Self-Evaluation & Assessment Framework
Nursery, Primary and Special Schools | 2014 – 15
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose and Outcomes</td>
<td>5</td>
</tr>
<tr>
<td>The Principles of SEAF</td>
<td>6</td>
</tr>
<tr>
<td>The Elements</td>
<td>7</td>
</tr>
<tr>
<td>Nursery and Foundation Stage</td>
<td>10</td>
</tr>
<tr>
<td>Special Needs and Disabilities</td>
<td>11</td>
</tr>
<tr>
<td>EAL and Children New to School</td>
<td>12</td>
</tr>
<tr>
<td>Interventions and Impact</td>
<td>13</td>
</tr>
<tr>
<td>Summary of Key Events – Year Planner</td>
<td>14</td>
</tr>
<tr>
<td>Please refer to the associated A3 year planner</td>
<td>14</td>
</tr>
<tr>
<td>Autumn Term</td>
<td>15</td>
</tr>
<tr>
<td>Spring Term</td>
<td>18</td>
</tr>
<tr>
<td>Summer Term</td>
<td>19</td>
</tr>
<tr>
<td>Self-Evaluation Systems</td>
<td>22</td>
</tr>
<tr>
<td>Recording and Monitoring Tools</td>
<td>23</td>
</tr>
<tr>
<td>Data Sources and Analysis Tools</td>
<td>24</td>
</tr>
</tbody>
</table>

## Related Documents

Visit [www.learntogether.org.uk](http://www.learntogether.org.uk) (Use key word search)

- Cambridgeshire’s Strategy For School Improvement - A good or outstanding school for every child in Cambridgeshire –
- A Pupil Premium Handbook for Cambridgeshire Schools
- Ofsted School Inspections Handbook
- EYFS/KS1/2 Assessment and Reporting Arrangements 2015 – Standards and Testing Agency
Self-Evaluation & Assessment Framework (SEAF)

- Remove barriers to learning
- Identify priorities for school improvement and discussions with partners
- Inform curriculum planning, design and development
- Influence classroom practice
- Assessment for Learning
- Improve the overall quality of information for understanding, interpretation and analysis
- Support all pupils' progress, Narrowing the Gap and Pupil Premium
- Support self-evaluation for Ofsted inspection, school development and planning
- Provide consistency in assessment and the use of performance data in Cambridgeshire schools
Purpose and Outcomes

What is the Self-Evaluation & Assessment Framework (SEAF)?

This Cambridgeshire framework sets out background, principles and rigour for leaders and managers to support self-evaluation, the raising of achievement and removing barriers to learning.

School self-evaluation requires the systematic reflection of a range of school information and pupil performance data.

A consultative group of Associate Headteachers and LA officers have worked together to ensure the framework addresses the needs of colleagues in Primary, Nursery and Special schools as well as the requirements for Ofsted.

It is reviewed annually by stakeholders to ensure fitness for purpose.

How does it fit into the work of the school?

Pupil progress and achievement is integral to the work of the school.

The framework aims to complement assessment events already established in school. It provides clear and consistent advice and guidance about key aspects of using information, performance data such as RAISEonline (ROL) or FFTlive/Aspire, and the local monitoring of pupil progress and achievement. It seeks to help schools effectively implement new provision and processes such as:

- Closing the Gap
- Pupil Premium
- EYFSP
- Improve existing practice and benchmark established good practice

The framework aims to support the focus on teaching and learning, working beyond the standards agenda to a broader set of outcomes.

The Capita SIMS system used by Cambridgeshire schools also allows for the regular monitoring and reporting of achievement and progress in:

- The Early Years Foundation Stage and the Early Learning Goals
- Reading, Writing, Speaking & Listening
- Phonics
- Mathematics
- Science

While these core subjects are essential, schools will need to take this framework and ensure that it enhances their own decisions about what they monitor and at what specific times they review and analyse progress.
The Principles of SEAF

Achievement Review

✓ Evaluate Perspective Lite Reports, ROL Summary Report, annual performance and trends over time for all groups.
✓ Regular and systematic self-evaluation to review expected levels of progress and achievement. Close monitoring term by term and year on year of progress made by individuals, disadvantaged and appropriate groups. Cohort and whole school to identify levels of progress for Closing Gaps then target groups and individuals who are not making sufficient progress and analyse why this has happened. Plan to realise future potential through provision such as Pupil Premium.
✓ Use the RAP (Raising Attainment Plan) to determine how the school’s achievement compares to national floor standards, LA standards and those in similar schools.
✓ Manage the standards agenda and work to a set of broader outcomes.
✓ Plan for impact. Consider using the Logic Model (A Pupil Premium Handbook for Cambridgeshire Schools.)

