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| **Focus area**  Teaching and Learning Performance Grid: Pupil Progress | **Outstanding** | **Good** | **R.I.** | **Inadequate** |
| **Rate of progress** | The vast majority of students are making rapid progress in relation to their expected rate of progress. Regularly attending students make clear and sustained progress, almost without expectation. They learn exceptionally well within the subject. | Most students achieve their expected rates of progress. Regularly attending students make at least expected rates of progress with only a few exceptions. They learn well within the subject. | Some students make adequate progress in relation to expectations. However, there are a number of students, including those who regularly attend, who do not. They do not always learn well in the subject. | Few students are making adequate progress in relation to expectations. Many students, including those who regularly attend, underperform. There is little evidence of students learning well in the subject. |
| **Student Groups** | Students of all genders, year groups, and ethnicities, in addition to PP students and those with SEN, perform well in relation to their expected rate of progress. | Most student groups perform well in relation to their expected rate of progress. Any expectations have been evaluated, in an attempt to narrow any minor disparities between student groups. | Some students groups perform well in relation to their expected rate of progress. However, there are notable and persistent disparities between some student groups. | There are large variances between the performance of different student groups in relation to their expected rate of progress. There is little indication of these gaps closing. |
| **Triangulation** | The pupil progress data strongly correlates with what is seen in the classroom and students books evidence folders. | There is a correlation between pupil progress data and what is seen in the students books evidence folders. | There is some correlation between pupil progress data and what is seen in the student books evidence folder, however there may be anomalies | There is limited correlation between pupils progress data and what is seen in the students books/evidence folders. |
| **Accuracy** | The assessment procedures used are rigorous and ensure an extremely precise measure of the students learning in relation to the subject curriculum. Moderation and progress discussions with other department members are highly frequent. | The assessment procedures give a clear and increasingly accurate picture of where the student is in relation to the subject curriculum. There is evidence of moderation and progress discussions within the agreed time-frame. | Assessment procedures show some level of accuracy in ascertaining the students learning, but the wider picture in terms of where they are in the subject curriculum is not always completely clear. There is some evidence of moderation, not always within the agreed time frame. | Assessment procedures shows little accuracy in ascertaining the students learning. There is limited/no evidence of moderation taking place. |
| **Noticing trends and plotting interventions** | The teacher is acutely aware of trends and correlations in the data, and has comprehensively analysed the reasons for these. Timely, precise and logical interventions have been plotted to boost progress and prevent future student underperformance. | A number of trends and correlations in the data have been noticed, and the teacher offers reasoning for these. Clear and appropriate interventions have been plotted to address underperformance. | There is some evidence that trends and correlations in the data have been noticed but the teacher offers limited reasoning for these. Some interventions have been devised but these are not always appropriate. | There is little awareness of trends and correlations in the data. Interventions to address underperformance have not yet been considered/or are likely to be ineffective. |
| **Prior Interventions** | Previous interventions have had a profound impact upon the progress data. It is clear that the teacher has monitored the effectiveness of interventions and made timely and informed modifications to interventions when necessary. | Previous interventions have had some impact upon the progress data. There is some evidence that the teacher has monitored the effectiveness of interventions | Previous interventions have had little impact upon the progress data. There is limited evidence that the teacher has monitored the effectiveness of interventions, however this is of little effect. | Previous interventions have had little impact upon progress data. There is little/no evidence that these have been monitored. |