Secondary
National Strategy
for school improvement

Tracking for success

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Contents

About this guide

Monitoring and tracking pupils' progress is fundamental to school improvement and raising standards. This guide helps school leaders to develop and refine their whole-school pupil tracking procedures to ensure that pupils' progress is systematically monitored and reviewed and findings acted upon, thus raising standards. The examples provided may be used as a checklist to review current practice and identify any areas for further development. This guide:

- sets out some underlying principles and describes the whole-school tracking process;
- sets out the responsibilities of senior leaders, middle leaders and teachers and gives examples of some elements of a whole-school tracking system;
- provides guidance on curricular target setting.

Introduction

Setting appropriately challenging targets through the analysis of pupil performance data and establishing rigorous monitoring and tracking systems are the first critical steps towards ensuring that the learning needs of all pupils are met.

It should be stated from the outset that monitoring and tracking that does not initiate specific actions by teachers and pupils will not help to raise standards. Consequently, within the title *Tracking for success* the assumption is made that taking the necessary action to address the identified learning needs of pupils and bring about improvements is an integral part of the tracking process.

Schools can ensure that they set appropriately challenging targets by analysing pupils' performance against national benchmarks of attainment and progress. These numerical targets must be turned into curricular targets, which in turn inform learning objectives and learning outcomes. Diagnostic analysis can identify the strengths and weaknesses in performance of individual pupils and groups to inform lesson planning and the use of intervention programmes.

Principles

- Pupils' progress is monitored and tracked across time and across subjects using a range of performance measures including teacher assessments and test results. All staff work collaboratively to gather, share and use information about pupils' progress. Identification of pupils' underperformance is early, rapid and accurate.

- Data is collected and shared with the pupils and all staff involved in teaching the pupils. Pupils' achievements are benchmarked against local and national data.

- Pupils have regular opportunities to discuss their progress. Teachers actively involve pupils in setting their own targets, and annual and key stage targets are shared with all staff involved in teaching the pupils.

- Teaching programmes, intervention programmes and revision programmes are informed by regular monitoring of progress and adjusted in the light of pupils' needs.

- Parents and carers are informed and involved in order to support pupils' achievements.

- Performance data is managed through a school-wide system, teachers have ready access to data they need, and new data can be entered and processed easily.

Tracking pupils' progress

Effective tracking of pupils' progress is essential in promoting the achievement of high standards. It ensures that pupils make good progress throughout their school career and, where progress slows or stalls, difficulties can be picked up quickly and appropriate action taken.

Pupils' progress should be tracked regularly and systematically through a whole-school system which involves all staff. It is essentially a cyclical process of data gathering and analysis which informs target setting, the reviewing of teaching programmes and the use of intervention, booster and revision programmes.

Pupils' progress should be reviewed regularly, for example, twice yearly in the spring and summer terms. Assessment data to inform these reviews should be gathered systematically. Ongoing assessment should be the basis of tracking, supplemented by discrete assessment tasks and tests as appropriate.

The analysis of assessment data should be used to inform discussions with pupils to review their performance and progress towards their targets. It can be used in setting or revising pupils' National Curriculum level or GCSE grade targets and their curricular targets. Curricular targets are the link between pupils' long-term targets (e.g. end-of-key stage National Curriculum levels or end-of-course GCSE grades) and the next steps in their learning, described in lesson learning objectives. Teaching programmes may be adjusted in response to the curricular targets set, and intervention programmes may be considered for use either as part of a lesson or as a specific programme. The analysis will also determine the nature of booster programmes in Year 9 and revision programmes in Year 11.

Regular internal reporting will enable middle leaders and senior leaders to monitor progress of groups and cohorts of pupils towards targets. Reports to parents and carers will be provided annually with statutory reporting at the end of Year 9 and Year 11.

Making tracking manageable

When subject departments are developing or refining their approaches to tracking pupils' progress, some useful guiding principles can be applied.

- The subject leader has a key strategic role in establishing a manageable yet robust approach to teacher assessment.
- The tracking process needs to be closely integrated with everyday teaching and learning.
- It is not possible to assess every objective that is taught – instead it is necessary to identify the ones that are the key indicators of pupils' progress.
- The key indicators can be related to crucial level borderlines, for example, between levels 3 and 4.
- Ongoing assessment should be the basis of the tracking, with use made of specific activities or probing questions to refine judgements.
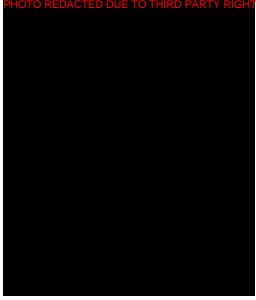
- Where appropriate, the focus can be on the pupils whose attainment is difficult to determine with confidence.
- Recording systems can be very simple, keeping note of only the information which is necessary.
- It is vital that the information is used formatively and that any necessary modifications are made to the teaching programme.
- It is important to involve pupils in the process – this helps secure the learning and pupils can see for themselves that they are making progress.

