

Supporting low-achieving secondary students with the Curriculum Progress Tools

The Curriculum Progress Tools can be used to help identify and support learners whose lower-level literacy skills are a barrier to accessing the full richness of the curriculum.

Because the Learning Progression Frameworks illustrate the significant steps that learners take as they develop their expertise in reading, writing, and mathematics from beginning year 1 to year 10 they enable teachers to work with students at any level.

- Teachers have access to illustrations and descriptions of real student work at every level, so they can readily use the Frameworks to track and support students of any age who are working at lower levels of the curriculum. This has been difficult up to now because, at secondary level, resources and exemplars often do not cover the lower levels of achievement.
- The focus on different aspects of reading, writing and mathematics give detailed information about the particular knowledge and skills students need. Real examples of student work can be used to identify what they need to do to make progress.
- Teachers have found that the illustrations are a resource to support just-in-time learning for target students by providing a model of how they should be using their reading and writing prior to a lesson where they will need to apply this learning. This is an accelerative – rather than remedial – approach for these students.
- The annotations on the illustrations highlight how students use their knowledge and skills as they respond to the reading and writing demands in different tasks. This makes hidden learning processes visible for both teachers and students, so that the steps to success are no longer mysterious. This supports lower achieving students to improve their own evaluative capabilities by letting them compare their work with the illustrations.
- One successful collaborative approach has been to create a team to support target students, a cross-curricular inquiry group that uses the Frameworks to assess and monitor progress and set targets across the curriculum. This means that all teachers of these students can concentrate on teaching and targeting the same skills in each class with shared literacy or maths strategies, giving students a consistent approach to their learning. In class, teachers observe how students react to the different strategies and bring back anecdotal evidence to the group. Teachers in the group decide how often they want to meet – every two weeks is common – and share successes and challenges. The Frameworks provide a common reference point against which to measure progress of the target students in reading, writing or mathematics.
- By putting agreed-upon aspect judgments in the Progress and Consistency Tool, schools are not only able to track student progress and achievement within the year, but longitudinally to identify progress, achievement and acceleration across a number of years. This can be powerful evidence of the ability of the school to improve student achievement, for students, teachers, school leaders and Kāhui Ako.
- Teachers and leaders are using PaCT reports to look at aggregated data for a class, cohort, year group or for the whole school. These reports are helping leaders and teachers to:

- understand the distribution of achievement and identify students needing targeted support
- analyse and identify the strengths and weaknesses in reading, writing and mathematics across cohorts
- identify aspects within the frameworks that need increased focus or deliberate instruction
- report on the levels of progress and achievement of classes and cohorts.