

OSMIS Education

Managing the EYFS Trackers

A handbook for use by administrators

OSMIS Education Limited



Version 1.5

Revision Sheet

Release No.	Date	Revision Description
1.1	11/07/13	Initial draft for consideration and comment by Tameside MBC
1.2	26/07/13	Incorporation of baseline functionality
1.3	15/08/13	Clarification of baseline processes and correction of typos
1.4	20/08/13	Addition of baseline step by step
1.5	07/09/13	Formatting changes Incorporation of clarification of Result Date General tidying up of the document

Tracker User Guide

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1.INTRODUCTION

This guide has been produced to assist Assessment Co-ordinators and School Administrators in Primary schools in tracking pupil progress in using a suite of resources made available within SIMS Assessment Manager.

1.1. How this guide is structured

This guide is structured so as to follow the process of setting up and using the resources and tailoring them to meet your schools' needs. There are some parts of this process that are optional, and some that are essential. Each part of the process is shown on the Process Diagram, and then described in detail in subsequent sections.

1.2. Who This Guide Is Aimed At

This Guide is aimed at Assessment Co-ordinators and School Administrators.

Guidance for Classroom Staff in the use of their Class Based Trackers is published separately.

1.3. Training and Support

The tracking resources can either be used by all staff, with Teaching Staff accessing and entering their own data and Leadership / Administrative staff configuring and monitoring, or by Leadership / Administrative staff only.

In either case, for information regarding training and support in using the resources, please contact your regular SIMS support team.

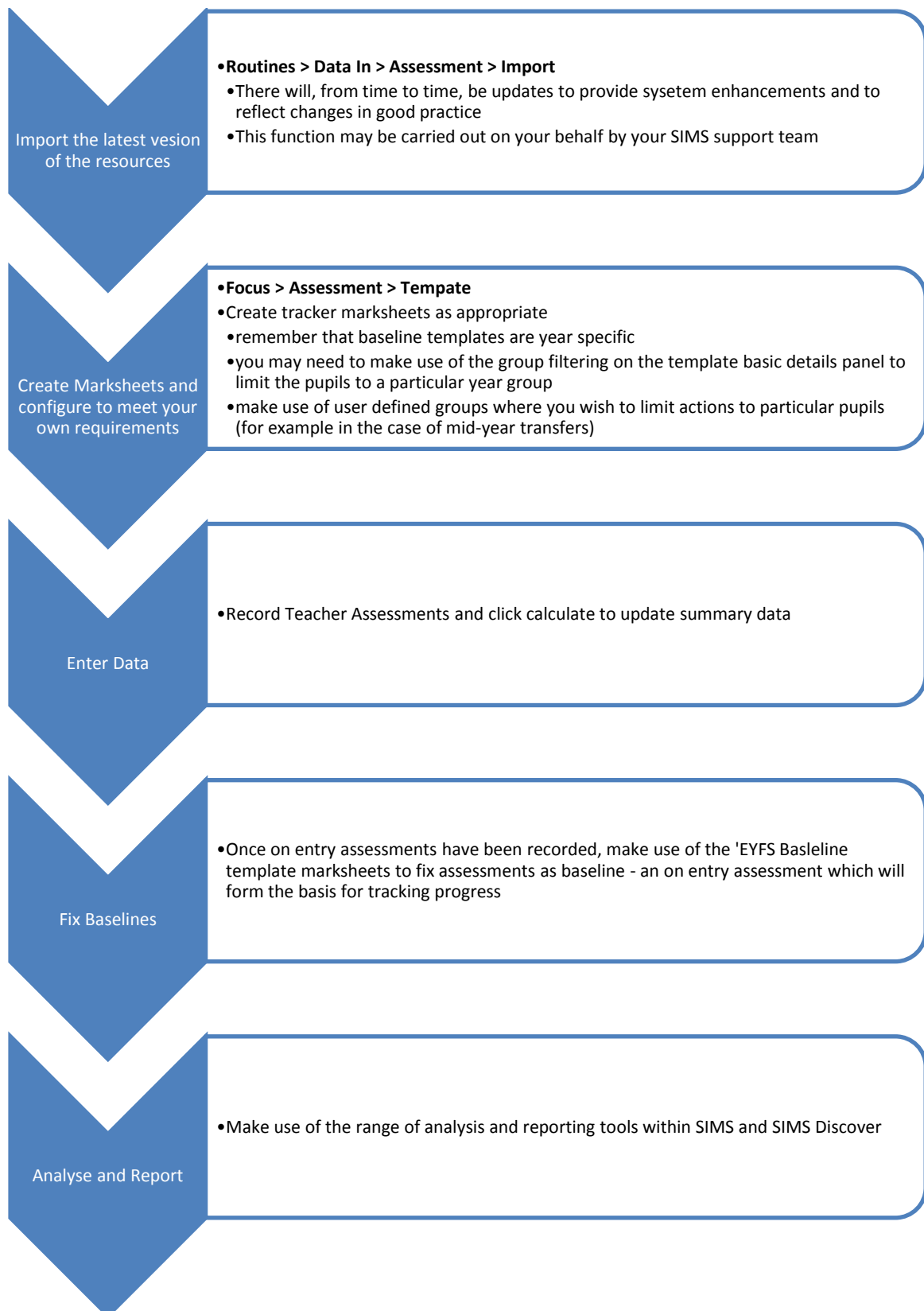
1.4. Access to the trackers and Sims.net

