools have pupil progress review meetings. At their best, these:

- are structured, professional conversations in which colleagues work together to address issues arising from pupil progress data and additional evidence
- focus primarily on ensuring that teaching is of high quality and is differentiated



appropriately and that pupils make progress in class

- result in decisions to change the provision made for individuals and groups at risk of underachievement, to improve outcomes.

To be effective, pupil progress reviews should:

- take place regularly, as soon after each round of data analysis and provision map evaluation as possible

- involve the most relevant staff, ie teacher(s)/heads of subject departments, the relevant member of the senior leadership team and the SENCO (who may also be a member of the senior leadership team). The role of the SENCO at pupil progress review meetings is to advise on the most effective strategies and interventions for individuals or groups
- focus on *all* pupils
- be based on information the teacher has on pupils' progress since the last review point and the full range of available related evidence
- focus on what has worked well and what needs to be changed to support pupils' learning and progress
- agree and record the next steps to be taken – in class and beyond – to support pupils' learning and progress.

Making best use of pupil progress review meetings

Pupil progress review meetings have two main functions:

- to review the data from progress tracking, evaluated provision maps and associated evidence
- to respond to that data in a way that best supports pupils' progress and learning.

Reviewing the data

To make best use of the time available, it is important that everyone who attends the meeting is well prepared. If attendees are already familiar with the full analysis of

progress and intervention data, along with other evidence, as appropriate, then only a short amount of time will need to be spent summarising the data, for example who has made good progress and who has not or which groups have performed better than others.

Responding to the data

Most of the meeting should be spent on deciding what needs to be done in response to the data and, in particular, what can be done to support pupils whose progress is slower than expected. The main focus of the discussion should be on classroom teaching strategies and:

- reviewing strategies that have been successful and those that have not
- considering alternative strategies
- determining what training and support, if any, the teacher needs to implement new strategies.

Additional interventions for individuals or groups should only be considered when every effort has been made to address issues of progress by improving or modifying day-to-day teaching. If any additional provision is agreed, the meeting will need to decide:

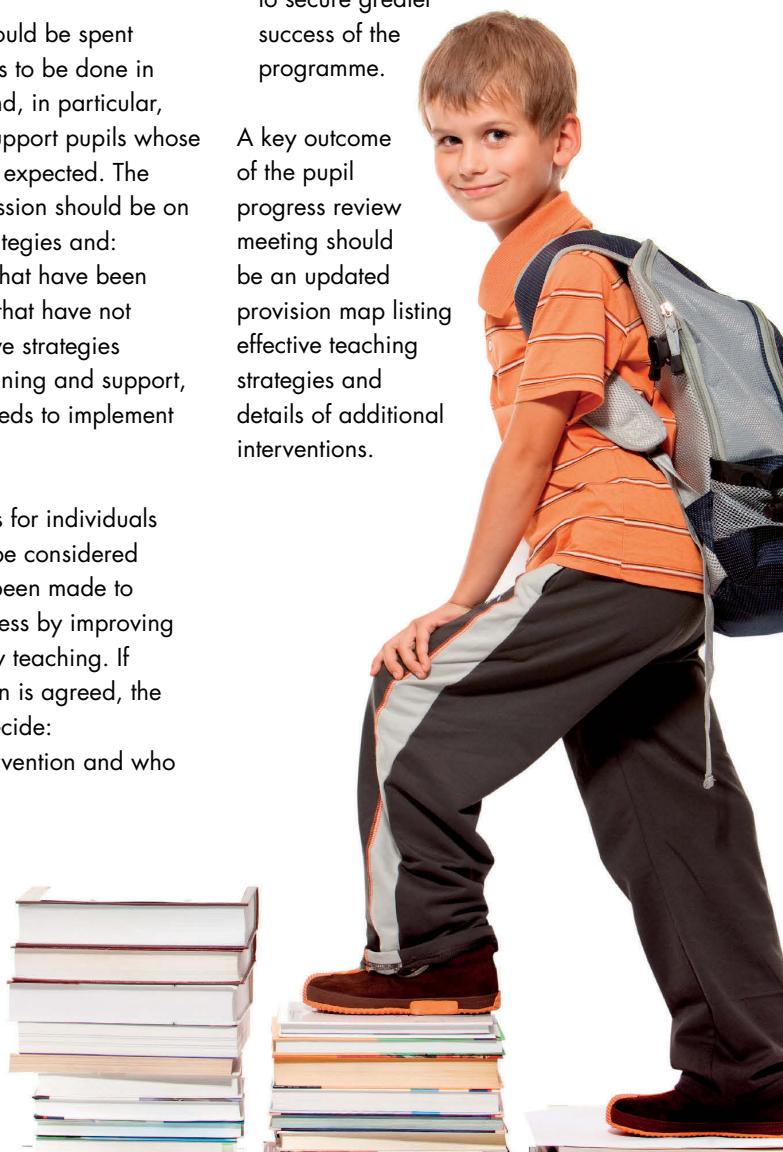
- the nature of the intervention and who will deliver it
- targets
- timescales.