Curriculum design and planning including RAP priorities and Termly Operational Plan

✓ Identify where attainment is below what would be expected, in classes, cohorts and within specific groups, and where it is good. Analyse why this has happened and adapt curriculum, planning and teaching to realise future potential in the area or areas identified.
✓ Inform the School Development Plan and in turn establish whole school/cohort/class priority activity as part of the performance management process.

Target Setting

✓ Set annual targets that are sufficiently challenging for each individual pupil. Use periodic teacher assessments to ensure that appropriate progress is being made towards individual end of year targets.
✓ Support the performance management process with pupil progress targets for achievement and the national floor standards.
✓ Review national data required for the end of each Key Stage, the expected age levels (under review), attainment and progress.
The Elements

What the Framework contains

A set of resources and guidance for use in schools and:

- Recommended information to be evaluated over the course of an academic year.
- An annual calendar to support the collection and analysis of data, taking into account the timely use of RAISEonline data (including the Summary Report), Fischer Family Trust, and Local Authority data.
- Advice to schools and a range of training, including subject leader level, to ensure schools are able to develop the competencies of their staff who use of data to inform learning and teaching in the classroom.
- Example notes for a model policy for Tracking of Pupil Progress.
- An outline of roles and responsibilities, including example job description for Assessment Coordinator.
- Additional advice on setting up the recommended requirement in the school’s Management Information System.

Source of information and software

RAISEonline has the key role in self-evaluation and pupil progress.

Fischer Family Trust (FFTlive/Aspire) provides:

- Tools for effective target setting
- Student Explorer and case studies for monitoring pupil premium
- Comprehensive, self-evaluation booklet.

The LA also provides a comprehensive range of resources with detailed guidance notes and training programmes. These relate to leadership and management and deal with self-evaluation of Performance Data and Assessment and this strategy aims to support services and schools for successful implementation.

Cambridgeshire also recommends TPs as the system for local and in-school purposes (SIMS .net with Assessment Manager). This framework aims to provide an overview of the key and universal processes that schools will be able to work through with any system for robust Self-Evaluation.
Notes for School Policy

Systems and processes must be capable of fulfilling the following purposes:

- Monitoring individual pupil, class and cohort progress in core subjects for all years.
- Tracking the progress of specific disadvantaged and identified groups e.g. FSM, GRT, SEN, CLA and Young Carers.
- Checking that targets set are informed by a range of appropriate information.
- Using teacher assessments to check that sufficient progress is being made towards individual targets.
- Collecting of data throughout the Early Years Foundation Stage and Key Stage teacher assessments, targets and test results.
- Providing reliable and timely data to support the analysis and reporting of statutory and non-statutory results.

To raise achievement by:

Producing an accurate and robust self-evaluation summary which includes:

- Reviewing RAISEonline Summary Report for key indicators
- Reviewing FFTlive / Aspire for estimates to inform targets and Pupil Premium provision
- Continuous monitoring of progress through the year
- Tracking year on year progress made by individuals
- Identifying where progress is below expected in classes, cohorts and specific groups of pupils
- Planning for improved progress the following year

For further information:
A Pupil Premium Handbook for Cambridgeshire Schools
Most schools use TPs in SIMS.net for tracking development and progress across the stages including the Early Years Foundation Stage.

Whichever system is used for tracking progress, information and data will need to be integrated with the main school management and information system.

Sustainable electronic systems are the most effective and efficient for recording and monitoring all aspects of school and pupil information and, in particular, for accurate analysis and comparison of yearly achievement.

