How can we help every pupil to make good progress at school?

CONSULTATION

Making Good Progress

How can we help every pupil to make good progress at school?

CONSULTATION

department for education and skills
SECTION 1

Summary

There have been enormous improvements in recent years in the standards which pupils achieve at school. This consultative document seeks to open up a debate about options to build upon these excellent gains, and develop even better ways to measure, assess, report and stimulate progress in our schools – so that every child develops at the best pace, and no child gets left behind.

Education matters uniquely amongst all our public services, because education alone can bridge the gap between our current reality and our wider aspirations. That is true for individuals and families, as it is true also for communities and nations. That is why education has been, and remains, the Government’s highest priority.

The National Curriculum sets out an educational offer and entitlement, from early learning for 3 and 4 year olds delivering the Foundation Stage, right through to GCSEs. Our systems are designed to ensure that children have equal access to high quality education, wherever possible narrowing gaps in achievement through early interventions – as is evident, for example, in the new targets on local authorities to narrow gaps in achievement by age 5. However, even with equal access and despite everyone’s best efforts, children do not proceed, progress or attain equally.

Some of the differences of achievement are linked to social and family factors. A child receiving free school meals is currently half as likely to get five good GCSE passes as other children. A child who grows up in care is five times less likely. A child with special educational needs is nine times less likely. There are stubborn disparities among some ethnic groups. There are also problems with under-achievement by boys, whose progress often slows sharply in the early teenage years, so that boys are ten percentage points behind girls at GCSE.

But these are just the averages of disparity. Within every group of children there is a wide range of variation. Social, economic and family factors do not determine educational outcomes. Even a child with a statement of special needs is not permanently branded to achieve less. It is not the inevitable destiny of any single child to struggle or fail at school. That is proved again and again by all those children, sometimes with several of the characteristics listed above in combination, who do succeed in education, and go far beyond any national averages. Rather, the statistical evidence of lingering social disparities impacting on average attainment is a vivid challenge. The data spurs us on and helps us to identify new ways to develop talent and overcome low expectations.

Could we reduce disparities of ultimate achievement by focusing more on progress? Many children who do well at one stage of their education slow down or even stall completely at other phases. Again there is nothing inevitable about this. Good teachers track the progress of their pupils closely, and adjust their teaching to ensure that all make the best possible progress.

Good schools use the data to focus on better outcomes, with a particular emphasis on raising attainment, for every child regardless of circumstances, and involve parents as partners in their child’s development. Indeed these two principles are central to the Every Child Matters agenda: a long-term reform of the way our public services – including schools – work together, and engage effectively with parents and children.

The question raised in this document is what more we can be doing through the system of educational assessment, challenge and support to help all
teachers and school support staff do this; and to help parents and pupils to understand what progress they are making, in small steps as well as at the end of a key stage, and to become more closely involved.

It asks whether – without compromising the framework of tests, targets and performance tables which have helped drive up standards so sharply over the past decade – we could adapt the system to support a focus on progress as well as absolute attainment. The document seeks views on the proposition that through relatively small adjustments:

- in the style and timing of ongoing classroom assessment, testing and target-setting
- in the ways we engage pupils in their own learning
- in the ways we help parents to understand and support their child
- in the way we manage the link between what schools do and what Children’s Trusts and other services do to support the child’s wider development

we may be able to make a reality of the aspirations of teachers and support staff, parents and pupils themselves – regular progress for all, no child left behind, every pupil reaching his or her full potential.

1. Our investment...

The Government’s priority for education has translated into very much higher expenditure on schools in cash terms, in real terms, and as a share of GDP. This year, public expenditure on education and training is more than 50% higher in real terms than in 1997. This is an unprecedented increase over almost a decade.

2...has yielded good results

This investment has brought excellent returns already, by enabling many more young people to achieve their full potential. There have been dramatic and sustained improvements in attainment throughout the school system. To take a few examples, in 2006 by comparison with 1997:

At the end of Key Stage 2 (at age 11), nearly 100,000 additional pupils – 16 extra out of every 100 – achieved the expected national standard (Level 4) in English, and 83,000 – 14 extra out of every 100 – in mathematics. The proportion of 11 year olds achieving Level 5 or above in English has doubled.
since 1997, from 16% to 32%. All these pupils are much better equipped to tackle the secondary school curriculum. Partly as a result of these primary gains, and partly through better-focused work in secondary schools themselves, KS3 and GCSE results have also shown good improvement since 1997.

- 84,000 more pupils – 11 out of every 100 – gain at least 5 A*-C grades, so that now over 58% of 16 year olds achieve this key threshold towards further qualifications.
- Out of every 100 16 year olds, 90 gain at least 5 GCSE passes A*-G, and only 3 get no passes at all. Both figures are big improvements on where we were in 1997 (respectively 86 and 7 out of 100).
- The number of all-ability schools where 70% or more pupils gain five good GCSEs has risen six-fold to more than 500, up from 83 in 1997; and instead of 600 schools where only a quarter of pupils got five good GCSEs in 1997, the provisional figures suggest that the number is now down to just 62 and may fall further when final results are published.

3. Making sure everyone succeeds

But not surprisingly, as we get closer towards our goals, it is getting harder to make further improvements. The rates of progress against some of our key objectives for the school system have slowed in the past few years, and we still have more to do, for example to raise pupil achievement even further in Key Stage 3. However, this is not about national or even school level targets for their own sake. Rather it is about the further development of unfulfilled potential. In short, we cannot just do more of the same – we need to be smarter as we move on to the next stage.

This document is intended to begin a debate amongst educators, parents and the wider public about what more we might do, to help our schools and the systems which support them to work even better. It asks whether we could improve our assessment and testing processes so that they
provide better support for measurement and tracking of pupil progress, alongside end attainment. Any changes to the system should be informed by the knowledge and experience of all those interested in education, and also to trial some possible approaches in a small number of schools to test out whether they should be rolled out nationally.

4. Using our improved pupil data...

Through the National Curriculum assessment system (starting with Foundation Stage Profiles) we have a rich resource of data about how pupils have performed at the end of each key stage. Having collected this information for some years now, we can use it with confidence to measure trends across time, across schools, and by almost every conceivable characteristic of the pupils.

At present our main school targets focus on achieving improvement measured by end-of-key stage raw averages of attainment. However, we also provide schools with good tools to understand and track the attainment of individual pupils adjusted for their starting point (value added) and for social factors (contextual value added, or CVA). Local authorities provide schools with Fischer Family Trust (FFT) estimates, of which model D, based on the performance of schools in the top quartile, is suitably challenging. For some years the Department has given schools an annual set of data (the Autumn Package), and a tool to use it in measuring the progress of individual pupils (the Pupil Attainment Tracker). All schools will now have on-line access to these resources through the web-based RAISEonline system.

