



Making Good Progress Pilot Information Leaflet for Governors

Why this pilot?

As national data has become more refined, so has our knowledge about achievement patterns and rates of pupil progress. National and local data shows that a significant number of pupils are not making satisfactory progress during a key stage; indeed, some pupils are becoming 'stuck' or, even worse, regressing during some stages in their education. We want to find out whether we can reduce these differences in ultimate achievement by focusing more on progression.

In this pilot, we aim to find out whether:

- greater focus on classroom assessment and assessment for learning
- fuller engagement of all pupils in their learning
- small adjustments in testing and target setting
- improved parental understanding of their children's progress

will help to ensure that every child meets their potential, with no child left behind.

Who is involved in the pilot?

The pilot involves nearly 500 schools in diverse contexts in ten local authorities (LAs):

Bexley, Westminster, East Sussex, Solihull, Leicestershire, Gloucestershire, South Tyneside, Calderdale, Essex and Liverpool

The pilot primarily focuses on key stage 2 and key stage 3 pupils although there are plans to have a small Early Years/Foundation Stage pilot in one LA.

What does it involve?

The pilot has four key elements:

- Single-level tests
 - Individual tuition
 - Progression targets
 - Progression premium
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In addition we are asking pilot schools to track each pupil's progress termly in reading, writing and mathematics by sub-level; we have provided an A3 sheet to support with tracking and making judgements about individual pupil progress in each of these areas.

Single-level tests

We are trialling new 'single-level' tests which are designed to be confirmatory tests at a single National Curriculum level, validating progress in attainment already assessed by the pupil's teacher. There will be two opportunities a year when teachers could enter a pupil for a test if they judge them ready, December and June. By December 2008, pupils will be able to be entered for single-level tests for levels 3-8 in reading, writing and mathematics. These tests will be:

- short – lasting approximately one hour
- applicable to all ages and key stages – there will only be one test for each level
- marked externally and recognised by formal certification

We do *not* want pupils to be over-tested; pupils should only be entered for a single-level test when their teacher is *assured* that they can achieve that level and should succeed and when the pupil and parent agree. Pupils should not be entered for the single-level tests 'to see how they will do', because the rest of the class/group is being entered or in response to pupil or parent/carer pressure.

Individual tuition

We know that our current catch up arrangements are not working for all pupils; some pupils need assistance which is difficult to deliver in the context of the whole class or small groups. We believe that a more individualised approach will help this group of pupils to make the progress needed to catch up and reach national expectations. Therefore, individual tuition will be available to pupils who:

- started the key stage behind national expectations
- are falling behind during the latter stages of a key stage
- are looked after children who would benefit from individual support

LAs will have the opportunity to offer individual tuition to up to 10% of all the Key Stage 2 and Key Stage 3 pupils who meet the selection criteria across the authority.

The tuition sessions will be designed to be flexibly delivered to meet pupils' needs. We have encouraged LAs and schools to consider the following options when planning their tuition provision:

- **the tutors** – must have qualified teacher status and be CRB checked. A tutor could also be the pupil's class teacher, another teacher from the same school or from a neighbouring school; teachers will not be pressurised to become tutors.
- **the location of the sessions** – tuition could be delivered in a range of 'off site' locations, for example, shopping centres, youth centres, libraries, as well as 'on site' in schools.
- **the timing** – the sessions may be run at any time as long as they are delivered *outside* of normal school hours.
- **the frequency of the sessions** – each eligible pupil will be entitled to ten one-hour sessions of tuition in mathematics and/or English. The frequency and timing of these are flexible according to the pupil's individual needs, for example, sessions could be run weekly, in an intense period during a school holiday, twice weekly etc.



The sessions will be designed to meet the individual needs of the pupil, as identified by the pupil's class or subject teacher.

Progression targets

Each pilot school will be required to set progression targets for 2008 and 2009. Using a baseline of the percentage of the pupils who had made two levels of progress in mathematics and English during either Key Stage 2 or Key Stage 3 in 2006, we expect schools to set targets for 2008 at a minimum of 4 percentage points above that figure. In real terms, this equates to a target of *one* more child in an average class of 25 achieving two levels of progress.

In exceptional circumstances, for example if a school has a very small cohort, this percentage target may be adjusted after discussion with the local authority pilot leader and SIP (or LAI).

More details of school and local authority targets for 2009 will be included in the Target Setting Guidance (available at: www.standards.dfes.gov.uk/ts/).

Progression premiums

This payment is for each *additional* pupil who, having entered the key stage behind national expectations, goes on to make two levels of progress. Specifically, this premium is for each additional pupil who:

- entered Key Stage 2 at level 2c or below and achieves two levels of progress by the end of Key Stage 2
- entered Key Stage 3 at level 3 or below and achieves two levels of progress by the end of Key Stage 3

The attainment of two levels of progress will need to be confirmed by either the single-level or end-of-key-stage tests.

This premium will be payable in September 2008 and September 2009 and will be 'awarded' to the school in recognition of their success achieved with individual pupils. Schools can use this money as they see fit. Further information about the level of the premium will be available in autumn 2007, and will be published on the Department for Children, Schools and Families (DCSF) website.



Support and funding for schools

Schools will be supported by their local authority pilot leader through network meetings and school visits and by the DCSF through a range of resources, for example: assessment materials, single-level tests and a handbook to support the implementation of individual tuition. In addition the following funding will be available:



- implementation funding of £10 per pupil in the relevant key stage per year (based on January census data); small schools will receive a minimum award of £500
- tuition funding for up to 10% of the total Key Stage 2 and Key Stage 3 cohort in mathematics and English across the local authority
- progression premium - the payment for each additional pupil who entered the Key Stage 2 or Key Stage 3 below national expectations and goes on to make 2 levels of progress within the key stage

So what are our expectations of schools?

To ensure that all key elements of the pilot are successfully trialled in each of the pilot schools, we have asked schools to:

- select a member of their senior leadership team to lead the pilot
- ensure representation at local authority network meetings and lead school inset as appropriate
- systematically track pupil progress within the key stage and report attainment on a termly basis to the DCSF and the LA
- enter pupils for single-level tests when they are ready
- set and monitor progress targets with their SIP
- manage the support grant and progression premium
- identify pupils for individual tutoring, manage and quality assure the tuition process
- evaluate impact of all key elements within the school and provide termly feedback to the LA

And, most importantly, what can you do to help?

We think it would be useful for governor colleagues to be briefed on all of the key elements of the pilot. However, it would be particularly helpful if you could:

- support the school leadership team in the introduction and implementation of the pilot
 - work with the school to ensure that pilot plans are securely embedded within the overall school improvement
 - support the school in communicating with parents/carers about the key elements of the pilot, in particular the selection of pupils for individual tuition
 - ensure that any review of English and mathematics takes into account the work of the pilot
 - support the management and use of the additional funding
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Finally, if you would like any further information about the Making Good Progress Pilot, you can:

- contact the staff leading the pilot developments in school
- contact your local authority, especially the pilot leader
- visit the Making Good Progress Pilot website www.teachernet.gov.uk/mgppilot or e-mail MakingGoodProgress.Consultation@dfee.gov.uk