An **English** department has been involved in the piloting of the Monitoring Pupil Progress Project, a project jointly managed and developed by QCA and the Key Stage 3 National Strategy.

Towards the end of each term the teachers involved in the pilot use their pupils' ongoing work in reading and writing to make judgements against the associated assessment focuses. After considering performance across a range of the assessment focuses, the teachers make an overall level judgement for reading and writing for each pupil. Alongside this process the teachers select one task for reading and one for writing, chosen from a bank of standardised tasks, and use them as part of the normal teaching and learning process to provide additional evidence of each pupil's attainment. Evidence from these two different sources, ongoing and task, is then used to provide an overall judgement on pupil attainment.

The department is continuing to develop this approach and has extended it from the two teachers involved in the pilot to all the English teachers in the department. In addition, teachers are experimenting with the use of the tasks as 'tie breakers', using them only when the evidence from the ongoing work is inconclusive.

In a **mathematics** department the teachers established a set of key indicators associated with levels 3–7 and highlighted where these key indicators were featured in their Key Stage 3 scheme of work. They then selected the best opportunities for focusing on the key indicators, choosing specific lessons from their normal teaching programme.

When assessing a key indicator, the teachers reflect on what they already know about the whole group of pupils and then identify those pupils they are unsure about. They then use an agreed set of probing questions within the main part of the lesson to start a dialogue with the targeted pupils. Teachers use a class record sheet to note those pupils who do not satisfy the requirements of the key indicator.

Teachers use the identified areas of weakness to form curricular targets for individual pupils and groups of pupils. They also review their future planning to address the targets and use teaching assistants to provide individual and group support.

A **science** department uses the five key scientific ideas and scientific enquiry as a framework for organising the Key Stage 3 programme of study:

- Cells
- Interdependence
- Particles
- Forces
- Energy
- Scientific enquiry

Expectations of pupils' attainment in each of the key ideas and scientific enquiry during the three years of the key stage were mapped out using the yearly teaching objectives from the *Framework for teaching science: Years 7, 8 and 9* (DfES 0136/2002). Assessment opportunities were then identified, together with specific activities or questions. Wherever possible the assessment of scientific enquiry was linked with that of one of the five key scientific ideas.

Having done this, the department decided to replace some of its end-of-unit tests with tasks which required an extended response from the pupils, sometimes in written form but also involving the production of a poster, diagram or cartoon strip or a drama activity. For each of these unit tasks the department now produces a 'levelness' guide, to which they match pupil responses. The department does not see the levelness guide as a checklist to be slavishly followed. Indeed, teachers are encouraged to take into account what they already know about each pupil from their everyday teaching when making their overall judgements on pupil attainment in the unit.

As well as providing an effective and efficient way of tracking pupils' progress, the approach provides a rich source of evidence of an individual's understanding and misconceptions, and informs the way subsequent teaching needs to be shaped.
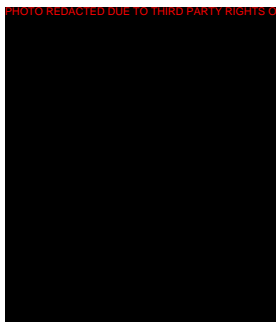
Following the introduction of statutory assessment in **citizenship**, the school has been developing a whole-school approach to monitoring and assessing citizenship. While citizenship is taught in discrete lessons, it is also recognised that there are opportunities across the curriculum to promote development in citizenship and this evidence of pupil progress also needs to be gathered and monitored.

Subject leaders in the school undertook a mapping exercise whereby key opportunities to assess citizenship were identified. For example, in geography, issues of fair trade gave opportunities to examine some of the key citizenship concepts about becoming informed citizens. Skills of enquiry and communication are assessed in English lessons through investigations of the media and the reporting of topical issues. Most subject areas are committed to assessing and recording pupil achievement in citizenship at least once annually, and the information is collated centrally through the school's assessment systems. The citizenship teachers have worked with other departments to organise moderation meetings to develop understanding of standards and progression in the subject and they have produced some exemplification to support non-specialist teachers in making judgements.