By adjusting for the impact of external variables, such as pupil mobility, ethnic background or deprivation, CVA data gets as near as possible to reflecting the ‘school effect’ – how this school’s impact on its pupils’ achievement matches up against other schools. CVA is a powerful tool for analysing school performance, but it is a relative measure, only effective when seen in combination with other factors, including raw scores, value added based on prior attainment, school self-evaluation, inspectors’ judgements and the content of the school profile. It shows a school’s past performance in relation to other similar schools, but cannot project performance into the future. Hence it cannot be used to set future targets. We need something more: a measure of pupil progress, and of the improvement in rates of progress over time.

5. ...towards measures of progression for all

The reason for pursuing higher standards is not in order to achieve numerical targets or to deliver accountability. Useful and necessary as these are, they are the servants and not the masters. The data and targets we set are the means towards the objective of equipping pupils with the skills and knowledge they need: education for self-fulfilment, access and equality. So it is important that we use our data and set our accountability targets to achieve the ends we most value.

As this summary shows, we currently use our assessment data mainly for two purposes: to compare performance for pupils with particular social characteristics; and to compare performance against national expectations for the whole cohort. Both these uses of data are, for the pupils concerned, mainly summative in relation to the key stage they have just completed. That is to say, they record what the pupils have achieved over an extended past period, rather than influencing directly what the teacher does the next day in the classroom (formative). The data works well for measuring improvements in attainment for whole cohorts at fixed points (the end of each key stage): but less well for measuring the progress of individual pupils between those fixed points. If we want to improve that rate of progress, we may need to change the way we assess pupils within a key stage – or at least
the timing of such assessments. And if we want schools to have a clear incentive to achieve improved rates of progress, we will need to ensure that progress is better reflected in national and school level targets.

This document opens a debate about options for developing a more formative approach to data and assessment, to assess progress more systematically within each key stage. We invite the views of all interested parties on the following main questions:

- Could we adjust our approaches to classroom assessment and testing to support a clearer focus on the progress of every individual pupil? If that involved carrying out confirmatory tests at more frequent intervals than now, would that necessarily mean adding to the burdens?

- Given better evidence of individual rates of progress, what techniques might schools use to help pupils – perhaps especially those who started behind their peers – who are progressing slowly or even getting stuck?

- What would be the best measure of a school’s success in improving rates of progress? And what changes might be made to the targets which schools set, to deliver a sharper focus on progress?

- Could we engage parents, and pupils themselves, more fully in all this, by giving them better information, in forms that they can more easily respond to, about the stepping stones of progress? Could we do more to integrate assessment and encouragement of progress into the wider agenda of Every Child Matters, including services delivered outside school or outside normal school hours?

The rest of this document:

- analyses what the data currently tells us about progression – using as an example progress in English in Key Stages 2 and 3 [Section 2]

- explores what a stronger focus on individual pupil progress might mean in terms of:
  - Assessment for learning, and testing for progress [Section 3]
  - Personalised teaching and learning to support progression [Section 4]
  - Targets at school and national level [Section 5]

- outlines a planned two-year pilot in a small number of local authorities in Key Stages 2 and 3, to assess the practicality and impact of:
  - assessment and testing for progress: new approaches to assessment which track and encourage progress during the key stage, and engage parents and pupils better;
  - progression tutoring: Individual tuition to lift the performance of those who entered the key stage already well behind trajectory, including boys in schools where the gender gap is largest;
  - progression premium: a school-level incentive payment related to the school’s actual success in securing better rates of progress for their under-attaining pupils;
  - progression targets: trialling targets at school and local authority level to increase the percentage of pupils who progress by two levels. [Section 6]

- invites your contribution to a debate about options and next steps – in particular by responding to the consultation via the DfES website using the hyperlink. The consultation will run until 2 April 2007. [Section 7]
SECTION 2
What the data tells us

Despite everyone’s best efforts, there are still many children who fall behind their potential. We know this instinctively – teachers and parents are often aware of it, and often the pupils themselves are aware, but feel powerless to help themselves. We now have longitudinal data, from Foundation Stage Profiles right through to GCSEs and beyond, to help us turn that hunch into a sharp image of the different categories of under-achievement. Let us take as an example the data for English in Key Stages 2 and 3.

1: KEY STAGE 2

This chart shows the 2006 national results of pupils in English. Each of the small figures represents one pupil in every 100. The 63 light blue figures are those who were reaching national expectations in 1997, when the Government introduced the National Literacy Strategy. The 16 dark blue figures are the additional pupils who reach national expectations today. The red box at 85 pupils represents our 2008 target. We need another 6 pupils to reach Level 4 to meet the target – on this chart, six small figures to turn colour.

What do we know about the pupils who are performing at Level 4 or above? 32 of them – representing over 180,000 pupils in total – are performing beyond expectations by achieving Level 5. We must continue to provide stretching and challenging lessons for them. Most are performing to their potential, but some are not. For example, 8 pupils were ahead of national expectations entering key stage 2 in 2002, but finished the key stage at national expectations four years later in 2006.

What do we know about the pupils below national expectations?

- 1 pupil was absent from the end of Key Stage 2 tests. There are issues here for the school, for parents and for the Children’s Trusts, especially where the child is either not in school or needs additional targeted help at home or otherwise. The Every Child Matters agenda is relevant to all children but perhaps especially to ones like

### Achievement at end of KS2: English 2006

- 63% of pupils achieved Level 4 or above in 1997
- 79% of pupils achieved Level 4 or above in 2006
- 14% achieved Level 3, of which:
  - 0% Stuck
  - 3% Falling Behind
  - 10% Slow Moving
  - 1% Disapplied, Absent or Missing Data from KS1
- 6% at level 2 or below
- 1% Absent

**Key**
Delivery goal for 2008 is 85% to achieve Level 4 or above
these who seem to be absent from records at key moments of their education and development, and can “fall off the radar”.

- 14 pupils achieved Level 3, one level below expectations. Virtually all these pupils are moving: they have come up from Level 2 at the end of KS1; but they are moving too slowly.
  - Of these, 3 had achieved average grades (2b) or slightly better (2a) in KS1. It is disappointing that they have made such slow progress, and have now been overtaken by so many of their peers who started behind or alongside them. We need to know more about these pupils, because they should be doing better.
  - The other 10 had performed below average (Level 2c or below) in KS1. They started behind, but at least they have made two levels of progress and have lost no further ground.
  - In truth, none of the 14 pupils now at Level 3 is making spectacular progress. This raises questions about the pace of progress among the bottom quartile of pupils in KS2. Teachers will want to probe this more deeply. There may be issues concerning the trajectory for progression in the teaching plans; the arrangements for monitoring pupil progress in KS2; or the nature and quality of support for pupils who have fallen behind.

- A further 6 pupils achieved Level 2 or below. At every key stage there is a similar figure of pupils who perform 2 or 3 levels below national expectations. When we track individually we find that they are mainly the same pupils, picked up at the end of each key stage, and always a similar distance behind. It seems fair to suppose that many of these pupils really are facing intense difficulties. Many of them will need the support of health and social services if they are to come to school prepared for learning. The development of the Every Child Matters agenda is crucial to their success.

