Pathways to Success
Pupil Progress Meetings
Pupil Progress Meetings

What are pupil progress meetings?
- An opportunity to review formally the progress and provision for individual pupils on at least a termly basis
- An opportunity to celebrate what has worked well and contributed to good progress
- A key part of whole school improvement and identify pupils who have not made expected progress and are not on track to achieve end of Key Stage targets
- They result in actions being planned at a whole school, class and individual pupil level to accelerate progress.
- They support the leadership team in holding teachers to account for the progress their pupils make.
- They provide a forum to support teachers and their professional development.

What are the national expectations of progress?
Expected progress is 2 National Curriculum levels or 12 Average Points across each Key Stage.

<table>
<thead>
<tr>
<th>Key Stage 1</th>
<th>Key Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 levels/ 12 APS progress in 4 years.</td>
<td>2 levels/ 12 APS progress in 2 years</td>
</tr>
<tr>
<td>1 level/ 3 sub levels / 6 APS progress in 2 years</td>
<td>1 level/ 6 APS progress each year</td>
</tr>
<tr>
<td>3 APS progress each year across the cohort.</td>
<td>1 sub level / 2APS progress each term</td>
</tr>
<tr>
<td>1 APS progress each term across the cohort</td>
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Pupil progress meetings and tracking data
- Pupil progress meetings provide a forum to answer questions which tracking poses.
- The focus of each meeting is the progress made during the last term. However, they need to be carried out with reference to the wider tracking data, progress from the beginning of the key stage and the trajectory for the end of the key stage.
- Additional reading – “Pathways to success: Tracking pupil progress”

Key features of effective pupil progress meetings

Pupil progress meetings are most effective when:
- The Headteacher leads and models the process.
- Both the leader and the teacher prepare thoroughly. (See exemplar)
- Rigorous questioning draws out the barriers to learning and actions that are needed to overcome the barriers.
- The person leading the meeting uses their knowledge of age related expectations and expected progress to challenge underperformance.
- Outcomes from the meeting are linked to teachers’ performance management.
- Take place on at least a termly basis.
- They identify what needs to change and result in actions being taken in order to accelerate progress.
- They focus on pupils who have not made expected progress. In the exemplar this would include the pupils in the cells outlined in red.
- Discussions are supported by evidence of assessment and examples of pupils’ work.
- They set a date to review the impact of actions taken and progress made.
- Successful strategies which have resulted in accelerated progress are identified and disseminated more widely across the school and/or pyramid/cluster.
- Wider strategic issues are identified and built into the termly single plan.
For Headteachers and senior leaders – those conducting the meeting

**Pupil progress meetings are a valuable part of school monitoring and evaluation. They provide opportunities for the SLT to strengthen their role in leading on learning.**

**In preparation, the person leading the meeting needs access to tracking data since the beginning of the key stage in order to ensure all pupils are on track to achieve their end of key stage target.**

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**Example Questions for the pupil progress meeting**

- Which pupils have made better than expected progress? Why is this? What has worked well?
- For those pupils who have made expected progress, are they on track to achieve their end of key stage trajectory? (reference evidence)
- For those pupils who are at the same sub level as at the last meeting, what evidence is there of the progress they have made? (E.g. reference APP grids/ pupils work) What are the next steps in learning for these pupils to move to the next sub level? What do you need to do in your classroom to ensure this happens? Would this need any additional support?
- Have any pupils fallen behind? Why? What needs to happen urgently to accelerate their progress and ensure they catch up? What can you / we do to overcome any barriers to learning?
- Is there any support you (the teacher) needs?

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**Pathways to Success**

**Pupil Progress Meetings**

**Points to consider for senior leaders following the round of pupil progress meetings**

- How can successful practice be shared with a wider audience – within the school, wider than the school?
- Are there any significant common issues that need to be addressed as a whole school? How can these be built into the termly single plan?
- Which are the vulnerable groups? How does their progress compare to all pupils? What actions need to be taken to narrow the gap?
- What actions do phase leaders, subject leaders and SENCO need to take to support teachers in accelerating progress? *E.g. Where pupils are taught by different teachers for core subjects who will take overall responsibility for their progress? Can subject leaders pick up issues relating to subject knowledge and address CPD needs? Do IEPs address SEN pupils’ needs?*
For Teachers

Discussing the evidence for pupil progress, identifying barriers and next steps helps teachers to identify their own successes, their strengths and their professional development needs.

Points to consider:
- Which pupils have exceeded expected progress? Why? What has worked well? What can be learnt from this?
- Which pupils have made less than expected progress? Why? What are the barriers to learning? How can these be overcome by adapting provision within the class? Does the pupil need any additional support? E.g. involving speech therapy service. Is any additional support needed? E.g. CPD needs / classroom resources.
- Is there a need to redeploy any teaching assistants?
- How is assessment for learning used to adapt planning to meet the pupils’ needs?
- What is going to change or happen differently?

For Governors

In order to hold the school to account for its standards and achievement, governors need to understand the role of pupil progress meetings in whole school improvement.

Example questions for Governors:
- Why have pupil progress meetings?
- What happens in a pupil progress meeting?
- What do they tell us about progress across the school?
- What happens as a result of pupil progress meetings?
- What is being done to improve progress?
- How do the findings impact on classroom practice?

Extending the scope of pupil progress meetings

The common format for pupil progress meetings is between Headteachers/ senior leaders and each individual teacher as described above.

To extend this basic expectation, schools may wish to consider the following:
- Whole staff meetings where the data from all classes is shared so that all teachers understand their responsibility to whole school improvement. This develops confidence and trust in discussions about the impact teaching has on progress and learning.
- Learning conversations with pupils. These help pupils talk about what they have done well, what they have learnt, how they did it, what was difficult about it and what might help them in the future. They support pupils to reflect on, review and improve their learning. When used effectively, these conversations can strengthen pupil voice and increase pupils’ engagement, confidence and self esteem.

Additional reading
- “Pathways to success: Tracking pupil progress”
- “The Improving schools programme handbook”
- “Making good progress at Key stage 2”

Acknowledgments
Robert Staples – Headteacher Fairlands Primary School and Nursery, Stevenage
### Pupil Progress Meeting Record

#### Class Teacher:

Year 5

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<tr>
<td>PROGRESS Sep - Dec</td>
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Pupils identified as making good progress

What made the difference?

Agreed action (e.g. wider dissemination)

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