In the discrete citizenship lessons, half-termly structured assessment opportunities are built in to schemes of work and the achievement of the pupils is recorded. The assessment tasks ensure variety and balance as well as progression through the programme of study. Each pupil has a portfolio, and self-assessment is used regularly to augment assessment information from other sources. All of this, in addition to the ongoing assessment information gained from discussion, questioning, written work and other class activities, informs overall teacher judgements and ensures meaningful assessments.

The information is collated by the subject leader and used to monitor and track progress in citizenship; the data contributes to end-of-year reports and end-of-key stage assessments, and is used to refine the schemes of work appropriately.

Developing a whole-school tracking system

Senior leaders will need to:

- ensure a continuous school-wide focus on pupils' achievements using benchmark and comparative data, e.g. data from PAT and Fischer Family Trust data, to monitor the progress of every pupil;

- put in place a whole-school tracking system to gather pupil performance data regularly and systematically;

- draw up a timetable for the regular reviewing of pupils' performance and attendance to identify pupils who are exceeding expectations and those who are falling behind and those whose attendance is a cause for concern;

- establish a system to ensure that the outcomes of reviews are acted on quickly and provision is adjusted as necessary.

Table 1 – Tracking pupils' progress sets out a number of questions and tasks for senior leaders, middle leaders and teachers.
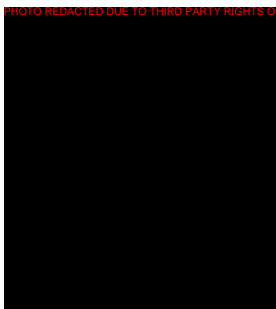
Table 2 – A whole-school tracking system gives an example of how such a system could be organised over the three years of Key Stage 3 and the two years of Key Stage 4.

Table 3 – The role of year leaders and tutors in tracking pupils' progress shows how year leaders and tutors can work together with subject leaders to support pupils' progress.
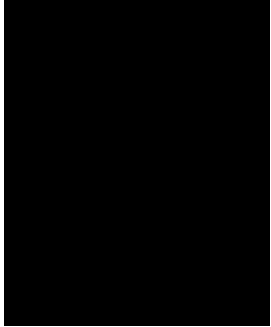
Table 4 – A pupil's perspective provides some insights into the whole process.

Table 1 – Tracking pupils' progress

	Questions	Tasks
Senior leaders	• Is pupils' achievement across all subjects in line with expectations? • Are pupils making good progress towards their targets? • What is the variation in attainment and attendance between subjects and what are the possible explanations? What is being done to address in-school variation? • Who are the pupils or groups of pupils who are exceeding expectations? What are the factors that are contributing to this success and are we sharing the good practice across the school? • Which pupils or groups of pupils are achieving in line with expectations within each subject? • Are there pupils or groups of pupils who are achieving below expectations? What are we doing to address this? What intervention strategies are being used to offer support to these pupils? • Have behaviour and attendance issues been considered in relation to pupils' ability and confidence to learn and achieve? • Have we built in opportunities to review individual pupil progress across subjects? How is information gathered and shared?	• Work with subject leaders to ensure that teachers understand the nature of progression across the levels and that they plan accordingly, setting curricular targets for pupils. • Work with subject leaders to review and report on pupils' progress towards their targets. Provide challenge for middle leaders and teachers as necessary. • Work with subject leaders to monitor and support adjustments to teaching programmes in response to review findings. • Work with year leaders to ensure that pupils' effort and progress are systematically reviewed and that findings are acted on. • Work with middle leaders to ensure that special booster and intervention programmes are set up and that individual pupils receive appropriate and coherent support and are not overwhelmed by too many intervention programmes. • Ensure that all staff work together to share and use information effectively.