Information from the evaluated provision map and associated evidence can also

inform a discussion about the effectiveness of interventions already in place for pupils/groups whose progress is being discussed, ie:

- those that seem to be working well
- whether less successful interventions should be discontinued, extended, reviewed or adapted
- whether any staff training is needed to secure greater success of the programme.

A key outcome of the pupil progress review meeting should be an updated provision map listing effective teaching strategies and details of additional interventions.



Managing provision

Data tracking and evaluated provision maps are key elements of a school system designed to match provision to pupils' needs and to evaluate its effectiveness.

Everyone has a role to play in this process, including:

- class/subject teachers
- teachers with responsibility for particular groups of pupils
- members of the senior leadership team
- school governors.



Teachers

This quick guide has explored in some detail the role of class/subject teachers, supported by the SENCO as appropriate, in:

- providing an appropriately differentiated curriculum
- tracking pupils' progress
- analysing progress data and other contextual evidence
- evaluating the impact of additional provision
- adjusting the provision made for pupils in the light of evidence of what works.

Teachers may also contribute to the provision management process through the way they communicate with:

- TAs – interventions are often delivered by TAs but pressure of time can prevent good communication between teachers and TAs. Teachers, therefore, need to ensure that TAs:
 - understand the targets set for pupils and the associated success criteria
 - have been trained to carry out interventions (the SENCO will also have a role to play in this)
 - have a simple way to report back to the teacher on intervention sessions
- parents/carers – parents need to understand the additional provision made for their child, have confidence in those delivering interventions and know how they can support the child at home. To support this, information from provision maps can be shared with parents/carers, for example at parents' evenings.

SENCOs

SENCOs play a crucial role in managing the provision the school makes for pupils with SEND in a number of ways:

- Working closely with the headteacher and governing body to determine the strategic development of SEN policy and provision, including:
 - collating provision maps from across the school following pupil progress review meetings, and evaluating and recording the impact of interventions across the school to support the work of the senior leadership team and the governing body, for example self-evaluation, reporting to governors, staff and resource management
 - working to ensure that the appropriate resources, including staff training development, are available to support a differentiated curriculum and planned interventions
 - discussing the effectiveness of provision with the SEN governor to feed into the annual school profile.
- Co-ordinating the provision made to support pupils with SEND, on a day-to-day basis, including:
 - knowing how resources are allocated
 - monitoring and tracking specific interventions for groups of pupils or individuals
 - making sure that systems are working properly and feed into each other
 - investigating any intervention that is proving less effective than expected, establishing the reasons for this and taking the appropriate action
 - deciding on the most effective deployment of TAs to deliver interventions and identifying any training needs associated with this.
- Providing professional guidance to colleagues, including:
 - supporting teachers' evaluation of pupils' progress and the effectiveness of provision by contributing additional evidence, for example from observing teaching or the delivery of interventions, or from talking to pupils
 - advising teachers on the most appropriate classroom provision/intervention. This implies that the SENCO will be up to date with evidence of best practice from school data tracking, evaluated provision maps, schools in similar contexts and research and inspection relating to what works best in increasing progress and achievement.
- Being a key point of contact for external agencies, including:
 - using the evidence of pupils' progress from provision maps to support requests for further support from outside agencies or for statutory assessment for an education, health and care plan, for example using provision maps to show the range of provision made for a pupil and how interventions which have resulted in positive gains for other pupils have not worked for an identified pupil who now, therefore, requires further assessment or more specialist support.
- Liaising with receiving schools to ensure that transitions are smooth, including:
 - using evidence from provision maps to support transition, for example by keeping a running record of the provision made for each pupil, which can be added to their file.



Senior leadership team

By taking a strategic view of the impact of provision on pupils' progress across the school, and through discussions with the SENCO about issues arising from the data, the senior leadership team can:

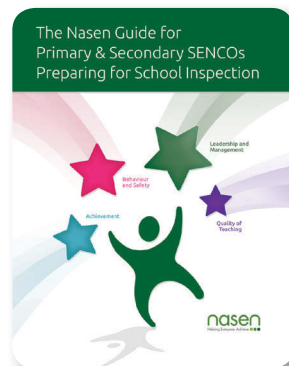
- understand the pattern of need across the school
- consider the impact of current initiatives on pupils' progress and, if provision is costed, whether resources are being used to best effect
- determine the best strategy for deploying staff and other resources to meet that need within resource constraints
- plan programmes of professional development to ensure that staff have the knowledge and skills they need to meet pupils' needs in class and through proposed interventions
- demonstrate and provide evidence of the impact of provision on students' learning and progress to, for example, parents/carers, governors, the local authority, Ofsted
- report on the impact of particular initiatives, such as those funded through the pupil premium
- identify whether specific interventions have had an impact on progress
- use the data to add rigour to school self-evaluation and development planning.



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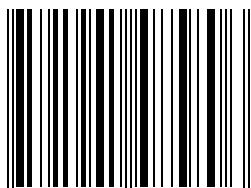
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ISBN 978-1-901485-80-6



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