Keeping Track of Progress

When identifying children for an intervention, you will need a clear profile of where the children are in their learning and what they need to do in order to achieve age-related expectations. To inform this profile you will be drawing on a range of school based assessment intervention information – both formative and summative – and making use of any screening tools provided within a programme.

To monitor impact you may also choose to use a standardised reading test before starting the programme and at the end of the programme.

Once the intervention is underway, regular monitoring is essential in order to ensure that progress is being maintained and that the programme is meeting children’s needs. A range of strategies will support this process, for example:

- informal day to day assessment – adults’ notes and jottings, including information drawn from the child’s response to prompts and feedback
- systematic assessment as part of intervention sessions – for example, using checklists to help monitor children’s decoding and taking other opportunities to make regular assessments during the programme
- assessment material related to the content of the programme and designed for children to use independently at other times
- periodic progress checks based on the content of the intervention, considered alongside observations of the child in class. Progress checks are most effectively carried out in a dialogue between the class teacher and the adult delivering the intervention
- at the end of the programme an exit check will help determine next steps for the child and lessons learned for the school.