	Questions	Tasks
Middle leaders	• Is attainment and attendance in your subject in line with expectations and with other subjects in this school? • In comparison with other subject areas in the school, are there individual pupils or groups of pupils who are achieving less well in your subject? • What range of evidence is being used to monitor pupils' progress? • What does the analysis of assessment information tell you about pupil learning in this subject? Are any strengths or weaknesses revealed? • Do teaching programmes give opportunities to address all the areas of weakness identified? If not, how will your department address this? • Do reviews highlight particular individuals or groups of pupils who are achieving above or below expectations? What actions are being taken to support and challenge these pupils? • What intervention strategies are being used to support pupils who are achieving below expectations? • Where there are strengths, have you identified good practice and provided opportunities to share that good practice? • Can weaknesses be addressed through cross-curricular links with other subjects? • Do your department meetings/year meetings allow time for discussion of the ways in which data on pupils' progress can be used to improve teaching and learning and ensure pupil progress? • How are pupils' effort and progress reviewed across all subjects?	• Work with teachers to ensure that they understand the nature of progression across the levels in the subject and that this is reflected in teaching programmes. • Work with colleagues to develop a shared understanding of National Curriculum levels and GCSE grade criteria. • Monitor pupils' progress towards targets regularly. Identify pupils who are exceeding expectations and those who are falling behind. Use comparative data, e.g. Fischer Family Trust data. • Use the review findings to identify weaker aspects of teaching and learning and adjust teaching programmes as necessary. Provide support and training for teachers where necessary. • Work with teachers to provide intervention, booster or revision programmes where pupils are falling behind. • Work with senior leaders to provide intervention, booster or revision programmes where pupils' needs cannot be met within normal lessons. • Train and deploy mentors and teaching assistants to support pupils. • Liaise with other subject leaders and year leaders to share and use information. • Work with tutor teams to review pupils' progress. Identify pupils making good progress as well as targeting pupils in need of additional support. • Provide regular opportunities for pupils to discuss their overall progress with their tutor.

	Questions	Tasks
Teachers	• What is the range of attainment and attendance within each class that you teach? • Are you aware of the prior attainment of each pupil that you teach, not only in your own subject area, but also in others? How do you make use of this information? • Do you set and review curricular targets with your pupils? • Do you use the outcomes of monitoring to adjust your teaching plans as necessary? • What specific intervention strategies do you use to support pupils who are falling behind? Are these used as part of the lessons or as a special programme? • Do you identify the small steps that represent progression in your subject and share this with pupils so that they know what they have to do to make progress? • As a tutor, how do you maintain an overview of pupils' progress, discuss their progress and identify those in need of additional support?	• Set and review curricular targets with pupils which focus on specific aspects of knowledge, understanding or skills in the subject to secure progression. • Involve pupils in regular discussions of their progress and use National Curriculum level descriptions or GCSE grade criteria to demonstrate what they need to do to improve and attain higher standards. • Share learning objectives with pupils so that they are aware of what they need to learn and why. • Provide high-quality oral and written feedback on pupils' work and opportunities for pupils to engage in self-evaluation and peer review. • Use review outcomes to adjust teaching plans as necessary and to inform the choice of booster and intervention programmes used in lessons. • Liaise with middle and senior leaders to ensure pupils who need it have access to additional intervention, booster or revision programmes.

Table 2 – A whole-school tracking system

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn term	• Gather KS2 pupil-level data to inform target setting and pupil grouping. • Review KS2 attendance data and take action as necessary. • Set KS3 targets using comparative data, e.g. PAT data, Fischer Family Trust data. Use English, mathematics and science results as proxy measures for other subjects. (Expect pupils entering at L4 to reach at least L5 and a substantial proportion of L3 pupils to reach L5 also.) • Set Y7 targets. (Expect every pupil to add 2 sub-levels.) • Set curricular targets in subjects and attendance targets for groups of pupils and/or individual pupils as necessary. • Adjust teaching programmes and use specific intervention programmes as necessary. • Organise a mid-term review of pupils' effort and progress across all subjects. • Track trends and patterns in behaviour and attendance.	• Use information on pupils' progress in Y7 to set Y8 targets. (Expect every pupil to add 2 sub-levels.) • Set statutory KS3 targets using comparative data, e.g. PAT data, Fischer Family Trust data. • Set curricular targets in subjects and attendance targets for groups of pupils and/or individual pupils as necessary. • Identify pupils not making sufficient progress or at risk of not reaching their targets. Review targets as necessary. • Adjust teaching programmes and use specific intervention programmes as necessary. • Deploy additional support, e.g. mentors, as necessary. • Organise a mid-term review of pupils' effort and progress across all subjects. • Track trends and patterns in behaviour and attendance.	• Use information on pupils' progress in Y8 to set Y9 targets. (Expect every pupil to add 2 sub-levels.) • Set curricular targets in subjects and attendance targets for groups of pupils and/or individual pupils as necessary. • Identify pupils not making sufficient progress or at risk of not reaching their targets. Review targets as necessary. • Adjust teaching programmes and use specific intervention programmes and booster programmes as necessary. • Organise a mid-term review of pupils' effort and progress across all subjects. • Track trends and patterns in behaviour and attendance.	• Use information on pupils' progress in KS3 to set KS4 targets. • Set curricular targets in subjects and attendance targets for groups of pupils and/or individual pupils as necessary. • Identify pupils not making sufficient progress or at risk of not reaching their targets. Review targets as necessary. • Adjust teaching programmes and use specific intervention programmes as necessary. • Organise a mid-term review of pupils' effort and progress across all subjects. • Track trends and patterns in behaviour and attendance.	• Use information on pupils' progress in Y10 to identify pupils not making sufficient progress or at risk of not reaching their targets. Review targets as necessary. • Adjust teaching programmes and use specific intervention programmes as necessary. • Set curricular targets in subjects and attendance targets for groups of pupils and/or individual pupils as necessary. • Organise a mid-term review of pupils' effort and progress across all subjects. • Track trends and patterns in behaviour and attendance.

