Understanding Underachievement in Literacy and Numeracy

The purpose of this document is to promote whole school discussion around the issue of underachievement.
Teacher’s cycle of support

**High quality teaching**

- High expectations for all pupils, with good differentiation and tracking and monitoring support by the class/subject teacher.

**Emerging under-achievement**

- Pupil gets 1 or more cycle of time-bound additional support by the class/subject teacher.

**Continuing under-achievement**

- Pupil gets 1 or more cycle of time-bound additional support by the class/subject teacher with input from other school staff.

**Non-statutory assessment undertaken**

- Pupil’s needs met in line with the non-statutory assessment.

**External advice**

- Pupil not achieving targets and should be assessed for SEN.

- Pupil gets 1 or more cycle of time-bound additional support by the class/subject teacher with external help.

- Pupil not achieving targets
Section 1: What is Underachievement?

**Underachievement** is used to describe a situation where performance is below what is expected based on ability. It can apply at the level of an individual pupil or describe a class or school, or indeed a system.

Teachers are able to use their professional judgement to assess if a pupil is underachieving. This can include classroom observation and analysis of formative assessment or other data as appropriate.

Low achievement is different from underachievement. **Low achievement** is where a pupil is achieving to the full extent of her or his ability, but is well below average compared to her or his peers.

Count Read: Succeed – A Strategy to improve outcomes in literacy and numeracy, Department of Education March 2011 (page 4):

Exploring underachievement

- In pairs, discuss the statements provided in Appendix 1a: Professional Development materials. Sort the statements into those you agree with and those you disagree with. Two blank cards have been provided to facilitate an issue that may arise in your discussion that has not already been included. Appendix 1b can be used to summarise the level of agreement amongst staff – identify those statements where there is or close to a 50-50 split with respect to agreement and disagreement.

- Share your outcomes with the whole group trying to come to an agreed understanding of what underachievement means in your school context. The questions in 1c can be used to facilitate achieving a shared understanding.
Section 2: Identification of underachieving pupils

The class or subject teacher should monitor for, identify and address underachievement as soon as it begins to emerge by:

a. identifying those pupils who are failing to fulfil their potential through classroom observation, assessment of pupils’ outcomes and robust tracking of progress; and
b. intervening to provide support to address emerging underachievement as soon as possible after a pupil of any age begins to experience difficulties with her or his learning.

Pupils who may need additional support can include those who:

a. have returned following a long absence;
b. have changed school frequently;
c. do not have the language skills to access the curriculum;
d. are having a difficulty with a particular concept;
e. have been identified by the class teacher, as a result of monitoring and observation, to be at risk of, or who have begun, underachieving, including children who may have special educational needs;
f. have been identified for assistance by the Special Educational Needs or pastoral support systems within the school; or
g. have some other difficulty that has hindered their progress.

Count Read: Succeed (pages 35-36)

Underachieving pupils can be identified using both quantitative and qualitative information, supported by teachers’ informed professional judgement. Teacher observation records can also provide evidence of potential pupil underachievement.

Quantitative Indicators:

Schools have a wide range of quantitative data which can be used to provide evidence of pupil under achievement. C2K Assessment Manager is available to collate and analyse pupil data. Indicators of underachievement could be:

- Where standardised score of attainment (e.g. PiE/PiM, statutory assessment) is significantly lower than standardised score for reasoning ability (e.g. NRIT, CAT etc)
- Where the pupil has made low progress as identified by comparison of predictive and actual PiE/PiM standardised scores
Reliability of data is critical to ensure accurate decisions are made on whether or not a pupil is actually underachieving. Schools should consider the ‘robustness’ of the assessment processes carried out exactly as identified in the PiE/PiM teacher’s manual as well as the impact of a pupil’s literacy level potentially impeding their numeracy assessment (e.g. teacher may read test questions to the pupil if necessary).

