



GUIDELINES FOR TEACHERS AND HEADS OF LEARNING REGARDING POSSIBLE UNDER-ACHIEVERS

(this issue - September 2009)

1. Remember – the data can only raise questions for us to examine further.
2. In examining further we use our **additional knowledge** and our **judgement**.
3. When we conduct our bi-annual P Scale data collection some students will be highlighted as possible under-achievers.
4. The data says they are under-achieving but we need to bring our additional knowledge and judgement to bear in establishing the facts and then taking the necessary steps.
5. The necessary steps we need to take are:
 - Implement action and intervention plans for all students we believe are under-achieving
 - Review the plans to ensure progress against them is being made

The following guidance will help you through this process and should be done **in the order given below** and in consultation with your Head of Learning at all stages.

1. Make sure the up-to-date version of CASPA is installed on your laptop. To do this go to the server on the campus you are based and copy/paste the folder to your hard drive (you are looking for the CASPA 09 application).
2. For the student you are investigating take a detailed look at the all subjects, all aspects and establish the issues – the main issue is: Why are they shown up as an underachiever?
3. Collect ILP data on this child for the past three years – what does this tell you? Does the ILP and P scale data tally? What are the variances?
4. What additional relevant knowledge do you have about this child?
5. Make a decision – is this student an under-achiever? If not, justify your judgement. If they are move on to section 6.
6. Specify for in what areas the student is under-achieving?
7. Create an action and intervention plan in the areas of under-achievement. The action and intervention plan must specify the areas of action and be clear about the intervention (Who? When? How often?).
8. Specify how and when progress against the plan will be reviewed.