	Year 7	Year 8	Year 9	Year 10	Year 11
Spring term	• Organise a mid-term review of pupils' effort and progress across all subjects. • Subject leaders review and report on progress towards Y7 targets. Use the outcomes to review pupils' performance, review targets, adjust teaching programmes and use specific intervention programmes, as necessary. • Track trends and patterns in behaviour and attendance.	• Organise a mid-term review of pupils' effort and progress across all subjects. • Subject leaders review and report on progress towards Y8 targets. Use the outcomes to review pupils' performance, review targets, adjust teaching programmes and use specific intervention programmes, as necessary. • Track trends and patterns in behaviour and attendance.	• Use mock NC tests to check pupils' progress. • Year leader organises a mid-term review of pupils' effort and progress. • Subject leaders review and report on progress towards Y9 targets. Use the outcomes to review pupils' performance, review targets, adjust teaching programmes and use specific intervention programmes and booster programmes, as necessary. • Track trends and patterns in behaviour and attendance.	• Organise a mid-term review of pupils' effort and progress across all subjects. • Subject leaders review and report on progress towards KS4 targets. Use the outcomes to review pupils' performance, review targets, adjust teaching programmes and use booster programmes, as necessary. • Track trends and patterns in behaviour and attendance.	• Organise a mid-term review of pupils' effort and progress across all subjects. • Use GCSE mock examinations to check pupils' progress. • Subject leaders review and report on progress towards KS4 targets. Use the outcomes to review pupils' performance, review targets, adjust teaching programmes and use revision programmes, as necessary. • Track trends and patterns in behaviour and attendance.

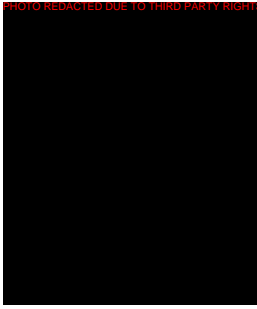|	Year 7	Year 8	Year 9	Year 10	Year 11
Summer term	• Use Y7 optional or progress tests in English and mathematics to check pupils' progress. • Subject leaders review the progress of pupils who received specific intervention programmes. • Subject leaders review and report on progress towards curricular targets within subjects. • Subject leaders review and report on progress towards Y7 targets. • Organise an end-of-year review of pupils' effort and progress across all subjects. • Report pupils' progress to their parents/carers. • Track trends and patterns in behaviour and attendance.	• Use Y8 optional tests in English and mathematics to check pupils' progress. • Subject leaders review the progress of pupils who received specific intervention programmes. • Subject leaders review and report on progress towards curricular targets within subjects. • Subject leaders review and report on progress towards Y8 targets. • Organise an end-of-year review of pupils' effort and progress across all subjects. • Report pupils' progress to their parents/carers. • Track trends and patterns in behaviour and attendance.	• Subject leaders monitor pupils' progress, adjust teaching programmes and use specific intervention programmes and booster programmes, as necessary. • Attendance leader reviews current pattern of attendance and plans strategies to promote attendance at tests. • KS3 National tests. • Continue to use specific intervention programmes with pupils who have fallen behind. • Organise an end-of-year review of pupils' effort and progress across all subjects. • Report pupils' progress to their parents/carers. • Use diagnostic information from the KS3 tests to review the KS3 curriculum. • Track trends and patterns in behaviour and attendance.	• Subject leaders review and report on progress towards curricular targets within subjects. • Subject leaders review and report on progress towards KS4 targets. • Organise an end-of-year review of pupils' effort and progress across all subjects. • Report pupils' progress to their parents/carers. • Track trends and patterns in behaviour and attendance.	• Subject leaders monitor pupils' progress and continue to use revision programmes as necessary. • Attendance leader reviews current pattern of attendance and plans strategies to promote attendance at examinations. • GCSE examinations and other forms of accreditation. • Organise an end-of-year review of pupils' effort and progress across all subjects. • Report pupils' progress to their parents/carers. • Track trends and patterns in behaviour and attendance.
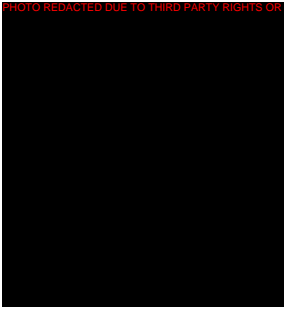
Table 3 – The role of year leaders and tutors in tracking pupils' progress

