# Perfecting Progress Monitoring

Cameras on

This is a **cameras on** session using Zoom. Feel free to use a 'virtual background' if you would prefer not to share your surroundings. To turn on a virtual background, click on the '**^**' symbol to the right of the video camera icon (bottom left corner), then click on 'Choose Virtual Background'. Next, click on 'Backgrounds and Filters' and select a background. You may be asked to download the 'Smart virtual package'. (If you are using an older version of Windows, you may need to click the '**+**' sign (circling in red) and add your own image.)
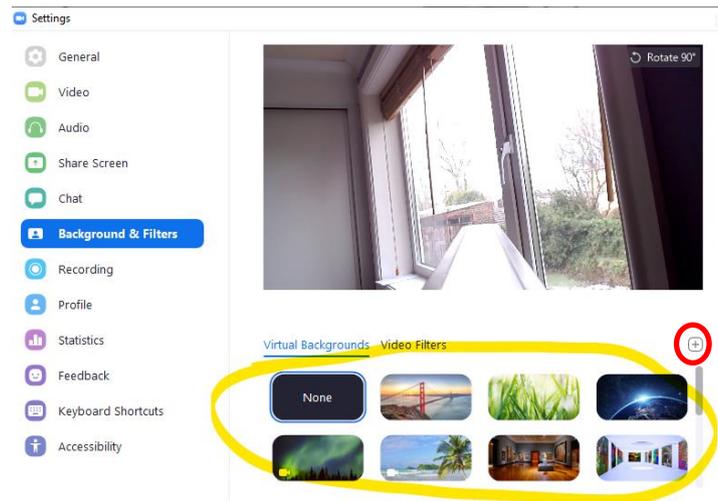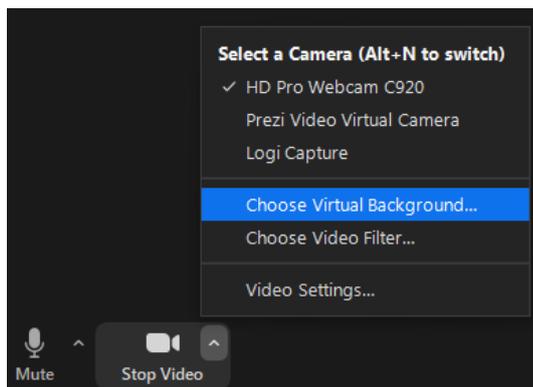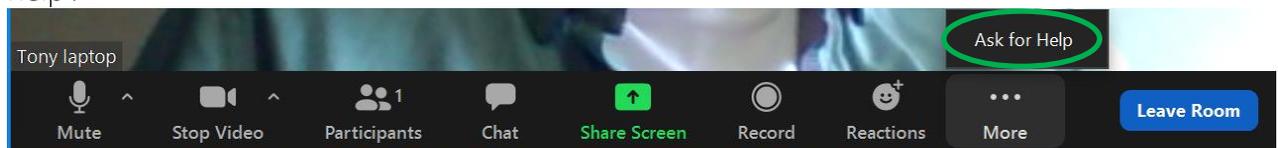

Your name

Please ensure you type the name you wish the host to use when referring to you. To do this, hover over the video image of yourself and click on the three dots that appear in the top right-hand corner. Then select 'Rename'.

Breakout rooms

While in a breakout room, if you'd like to ask a question, please click 'More' and then 'Ask for help'.

Whiteboards

To annotate a shared screen, click 'View Options' and 'Annotate' to open your annotation toolbar. Click on the 'Text' tool to type onto the screen. Your typing will only be public one you: *click away from your typing.*
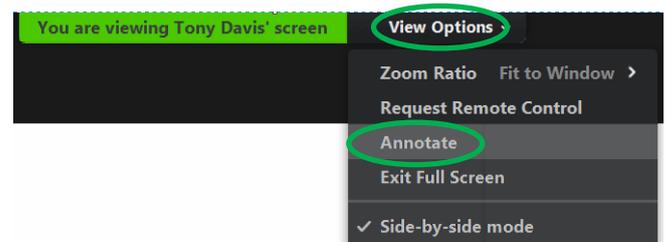
Quick keys

Alt + y	Raise your hand
Alt + a	Mute/unmute your audio
Spacebar	Temporarily unmute while pressed

-0:10	Join session and check your technology. Say hello in the chat and feel free to send a private hello to anyone you know.		Just a few notes to help prepare for the session
0:00	Welcome & introduction to the session		
0:26	Quality Standard writing		• Please use the desktop version of Zoom, which can be downloaded from here: https://zoom.us/download.
1:00	Progress review data		
1:20	*Coffee break*		
1:35	Detailed evaluation of a filmed progress review		• Please print a hardcopy of this handout for use during the session so that you can write and take part at the same time.
3:00	Next steps		
3:10	Comments & questions		
3:15	Close The meeting will be kept open for 15 minutes to allow chats between delegates and/or for individual Q&A with Tony		• Note the session end time and the session split points over on the left.