In total, then, there were 20 pupils, excluding the absent pupil, who achieved less than national expectations in English. It is worth analysing these pupils more minutely:

- 10 of the 20 did reach expectations in Science or Maths or both. So we cannot dismiss them as being intellectually incapable.
- 2 had a statement and a further 4 had other special educational needs (SEN) identified under a School Action Plus plan. But by no means all of these 6 with SEN had severe neurological problems effectively preventing success: some had other physical, emotional or behavioural needs which – given the right support – need not prevent National Curriculum progress.
- 4 pupils were from ethnic minorities and
- 7 received free school meals.

Of course these sub-groups are not discrete – some of the 20 would fit into several of them at once, while others would have featured in none. Most crucially, apart from severe neurological disorder, none of these characteristics necessarily results in failure. The 20 are not an intractable or unreachable group who must inevitably fail. The question might reasonably be asked; would different teacher strategies (of teaching, assessment or targeted intervention) make a significant impact in improving their progress?
Here are the results for Key Stage 3 English in 2005 (2006 data is being checked and will be published in March). The 65 light blue figures are those who were already reaching Level 5 (national expectations) in 2000. The 9 dark blue figures represent the improvements schools have made over the period of the Key Stage 3 Strategy between 2001–2005. The red box at 85% represents our 2008 national target. Some of these 74 children have attained well beyond national expectations: 26 of them have progressed to Level 6 and a further 9 have reached Level 7. Our strategies for gifted and talented children must continue to support and stretch them. Progress for this group is equally important: in particular we need to address the 5% of pupils who entered the key stage at Level 5 and have made no further progress since.

Of the pupils that have not yet reached Level 5, one (the green figure) has made 2 levels of progress but none has reached national expectations. What do we know about these pupils?

4 pupils took the KS2 tests but were absent from the KS3 tests. We do not know the exact reason why they were absent, but two of them had KS3 teacher assessments showing that they were up to national expectations. These two at least were clearly not incapable of achieving. The progress of all four pupils needs to be addressed much earlier than at the end of a long key stage. Those not on roll at, or not regularly attending, a particular school are likely to be the focus of help through the multi-agency teams delivering the Every Child Matters agenda, linking the efforts of the school with those of parents and where necessary the relevant Children’s Trust.

The real challenge is to set higher expectations for progress for all, because sustained progress will mean more pupil and parent engagement throughout the whole learning journey.
The chart above represents the journey travelled by the 2005 year group during KS3, from their different starting points, rather than merely considering their end attainment.

This shows us that 15 pupils did not progress by a full level since finishing KS2 and three have actually regressed. It is disappointing that these pupils have not done better, especially since a number of them had already reached Level 4: the level at which a pupil can read fluently, can choose words for effect when they write, and deploy commas pretty efficiently. They should be able to progress in English. Two years ago, the Key Stage 3 Strategy decided to investigate those pupils stuck at Level 4. Regional Directors visited a sample of pupils then in Year 10 to get their own perceptions, and those of their core subject teachers and a senior manager in their schools. The investigations into English, Mathematics and Science and they all came up with similar findings and common themes:

- The pupils had become disappointed and demoralised. Throughout Key Stage 3, they were never really fully engaged or motivated by school. Some of them truanted from lessons, though not from school as a whole. Some of them asked to be moved down a set; and of these, a surprising number then asked again, and a handful were in free fall through the sets. They were not entirely lost, however. They were energised and did well with teachers who were passionate and engaging. Their failure was a slow falling-off, not a sudden disengagement.

- Such pupils said they would have liked rewards, however crude: gold stars, merits, ‘a quiet word’. They liked having a teacher who knew them well and in the round, as perhaps their primary teacher had done. They craved attention, and many of them suggested (unprompted) that a mentor would have helped them to re-engage. They commented with some resentment about other pupils who got extra attention: the most able, the least able, the talented, the disruptive.

These findings suggest that there is a risk of schools inadvertently neglecting a large middle group of ordinary pupils, who need to be tracked and targeted just as much as those who started behind, lest they themselves fall behind. It is clearly within the powers of schools to re-engage, or maintain the engagement, of such pupils – and this is the purpose of the personalisation agenda.

The solution for the group who currently make no progress throughout the key stage lies less in personalised catch-up than in teaching plans designed to accelerate learning. Pupils who respond well to catch-up programmes, such as the Literacy Progress Units in Year 7, may fail afterwards to maintain progress in Year 8, where the curriculum can lose momentum. It may take extra effort to monitor progress of all pupils through Year 8, and to maintain a fast pace to secure their Level 4 and work towards Level 5 by the end of the year. Schools themselves can influence and determine this by the way they design the English teaching plan for Year 8 for the medium ability range. Crucial to success is each school’s capacity to spot pupils in Year 8 who fall off the trajectory, and to intervene quickly before their work falls further behind and damage is sustained to their morale and momentum.

The next target category is the 3 pupils who appear to have moved backwards a level – usually from 4 to 3 or from 3 to 2. The group is not large but it is clearly worrying. After further field work, we know that these pupils have been in a state of perpetual catch-up since they started Key Stage 2: they have been involved in Additional Literacy Support, Further Literacy Support, Booster classes, holiday school, Literacy Progress Units, etc. Though such interventions work well for most pupils, these few had not responded so well. Such pupils may have learned coping strategies which preserve their dignity and shield them from further cycles of hope, effort and failure. When progress falters, and the
pupils seem to be aware of it and amenable to
discussion about it, there must be room to
investigate and unblock the barriers to learning.
This is a job for a teacher experienced in diagnosis,
knowledgeable about learning progression, capable
of clear explanations, and an understanding of the
bridge from Level 3 to Level 4. The teacher needs to
know how to cut through the evasions, hesitations,
embarrassment and despair of pupils who may see
themselves as having failed.

The children experiencing complex and overlaid
barriers to achievement – most of them attaining
Level 3 – need two things from us: more time for
literacy and numeracy, and the wrap-around support
which will be put in place for all children as the Every
Child Matters agenda is implemented, and integrated
and extended services emerge. All children will
benefit from integrated services, and they are
located across the class and ability range: but this
particular group will need intensive help from two or
more services as a pre-condition to academic
progress. They are they are a significant group, but it
is important to note that they are not the majority of
those who under-attain or fail to progress.

