

ePEP Progress and Attainment and Exam Results Collection Guidance 16/17

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How to Enter Attainment Data using ePEP

Progress and Attainment 2016/17

Progress & Attainment data collection will take place three times a year (at the end of terms 2, 4 and 6). There will be no extra forms to complete as this will ONLY be collected through ePEP. The FIRST new data collection using this approach will be for Progress & Attainment at the end of Term 4 2016.

When will data need to be inputted?

The data will be entered on to ePEP in the usual Attainment Section, but will need to be completed by the last day of Term 2, 4 and 6. PEPs will fall between these dates and there is no need to enter further Attainment data for the meeting - but we would still expect discussion about Progress & Attainment data at the PEP meeting, using the recorded data as a guide and for this discussion to be clearly recorded in the PEP meeting minutes.

What we will be asking Schools for;

EY ~ Foundation Stage

KS1 & KS2 ~ Reading, Writing, Maths and SPAG

KS3 ~ English and Maths

KS4 ~ English, Maths and all other subjects including vocational ones.

Where to Find the Attainment Section

The attainment section can be found within any open Current Formal PEP within 'Section B – Educational Information, Attainment Levels and Achievements'. Simply click on the 'Pro' button to enter the PEP and then navigate through the hyperlinks on the left hand side to enter the section;

| | Date Started | Target Date | Current Meeting Date | Year group | | |
|--------|--------------|-------------|----------------------|------------|------|-----|
| 188188 | 17/06/2016 | 24/06/2016 | 17/06/2016 | Year 10 | View | Pro |

- B: Educational Information
 - Education Est Details
 - Attendance
 - Part Time Timetables And Alt. Education Arrangements
 - Exclusions
 - Previous School/Settings
 - Attainment Levels and Achievements

[Add an Entry](#)

Within the section a blue 'Add an Entry' button opens a new dialogue box for data entry;

The action box which opens asks for information across a range of entries.

Entries can be added independently of each other and then updated on a rolling basis for example the Baseline, Drop One and End of Year Prediction can be added independently of each other, this should also avoid previous duplication when adding subjects.

| Year 7 Progress Report | | | | | | | | | | | | |
|------------------------|---------------------|----------------------------------|--------------------------------------|----------------------------------|--------------------------------------|----------------------------------|--------------------------------------|----------------------------------|--------------------------------------|---------------------------------|----------------------------------|---------|
| | | Baseline | | Term 1 and 2 | | Term 3 and 4 | | Term 5 and 6 | | | | |
| Subject | Qualifications Type | Current Level - Internal Measure | Progress against in year expectation | Current Level - Internal Measure | Progress against in year expectation | Current Level - Internal Measure | Progress against in year expectation | Current Level - Internal Measure | Progress against in year expectation | Expected Attainment at Year End | Expected Attainment at Phase End | Actions |
| | | | | | | | | | | | | |

The Fields of the Attainment Section

The attainment section is broken down into seven sections which require completion across the course of the academic year;

Basic Information – this outlines the basic subject information, the qualifications type eg GCSE and there is also a box for further information eg Edexcel. If school uses their own assessment system, then they select No Type School Assessment.

| Basic Information | |
|---------------------|---|
| | School's internal data |
| Subject | <input type="text" value="Select Type"/> |
| Qualifications Type | <input type="text" value="Select Type"/> <input type="text"/> |

First Data Drop Baseline - this is the data from the LAST assessment (usually July) and asks for progress and attainment as at the end of last term.

| First Data Drop Baseline | |
|--------------------------------------|--|
| | School's internal data |
| Current Level - Internal Measure | <input type="text" value="Select"/> <input type="text"/> |
| Progress against in year expectation | <input type="text" value="Select"/> <input type="text"/> |

Data Drop 1 - end of Term 2 progress and attainment data to be entered here. Please see 'completing the fields in the attainment section' for guidance on entering data.

| Data Drop 1 | |
|--------------------------------------|--|
| | School's internal data |
| Current Level - Internal Measure | <input type="text" value="Select"/> <input type="text"/> |
| Progress against in year expectation | <input type="text" value="Select"/> <input type="text"/> |

Data Drop 2 - end of Term 4 progress and attainment data to be entered here. Please see 'completing the fields in the attainment section' for guidance on entering data.