Fischer Family Trust
Works successfully with LAs and schools to provide high quality performance data to support target setting and self-evaluation.

Schools access FFT reporting and analysis system through FFTlive (online reporting tool) or through LA generated data reports.

RAISEonline
Provides reporting and analysis for improvement through self-evaluation.

It is the key source of annual performance data for all stakeholders and forms a common reference for judging achievement, national comparisons and floor standards.
Nursery and Foundation Stage

The Early Years Foundation Stage

Maintained schools, including Nursery school and Reception classes, can use the same TPs EYFSP resources held in SIMS.net to effectively and flexibly manage assessments. This allows:

- management and support for regular assessments including reporting and analysis from 0 - 60+ months and the Early Learning Goals
- assessments in the Autumn term in line with the new areas of learning and based on the % of children reaching relevant ages and stages to be returned to the LA to assist and improve the quality of provision it funds.

The requirement for teachers in the EYFS to give Year 1 teachers a short commentary on the key characteristics of effective learning is also considered effective practice in Nursery to Reception. This sharing and communicating of information should strengthen the guiding principles that children develop and learn in different ways.

Please refer to the Portal at www.learntogether.org.uk for detailed guidance.

Assessments through the year are based on a best fit judgement and defined by the criteria for:

Assessments through the year are based on a best fit judgement and defined by the criteria for:

- Secure
- Developing
- Entering
- Below
- Unable to access

These lead directly to complement the final profile assessment grades:

- Emerging
- Expected
- Exceeding

TPs supports EYFS management and implementation including:

- Marksheets
- Progress Grids
- Tracking Grids
- Reports

for the Prime and Specific areas to be covered.
Special Needs and Disabilities

P Scales

The nationally agreed P scale point score system enables all schools to differentiate attainment within the P levels using a nationally agreed numerical value.

The point score system enables the inclusion of SEN data into aspects of RAISEonline which are dependent on a point score/average point score (APS) system.

TPs in SimS supports this requirement with a consistent approach to inclusion in all aspects of the system and resources.

Information on progress is all the more important for learners who are working below age-related expectations; and it can be challenging to develop appropriately high expectations of learners who are starting a key stage well below their peers and who may not make expected progress over that key stage.

Schools need to know whether they are making good progress and will be challenged where they are not.

SEND Pupils

High expectations and good progress are entitlements for all learners.

For learners with SEND these entitlements are supported by the actions that all schools are required to take to:

✓ promote equality of opportunity and to anticipate and remove or minimise barriers for learners with disabilities
✓ use their best endeavours to ensure that the necessary provision is made for any learner who has SEND.

Although age and prior attainment are starting points to inform target setting, this could be linked to poor teaching and learning, disrupted schooling, low expectations or inadequate assessment and therefore should be taken into consideration.

Targets and provision should match learning needs to enable learners to catch up and maximise their achievement.

It is therefore important that a strong focus is maintained on higher attainment as well as progress measures.

Although there is a strong focus on the P scales within this advice, the vast majority of learners with SEND, including those in special schools, are working at National Curriculum levels.

Ofsted is clear about the importance of expectations in improving progress and outcomes. Expectations of the success that pupils with SEND can have remain at the heart of the matter.
EAL and Children New to School

A Language in Common: Assessing English as an Additional Language QCA/00/584

Pupils who join late

It is critical to ensure that gaps are being narrowed and barriers removed for all pupils joining the school at any time of the year and as outlined by Ofsted.

In order to monitor pupil progress and achievement of all pupils successfully, it is really important to bring the school’s system up to date with new pupils as soon as possible by entering prior attainment data as well as contextual data. (Key 2 Success website allows access to pupil Key Stage data.)

Pupils who have not joined the school at the usual points in time, or who have been schooled in a different place than the usual feeder settings, need to be identified so school can actively seek this information for adding to the system.

As soon as a child leaves a school, and the school knows where that child has gone, a CTF should be created straight away and uploaded onto the S2S site.

Children new to English – learning English as an additional language

Right from the start all pupils and groups of pupils must be included and monitored.