Looking across all the pupils who lie below national
expectations in English, and those who were stuck at
one level or regressed, we can see a degree of
overlap, but the groups are not identical. Both
groups include above-average proportions of
children taking Free School Meals, from ethnic
minorities, or with Special Educational Needs. The
combined effect of these characteristics in some
children represents complex and overlaid barriers to
achievement, and there is no denying the scale of
the challenge they face. But judging by the nature of
the special educational needs, only a small number of
pupils – around 6% – have strong intrinsic barriers
to attainment; the rest have it in them still to
progress. They will require our best efforts to redress
the obstacles that life has thrown in their path:
poverty, disability, ill-health, prejudice, suffering. But
there is no absolute reason why they cannot achieve
national expectations. In fact, 39% of under-attainers
in English did progress and reach national
expectations in one of their other subjects. They can
hardly be counted as impossible prospects.

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**Case Study: Morpeth School, Tower Hamlets**

Real progress has been made in raising standards in English in
Morpeth Secondary School, Tower Hamlets. Only 35 pupils out
of 100 were reaching national expectations in 2000, a figure
about which the school was very concerned; but in 2005, this
had risen to 78%, a remarkable increase of 43 percentage
points over 5 years.

However, even in 2005, there was a substantial group of pupils
(5%) who had reached expectations at the end of KS2, but were
still stuck at Level 4 three years later, and 6% moving slowly
through Level 4.

**Comments by the Head teacher:**

“There is a tendency to think of all the pupils who are below
Level 5 as a homogenous group. This new way of looking at
the data highlights the different sub-groups and hopefully will
enable us to develop support strategies appropriate to their
differing needs.”

**Comments by the English department:**

“We believe that one of the most important reasons for our
students’ improved achievement in English is that we now
have a stable group of dedicated and committed teachers in
the department. This has enabled us to develop together our
understanding of how young people learn and to consider the
best teaching strategies we can use to motivate and engage
them. It has also enabled us to really embed this work within
the wider ambition of the whole school to increase the
aspiration and ambition of our students.

We make sure that the work of the English department is
integrated with the work of other areas of the school. We make
sure that we communicate with all colleagues who hold
important knowledge about our students. We use this
information, together with teacher assessment and test data, to
personalise programmes of work for individual students. For
example, this enables us to ensure that the work of the SEN
department and our teaching assistants is truly complementary
and focused on raising student achievement.

The personalisation of learning is an important aspect in our
aim to get all students to achieve to the best of their potential.
We use our knowledge of the students to think carefully about
the barriers that might prevent them from being truly
motivated and engaged in learning. Last year we had a group
of Y9 boys who found writing a real struggle. We knew,
however, that they were really interested in making films. We
used this information to design a project that resulted in their
film being shown at a film festival. The project was really
motivational and helped the boys improve their writing skills,
and as a consequence they did very well in the end of key
stage 3 tests.

We are not complacent. We have to do even better to help the
pupils who are still not achieving their full potential, both in KS3
and subsequently.”
SECTION 3
Assessment for learning, and testing for progress

This section:

- explores how schools might assess progress more systematically to support each pupil’s own learning more effectively, and to improve progression rates overall.

- discusses options for a more flexible timing of statutory tests, so that they build on the teacher’s own assessments. It proposes introducing in-year “tests for progress”, enabling individual pupils to get external recognition as soon as they reach the next NC level, and are ready to move on further in their learning. These tests might ultimately replace existing end-of-key stage arrangements.

Summative and formative assessment
Schools in England regularly assess their pupils’ progress in a variety of ways and for different purposes.

Regular and formal assessments (whether or not externally marked and moderated) tend to be summative, that is, they summarise what the pupil knows and has learned at the end of an educational process. Such assessments are typically made at the end of a sustained and lengthy period – notably of course the statutory end-of-key stage tests and teacher assessments. Some schools also conduct formal externally-marked assessments at other times, eg at the end of a year.

Summative assessments can be aggregated to give a measure of the progress of a whole class, school or cohort, and are therefore well suited for purposes of accountability. This is not their only use: assessments carried out mainly for summative purposes also influence how the pupil’s education continues, but they may have no impact on the pupil’s learning until the next school year, typically with a different teacher and sometimes in another school.

The other main purpose of assessment is formative, that is, to find out what the pupil has learned in order to influence teaching in the short term – now, next week, and for the rest of the year. Teachers make simple formative assessments all the time – using questioning and dialogue, through observing pupils as they work, and through assessing homework or classwork. Our aim is to translate the information gained from this multitude of individual items of pupil feedback, into a programme of personalised learning towards that pupil’s next formal milestone such as the end-of-key stage tests. What is needed is a systematic approach which builds on effective assessment for learning practice and helps pupils and teachers to identify next steps in learning.

Assessment for learning
Effective assessment for learning is one element of a systematic approach to assessing whether pupils at the end of a unit of work have learnt what the teacher set out to teach, so as to influence what the teacher does next. The assessment could be the outcome of a summative assignment or a review of a portfolio of work on the topic, or the teacher’s professional judgements of pupils’ ability to put the learning into practice (how they express themselves; what they can do, or say, or make). The only essential is that it is robust enough to be ‘levelled’, mapped against the original teaching objectives, and used to shape current and future teaching for that pupil.

Periodic assessment need not be cumbersome or time-consuming. Teachers can draw on a wide range of evidence, both oral and written, from pupils’ performance in order to assess their progress. One element of this approach which some schools have found successful for recording progress is a traffic light indicator: a green, amber or red circle for each child, against a simple list of a handful of teaching or learning objectives for the unit of work being assessed. The green lights enable the teacher to give recognition and reward, while the rarer amber lights would highlight a need for consolidation, and red ones would signal remaining gaps or next steps needed. This form of reporting can be encouraging
to pupils, and so provides an ideal basis for setting and agreeing individual pupil learning goals, perhaps over a period as short as a few weeks.

There is an extra bonus, in that such forms of reporting also make for more effective communication with parents. The long journey between key stages is made clearer with reports on landmarks reached and steps still to be taken. Simple, clear reporting can involve parents as well as pupils, and get greater engagement all round.

Testing for progress
When teachers assess progress systematically in this way, they know pretty accurately when each pupil has progressed from one National Curriculum to the next. But at present they cannot easily turn this to immediate advantage, because the statutory end of Key Stage test could be years away. Equally, there may be other pupils whom they suspect are not making the expected progress, but the test is too distant a prospect to encourage early intervention when it could be most effective.

We are interested to explore the impact of enabling teachers to enter a pupil for an externally-marked test as soon as they are confident (through their own systematic assessments) that the pupil has progressed to the next level. The proposal would be to pilot an arrangement whereby schools are offered regular – perhaps twice-yearly – opportunities to enter any pupil to sit a test for the next National Curriculum level, in the manner of the staged assessments of the Language Ladder and Music tests. In both cases, pupils are entered individually for a test which marks success at one level, and stimulates progress towards the next level. We want to test through a pilot whether such an offer can sharpen the pace of progress by:

- focusing all concerned – not least pupils themselves – on what is needed to achieve the next level
- delivering externally validated recognition for success
- giving extra reward in the shape of a Certificate which parents and pupils would rightly value
- driving up progress for those who started the key stage behind their peers – but not at the expense of others who entered level with, or above, national expectations.

