Measuring Progress: Principles & Practices

Principles Which Drive

We use Measuring Progress because it:

- creates a timeline of identifiable improvements linked to agreed success criteria
- provides points for self, peer and teacher evaluation
- shapes and informs lesson planning
- adds more purpose to classroom learning and motivate students
- facilitates high quality marking and feedback
- fine-tunes and direct future learning
- informs classroom management and sharpens teacher interventions

Practices Which Impact

We use a variety of effective methods:

School Led

- **Proactive Use of Data**
  Ensure pupil data is available in a form that highlights progress clearly and is used to inform lesson planning on a day to day basis. Encourage teachers to assess in a manageable and purposeful way, involving students in an improvement dialogue.

- **Presentation of Data to staff**
  Progress data needs to be accessible and shared with staff in a format which allows quick interpretation and which facilitates decision making about possible intervention, the nature and extent of support and challenge and the adjustment of learning.

- **Presentation of Data to students**
  Data about performance informs discussion and action planning and therefore will be shared with pupils and parents at key points through the year. Some schools publicly display progress data as league tables to encourage discussion, competition and motivation.

- **Points of Progress**
Create the expectation that lessons can have a progress check after ten to fifteen minutes depending on the length of the lesson. Formalise this in lesson planning, classroom observation, learning walks and departmental reviews.

- **Strategies for Checking Progress**
  Build staff development sessions around sharing good practice of strategies to check on progress in lessons. Build a library of strategies which have impact and structure opportunities for departments to discuss and develop these strategies.

- **Delicate then Deep**
  Emphasise an expectation of both “light touch” and “deep checks” on progress in a lesson. Light touch might be a quick walk around looking at student activity; deep check may be closer questioning of individual students or scrutiny of exercise books.

**Teacher Led**

- **Cheap and Cheerful Progress Measures**
  Use instant strategies such as Mini Whiteboards; True or False and A,B,C,D Cards; Thumbs Up and Thumbs Down; Stand Up, Sit Down; Confidence Continuum and others which give an instant overview.

- **Teacher Questioning**
  To check for progress ask the question! How would I or someone else know you were making progress? What can we now do which we couldn’t do when the lesson started? What are your next steps? How would you describe your progress: slow? Steady? Leaps and Bounds? Small Steps? Stopped?

- **Wall of Progress**
  Place all the student names on cards and arrange on a wall with space to add three large post-it notes by each name. The wall should provide an overview of all the students in the class. Each post-it contains an individual summary of what they think they have learned by the end of the lesson. As the next one arrives, drop the third post-it and have student place it in an exercise book. This builds a profile of progress.

- **Progress Poster(s)**
  Use a poster or set of posters and copy as a PPT slide and as use to prompt thinking about progress. For example a large tree – where are you now on the tree, where were you, where are you hoping to be?

- **Hinge Questions**
Teacher developed questions and student responses normally done half way through the lesson focused on the key learning concepts that students need to understand in order to progress

- **Use of voting software and mobile phones**
  To get instant feedback to questions, measure understanding and diagnose solutions use packages as Poll Anywhere and technologies such as Activote, Qwizdom and Optivote.

**Student Led**

- **Progress Professors**
  Capturing evidence of progress doesn’t have to be the exclusive responsibility of the classroom teacher. Students can be put in pairs and from time to time asked to undertake a range of activities to help measure the progress of others in the class. This could be a simple question and answer task, collecting response post it notes or any activity which occurs in the normal course of lessons

- **Learning Detectives**
  Students whose role in the class to focus on observing learning processes and progress. Progress Champions can identify and feedback progress made – “Identify someone who you think has made progress in the lesson and tell us why?”

- **Learning Journals**
  Student use journals to record their progress in knowledge and skills as well as how they will use what they have learned in the future to improve.

- **Student led plenaries**
  Reviews, presentations, podcasts and videos summarising key learning concepts

**Peer Led**

- **Teach someone else**
  Students teach a group or the class how they can improve and progress by demonstrating how to solve a new but related problem.

- **Links and Connections**
  Get groups of students to show how they can apply what they have learned to a real life issue or problem set by the teacher.

**Parent Led - Suggestion**
- **Progress Evening**
An explanation is given for all parents on how progress is measured and what they can do to help progress at home. Each department has a display of examples of pupil progress and what feedback/help can be given. Students are encouraged to be their parents “Progress Guide” to look at and talk about their own improvement journey.