



MONITORING EFFECTIVE LEARNERS' PROGRESS REVIEWS

HOW TO USE THIS RESOURCE

Monitoring learners' progress reviews.

Rationale/Outline

Ofsted inspection reports regularly report that managers and governors do not have a comprehensive overview of the progress that current learners are making. Some teachers are unaware of those falling behind until it is too late, and they do not complete successfully. Many learners are not fully aware of their own progress, intended outcomes, need for work placements and progression steps.

This resource promotes continuous professional development improving the impact of tutorials and reviews through effective learner monitoring and progress.

Suggestions on how to use this resource

The attached infographic, 'Monitoring Learner Progress' illustrates four key stages to achieving successful and timely outcomes for learners.

- Stage 1 considers the learner, their role and responsibilities.
- Stage 2 looks at the teacher's role.
- Stage 3 considers how employers need to be involved.
- Stage 4 considers the importance of IAG and support through the tutorial process.

This is a group activity. The ideal group size will be no more than four to ensure everyone has the opportunity to participate. Each group is given one of the stages to discuss.

You will need a flipchart to illustrate your discussion and provide feedback to the wider group.

Most teachers will automatically say, 'We do all this already', and maybe this does happen but how do we know? Your task is to discuss each of the bullet points and consider how we know these are in place, what real evidence we have, the strength of the evidence (e.g. is it superficial? If so what needs to happen to develop that specific point?) to ensure it has a positive impact on the learner.

As an example:

- Take the bullet under teacher, 'Sets homework with detailed feedback'.
- The bullet point must be explored fully (e.g. how regularly do we set homework, what level of feedback is given, timescale for returning work etc.).
- It is not enough to simply say we do this, we need to explore where we can improve the existing ways of working.
- Implement processes where none exist.

You may wish to add further bullet points appropriate to your organisation.

Intended impact

The planned outcome will be a realistic discussion or reality check on where the organisation is in terms of monitoring learner progress.

Everyone will understand the key participants and the role they each hold responsibility for, resulting in:

- Improved providers ability to assess learner starting points
- Improved providers capacity to record learner progress

For further support, courses and resources go to et-foundation.co.uk.

Monitoring learners' progress reviews.

Learners

- ✓ Contributes to an individual learning programme.
- ✓ Monitors own learning and progress.
- ✓ Sets own effective (challenging) targets.
- ✓ Works with teachers to plan own assessment.
- ✓ Completes challenging homework tasks.
- ✓ Understands own progress and action plans for better progress.
- ✓ Actively reflects on own learning.
- ✓ Has goals and ambitions.
- ✓ Knows how to stay safe.
- ✓ Abides by organisation's expectations.
- ✓ Aware of British values relevant to work.

Teachers

- ✓ Plans learning, not just activities.
- ✓ Variety in learning to meet individual preferences.
- ✓ Learning targets provide challenges.
- ✓ Uses challenging question strategies.
- ✓ Tracks progress with feedback to learners.
- ✓ Sets homework with detailed feedback.
- ✓ Maintains detailed records of achievements.
- ✓ Plans formative and summative assessments.
- ✓ Checks learners' understanding.
- ✓ Monitors attendance with follow up.
- ✓ Promotes English & maths in all lessons.
- ✓ Promotes safeguarding & diversity in learning.
- ✓ Understands programme performance data.

Employers

- ✓ Understands need for work placements.
- ✓ Able to provide realistic work opportunities.
- ✓ Understands training required in placement.
- ✓ Able to offer variety within placements.
- ✓ Provides progress feedback.
- ✓ Gets involved in planning, training and assessments.
- ✓ Understands safeguarding and ensures a safe work environment.
- ✓ Gets involved in team planning.
- ✓ Provides feedback for self-assessment.
- ✓ Provides 'teachers in industry' placement.

IAG and tutorial

- ✓ IAG directs the learner journey.
- ✓ Robust IAG in applications & interview.
- ✓ Learners on the right programme.
- ✓ Initial assessment used to plan learning.
- ✓ Clearly understands progress.
- ✓ Learns about staying safe.
- ✓ Works to highly challenging targets.
- ✓ Promotes equality & diversity.
- ✓ Improves English & maths.
- ✓ Learners make good progress from starting point.
- ✓ Progress from starting point is measurable.
- ✓ Learners' career aspirations are high.