Qualitative Indicators:

Formative classroom observation is extremely valuable in identifying underachievement and should be employed throughout the school year, Tackling School Underachievement (July 2008) highlights Montgomery’s research which suggests that the presence of five or more of the following indicators should lead teachers to investigate the possibility that a pupil is underachieving:

<table>
<thead>
<tr>
<th>Inconsistent pattern of achievement in different subjects</th>
<th>Over active and restless</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inconsistent pattern of achievement within individual subjects</td>
<td>Over–assertive and aggressive</td>
</tr>
<tr>
<td>Discrepancy between ability and achievements, with ability higher</td>
<td>Over-submissive and timid</td>
</tr>
<tr>
<td>Inability to form and maintain social relationships with peers</td>
<td>Lack of concentration</td>
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<tr>
<td>Daydreaming</td>
<td>Inability to deal with failure</td>
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<tr>
<td>Clowning and other work-avoiding strategies</td>
<td>Avoidance of success</td>
</tr>
<tr>
<td>Poor study skills and habits</td>
<td>Lack of insight about self and others</td>
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<tr>
<td>Non-completion or avoidance of assignments</td>
<td>Endless talking – avoiding actually doing anything</td>
</tr>
<tr>
<td>Refusal to write anything down</td>
<td>Poor literacy</td>
</tr>
</tbody>
</table>

Both Quantitative and Qualitative Indicators emphasise the importance of assessing the potential of the individual. Teachers are urged to identify students with the potential to achieve, not just those students who have achieved.
Section 3: Addressing underachievement

Count, Read: Succeed sets out the role of teachers in supporting pupils’ development of literacy and numeracy and makes explicit the priority of providing high quality teaching and learning for all pupils.

The five things that class or subject teachers will do to raise standards in literacy and numeracy are, in order:

1. provide high-quality teaching for all pupils;
2. address underachievement as soon as it emerges;
3. address continuing underachievement with support from other staff in the school;
4. address continuing underachievement with support from outside the school; and
5. meet the needs of pupils after a non-statutory assessment through the SEN framework.

High quality teaching of all pupils: by the class or subject teacher
The class or subject teacher will continue to raise and maintain standards of literacy and numeracy by:

a. having high expectation for all pupils and sharing these with pupils and their parents
b. employing effective, high quality classroom teaching practice
c. undertaking robust tracking and monitoring of pupils’ progress, in particular to identify quickly any emerging underachievement
d. engaging with, and reporting to parents, including through the annual pupil report

Count Read: Succeed (page 33 and 34)
Numeracy aspects
Both Count Read: Succeed and Better Numeracy in Primary Schools provide useful indicators of high quality teaching and learning.

High quality teaching (Point 1) within Count Read: Succeed

<table>
<thead>
<tr>
<th>In the most effective practice:</th>
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<tbody>
<tr>
<td>• the teachers build effectively on the children's previous knowledge and experience;</td>
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<tr>
<td>• the teachers have realistically high expectations of what the children can achieve; the children are challenged to extend their learning and appropriate support is provided when children are experiencing difficulties;</td>
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<tr>
<td>• practical approaches are used effectively to develop mathematical concepts and to lay the foundation for more abstract work;</td>
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<tr>
<td>• the use of open-ended questions, problem-solving tasks and investigative activities develops the children's capacity to reason logically, think flexibly, and make and justify decisions;</td>
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<tr>
<td>• the teachers make effective use of routines and incidental opportunities to promote mental mathematics;</td>
</tr>
<tr>
<td>• the children are given appropriate time and encouragement to communicate and explain their mathematical thinking, to articulate the processes they use, to ask questions and to talk about their learning;</td>
</tr>
<tr>
<td>• the teachers use the learning intentions and success criteria throughout the lesson to focus the children's attention on and consolidate learning;</td>
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<tr>
<td>• the interactions between the adults and children are consistently of a high quality;</td>
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<tr>
<td>• the children's mathematical knowledge and skills are developed systematically across the school;</td>
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<td>• the children make good year-on-year progress;</td>
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<tr>
<td>• the children can draw effectively on a range of mental mathematics strategies; they are flexible in their mathematical thinking;</td>
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<tr>
<td>• the children work well together in groups and co-operate effectively during practical sessions;</td>
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<tr>
<td>• the children engage actively in their learning and are confident in working independently and in applying their knowledge, understanding and skills in unfamiliar contexts; and</td>
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<tr>
<td>• the children talk confidently about their thinking and learning in mathematics.</td>
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</tbody>
</table>

Better Numeracy in Primary Schools (ETI, March 2010)
Addressing underachievement as soon as it emerges (Point 2, Count Read: Succeed)

The possible causes of underachievement identified will be many and varied. If the Learning Environment is effective, high quality teaching will enable the identification of underachievement as soon as it begins to emerge.