To support this, early assessment criteria have been developed for EAL pupils for listening, speaking, reading and writing. These criteria describe pupils’ development at Step 1 and Step 2 before National Curriculum Level 1 in English.

Underlying the concept of the extended scale is the strong expectation that most EAL pupils will move rapidly through the early steps and graduate to Level 1.

Step 1 and Step 2 have been incorporated into TPs and, although the steps do not carry numerical values as determined by the DfE, it does recognise current attainment and acknowledge these pupils within the system ready for rapid progress to National Curriculum levels.

This extended English scale covers speaking and listening as separate skills as well as reading and writing.
Interventions and Impact

**Interventions – Adjustments and Improving Outcomes for Disadvantaged Children**

**Quality First Teaching, provision and evaluation of interventions**

This universal wave features high-quality inclusive teaching to meet the needs of the full diversity of children, including those with SEND and other vulnerable groups, based on their prior learning.

The key characteristics of Quality First Teaching can be summarised as:

- Highly focused lesson design with sharp objectives
- High demands of pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of teacher questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils.

The expectations of these more individualised interventions are to accelerate and maximise progress and to close performance gaps.

**Identifying effective interventions for disadvantaged groups**

Nationally there has been an increased emphasis on indicators used for disadvantaged pupils; this refers to pupils on each Spring (January) School Census who have been eligible for Free School Meals (FSM) in the previous 6 years, known as “Ever 6 FSM”. The introduction of the Pupil Premium and the need to account for its use has been a key driver in this.

Schools will have to publish details of their Pupil Premium allocation and plans to spend in the current year, a statement for previous years’ allocation, how the money was spent and the impact this had on educational attainment.

Fisher Family Trust (FFT) provides a summary report of individual children (Student Explorer), their education history and attainment. This helps monitor Pupil Premium and can provide an objective, evidence based case study for self-evaluation and Ofsted.
Summary of Key Events – Year Planner

Please refer to the associated A3 year planner

As illustrated below and provided with this document
<table>
<thead>
<tr>
<th>Autumn Term 1</th>
<th>Looking Back</th>
<th>Looking Forward</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nursery</strong></td>
<td>Link to assessments from other pre-school settings. Teachers will know from the analysis which children may need more support and how to arrange provision and adult-led groups.</td>
<td>Teachers make entry assessments for children who have joined Nursery this term.</td>
</tr>
</tbody>
</table>
| **Reception** | Look at summary data from pre-school. Admin staff admit pupils onto school roll and enter all relevant data. It is usual practice for the Assessment Co-ordinator to set up marksheets for ongoing assessments for all year groups and cohorts. Pre-school records are an important part of the picture in establishing a baseline for Reception provision. | Look at any linked setting information. When making Initial Assessment judgements consider:  
  ✓ Overall development for class/cohoot  
  ✓ The range of information  
  ✓ Individual development – compare to age expected  
  ✓ Individual progress compared to average progress  
 Teachers make initial assessments in Reception during September for all Areas of Learning. |