More frequent tests – but shorter, better focused, “when ready” and lighter touch
These proposals build on what schools already do. They would not require changes to the National Curriculum or any other of the main structures of schools’ work. They would however imply changes to the regime of National Curriculum tests. In particular they imply that the average pupil would take in total several shorter, more focused and more appropriate tests – one per National Curriculum level, rather than one per Key Stage – underpinned by reliable, ongoing assessment of progress by teachers.

Over the nearly two decades of the National Curriculum and its assessment regime, the end-of-key stage tests have often stimulated controversy. Whatever the history, the tests have evolved and improved, becoming more manageable, and also more useful. Most schools now regard an externally-validated testing regime as an important accountability measure. More important, schools recognise that the data which support school improvement come overwhelmingly from these tests. Other school systems which lack such data cannot use the school-based comparative assessments which are so useful in school improvement.

If we want a better focus on the progress of individual pupils through school, timely externally-validated data is likely to be of critical importance. As we move towards a stronger focus on pupil progression, the question therefore is not whether to continue tests, but how. Is it possible to develop a regime where externally-marked tests are just as valid – just as data-rich – more useful to parents and pupils – more flexible – more frequent – but no more burdensome? Our careful approach through piloting will examine this.

We are considering the potential benefits of a series of “single-level” tests which, although taken more frequently, are in total no more burdensome than
the current end-of-key stage “multi-level” tests. The single-level tests would be approved by QCA and fully validated against National Curriculum criteria. They would operate like the Languages Ladder or external Music tests. Such tests would need to be available more than once a year, so that teachers could catch and capitalise on a wave of in-year progress. The tests would be externally written and externally marked. They would generate the data on achievement that is so important for school accountability. The system would be a one-way ratchet: once a pupil has passed a level, they will never go back, only forward. The model could be a powerful driver for progression, raising expectations for all pupils, motivating them, bringing a sharp focus on ‘next steps’ and perhaps especially benefiting those who start the key stage with lower attainment than their peers, or are currently making too little progress. Ultimately, these tests might replace end of key stage arrangements.

**Conclusion**

This section of the document opens up debate about creating closer links between assessment and testing. It seeks the views of all stakeholders – especially teachers and parents – as to whether the following ideas go in the right direction; and if so, how they could be made workable in practice:

- more use of formative assessment – with simple indicators of results – to influence the pupil’s own learning journey
- in-year tests for progress, to confirm teachers’ assessments, and recognise important achievements
- even greater efforts to engage parents and pupils in the setting and achieving of learning goals, and celebration of success achieved.
SECTION 4

Personalised teaching and learning to support progression

Summary
This section makes the link between a stronger focus on progress, and the findings and recommendations of the recently-published 2020 Review Group report 2020 Vision. Taking that longer perspective, it considers how a personalised, progress-oriented learning system might differ from an unpersonalised one. It identifies some approaches which teachers might use to track and improve the progress of every pupil, building on the improved assessment and testing arrangements proposed in this document. From best practice in real schools, it considers what a “personalised classroom” could look like. Finally it considers the links between what teachers do in the classroom, and the wider agenda of early years education, Every Child Matters, and the delivery of extended school or out-of-school services. It invites responses on these issues.

The 2020 Vision Report
2020 Vision, the report of the Teaching and Learning in 2020 Review Group, says that personalising learning and teaching must play a central role in transforming the education service to deliver by 2020 a society in which:

- a child’s chances of success are not linked to socio-economic background, gender or ethnicity
- education services are designed around the needs of each child, with the expectation that all learners achieve high standards
- all children and young people leave school with functional skills in English and mathematics, understanding how to learn, think creatively, take risks and handle change
- teachers use their skills and knowledge to engage children and young people as partners in learning, acting quickly to adjust their teaching in response to pupils’ learning
- schools draw in parents as their child’s co-educators, engaging them and increasing their capacity to support their child’s learning.

The Review offers some useful advice as to the approach which schools will need to adopt in order to embed personalised learning in the classroom. On quality of teaching, it focuses on strengthening the relationship between learning and teaching through:

- using data and assessment information rigorously, with the knowledge of factors that might influence pupils’ progress, to shape teaching and assess its impact
- matching high quality teaching well to the different and developing abilities of pupils, focused on breaking down barriers to learning and progress and underpinned by high expectations
- regular monitoring of progress and rapid responses at the point at which pupils begin to fall behind so that there is a relentless focus on pupils ‘keeping up’
- dialogue between teachers and pupils, encouraging them to explore their ideas through talk, to ask and answer questions, to listen to their teachers and peers, to build on the ideas of others and to reflect on what they have learnt
- collaborative relationships which encourage and enable all pupils to participate and which develop pupils’ skills of working independently and in groups, enabling teachers and pupils to move learning forward together
- judicious use of whole-class teaching, as well as paired and group work
- using more open-ended tasks with pupils, either individually or in groups, based on specific projects or areas of inquiry
- developing pupils’ appetite for and attitude to lifelong learning.
The report notes that many pupils report that their experience of school is still marked by long periods of time copying from the board or a book. Such routines are the reverse of personalised learning. It notes that the following could be particularly beneficial for lower attaining pupils and so contribute to closing attainment gaps:

- a curriculum that takes account of prior learning and experiences and helps pupils to develop the full range of knowledge, skills, understanding and attitudes
- attention to appropriate curriculum materials – for example, engaging boys in reading through providing non-fiction as well as fiction
- securing expected levels and good progress for all pupils in speaking, listening, reading and writing, particularly in the early stages of learning
- strategies that enable pupils to see clearly how they are progressing, such as setting and reviewing individual targets in lessons, drawing attention to small steps in learning, and frequent, task-based feedback
- an explicit focus on higher order thinking skills and learning how to learn, using group work, including academic peer tutoring, paired and cooperative learning
- study support and out-of-classroom learning that give pupils from disadvantaged backgrounds additional access to and support for learning.
**Teacher strategies: the “personalised classroom”**

In the personalised classroom, the teacher has the data, information and tracking systems to know what each pupil can do and the things they are finding difficult. Assessment for learning is a live policy which mobilises everyday observations and periodic checks on how children are doing, such as end-of-unit assignments and end-of-year tests. Pupil-to-pupil talk is encouraged and facilitated. All the evidence gained is used to plan the future lessons, to target resources, to help those who are struggling and to stretch those who are excelling.

Personalisation depends on having an accurate picture of what each pupil can do, and intervening promptly if they fall off the expected trajectory, or become disengaged, or if reasons beyond the classroom prevent them from making progress. Regular periodic assessments such as retrospective reviews of work or end-of-unit assignments help to keep track of pupil progress, and to trigger rapid support to get pupils back on track. This kind of rapid response is the smart alternative to once-a-year (or even less frequent) catch-up long after pupils have fallen behind.