The class or subject teacher will decide on the appropriate form of support, involving the pupil and their parents where appropriate. Support might take various forms, including group-based or individual intervention. In all cases the teacher will set targets and identify actions to meet the needs of each pupil requiring additional support. This support for the pupil should be time-bound and reviewed against the original targets. Support will normally be provided from within the resources already available.

Reviews of support for the pupil are likely to be in line with the regular planning and review cycles already in use in the school, after which the classroom teacher will decide what to do next. The intervention may be repeated or changed. A successful outcome is when monitoring and evaluation of progress shows that the pupil is no longer underachieving.

Count Read: Succeed (page 36 and 37)

Addressing continuing underachievement (Point 3, Count Read: Succeed)

Despite receiving additional in-class support, a pupil may be identified as making insufficient progress. In this situation the teacher can seek assistance from other staff including the relevant coordinator, head of department, SENCO, pastoral support, a member of SLT or mentor.

Support for the pupil will be subject to targets, time-bound, and reviewed for both stages and could involve the pupil and parents where appropriate.

Potential actions may need to be considered at senior management level, coordinator/class teacher level and at individual pupil level. The cause of underachievement could be the result of a learning issue or a more general problem.

The following section lists some underachievement issues related to learning together with wider ones.
### Reflection and identification of potential action
Consider each of these self-evaluation prompts below, record your school’s current position and decide on appropriate action. This process could provide a record for a school to demonstrate some of the actions they are using to address continuing underachievement (Count, Read: Succeed, p37)

#### A1 Teaching and Learning Issues: Maths Subject-Specific

<table>
<thead>
<tr>
<th>Why are pupils underachieving?</th>
<th>Points to consider</th>
<th>Current position</th>
<th>Action</th>
</tr>
</thead>
</table>
| **Gaps in knowledge and understanding** | - Are all teachers confident to deliver all aspects of the numeracy curriculum?  
- Is there a whole school overview of the mathematics curriculum showing progression in each area of mathematics?  
- Do teachers’ medium and short term plans accurately reflect this overview?  
- Are these plans reflected in the pupil’s activities: practical, oral and written?  
- Do teachers regularly employ Assessment for Learning techniques to ensure effective formative assessment is carried out for every pupil?  
- Does scheme of work / medium term planning set out a range of activities which allow different learning styles to be catered for?  
- Is the implementation of planning monitored through classroom observations?  
- Do pupils have the opportunity to self-assess? Do teachers take account of this?  
- Do teachers reflect on impact of their teaching and adjust future planning accordingly? | | |
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</table>
| Weaknesses in some areas of mathematics compared with others | • Are all teachers familiar with the curriculum requirements in all areas of mathematics?  
• Does the whole school overview show that pupils receive regular experiences in different areas of mathematics throughout the year? |                  |        |
| Poor understanding of mathematical concepts | • Are teachers confident and competent in their own understanding of key mathematical concepts?  
• Do teachers have access to guidance on how to develop robust understanding of key concepts in mathematics?  
• Are methods to ensure understanding of key concepts agreed and implemented in a consistent way across all year groups to ensure continuity and progression?  
• Are teachers aware of some pupils’ possible misconceptions that could be restricting their understanding of key mathematical concepts? |                  |        |
<table>
<thead>
<tr>
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</table>
| **Lack of ability to recall basic number facts** | • Is there a whole school progression for quick recall of number facts?  
• Do teachers use a range of strategies and activities designed to help pupils build up their bank of known number facts? (e.g. using known facts to help with unknown facts)  
• Do teachers assess individual pupils in their ability to recall number facts?  
• Is the learning of number facts part of personal targets for each pupil? | | |
| **Unable or unwilling to use a range of mental calculation strategies** | • Are pupils introduced to a range of calculation strategies in a planned, coherent and progressive manner?  
• Are pupils encouraged to discuss and compare different strategies?  
• Are pupils clear that their strategies need to be efficient and effective?  
• Do pupils have experience of using a mental approach to calculation across all areas of mathematics?  
• Is the focus on mental calculation maintained throughout the school? | | |
### A2 Teaching and Learning Issues: Using Mathematics across the curriculum