**Entry assessments in excel format are sent to the LA before half-term**

| Year 1 | Year 1 and Reception teachers look together closely at the Reception year’s EYFSP data to agree and enter an assessment on entry to NC level. They pay particular attention to the scores achieved in Good Level Development (GLD) and Phonics because these are thought to be the most reliable indicators of future success.  
 ✓ Overall results – are the results as expected, in line with previous years?  
 ✓ Are there any areas where progress wasn’t as good?  
 ✓ Identify areas to focus on  
 ✓ Look at individuals’ results – how do they compare with the cohort/class? Are there any areas individuals need more help with? Did each child make good progress in every area? | Teachers set targets in core subjects for end of academic year based on the age related progress for the end of Key Stage 1. FFT KS1 Estimates objectively inform targets and can be entered to:  
 ✓ calculate and predict progress in core subjects  
 ✓ collate year group targets for each curricular area  
 ✓ project year group targets towards end of Key Stage 1 tests  
 ✓ compare year group predicted % progress between last year’s result and this year’s average target  
 What are the priorities for planning provision? |
<table>
<thead>
<tr>
<th>Autumn Term 1</th>
<th>Looking Back</th>
<th>Looking Forward</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 2, 3, 4, 5 &amp; 6</strong></td>
<td>Each teacher reviews their class marksheets, grids and TPs attainment reports showing the following:</td>
<td>Teachers set targets in core subjects for end of academic year based on: minimum of age expected outcome for the end of KS1; appropriate progress each year in order to achieve the current expectation of two levels of progress at the end of KS2 <em>(under review for next year)</em>; and sufficient progress to meet end of year expectations for all other year groups.</td>
</tr>
<tr>
<td></td>
<td>✓ last year’s results in core subjects</td>
<td>It is recommended that FFT Estimates are used in order to inform end of KS1 and 2 targets and yearly targets for Years 3 - 6. <em>(Estimates are updated each year to align with adjustments in national outcomes and expectations.)</em></td>
</tr>
<tr>
<td></td>
<td>✓ last year’s progress in core subjects</td>
<td>Consider the milestones through pupil progress meetings each half term.</td>
</tr>
<tr>
<td></td>
<td>✓ the class average for results in core subjects</td>
<td>These can then be used to calculate and predict progress in core subjects between last year’s final assessment and this year’s target.</td>
</tr>
<tr>
<td></td>
<td>Teachers:</td>
<td>The data will in turn be used to:</td>
</tr>
<tr>
<td></td>
<td>✓ analyse particular individual weaknesses and adapt class planning as necessary.</td>
<td>✓ collate year group targets for each curricular area</td>
</tr>
<tr>
<td></td>
<td>✓ analyse progress and achievement to set realistic yet challenging targets.</td>
<td>✓ project year group targets towards end of KS2 tests</td>
</tr>
<tr>
<td></td>
<td>✓ analyse disadvantaged and appropriate groups</td>
<td>✓ collate year group predicted progress between last year’s average result and this year’s average target</td>
</tr>
<tr>
<td></td>
<td>✓ diagnostics of specific areas of need and interventions undertaken</td>
<td>✓ report to parents in line with the school’s cycle</td>
</tr>
<tr>
<td></td>
<td>✓ assess intervention entry and exit outcomes</td>
<td>✓ analyse disadvantaged and other groups as appropriate</td>
</tr>
</tbody>
</table>

**Consider evidence-based interventions** and approaches to identify and inform your Pupil Premium spending. Include special needs children; ensure your interventions are time limited and evaluated for effectiveness.
## Autumn Term 2

### Nursery

Observations continue to build up the child’s picture against ages and stages.
- assessments can be updated according to school policy
- identify children needing extra help
- check progress of groups: gender, GRT, FSM, SEN, EAL, ethnic minority, looked after children and young carers
- adapt provision and adult interaction

### Reception

Teachers enter/update assessments against ages and stages for all children linked to observations.

Teachers may run reports and graphs to see development made in first term. From this analysis teachers may:
- identify children needing extra help
- check progress of groups: gender, GRT, FSM, SEN, EAL, ethnic minority, looked after children and young carers
- adapt provision and adult interaction
- use the Phonics tracker

### Year 1

Teacher Assessments made and entered for core subjects.

These assessments are made so teachers have their first National Curriculum level assessment for each child. This enables end of year and end of Key Stage predictions to be made.

These assessments are used to:
- identify individual interim progress made towards end of year targets
- identify children needing extra help
- analyse class and cohort progress towards end of year targets
- check progress of groups: gender, GRT, FSM, SEN, EAL, ethnic minority, looked after children and young carers
- adapt learning and teaching plans as appropriate

### Year 2, 3, 4, 5 & 6

Periodic Teacher Assessments made and entered for core subjects.