Everyday teaching and learning also offers opportunities for teachers to notice what their pupils can do, and in the light of this to adapt the curriculum to suit individual needs and interests. Teachers already have a wealth of strategies for this, such as the way they stage their questions and direct them to particular pupils, in the way they might help a child to choose a suitable reading book, to explore different ways to solve problems, to offer optional essay titles, or to place them in a particular group or set.

The personalised classroom does not entail having up to 30 separate teaching plans; it is about having one strong inclusive teaching plan which allows as much room as possible for individual engagement, targeted support, a degree of choice and respect for the range of abilities and interests in the class. In the personalised classroom, it is recognised that all children have individual learning needs, not just those with Special Educational Needs.

Some children will, of course, need individual attention - perhaps in the form of a teaching assistant, group catch-up or one-to-one tuition – and this is usually focused on holding pupils in to the pace of learning rather than separating them out. Some teachers, for example, help children by pre-teaching them key points of the next topic rather than rescuing them after a challenging teaching sequence. In this way, the pupils get the help before they fail, and they can participate as equals in the lesson.

The personalised classroom gives the pupils more opportunities to get involved, be curious, develop interests and call for the help they need. The challenge for pupils is to take responsibility for their own learning; and the challenge for the education system is to engage their instinct to learn.

No child should suffer sustained boredom at school. For its part, the Government will introduce into the secondary curriculum greater flexibility and more options so that every child is studying subjects which will be useful and relevant to them. At 14-19, there will be new specialist diplomas with strong links to the world of work, and at KS3 the programmes of study will be sharper, leaving more room for topics of local relevance and teacher enthusiasm, as well as time for catch-up and dwelling on productive topics.
Beyond the classroom – personalised support for all-round development

Whatever happens in the classroom must line up with the child’s life outside school. The long-term agenda of Every Child Matters is concerned with the progress of every child towards the fulfilment of their potential, in a safe and supportive environment which facilitates development. A new policy focus on progress of individual pupils in the classroom fits precisely with these aims. If we can find better ways to measure pupils’ progress, then support, challenge and intervention by other services at all levels should become easier to target, and more effective in delivery. Schools with their central accountability for school standards and learning, and Children’s Trusts with their accountability for supporting children in broader and complementary senses, are pointing the same way.

Therefore the Government has set clear objectives of aligning and integrating the agenda of raising standards of attainment, with that of implementing the developments and priorities for Every Child Matters. A new focus on progress as set out in this document would bring together standards, accountabilities and outcomes. This should encourage schools to join up with other local services, and to engage parents and children, even more closely.

Next steps

The issues in this section are the subject of a larger and wider agenda which should involve debate across the school system, following up the “2020 Vision” Report and the response to this consultation. Readers are encouraged to read both documents, and to respond via the consultation website (see final section). Taking due account of the practicalities, we now need to plan the next steps – of policy, guidance, sharing information and supporting change – which will be needed as we move closer towards implementing the ideal of personalised learning. Your responses will help us to shape these next steps.
SECTION 5

Targets at school and national level

Summary
This section discusses how a new focus on progression of individual pupils could be reflected in our current approach to measures and targets at school, local authority and national level. It proposes arrangements to trial and in due course implement a regime combining both threshold and progression targets. The progression targets would be based on increased ambitions for more children to improve two levels of attainment at each key stage of the National Curriculum (NC) in maths and English, and then to convert those levels to a good GCSE (or equivalent within specialised Diplomas) representing two levels of progress. The national Public Sector Agreements (PSAs) would reflect these changes.

Proposal
There is a strong case for establishing a measure of improvement in progression rates for pupils during the National Curriculum years. That case arises from the evidence that too many children are stalling at certain points, and that earlier gains are not being translated into continuing progress. The measure, and any targets to improve performance against it, would need to be expressed in terms of an increase in the proportion of pupils who make specified progress.

We propose that the measure should be of progress in two subjects – English and mathematics – and that it should be expressed as the percentage of pupils who:

- make two levels of NC progress during Key Stage 2 (age 7 – 11)
- make two levels of NC progress during Key Stage 3 (age 11 – 14) and
- convert the currently expected level (level 5) at KS3 to a GCSE grade C or above – and convert levels higher than 5 to better GCSE grades (or the equivalents within the new specialised Diplomas).

To maintain the necessary drive in the system we propose that these progression measures should not replace existing threshold measures, but should sit alongside them within the School Development Plan, and form part of the overall reporting against a revised set of national accountability targets and indicators. We judge that both progression and threshold targets are needed, because both progression and absolute levels of attainment matter. It would be pointless to improve the focus on progression, but abandon the focus on driving up absolute standards in education.

The case for having both progression and threshold measures and targets is best explained by reference to the evidence of the numbers of pupils who reach one or two levels below expectation, and fail to make two levels of progress during the key stage. These pupils would be the subject of both types of target – and there are significant numbers. At Key Stage 2 reading and writing, for example, they are 50-60,000 pupils (getting on for 10% of the entire cohort). At Key Stage 2 maths the number is over 90,000 – some 15% of the cohort. Details are set out in the tables in the attached annex.

In our 2005 White Paper “Higher Standards – Better Schools For All” we made a commitment to develop a more effective way of measuring pupil progress. The core of that, of course, is helping every child to realise his or her potential – regardless of background or circumstances. This would fit well with our similar commitments to developing effective measures of progress (as well as narrowing absolute attainment gaps) in early years and 14-19 both at the end of the Foundation Stage and for young people post 16.

We propose formulating the new measure, and target, in the following terms:

**The percentage of children achieving a basic level of progress expressed in terms of two National Curriculum levels (or equivalent)**

The clear advantage of such a measure is that it is easy to understand, and can be simply aggregated at every level in the system – at school level, local or national. The target percentage is likely to vary for the different key stages, given that they are of
Targets at school and national level

In summary the target would be framed as follows:

- To increase by x% the number of pupils making 2 levels of progress over KS2 in English and maths (year on year, or over a fixed period)
- To increase by y% the number of pupils making 2 levels of progress over KS3 in English and maths (year on year, or over a fixed period)
- To increase by z% the number of pupils converting a level 5 at KS3 in English and maths to a GCSE grade C or above in those subjects – and an equivalent conversion rate for levels 6, 7 and 8 to GCSE grades B, A and A* (year on year, or over a fixed period).
- We are interested to receive consultation responses on the best formulation for the targets, including how they would fit within equivalent qualifications. The responses will help to shape discussions concerning the new PSAs to be published this autumn.