<table>
<thead>
<tr>
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</thead>
</table>
| Difficulty in making and using connections within mathematics | - Do pupils recognise the relationship between + and - ; x and ÷ ; and use this to check calculations?  
- Are pupils encouraged to use known facts to work out calculations? (e.g. use known fact 4 + 3 to work out 24 + 3)  
- Do pupils have experience of using their understanding of mathematical operations to aid calculation? (e.g. Given that 30 x 8 = 240, calculate 29 x 8)  
- Are pupils given opportunities to use informal jottings to support their mental calculation? | | |
| Unable to connect mathematics with real world and/or own interests | - Do pupils have the opportunity to contribute to the planning process? (e.g. deciding to investigate an issue of their own choice using a range of mathematical techniques)  
- Do teachers help pupils to connect mathematics with real life? (e.g. pupils running a small business within school, inviting local business people as guest speaker) | | |
<table>
<thead>
<tr>
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<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Difficulty in identifying and using patterns to help with calculations and making generalisations</strong></td>
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</table>
  - Do pupils have sufficient experience of using patterns to derive unknown number facts? (e.g. using doubling and halving to support calculation of $35 \times 6$ as $70 \times 3 = 210$)  
  - Are pupils encouraged to work systematically? (e.g. by putting results into a table, to enable them to see patterns and make generalisations) | | |
| **Difficulties with understanding the language of mathematical word problems** |  
  - Is there a systematic whole school progression for the introduction of increasingly sophisticated mathematical language?  
  - Is the agreed whole school progression of mathematical language consistently implemented from P1 to P7?  
  - Do teachers model precise mathematical language when talking to pupils, and share this with parents when appropriate?  
  - Do teachers provide opportunities for pupils to talk about their understanding of key mathematical concepts and identify potential misconceptions as early as possible?  
  - Is mathematical language used and explained in classroom displays?  
  - Do pupils have experience of using appropriate oral and written mathematical language to describe their work? | | |
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| Lack images or models to visualise mathematical situations | • To what extent are new mathematical concepts introduced practically?  
• Do teachers make effective use of language to make the connections between practical activities and the resulting abstractive thought processes? (e.g. using consistent mathematical language when moving from a practical model for decomposition to the written recording procedure)  
• Are pupils able to visualise concepts in their own minds after using practical methods? (e.g. visualising a number line to help calculate 9 + 3 mentally) |                   |        |
| Difficulty in applying knowledge and skills in unfamiliar situations | • Is there a balance between work of a routine nature and more open-ended and investigative activities?  
• Are pupils able to use a variety of problem-solving strategies?  
• Are pupils encouraged to make choices about the strategies they use, and compare these with others?  
• Are pupils able to choose appropriate materials, equipment and mathematics to use in a particular situation?  
• Are pupils given opportunities to explore ideas, make and test predictions and think creatively? |                   |        |
## A3 Teaching and Learning Issues: Thinking Skills and Personal Capabilities