Perfecting Self-Assessment Writing

Designed to enable delegates to:
- produce an aspirational quality standard for progress monitoring
- set out the data with which to identify the very first signs of underperformance
- use an understanding of the difference between *differentiated learning outcomes* and the *differentiated support* required to achieve outstanding learning outcomes to challenge current teaching and tutorial practice
- evaluate the tutorial practice of others.
- set out development priorities for their own practice.

Support resources for this session

https://ccqi.org.uk/resources/perfecting-progress-reviews

Password: ppr5681

Opening question

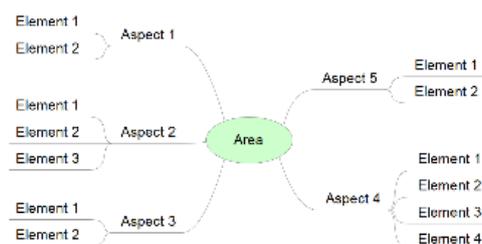How good are you at progress reviews?

Centre for
Creative Quality Improvement

Progress Monitoring

The Quality Standard Taxonomy

The Quality Standard Taxonomy has three tiers:

- Area
  - Aspects
  - Aspects
    - Elements
    - Elements

This taxonomy approach enables us to define every element of a job role. However, it should be noted that the Quality Standard is an aspirational document that sets out what outstanding provision would look like in your organisation, rather than simply a slavish account of current practice.

Areas

The key headings that define a whole job role.

Whether teachers, support staff, managers or governors, arguably every job role can be encapsulated in a short list of headings, or *areas*. For instance, for the teaching role this is arguably best seen as the seven steps of the learner's journey:

- Recruitment
- Induction
- Teaching, learning and assessment
- Learner support
- Progress monitoring
- Achievement
- Progression

Aspects

The key themes that need to be explored within each area of provision.

Within each *area* of work, *aspect* headings are used to pull together the detail as efficiently as possible. For instance, within the Induction step of the learner's journey, the *aspect* headings might be:

- Initial assessment
- Setting high expectations
- The expert learner
- Social bonding
- Equality, diversity and safeguarding
- Course information
- Health and safety

Additional *aspect* may include:

- Induction of late enrollers
- International learners

Elements

A word or short phrase that identifies an intended impact or a process to produce an intended impact.

Element headings are perhaps the most elusive to define. Each *element* heading will lead to the writing of a Gold Standard Impact statement, so it is important to be economical and avoid duplication or detail on *how* the impact might be achieved. For instance, in the example below, consider the difference between the following *element*:

- group development

and the possible actions to produce the intended impact:

- welcome events
- ice breakers
- trips and visits
- tournaments.

Aspect	Area	Element	Impact	Actions
Induction	Social bonding	Group development	Learners are at ease and form constructive working relationships with all peers. Social bonds are strong and an additional motivator for attendance.	- Welcome events - Ice breakers - Trips and visits - Tournaments - Etc.

Each one of the *action* headings might well meet the definition of an *element*:

- *A word or short phrase that identifies an intended impact or a process to produce an intended impact.*

However, it can be seen that by looking forward to how the intended impact might be written for each of these *actions* that there would be considerable duplication, which is to be avoided wherever possible.

NB. Keep the level of ambition for your intended impact relevant to the *area* under consideration. For example, 'The Expert Learner' may be an aspect of both the Induction and Teaching and Learning areas, but the ambition for your impact would be very different in the, say, six-week induction period and a full two-year programme of study.

The GROW model

G	Goal	The Goal is the end point, where the learner wants to be. The goal has to be defined in such a way that it is very clear to the learner when they have achieved it.
R	Reality	The Current Reality is where the learner is now. What are the issues, the challenges, how far are they away from their goal?
O	Obstacles	There will be Obstacles stopping the learner getting from where they are now to where they want to go. If there were no Obstacles the learner would already have reached their goal.
	Options	Once Obstacles have been identified, the learner needs to find ways of dealing with them if they are to make progress. These are the Options.
W	Way Forward	The Options then need to be converted into action steps which will take the learner to their goal. These are the Way Forward.

Goal

What do you want to achieve?
What is important to you right now?
What would you like to get from the next 30 minutes?
What areas do you want to work on?
Describe your perfect world
What do you want to achieve as a result of this session?
What will make you feel this time has been well spent?

Obstacles

How have you tacked this/a similar situation before?
Why didn't it work?
What might hold you back?
Who do you know that has encountered a similar situation? What held them back?
What would you have to change to be successful?