### KS1-2 Reading (2001-2005)

<table>
<thead>
<tr>
<th>Number at Start of Key Stage</th>
<th>Number Progressed 2 Levels</th>
<th>% Progressed 2 Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/D/W to L2+</td>
<td>18,887</td>
<td>6,125</td>
</tr>
<tr>
<td>L1 to L3+</td>
<td>72,771</td>
<td>53,836</td>
</tr>
<tr>
<td>L2 to L4+</td>
<td>319,894</td>
<td>269,876</td>
</tr>
<tr>
<td>L3+ to L5</td>
<td>165,828</td>
<td>106,917</td>
</tr>
<tr>
<td>All</td>
<td>577,380</td>
<td>436,754</td>
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</tbody>
</table>

### KS1-2 Writing (2001-2005)

<table>
<thead>
<tr>
<th>Number at Start of Key Stage</th>
<th>Number Progressed 2 Levels</th>
<th>% Progressed 2 Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/D/W to L2+</td>
<td>29,727</td>
<td>12,016</td>
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<tr>
<td>L1 to L3+</td>
<td>52,114</td>
<td>40,260</td>
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<tr>
<td>L2 to L4+</td>
<td>441,532</td>
<td>383,819</td>
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<td>L3+ to L5</td>
<td>54,039</td>
<td>42,817</td>
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<td>All</td>
<td>577,412</td>
<td>478,912</td>
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### KS1-2 Maths (2001-2005)

<table>
<thead>
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<th>Number at Start of Key Stage</th>
<th>Number Progressed 2 Levels</th>
<th>% Progressed 2 Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/D/W to L2+</td>
<td>14,660</td>
<td>4,415</td>
</tr>
<tr>
<td>L1 to L3+</td>
<td>38,329</td>
<td>24,064</td>
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<td>L2 to L4+</td>
<td>365,446</td>
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<td>L3+ to L5</td>
<td>159,088</td>
<td>116,805</td>
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<td>All</td>
<td>577,523</td>
<td>417,030</td>
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### KS2-3 English (2002-2005)

<table>
<thead>
<tr>
<th>Number at Start of Key Stage</th>
<th>Number Progressed 2 Levels</th>
<th>% Progressed 2 Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>BL3 to L4+</td>
<td>47,301</td>
<td>13,888</td>
</tr>
<tr>
<td>L3 to L5+</td>
<td>106,281</td>
<td>39,981</td>
</tr>
<tr>
<td>L4 to L6+</td>
<td>278,966</td>
<td>75,776</td>
</tr>
<tr>
<td>L5+ to L7</td>
<td>165,454</td>
<td>48,490</td>
</tr>
<tr>
<td>All</td>
<td>598,002</td>
<td>178,135</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level Progression</th>
<th>Number at Start of Key Stage</th>
<th>Number Progressed 2 Levels</th>
<th>% Progressed 2 Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>BL3 to L4+</td>
<td>43,398</td>
<td>10,966</td>
<td>25.3%</td>
</tr>
<tr>
<td>L3 to L5+</td>
<td>118,998</td>
<td>37,631</td>
<td>31.6%</td>
</tr>
<tr>
<td>L4 to L6+</td>
<td>276,763</td>
<td>158,457</td>
<td>57.3%</td>
</tr>
<tr>
<td>L5+ to L7+</td>
<td>160,122</td>
<td>120,158</td>
<td>75.0%</td>
</tr>
<tr>
<td><strong>All</strong></td>
<td><strong>599,281</strong></td>
<td><strong>327,212</strong></td>
<td><strong>54.6%</strong></td>
</tr>
</tbody>
</table>

KS3-GCSE English (2003-2005)

<table>
<thead>
<tr>
<th>Level</th>
<th>Number at Start of Key Stage</th>
<th>GCSE Grade achieved</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>BL3</td>
<td>62,099</td>
<td>C+</td>
<td>8%</td>
</tr>
<tr>
<td>L3</td>
<td>17,973</td>
<td>C+</td>
<td>2%</td>
</tr>
<tr>
<td>L4</td>
<td>90,186</td>
<td>C+</td>
<td>12%</td>
</tr>
<tr>
<td>L5</td>
<td>199,385</td>
<td>C+</td>
<td>58%</td>
</tr>
<tr>
<td>L6</td>
<td>143,491</td>
<td>B+</td>
<td>63%</td>
</tr>
<tr>
<td>L7</td>
<td>59,273</td>
<td>A+</td>
<td>65%</td>
</tr>
<tr>
<td><strong>All</strong></td>
<td><strong>572,407</strong></td>
<td><strong>C+</strong></td>
<td><strong>56%</strong></td>
</tr>
</tbody>
</table>

KS3-GCSE Maths (2003-2005)

<table>
<thead>
<tr>
<th>Level</th>
<th>Number at Start of Key Stage</th>
<th>GCSE Grade achieved</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>BL3</td>
<td>29670</td>
<td>C+</td>
<td>9%</td>
</tr>
<tr>
<td>L3</td>
<td>39865</td>
<td>C+</td>
<td>0.2%</td>
</tr>
<tr>
<td>L4</td>
<td>91420</td>
<td>C+</td>
<td>2%</td>
</tr>
<tr>
<td>L5</td>
<td>125401</td>
<td>C+</td>
<td>25%</td>
</tr>
<tr>
<td>L6</td>
<td>150382</td>
<td>B</td>
<td>27%</td>
</tr>
<tr>
<td>L7</td>
<td>108126</td>
<td>A</td>
<td>34%</td>
</tr>
<tr>
<td>L8</td>
<td>27284</td>
<td>A*</td>
<td>49%</td>
</tr>
<tr>
<td><strong>All</strong></td>
<td><strong>572148</strong></td>
<td><strong>C+</strong></td>
<td><strong>50%</strong></td>
</tr>
</tbody>
</table>

*Below Level [ ] includes pupils absent, disappplied, not entered, and not entered, and not awarded a test level.
SECTION 6
Piloting the new approaches

This section outlines how we propose to pilot these ideas with a limited number of Key Stages 2 and 3 schools in selected Local Authorities. The pilot would have four main elements:

a. **Assessment for learning, and level-by level tests for progress**: trialling new approaches to assessment designed to focus teaching and learning on progression, and to respond to teachers’, parents’ and pupils’ strong interest in measurable steps of progress.

b. **Progression Tutoring**: testing the impact of providing targeted pupils (including boys in schools where the gender gap is largest) with exceptional help through up to 20 hours of individual tutoring to get back on trajectory.

c. **Progression Targets**: exploring how best to formulate measures and set targets for improved pupil progression.

d. **Progression Premium**: alongside a support grant, testing the value of an incentive payment to schools to meet these targets, especially for under-attaining pupils.

How would the pilot work?

DfES intends to commission a two-year progression pilot involving a small group of Local Authorities, selected to give good coverage by geography, type and other key characteristics, including capacity to implement the pilot successfully. The pilot will test the impact of a systematic approach to improving progression in Key Stages 2 and 3, involving:

- Better pupil tracking, assessment, “tests for progress” and follow-up teacher strategies
- Closer involvement of pupils and parents in supporting progress
- The offer of additional one-to-one tuition for targeted low-attaining pupils
- Setting school-level targets for progress, and providing school-level financial incentives for achieving them;
- Any other workable approaches which might emerge during the pilot.