<table>
<thead>
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</table>
| Prefer to work within comfort zone on routine activities | • Do pupils have sufficient opportunity for problem-solving and investigative work across a range of settings – whole class, small groups, paired and individual work?  
• Are pupils encouraged to make decisions on which methods and strategies to apply in a range of contexts?  
• Is there a shared understanding among teachers as to the type of activities which are effective in developing the skills contained within the Requirements for Using Mathematics? | | |
| Unwilling to take risks – want to get everything right | • Do all teachers have sufficient mathematical and pedagogical skills to support pupils in open-ended investigative work, encouraging them to work independently without reliance on the teacher?  
• Do pupils have experience of deciding how to present their own work?  
• Is there agreement amongst teachers on a range of strategies which will help raise pupils' confidence to “have a go”?  
• Are there regular opportunities for pupils to experience more open-ended activities which don’t have a pre-determined correct answer? | | |
<table>
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| **Difficulty in making choices and decisions** | • Are activities open-ended enough to allow room for pupils to decide on their own methods and strategies?  
• Are pupils given the opportunity to select the mathematics and materials they want to use to complete a task?  
• Do the opportunities provided for the pupils encourage systematic development of their confidence in decision making? | | |
| **Difficulty in discussing methods and ideas with others, and working collaboratively** | • Are pupils given tasks which require them to work together as a group?  
• Have pupils been given support in how to work as a group?  
• Do pupils have regular experience of talking together about the ideas and methods they use in mathematics?  
• Are the skills involved in group-work used as Learning Intentions, and assessed by teacher and / or pupils? | | |
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| Unwilling to respond to questions | - Do teachers understand the range and purposes of different question types?  
- Do teachers use a range of question types for different purposes?  
- Are pupils given “thinking time” to formulate answers?  
- Are pupils able to work with a “thinking partner” before answering questions  
- Do teachers use follow-up questions to extend thinking?  
- Do teachers use pupils’ responses to evaluate pupils’ level of understanding?  
- Are pupils given opportunities to ask their own questions?  
- Do teachers use pupil-derived questions as a whole class learning opportunity? | | |
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</table>
| Believe mathematics is about “doing work” only – unaware of own learning | • Do teachers plan pupils’ activities with the aim of achieving a specific learning intention?  
• Are learning intentions shared with pupils at the beginning of each new activity?  
• Do pupils have opportunities to assess their own learning? Do teachers take account of this? | | |
| Making little apparent progress in raising achievement | • Are teachers aware of pupils’ prior learning?  
• (e.g. samples of work from previous classes, tracking standardised scores information, statutory assessment levels)  
• Does each pupil have agreed personal short term targets for learning?  
• Is the progress towards meeting these targets continuously monitored by both pupil and teacher?  
• Are learning activities appropriately scaffolded to meet the needs of all pupils?  
• Do pupils receive feedback (written and oral) on their work which details how they can improve?  
• Do pupils take account of and respond to this feedback? | | |
## B Non-Teaching and Learning Issues:

<table>
<thead>
<tr>
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</table>
| **Anxiety about own ability:** self-fulfilling prophecy | - Do teachers promote self-confidence and enthusiasm for mathematics?  
- Do pupils have the opportunity to work with a partner or small group?  
- Do pupils have clear and achievable personal targets?  
- Are pupils involved in reviewing own learning and identifying progress made and successes?  
- Is individual pupil progress and success celebrated?  
- Are pupils aware that success is defined by identifying their own progress, not by comparing themselves with others?  
- Is there an effective PDMU programme in order to raise confidence and self-esteem?  
- Does co-ordinator lead a process of promoting a positive attitude towards, and enjoyment of, mathematics across the school? |                   |        |
<table>
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</table>
| Negative parental attitude to school; to mathematics or to child | • Have parents been informed as to nature of mathematical learning activities in school?  
• Have parents been invited to parents’ nights aimed at creating a positive attitude to mathematics?  
• Have parents attended parent/teacher meetings?  
• Does school run any programmes aimed at improving parents understanding of mathematics?  
• (e.g. school-based mathematics workshops, externally accredited courses for parents)  
• Have parents been given guidance on how best to help their child improve at mathematics? | |        |
| Inconsistent attendance | • Has this issue been raised with parents?  
• If appropriate, has EWO been informed?  
• Is there any form of learning support for pupils returning after absence? | |        |
| Behavioural issues | • Is the Behaviour /Discipline Policy effective?  
• Is this Policy implemented in a consistent manner? | |        |
<table>
<thead>
<tr>
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</table>
| **Withdrawal from Maths lessons e.g. for sports or music tuition** | • Has timetable for such activities been cross-referenced with academic timetable?  
• If necessary, has timetable been adapted to avoid clashes? | | |
| **Medical issues – e.g. sight, hearing; or other issues leading to frequent absence or inability to concentrate** | • Is class teacher aware of any medical issues, and of the necessary steps to compensate for them?  
• Are arrangements made for out of school learning where absences are frequent and / or lengthy?  
• Is there any form learning support for pupils returning after absence? | | |
| **Class size** | • Have SMT considered fully the impact on teaching and learning when making decisions on size of classes or make up of composite classes? | | |
### Why are pupils underachieving?