Data Drop 3 - end of Term 6 data to be entered here. This information will then be used as the First Data Drop Baseline for the following academic year. Please see 'completing the fields in the attainment section' for guidance on entering data.

Expected Attainment at Year End - This is the individual's predicted progress for the forthcoming academic year and is entered at the start of the academic year when the Baseline information is added. This should be in line with the schools overall expectations .e.g. Predicted to be "on Target" (drop down) to achieve (in Internal free type data box) step 5.2.

| Expected Attainment at Year End | |
|---------------------------------|--|
| | School's internal data |
| Expected Attainment at Year End | <input type="text" value="Select"/> <input type="text"/> |

Expected Attainment at Phase End - This is based on the last set of KS results and the expected progress each child should make within the new KS. If a child is in KS2 then there are numerical points that would be Expected/Estimated in each subject as calculated from their end KS1 grades using DFE Guidance. If the child is in secondary school then the end KS2 grades would translate into estimated points/grades. For example we could say 'John' is 'On Target' in the drop down for 'Grade 5' in the internal data free text.

| Expected Attainment at Phase End | |
|-------------------------------------|------------------------|
| Expected Attainment at Year End | School's internal data |
| <input type="text" value="Select"/> | <input type="text"/> |

Completing the fields in the Attainment section on ePEP:

Current Level – School – a free type box that asks school to record attainment level according to their own data tracking system e.g. terms such as 'developing' or points might be used.

This measure also includes a RAG* rating that reflects attainment according to 'age-related expectations' against national standards e.g. attainment for a Yr4 learner who is on track within the Programme of Study for Yr4 might be considered as working at 'on target'. Each school will make the judgement as to whether a child is below or on track etc. according to their own school system and in line with national expectations.

Progress against in year expectation – a free type box that asks a school to record current level of progress according to their own data tracking system eg. On track.

This then includes a RAG* rating that reflects progress against in-year expectations using the school's own tracking system e.g. a Yr7 learner might have progressed beyond targets and this might be considered as 'above target'.

*RAG Rating = significantly above target, above target, on target, below target, significantly below target, Newly Arrived >20 Days.

- If you require a subject, course or qualification type not currently listed please let the ePEP team know.

Once you have entered your data for a subject click 'Save' to save this into the PEP;



What if one (or more) of my students has SEN or an EHCP?

Learners attending a specialist provision might be attaining below 'age-related' expectations but could still be making good progress using school's own measuring data systems e.g. upper quartile progress could be considered as making 'above' expected progress.

What if one (or more) of my students is an UASC?

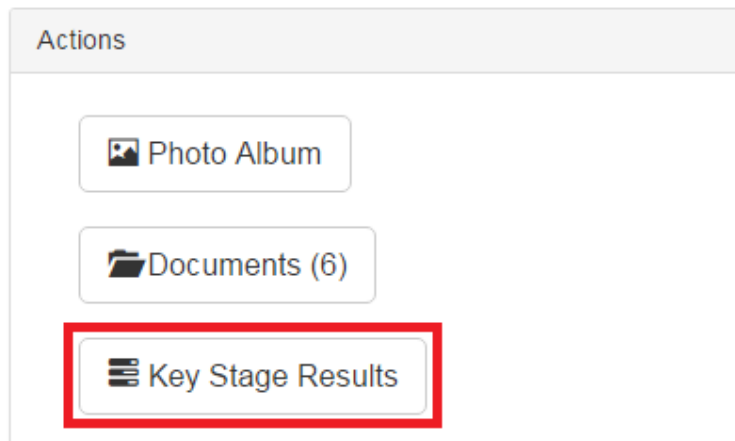
We understand that Learners may arrive with incomplete data and be working below age expected levels, but please record the subjects they are studying and add data as it becomes available ready for the next data collection.