These assessments are used to:
- calculate interim progress for core subjects since end of previous year
- identify individual interim progress made towards end of year targets
- analyse the progress of children included in ‘catch up’ groups and add new children as necessary
- analyse class and cohort progress towards end of year targets
- check progress of disadvantaged and appropriate groups
- adapt learning and teaching plans as appropriate
### Spring Term

#### Nursery

Observations continue to build up the child’s picture using ages and stages.
- Assessments can be updated according to school policy
- Identify children needing extra help
- Check progress of disadvantaged and appropriate groups
- Adapt provision and adult interaction

#### Reception

Teachers enter/update assessments against the ages and stages for all children. Teachers may run reports and progress grids. From this analysis teachers may:
- Identify children needing extra help
- Check progress of groups: gender, GRT, FSM, SEN, EAL, ethnic minority, looked after children and young carers
- Adapt provision and adult interaction
- Use the Phonics tracker
- Inform parent consultations through the year
- Reflect on the impact of interventions and perhaps try something new

#### Year 1 - 6

Periodic Teacher Assessments made and entered for core subjects. These assessments are used to inform Pupil Progress Meetings and to:
- Calculate progress for core subjects between last year’s results and interim teacher assessments
- Identify individual progress made towards end of year targets
- Analyse the progress of children including interventions, one to ones and add new children as necessary
- Analyse class and cohort progress towards end of year targets
- Check progress of groups: gender, GRT, FSM, SEN, EAL, ethnic minority, looked after children and young carers
- Collate year group progress between last year’s results and this year’s teacher assessments and average results
- Adapt individual class lesson plans as necessary, e.g. a class that was below average in writing may now have made good progress in that area and therefore Literacy planning will now need to give equal weight to reading, writing and spelling
- Inform parent consultations through the year
- Reflect on the impact of interventions and perhaps try something new
### Summer Term

**Nursery**

- Information of children leaving Nursery this term is collated ready to pass on to Reception. This will include ages and stages assessment information.
  - ✓ assessments can be updated according to policy
  - ✓ identify children needing extra help
  - ✓ check progress of disadvantaged and appropriate groups
  - ✓ adapt provision and adult interaction.

**Reception**

- Teachers enter/update assessments against EYFSP for all children. Assessments should be finalised in accordance with ARA timescales and dates. End of EYFSP results are sent to the LA electronically. Reports to parents are prepared.
  - Teachers run reports and graphs using all the EYFSP year’s data to:
    - ✓ check development throughout the year and attainment at points through the year, both for individuals and the cohort/class
    - ✓ identify children who may need extra help in Year 1
    - ✓ check progress of disadvantaged and appropriate groups

  - Teachers also need to report on the individual characteristics of learning to Year 1 teachers and parents.

**Year 1**

- Teacher assessments are made for end of year in core subjects; Phonics are screened and checked; and results are returned to the LA. *(These will be entered in the TPs end of year Result column.)* Teachers will use the results to:
  - ✓ calculate the progress between Autumn assessments and this Summer’s assessments for core subjects *(using a formula column in TPs marksheet)*
  - ✓ collate year group progress between Autumn assessments and this Summer’s assessments and average scores
  - ✓ identify individuals not making expected progress and plan for interventions and additional support
  - ✓ analyse progress and attainment of disadvantaged and appropriate groups
  - ✓ evaluate the impact of interventions introduced during the year, and negotiate intervention(s) to be used next academic year
### Summer Term

#### Year 2

End of KS1 test results and Phonics checks (as required) may be collated, entered and used to inform teacher assessments.

Teacher assessments are finalised for end of year in Speaking & Listening, Reading, Writing, Maths and Science, including Attainment Target levels for Science. These assessments are sent to the LA electronically.

For TPs users these results can be transferred automatically to the KS1 Wizard in SIMS.net AM7.

Teachers will use the results to:

- calculate the progress between last year’s and this year’s results for core subjects *(using a formula column in TPs marksheets)*
- collate year group progress between last year’s and this year’s results and average scores
- identify individuals not making adequate progress and plan to include them in next year’s intervention plans
- analyse progress and attainment of disadvantaged and appropriate groups
- analyse the success of interventions introduced during the year, and negotiate intervention(s) to be used next academic year
- produce TPs reports to show the above information for each class, including individual child and class progress. *(This may be used to inform teacher appraisals and provide evidence for crossing the threshold.)*

Reports to parents are prepared containing; levels for Speaking & Listening, Reading, Writing, Maths and Science for each individual child; school results giving percentages of pupils at each level; and national results from the previous year giving percentages at each level.