Way forward

Which options work best for you?
What one small step are you going to take now?
What actions will you take?
When are you going to start?
Who will help you?
How will you know you have been successful
How will you ensure that you do it?
On a scale of 1 to 10 how committed/motivated are you to doing it?

Reality

Where are you now in relation to your goal?
On a scale of 1 to 10 where are you?
What has contributed to your success so far?
What skills/knowledge/attributes do you have?
What progress have you made so far?
What is working well right now?
What is required of you?

Options

What are your options?
What could you do differently?
When you've been successful before, what strategy did you use?
Give me five options
If anything was possible, what would you do?
What would your best friend/mother suggest?
What else?

Data

What 'mid-game' data would you ideally have when preparing for a progress review?

Differentiation

Define 'differentiation'

Progress review evaluation

Olga   Reviewer
Tanyia   Level-2 childcare learner
Louise   Employer

Outline the difference you might want to make to Tanyia if you were her reviewer.

Active listening questions		Answers
1	0:00 to 01:16 What is Olga (the tutor) **hoping to achieve** with the tutorial?	*To find out why Tanyia's performance has suddenly changed.* *Olga may well want to achieve the impact you may have noted a few minutes ago:* • *intrinsic motivation to progress, and* • *the development of independence, etc..*
2.1	01:16 to 02:32 – Three questions What is the **purpose of the questions** Olga asks Louise, the employer?	
2.2	Olga begins by trying to establish where Tanyia is up to right now. **What question does Olga use** to open this part of the review?	
2.3	**Are you** (and do you think Olga is) **convinced** that the learner has a clear understanding of her attainment position?	
3.1	02:32 to 03:12 – Two questions What **strategy does Olga use** to try to get to the root cause of the recent underperformance?	
3.2	When coached, **what obstacles does Tanyia recognise** she needs to overcome, and **what strategies does she propose** to overcome them?	
4	03:12 to 04:03 How does Olga open up the conversation about health and safety issues?	

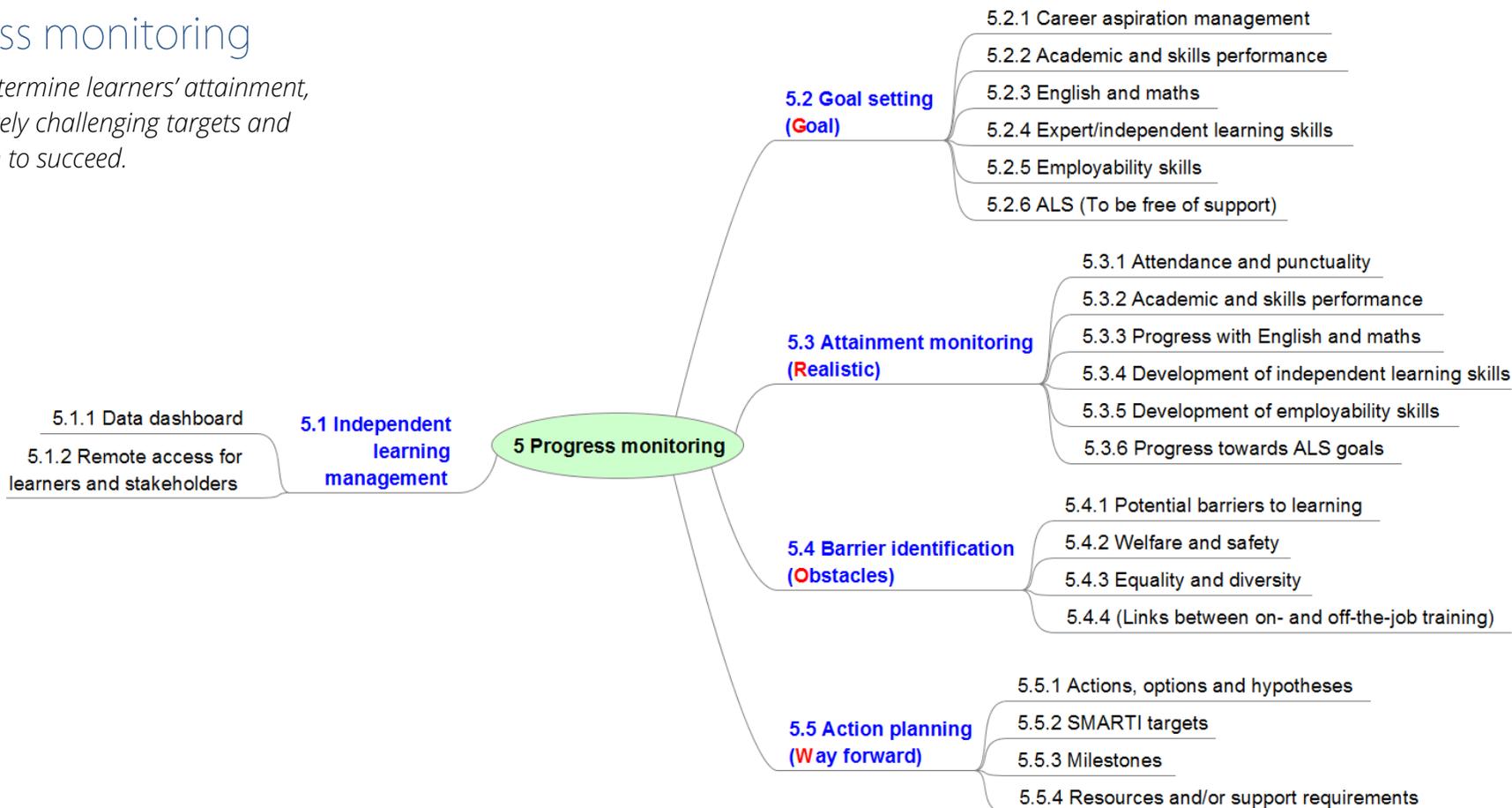| 5	04:03 to 05:11 Do you feel Tanyia has a **clear understanding of the H&S issues**? What are her **solutions?** Are they **credible?** Does her answer beg any other questions?	
6	05:11 to 05:33 When Tanyia talks about the way they solved the problem, **what skill is she evidencing**?	
7	05:33 to 06:46 How does Olga **open the conversation** about E&D? Based on the evidence presented, what is your judgement about the **E&D tensions now?**	
8	06:46 to 08:22 How does Olga **open the conversation** about Functional Skills maths? What is the **impact** of this strategy?	
9	08:22 to 08:36 Olga tells Tanyia that the employer expects workplace study to be completed on Tanyia's half day. **What do you think she is trying to discover** by using this opening statement?	
10	08:36 to 09:32 Listening to what both Tanyia and the employer have to say, **what do you feel is the problem?** Tanyia wants Olga to speak to the employer to help sort out the problem. Will this strategy build **dependence or independence?**	