KS2 & KS4 Assessment and Examination Collection

How to enter KS2 & KS4 Assessment and Examination Data

There will also be a change this year to the way in which we collect KS2 and KS4 examination results from schools. Schools are required to share GCSE Information with VSK **on the day of receipt**. This information should then be entered on to ePEP by the Designated Teacher.

These results can be entered onto ePEP through the 'Young Person's' overview page (the one with the brightly coloured boxes) navigate half way down the page to 'Actions' and click the 'Key Stage Results' button;



This will take you through to the 'Add a new result' page, where you are asked to enter the Key stage, Subject, Scoring system and End of Key stage level eg. KS 4, Accounting, GCSE and C.

We have attempted to include as an exhaustive list of subjects as possible which makes to subject dropdown quite long. Using your keyboard to select the initial letter of the subject required will directly to those subjects and should help to prevent unnecessary scrolling.

Press save to enter this into the section.



- Whilst we have attempted to be as exhaustive as possible if any subject, scoring system or end of key stage level is unavailable please contact the ePEP team who will be more than happy to enter any information required.
- Please also remember that each drop down is a mandatory field selecting the prior entry makes next available and so on.

SATS Results

In order to enter Key stage 2 information which is reflective of the Key Stage 2 SATS results please select the current combination;

Keystage2 -> Subject (eg English – Reading) ->Key Stage 2 SATS Test Outcome -> Code Listed Below

The available results reflect those currently used by the DFE but have been edited to convey that some schools may be using both codes which indicate whether a young person has 'Achieved the standard' (AS) or at the 'Expected Standard' (EXS).

| Keystage | Subject | Scoring system | Result |
|----------|-------------------|-----------------------|--|
| 2 | English - Writing | KS2 SATS Test Outcome | AS (EXS) Expected Standard / Achieved Standard (90.00) Delete |

| Code | Reportable Scale |
|----------|--|
| AS (EXS) | Expected Standard / Achieved the standard |
| NS (HNM) | Pupil has not achieved the standard / Has not met the standard |
| A | Absent from one or all test papers |
| B | Working below level of test |
| L | Pupil has left the school |
| M | Pupil has missed the test |
| T | Working at level of test but unable to access them |
| F | Will take the test in the future |
| P | Taken test in the past |
| Q | Maladministration |
| H | Pupil Cheated. |

Teacher Assessment

In order to enter information which is Teacher Assessed e.g. English – Writing please select the current combination;

KS2 → Subject (eg English – Writing) → No type school assessed → Code Listed Below

| Keystage | Subject | Scoring system | Result |
|----------|-------------------|-------------------------|---|
| 2 | English - Writing | No type school assessed | GDS (30.00) Delete |

| Code | Description |
|------------|---|
| <u>BLW</u> | Below the standard of the interim pre-key stage standards Pupils. |
| <u>PKF</u> | Pre-key stage foundations for the expected standard. |
| <u>PKE</u> | Pre-key stage - early development of the expected standard. |
| <u>PKG</u> | Pre-key stage - growing development of the expected standard. |
| <u>HNM</u> | Has not met the expected standard |
| <u>WTS</u> | Working towards the expected standard |
| <u>EXS</u> | Working at the expected standard |
| <u>GDS</u> | Working at a greater depth within the expected standard |
| <u>A</u> | Absent |
| <u>D</u> | Dis-applied |
| <u>L</u> | Left |
| <u>F</u> | Future |
| <u>P</u> | Past |

P-scales

P-scales are also available for both all KS2 Subjects.

| Subject | Reportable scale |
|--|--|
| English | P1i, P1ii, P2i, P2ii, P3i, P3ii |
| Reading, writing, speaking listening | P4, P5, P6, P7, P8 |
| Mathematics | P1i, P1ii, P2i, P2ii, P3i, P3ii |
| Number, using and applying mathematics, shape, | P4, P5, P6, P7, P8 |

| | |
|--------------------|--|
| space and measures | |
| Science | P1i, P1ii, P2i, P2ii, P3i, P3ii, P4, P5, P6, P7, P8 |

ePEP Admin Team Contact

ePEP Admin Team Contacts



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