



Pupil Tracking

This maybe the first, but it will certainly not be the last time that you track pupils. You will be following a pupil for the day, attending all their lessons.

Why carry out pupil tracking?

The most important reason to track pupils in this way is to give you an insight into the markedly different ways in which individual pupils respond to different teachers and subjects. Pupils are not simply 'like this or that'; to some extent at least how they behave and what they learn depends on the circumstances in which they find themselves. You will also find that tracking gives you some sense of the rhythm of the day, the low and high points as experienced by the pupils. You will be able to describe the balance of activities which pupils engage in, eg. Do they spend most of their day talking, reading, working individually, how many questions does an individual pupil ask a teacher during the day, how many opportunities do the pupils have to share their work with their peers?

As a student teacher you will need to provide evidence of your work in this area against the following standards;

Q10, Q29, Q32

A majority of our staff and pupils are very familiar with pupil tracking and will be relaxed about you joining them in the classroom. However, it helps to explain to pupils why you are tracking them. Introduce yourselves to the teacher at the start of the lesson and ask where they you would like you to sit. Don't expect to take the whole day in. You can not make notes about everything. If you feel uncomfortable in a lesson or that there is little to observe, (eg. a whole lesson taken up with an assessment) don't feel you have to stay.

Please don't feel that you have to stay glued to your seat. Observations become interesting when you speak to the pupils and the teacher about what they are doing.