	Whole-school procedure	Response by year leader	Response by tutor
Autumn term	A mid-term review of effort and progress to targets is undertaken for all year groups. Subject teachers use a ✓, o, ✗ notation for both effort and progress. (Behaviour issues are signalled through the effort grades and attendance issues through the progress grade.) Outcomes are shared with parents/carers.	Year leaders identify pupils in the following categories of concern: • effort/behaviour; • progress, including those with uneven performance across their subjects and those with poor attendance. This list of target pupils is refined by discussion with tutors. A schedule of learning conversations between the tutor and his/her target pupils is agreed, together with times for the tutors to provide feedback on the outcomes of conversations with the pupils. Release time from tutoring/registration duties is agreed (cover provided by year leader or deputies) where a class tutor has a particularly large target group of pupils. The year leader receives feedback from the class tutors and reports any general issues to the SLT. The mentoring programme is reviewed to incorporate any pupils who would benefit from this support.	Each tutor, in conjunction with the year leader, identifies a group of target pupils in their class. Tutorial time is allocated to hold learning conversations with these pupils, usually in small groups of 3 or 4 but occasionally on an individual basis. Pupils are encouraged to bring along their work in a range of subjects, including some subjects where they are making progress and others where they are not. They show the tutor and the others in the group examples of their work and discuss the curricular targets they have been set and the obstacles to progress they are facing. The tutor provides feedback to subject teachers, as appropriate, and to the year leader on any general issues.

	Whole-school procedure	Response by year leader	Response by tutor
Spring term	A mid-term review of effort and progress to targets is undertaken for all year groups. Subject teachers report an effort grade and an attainment grade, using National Curriculum levels and sub-levels/GCSE grades. Pupils are identified using a traffic light system to denote for each subject whether they are ahead of their expected progress towards their end-of-year target, on target or showing progress below that expected. Outcomes are shared with parents/carers.	Year leaders use the mid-term reports to identify: • pupils with good effort grades across a range of subjects; • pupils who are making particularly good progress in a range of subjects; • pupils whose effort/behaviour is a cause for concern; • pupils who are showing slower progress to their targets than expected across a range of subjects (a particular check is also made against attendance patterns). A list of pupils worthy of a school commendation is produced and circulated to the SLT and subject leaders. The list is confirmed and arrangements made for the award of the commendations. A list of pupils causing concern is refined by discussion with tutors. A schedule of learning conversations between the class tutor and his/her target pupils is agreed, together with times for the tutors to provide feedback on the conversations with the pupils. Release time from tutoring/registration duties is agreed (cover provided by year leader or deputies) where a class tutor has a particularly large target group of pupils. The year leader receives feedback from the class tutors and reports any general issues to the SLT. The mentoring programme is reviewed to incorporate any pupils who would benefit from this support.	Each tutor, in conjunction with the year leader, identifies those pupils worthy of a commendation in terms of effort and/or progress, as well as a group of target pupils in the class who are causing concern. Tutorial time is allocated to hold learning conversations with the target pupils, usually in small groups of 3 or 4 but occasionally on an individual basis. Pupils are encouraged to bring along their work in a range of subjects, including some subjects where they are making progress and others where they are not. They show the tutor and the others in the group examples of their work and discuss the curricular targets they have been set and the obstacles to progress they are facing. The tutor provides feedback to subject teachers as appropriate, and to the year leader on any general issues.