<table>
<thead>
<tr>
<th>Points to consider</th>
<th>Current position</th>
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</table>
| **Bullying or other reasons to feel unsafe or at risk in school** | • Is the Pastoral Care Policy being implemented effectively?  
• Are pupils aware of what they should do if they feel unsafe or at risk in school? | | |
| **Attended several different schools** | • Is there a process for initiating new pupils, including assessment of their current mathematical knowledge and understanding?  
• Do new pupils have a sound understanding of key concepts to enable their learning to progress with their peers?  
• Is there an effective process for transfer of relevant information from their previous school? | | |
| **Family issues** | • Is school working with other support agencies to ensure pupil can learn as effectively as possible when in school? | | |
| **Newcomer Pupils** | • Is there an effective programme for integrating pupils with English as an additional language? | | |
For individual underachieving pupils, teachers may consider designing a personal plan based on their findings resulting from the above process, setting out clear and achievable targets within a given time scale.

Appendix 3: Case Studies provide exemplars from a range of schools to address underachievement. Work can begin on designing a program of pupil support within your school which could be group based or individual intervention. Appendix 4: Record of support for underachieving pupils could be used to provide evidence for monitoring and evaluating progress.
## Appendix 1: Professional Development materials

### 1a Exploring understanding of underachievement

<table>
<thead>
<tr>
<th>Underachievement runs in the family</th>
<th>Parents have a part to play in underachievement</th>
<th>Boys underachievement is a myth</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is no such thing as underachievement</td>
<td>All children at some stage will underachieve</td>
<td>Underachievement only relates to Literacy and Numeracy</td>
</tr>
<tr>
<td>Underachievement can be caused by the learning environment</td>
<td>Teaching methods have no impact on underachievement</td>
<td>Pupil performance is the best indicator of underachievement</td>
</tr>
<tr>
<td>Low achievers can only go so far</td>
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<td></td>
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</tbody>
</table>
# 1b Pairs of teachers agreeing with each statement

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Underachievement runs in the family</td>
<td></td>
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</table>
1c Thinking about underachievement – questions to promote staff discussion

1. What do we mean by achievement?

2. What is underachievement? What does it look like in your classroom?

3. When does underachievement first emerge?

4. Is there a difference between low achievement and underachievement?

5. Is the school addressing underachievement? If so, how?
## Appendix 2: Summary of key issues within underachievement in your school

<table>
<thead>
<tr>
<th>Issues</th>
<th>Actions identified in Section 2</th>
<th>Agreed strategies to address underachievement</th>
<th>Progress</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Start date:</td>
</tr>
<tr>
<td>Literacy</td>
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<td>• NI Curriculum (golden Book)</td>
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<td>• Better Numeracy</td>
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<td>• Assessing Cross Curricular Skills (green book)</td>
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<td>• NI Levels Of Progression for Using Maths</td>
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Appendix 3: Case Studies
Appendix 4: Record of support for underachieving pupils

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Appendix 5: Big Picture of underachievement
Appendix 6: Underachievement in Mathematics - Reference material

Overview of Pupil Performance Data (Inter-board Literacy and Numeracy Co-ordinators’ Training Materials 2010)
Access via individual ELB’s CASS websites

Count, Read: Succeed (Dept of Education 2011)
Access at: http://www.deni.gov.uk

Better Numeracy in Primary Schools (ETI 2010)
Access at: http://www.etini.gov.uk

Moving on in Mathematics – Narrowing the Gaps (dcsf 2009)
Access at: http://nationalstrategies.standards.dcsf.gov.uk/node/264253

Securing Level 4 in Mathematics (dcsf 2009)
Access at: http://nationalstrategies.standards.dcsf.gov.uk/node/165326

Narrowing the Gaps: From Data Analysis to Impact – The Golden Thread (dcsf 2009)
Access at: http://nationalstrategies.standards.dcsf.gov.uk/node/246991

Keeping Up – Pupils Who Fall Behind in Key Stage 2 (dcfs 2007)
Access at: http://www.teachernet.gov.uk/docbank/index.cfm?id=11470
Making Good Progress in KS 2 Mathematics (dcfs 2007)
Access at:

Tackling School Underachievement (Primary Headship, July 2008)
Access at:
http://www.teachingexpertise.com/articles/tackling-school-underachievement-4089

Underachievers: techniques and tactics (Curriculum Management Update, Dec 2007)
Access at:
http://www.teachingexpertise.com/articles/motivating-underachievers-techniques-and-tactic