#### Year 3, 4, & 5

Teacher assessments, based on Assessing Pupil Progress standards, are entered.

Teachers will use the assessments to:

- analyse the progress between last year’s and this year’s results for core subjects *(using a formula column in TPs marksheets, progress grids and TPs reports)*
- collate year group progress between last year’s and this year’s results and averages
- identify individuals not making adequate progress and plan for next year’s interventions
- use TPs reports and grids to analyse progress and attainment of disadvantaged and appropriate groups
- evaluate the impact of interventions introduced during the year, and negotiate intervention(s) to be used next academic year
- produce TPs reports to show the above information for each class, including individual child and average class progress. *(This may be used for teacher appraisals.)*
National Curriculum tests are administered in May and returned to the Standards and Testing Agency (STA).

Test levels can be entered when received back from KS2 markers.

Teacher assessments are made for end of year in Speaking & Listening, Reading, Writing, Maths and Science (to include P level data). Data is entered and uploaded to the NCA tools website.

These results can be transferred automatically from TPs marksheets to the KS2 Wizard in SIMS.net AM7 for uploading.

Teachers will use the results to:

- calculate the progress between last year’s and this year’s results for core subjects (using formula column in TPs marksheets)
- calculate the progress between KS1 results and KS2 results for English, Maths and Science
- collate year group progress between last year’s and this year’s results and averages
- analyse progress and attainment from KS1 including disadvantaged and other appropriate groups
- analyse the success of interventions introduced during the year
- produce TPs reports to show the above information for each class, including individual child and average class progress.

Reports to parents are prepared for each individual child containing:

- KS2 Test results for Reading, Writing and Maths
- Teacher Assessments
- school results giving percentages of pupils at each level for the same list of subjects
- national results from the previous year giving percentages at each level.

<table>
<thead>
<tr>
<th>Summer 2015</th>
<th>Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaking &amp; Listening</strong></td>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td>Tests</td>
<td>X</td>
</tr>
<tr>
<td>Teacher Assessments</td>
<td>✓</td>
</tr>
</tbody>
</table>

Individual reports based on TPs are easily customised in SIMS to present detailed outcomes bespoke to your schools brand.
Self-Evaluation Systems

RAISEonline

www.raiseonline.org

- DFE website to disseminate school performance to schools and Ofsted.
- Summary report provides a single point of reference for stakeholders.

Fischer Family Trust (FFT)

www.fftlive.org/FFTAspire

www.fft.org.uk

- Many schools access FFT live website to run reports and export data for use in other systems.
- Matched national test and teacher assessment results provide a range of pupil estimates based on prior attainment, pupil context and school socio-economic factors.
- Provides motivational probabilities of expected performance based on 4 types of pupil and school aggregate analysis.
- Value-added and context value-added reports provide an analysis from KS1 to KS2 of actual results compared with expected performance by gender and different ability groups.
- Several reports from FFT data are “linked files” to be found on One Online.

www.education.gov.uk/schools/performance

Performance Tables provide public access to a wide range of data. This enables parents, governors and others to find information which allows them to assess levels of attainment and progress of pupils and students in a particular school or college, and to compare that with other schools and with national averages.

The Tables include information beyond academic results and pupil absence, including data on school workforce and detailed tables on school spending. The 2015 Tables will further extend the range of publicly available school-level data.
Recording and Monitoring Tools

TPs - Tracking of Pupils, Cambridgeshire Schools Solution
Assessment Manager 7 (SIMS.net)

www.mis.ccceducation.net

- SIMS management information core performance monitoring module that integrates with other statutory and data exchange processes.
- Provides a range of functions to support pupil monitoring, statutory data collection and target setting using class and group marksheets – uses formula, grade set and aspect templates for most routines.
- Colour-coding can be used to show progress compared with target.
- TPs summary reports available.
- Cambridgeshire Reception Initial Data template is provided for returns.

DISCOVER (SIMS.net)

- Provides a wide range of monitoring and analysis tools.
- Data is automatically imported from TPs Assessment Manager.
- Reports and graphical output for presentations.
- Combined attendance and assessment reports.