	Whole-school procedure	Response by year leader	Response by tutor
Summer term	An end-of-year review of effort and progress towards targets is undertaken for all year groups. Subject teachers report an effort grade and an attainment grade, using National Curriculum levels and sub-levels. Pupils are identified using a traffic light system to denote for each subject whether they have exceeded their end-of-year target, met the target or have failed to achieve their target. Outcomes are reported to parents and carers.	Year leaders use the end-of-year review to identify: • pupils with good effort grades across a range of subjects; • pupils who are making particularly good progress in a range of subjects; • pupils whose effort/behaviour is a cause for concern; • pupils who have missed their targets in a range of subjects (a particular check is made against attendance patterns). A list of pupils worthy of a school commendation is produced and circulated to the SLT and subject leaders. The list is confirmed and arrangements made for the award of the commendations. A list of pupils causing concern is refined by discussion with tutors. A schedule of learning conversations between the class tutor and his/her target pupils is agreed, together with times for the tutors to provide feedback on the conversations with the pupils. Release time from tutoring/registration duties is agreed (cover provided by year leader or deputies) where a class tutor has a particularly large target group of pupils. The year leader receives feedback from the class tutors and reports any general issues to the SLT. A brief transition report is prepared for the year leader who will take responsibility for the pupils in the next academic year, including recommendations for inclusion in the following year's mentoring programme.	In the light of the end-of-year review each tutor, in conjunction with the year leader, identifies those pupils worthy of a commendation in terms of effort and/or progress, as well as a group of target pupils in the class who are a cause for concern. Tutorial time is allocated to hold learning conversations with the target pupils, usually in small groups of 3 or 4 but occasionally on an individual basis. Pupils are encouraged to bring along their work in a range of subjects, including some subjects where they are making progress and others where they are not. They show the tutor and the others in the group examples of their work and discuss the curricular targets they have been set and the obstacles to progress they are facing. Priorities for the next year are agreed with the pupils. The tutor provides feedback to subject teachers as appropriate, and to the year leader on any general issues that have emerged. A brief transition report is prepared for the year leader, highlighting priorities agreed with the target pupils for the following year.

Table 4 – A pupil's perspective

Autumn term

In maths I got a new curricular target to help me with my algebra.

In geography today I talked to my teacher and showed my work on population. We agreed I had met my target and need to set a new one when we start the next topic on Monday.

After the half-term review I am really pleased that my teachers think I am working hard. I got 8 ticks and 2 o's.

I really struggled with my target in English so I have been given a chance to get some extra help for writing.

Of the targets I had at the beginning of term there are only two I haven't had signed off. I now have some new ones.

Spring term

I got a commendation for reaching all my curricular targets so far.

I come to school and I have worked a lot harder since I started hitting my targets.

The half-term review made me realise I had eased off in a couple of subjects. My new targets are helping me to get going again!

We did some mock SATs in science. Some of my answers were too short and I really need to remember to check my work next time.

My tutor talks to me regularly about how I am getting on. It is good to have someone to talk to.

With the feedback I'm getting I feel I am doing really well in maths.

Summer term

My English teacher wants me to continue to work at my writing target next year. He thinks I'm almost there.

The revision lessons helped me prepare well. Going over the work again helped me to see how it all fitted together and I understand it better.

I have just met my tutor for next year. She knew about the progress I was making in all my subjects – is that scary or what?

Dad thought my report this year was brilliant! I am really getting the hang of learning step by step. Talking to my teachers and tutor has really helped me.