Support costs and the progression premium

LAs and schools will be funded for their additional costs arising from the pilot. In addition schools will receive (in arrears, against actual results) incentive payments based on improvement in progression rates for pupils who entered the Key Stage with relatively low attainment. Schools will be free to spend this money as they see fit, to maintain the trajectory of progress achieved in the pilot, and to purchase resources which will benefit future teaching and learning. DfES will set aside sufficient money to cover these costs from within the Standards Fund.

Role of the Local Authority: Each selected LA will invite a number of its primary schools to participate in the pilot. The LA’s functions will be:

- To recruit local schools, giving priority to those keenest to raise their rates of progression by two full levels during the key stage;
- To brief and support the selected schools throughout the two year pilot
- To provide challenge and support to schools in developing, setting and monitoring progression targets, in the context of the school’s development/improvement plan, and working as appropriate with School Improvement Partners
- to identify and manage the provision by qualified teachers of individual tuition for targeted low-attaining pupils, and to integrate this work with that of their classroom teachers
- to work with DfES, QCA and designated contractors to manage the process of “tests for progress” in December 2007 and at six-monthly intervals thereafter
to work closely with an evaluation team who will track the impact of the pilot

to feed back lessons to DfES, to help us improve the pilot as we go.

**Role of the school:** The core of the pilot is to trial new approaches within schools themselves. Each participating school will be involved in all elements of the pilot as listed above. In particular, the schools will:

- track pupil progress more systematically within the key stage, using individual pupil data, assessment for learning techniques and “tests for progress” (the first run of these would be in December 2007);

- identify low attainers, typically in years 4, 6 and 8, whose progress is most likely to be accelerated by a personally tailored programme of individual tuition, and to integrate that tuition with the class teacher’s own work;

- set and monitor progress targets; strive to maintain at least two levels of progress for every child during the key stage; focus especially on low attainers on entry; and to engage even more fully with parents and with pupils themselves in setting and achieving these goals;

- to work with the LA, SIP and others to evaluate the impact of these approaches;

- benefit from the support grant and progression premium earned through the success of their efforts, represented by improvement in progression rates for low attainers at the end of the key stage.

**Individual tutoring**

An important part of the pilot is to test the impact of supplementary individual tutoring, closely integrated with the teacher’s programme for the whole class. This additional offer would be targeted by the participating schools at individual pupils who started the key stage well behind their peers, and have not yet caught up to the right trajectory (so that they risk not making two levels of progress).

So far this document has mainly discussed intervention strategies to assist progression which are already in use in a many state-funded schools in England, and which could without significant extra cost be much more widely adopted. However there is one type of activity which has worked well in some other countries, but has seldom been tried within maintained schools in England. This is to offer highly targeted, well-planned programmes of individual tuition/tutoring to support the learning of those pupils for whom whole class solutions are unlikely to work.

To test this idea, the pilot would **fund 10 one-hour sessions of individual tuition in Maths and/or English for pupils who started the key stage below national expectations and who are still making poor progress**. The aim is to help them to make two levels of progress by the end of the key stage. Tuition would be delivered by qualified teachers, supported by guidance from the DfES, and co-ordinated by the LA. The programme would run in 2007-08 and again in 2008-09 with the next cohort. The main success measure would be the proportion of tutored pupils who have added an additional level of attainment by the end of the year in which they received this extra help.
The main benefit of one-to-one tuition would be a learning programme exclusively designed to meet the pupil’s individual needs, and delivered at the exact time of need. Place and time of delivery of the tuition would need to be flexible; the overseas experience shows that various patterns (after school hours or at weekends; at school, at home or at another venue) can all be equally successful.

The pilot would test the proposition that even in the personalised classroom, some pupils would benefit at key moments from an intensive burst of individual tuition, which the class teacher can guide and reinforce, but simply does not have the time to deliver him or herself.

Tests for progress
A key part of the pilot is to try new approaches to assessing when pupils are ready for moving ahead. That judgement will of course come initially from the teacher, but pilot schools will use external tests to validate teacher assessments, and provide a clearer benchmark by which parents and pupils can measure progress. The pilot schools will identify pupils in the relevant key stage whom they believe are at or close to achieving a full level of progress, who would be likely to pass a “test for progress” in December 2007 (and at six-monthly intervals thereafter). That decision would be discussed and agreed with pupils, and involving parents to the fullest possible extent. The support of QCA will ensure that the level-by-level tests are robust, fit for purpose, and valid. The outcome should be high levels of success, which can be celebrated through a suitable Certificate, and by immediate integration into teaching strategies for the coming weeks.

Progress Targets and the Progression Premium
Schools in the pilot will set progression targets within their School Improvement Plan, based on their most recent rates of success in converting pupil entry grades into outcomes at the end of the key stage, in the way outlined earlier in this document. Progress towards this target can be continuously measured as pupils take and pass progress tests, but the final judgement will not be made until the cohort completes the key stage.

At that point the school will be eligible to receive a premium based on their success against the target. The formula for the payment might be the difference between (a) the school’s most recent success rate in helping low-attaining pupils gain two levels during the key stage (its “conversion rate” in 2006); and (b) the school’s subsequent success in raising rates of progress for similar pupils in the new cohort.

The premium would be payable in arrears on analysis of cumulative end-of-key stage data. The proposed level of payment is 5% of per-pupil funding per extra success in English, and a further 5% per extra success in mathematics, giving a potential total increase in funding of 10% per extra pupil reaching two levels of National Curriculum progress, relative to the school’s past performance. The money would be available at school level, to spend on maintaining and even extending these improvements for subsequent cohorts. In this respect it would provide for a richer curriculum, more time (by teachers, support staff and others) and more ambitious targets for improvement. It would thus be somewhat similar to the premium for pupils in specialist secondary schools, but focused more directly on the progress of every individual.
SECTION 7

Consultation responses

We would like to receive comments on the broad propositions set out in this document. Please respond via the DfES website, by email, or in writing (addresses are given below). On the consultation website you will find a number of high-level questions, grouped as follows.

**Issue**

**Using available performance data** (from end of key stage assessments, “when ready” tests and GCSE) to track pupils’ progress even better.

**Shifting the focus of assessment and testing towards the progress pupils make during each school year and each key stage.**

**Impact of these changes on teachers’ assessment practice, and links to “personalisation”**

**Options for improving information to parents on progress, to engage them more fully in their children’s learning**

**Measuring and targeting success:**

- Current targets (percentage of pupils achieving specified Levels by the end of the key stage)
- Progress targets (percentage of pupils achieving specified number of levels of progress over a specified period of time)
- A combination of these

**Individual tutoring**

**School progression premium linked to success**

**Piloting these ideas:**

- assessment and testing for progress
- progression tutoring
- progression premium
- progression targets

**Moving from pilot to broader rollout.**

The website asks specific questions, but also provides text boxes in which respondents are encouraged to write their comments and views.

**Contact:**

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