Primary / EYFS Target Tracker (Supported by Essex LA)

www.eesportal.org/target-tracker-update

- Used by a small number of schools for recording and monitoring pupil progress for each subject focus.
- Requires you to import data from SIMS and update as necessary.
- At end of Foundation Stage pupil data can be transferred directly into Primary Target Tracker.
- Range of reports and graphical analysis available to support monitoring and planning.
- Can import and export data to other systems but needs some systematic maintenance to update pupils.
- Provides a wide range of analysis charts and reports to support pupil progress monitoring.
- Export file can be made to bring data into tracking system for Year 1.
Data Sources and Analysis Tools

**NCA Tools Website**

https://ncatools.education.gov.uk/

This website is to be used throughout the 2013 National Curriculum assessment cycle for all test administration.

**Key to Success**

https://sa.education.gov.uk/idp/Authn/UserPassword

- Tool provided for schools by the DfE which enables them to download end of key stage data for pupils at their school.
- Schools have been provided with a username and login, and simply need to paste in the unique pupil number (UPN) for the pupil, and the site will return data held - this can then be imported into the schools’ MIS system.

**Performance Tables**

www.education.gov.uk/schools/performance

View data relating to school performance, characteristics and spend per pupil. Academies can view their latest set of financial accounts.

**Statistical First Release**

www.gov.uk/government/organisations/department-for-education/about/statistics

The Department for Education’s statistical publications use data collected on schools, children and young people.
<table>
<thead>
<tr>
<th><strong>Perspective Lite</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="https://perspective.angelsolutions.co.uk/perspective/login.aspx">https://perspective.angelsolutions.co.uk/perspective/login.aspx</a></td>
</tr>
<tr>
<td>Helps school and children’s centre senior and middle leaders to self review</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>S2S</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="https://sa.education.gov.uk/idp/Authn/UserPassword">https://sa.education.gov.uk/idp/Authn/UserPassword</a></td>
</tr>
<tr>
<td>Login and choose S2S option.</td>
</tr>
<tr>
<td>▪ Secure data transfer website available to schools and Local Authorities in England and Wales.</td>
</tr>
<tr>
<td>▪ Designed to enable Common Transfer Format (CTF) files to be sent from, and to, any maintained school when a child transfers schools.</td>
</tr>
<tr>
<td>▪ Enables data files to be sent securely - as required by DfE or by Local Authorities on behalf of DfE, or which schools need to send to each other.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>CASPA</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.sgasystems.co.uk">www.sgasystems.co.uk</a></td>
</tr>
<tr>
<td>▪ a tool to assist with the analysis and evaluation of attainment and progress of pupils with Special Educational Needs</td>
</tr>
<tr>
<td>▪ makes available to schools the information for self-evaluation and to drive school improvement</td>
</tr>
</tbody>
</table>
Notes for my school
Notes for my school
### Office and Training Centre

**Speke House**  
17 Compass Point Business Park  
Stocks Bridge Way  
St Ives  
Cambridgeshire  
PE27 5JL

<table>
<thead>
<tr>
<th>Service</th>
<th>telephone:</th>
<th>email:</th>
<th>website:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main office and Customer Service Team</td>
<td>01480 376655</td>
<td><a href="mailto:info@theictservice.org.uk">info@theictservice.org.uk</a></td>
<td><a href="http://www.theictservice.org.uk">www.theictservice.org.uk</a></td>
</tr>
<tr>
<td></td>
<td>fax: 01480 376660</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Helpline (Service Desk)</td>
<td>0845 045 0973</td>
<td><a href="mailto:support@theictservice.org.uk">support@theictservice.org.uk</a></td>
<td></td>
</tr>
<tr>
<td>Courses</td>
<td>01480 376670</td>
<td><a href="mailto:courses@theictservice.org.uk">courses@theictservice.org.uk</a></td>
<td></td>
</tr>
<tr>
<td>Sales</td>
<td>01223 714550</td>
<td><a href="mailto:sales@theictservice.org.uk">sales@theictservice.org.uk</a></td>
<td></td>
</tr>
</tbody>
</table>