



Tracking Children

The ECaR/ECC programmes impact on all three waves of educational provision. In order to teach effectively teachers need to know what children understand and can do. Effective teaching builds on that knowledge of the child and designs activities which will lead individual children to the next step in their learning journey. Both teacher and child need to be active participants in the development of understanding and knowledge.

Wave 1 : Quality First Teaching (QFT)

It is every child's entitlement to receive high quality day to day teaching in class – this provides their first and foremost opportunity to learn core knowledge, skills and understanding. Class teaching needs to be inclusive, reflecting the needs of individuals and groups of children. The majority of children, approximately 80%, will learn successfully in this context, making progress at the pace expected for their age. Quality First Teaching in literacy will include the implementation of a recognised and effective synthetic phonics programme as part of the child's core entitlement to early literacy learning through the school's focus on the Simple View of Reading. In mathematics, the school will be ensuring a secure grasp of the core skills involved in the various strands involved through an approach that focuses strongly on talk for mathematics, mental processes, the effective use of models, images and structural apparatus and regular opportunities for the use and application of mathematics.

Effective teaching depends on good day to day assessment, identifying what the child does and does not know and at what stage s/he is in the process of acquiring key concepts. Making learning objectives accessible to those children who are finding it hard to learn is a vital element of Quality First Teaching. An effective tracking system enables teachers to identify potential difficulties for individuals / groups of children and accordingly to design and deliver group or individual learning opportunities

Tracking children's progress.

Effective tracking systems depend on the observations of teachers and teaching assistants. These observations build a clear picture of what the child knows and how they are able to use and apply this knowledge.

A classroom teacher who works with the child every day holds 'in their head' an enormous amount of information about individual strengths, weaknesses and learning needs, enabling them to plan effectively and to apply judgements as they teach. However, a school needs a formal, effective tracking system to ensure that the Senior Management Team are aware of children who are at risk of underachievement and likely to require additional support to ensure that they keep up with their peers – as well as those who need additional challenge to realise their full potential. This support and challenge must be tailored to the individual in order to

ensure that children progress, build on and effectively use their existing knowledge and learning.

The Assessing Pupils' Progress (APP) materials play an important part in the tracking of children's progress. They form the basis for periodic assessment, usually completed termly using a range of independent work. Reading Recovery and Numbers Count Teachers will be able to support teachers in using the APP grids and determining next steps for children who need additional support to access learning. The profile statements provided will also enable teachers to identify any gaps in the child's knowledge. It is here that the RR/NC teacher can support the teacher in discussing how things may be taught by building on what the child knows and by scaffolding learning.

Pupil Progress Meetings (PPMs)

Once a term, or more frequently, depending on the child's needs, progress should be discussed. If the child is considered at risk of falling behind, a progress plan may be written to support the learning of the individual concerned. These plans should be monitored and evaluated regularly through the PPMs and the impact of the work, including any additional interventions, measured. If the child continues to fail to make appropriate progress then the plan needs amending. No child should be continuing on a programme of work that is failing to address their needs and to secure the progress to which they are entitled.

Interventions

Each school should have available a range of interventions at Wave 2 and Wave 3 which have a strong evidence base of measurable impact on the learning and progress of children.

If a decision is made to assign a child to a particular intervention then milestones should be agreed to measure the impact and pace of that learning. For example; four weeks or less into an intervention the teacher and/or TA and SENCO should meet in order to determine that this intervention is having an impact on the learning of the child (some programmes include progress checks to support this process). Each individual is different and a variety of interventions may be necessary to ensure all children are able to achieve their entitlement to progress.

If there is no discernible impact at this time, an informed decision should be made in order to ensure that the child and teacher or TA are not wasting their time. Effective interventions are known (when implemented as intended) to secure rapid impact on progress.

Effective tracking is essential to ensure that what gains are made by the child as a result of an intervention are maintained. Any child who has had a formal intervention programme should be flagged on the tracking system and monitored regularly to ensure that they continue to maintain the gains, with further support implemented if the child appears to be at risk of falling behind.

As well as drawing on external evidence of impact, schools should make their own evaluation of the impact over time of these programmes so that they are able to predict gains and know what progress to expect for the child.