11	09:32 to 10:24 As Olga reflects on the review, how does she say she intends to **handle the resolution of the problem**? Will this strategy build **dependence or independence?**	
12	10:24 to 12:12 How would you describe Tanyia's **level of motivation** as a result of this review?	
13	12:12 to end What is **your evaluation** of Olga's decision to focus on **barrier identification** rather than the detail of units 1 and 10?	
Now revisit your Quality Standard for Progress Monitoring and tick off the elements covered – this is simply to establish the focus of the review and is not and audit. It is important to remember that the success of the review is not based on how many elements Olga covered, or how she covered them, but on how Tanyia is now 'different'.		
Finally, what is your judgement about the impact of the review – the extent to which Tanyia moved from A to B?		

Next Steps

As a result of today's session, what might you wish to further explore, research and/or change?	What will be your first step?	What might prevent you from moving forward?

5 Progress monitoring

Activities to determine learners' attainment, set appropriately challenging targets and motivate them to succeed.

5.2 Goal setting (Goal)
- 5.2.1 Career aspiration management
- 5.2.2 Academic and skills performance
- 5.2.3 English and maths
- 5.2.4 Expert/independent learning skills
- 5.2.5 Employability skills
- 5.2.6 ALS (To be free of support)

5.3 Attainment monitoring (Realistic)
- 5.3.1 Attendance and punctuality
- 5.3.2 Academic and skills performance
- 5.3.3 Progress with English and maths
- 5.3.4 Development of independent learning skills
- 5.3.5 Development of employability skills
- 5.3.6 Progress towards ALS goals

5.4 Barrier identification (Obstacles)
- 5.4.1 Potential barriers to learning
- 5.4.2 Welfare and safety
- 5.4.3 Equality and diversity
- 5.4.4 (Links between on- and off-the-job training)

5.5 Action planning (Way forward)
- 5.5.1 Actions, options and hypotheses
- 5.5.2 SMARTI targets
- 5.5.3 Milestones
- 5.5.4 Resources and/or support requirements

5.1 Independent learning management
- 5.1.1 Data dashboard
- 5.1.2 Remote access for learners and stakeholders

5 Progress monitoring

Area	5 Progress monitoring		
Aspect	**CIF**	**Elements**	**Gold Standard intended impact:**
5.1 Independent learning management		5.1.1 Data dashboard	Comprehensive, real-time data on academic and learning skills development provides learners with immediate feedback on their progress – positively and continually influencing their work ethic. *(See section 5.3 for key elements of data. This is not a comprehensive list.)*
		5.1.2 Remote access for learners and stakeholders	Remote access to data ensures learners monitor their progress and attainment continually and draw on the support of parents/guardians, employers and other appropriate stakeholders to support them with their studies.