When I look at my targets for the year I am really proud of how much progress I have made.
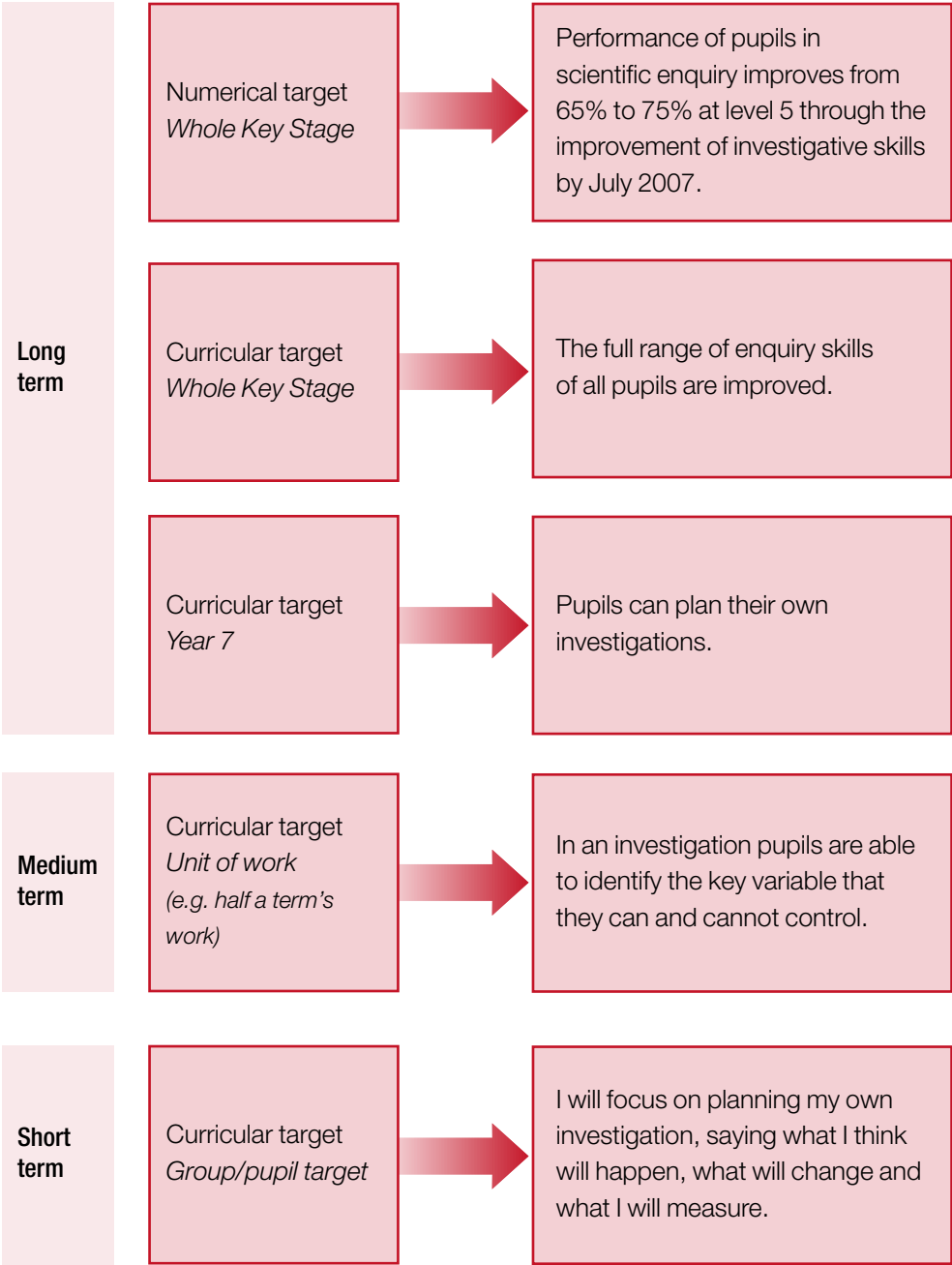
Curricular target setting

Curricular targets are the link between pupils' long-term National Curriculum numerical targets and the next steps in their learning, described in lesson learning objectives. Guidance on curricular target setting is included in the Key Stage 3 Strategy's *Assessment for Learning* materials (DfES 0043-2004 G). Unit 6 helps schools to establish a target-setting framework. The unit shows how to get beyond numerical targets to specific targets for learning. A summary of the key messages of the unit is given below.

- A curricular target expresses in words, not numbers, a specific aspect of the curriculum as a focus for improvement. It can be for a whole class, a group or individual pupil and can relate to the long term (e.g. a term or year), medium term (e.g. a few weeks) or short term (e.g. a few lessons).

- A curricular target should relate to specific cohorts, classes, groups or individual pupils who need more effective provision, intervention, support or monitoring in order to make better progress.

- Curricular targets provide a focus for teaching. Teaching objectives in medium-term plans or schemes of work need to directly address the curricular targets. These will be further refined in learning objectives for lessons to ensure that the target is being addressed. A target may be revisited several times in a unit, in a year and across the key stage to ensure that there is progression and achievement towards the target.

- Curricular targets are established through an analysis of available information about what has and has not been learned. An appropriate target ensures that pupils' prior attainment and achievements are built on throughout the key stage. It should focus teaching on areas of underperformance and so support improved learning outcomes for pupils.

Layering of targets

The key to manageability is 'layering' the targets in order to provide a clear route from the numerical target to the curricular target for a group or an individual pupil. An example is shown below.

Long term	Numerical target *Whole Key Stage* →	Performance of pupils in scientific enquiry improves from 65% to 75% at level 5 through the improvement of investigative skills by July 2007.
	Curricular target *Whole Key Stage* →	The full range of enquiry skills of all pupils are improved.
	Curricular target *Year 7* →	Pupils can plan their own investigations.
Medium term	Curricular target *Unit of work (e.g. half a term's work)* →	In an investigation pupils are able to identify the key variable that they can and cannot control.
Short term	Curricular target *Group/pupil target* →	I will focus on planning my own investigation, saying what I think will happen, what will change and what I will measure.

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