

**'Provision mapping takes into account the full scope of provision, including high quality whole class teaching, guided and group work and individual interventions in order to identify and overcome potential barriers to learning and meet the needs of all pupils within and beyond the school setting.'**

- Which performance and engagement data do you use to help you to assess and track the progress of individual pupils?
- How do you ensure that all teachers have high expectations of all pupils?
- How does the consistency and rigour of assessment and tracking support this?
- How do you ensure that all staff, parents / carers, pupils and governors are aware of the expected rates of progress of all pupils?

**Assessment and Tracking**

**Knowing the vulnerabilities of all pupils**

- What counts as vulnerable in your school? How do you know?
- How do staff identify pupils' potential vulnerabilities? Which staff are involved?
- What systems are in place to review the progress of vulnerable pupils?
- How do you analyse current patterns of vulnerability? How have these patterns changed in recent years and how might this differ for future cohorts?
- How do you ensure that all staff are aware of the potential barriers to learning posed by vulnerable pupils?

**Developing the workforce**

- Which staff have developed specialist expertise in working with particular vulnerable groups? How can this be shared across the school?
- What professional development opportunities are available to strengthen current practice in addressing pupils' barriers to learning?
- How does your school develop systems and structures to respond to the changing needs of pupils?

**Provision mapping:**

*...making informed choices  
...maximising impact*

**M&E impact and analysing data**

- Do pupils who don't make progress share any common traits that may inform action?
- Do pupils who make good progress share any common traits that may inform action?
- How do the senior leadership team, subject leaders, teachers and support staff analyse and act on data analysis?
- How does data analysis enable you to make decisions about future provision, including whole class teaching?

**Developing the quality of provision**

- What range of evidence is used to evaluate and develop the impact of the quality of provisions including:  
pupil voice  
data analysis  
work scrutiny  
observations  
teacher feedback  
parent / carer feedback?
- How do you adapt school provision for current and future pupils' needs?
- How do you keep your staff updated about effective strategies/interventions for tackling underperformance?

**Identifying the right provision for all pupils**

- How do all staff demonstrate they are addressing potential underperformance through modifications to **high quality whole class teaching** across the school?
- How is the learning from group / individual intervention secured back in whole class teaching to ensure progression?
- How are all staff involved in identifying additional provision for groups / individuals who are underperforming or at risk of underperforming?
- How are pupils and their parents/carers involved in discussions about the additional provision they are being offered?