In order to make fullest use of the trackers, schools will need to make Sims.net available on PCs / Laptops and to create appropriate Sims Users for all staff requiring access. Remote access to the trackers is available where SIMS Learning Gateway or similar systems are available.

The relevant User Permissions within Sims.net must also be configured to grant access to the Assessment Manager area of Sims.net. Briefly, this access falls into two categories:

Type of use	Sims.net Permissions Group
Class Teachers who only require access to Class Specific Marksheets used for the purpose of entering Teacher Assessments and monitoring Progress and Targets	Class Teacher
Assessment Co-ordinators and/or Administrative Staff who require access to configure Marksheets and to set Targets and Thresholds	Assessment Coordinator

2.PROCESS FLOW CHART



3.IMPORTING TEMPLATES

3.1. Understanding Import Files

The trackers are SIMS Assessment Manager Templates, created centrally on behalf of the LA, and then made available as a series of .xml files for import and use in your SIMS system.

From time to time you may be made aware of new versions of these files which will improve functionality or address issues.

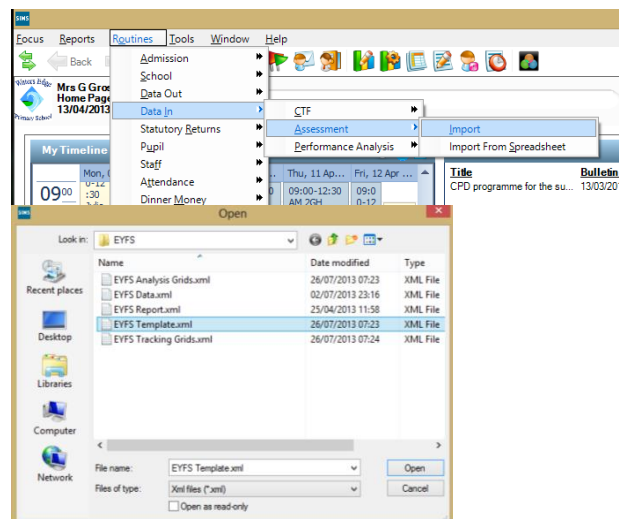
It may be that the LA imports the files on your behalf or makes them available in a central location for you to download and import and you will be made aware of the appropriate process at the time.

It is important to note that any new versions of the trackers are made will never affect the data held in your system.

3.2. Importing resource definition files to SIMS

In Sims.net, choose menu route **Routines > Data In > Assessment > Import**

Browse to find the required file and click Open



Follow the wizard through to import the required definitions. When the import has completed, a message will be displayed confirming whether the import was successful.

4.CONFIGURING THE TRACKERS FOR USE

4.1. Understanding Templates and Marksheets

All Marksheets in Sims Assessment Manager are created from a Template.

Templates are a definition of the columns that will appear on a Marksheet. Marksheets are then created from the Templates by attaching groups of pupils (e.g. Year 3 or Class 3, Literacy Group and so on)

It is important to note that baseline templates are year specific (i.e. developed to record baseline assessments for pupils entering Year N or Year R) and so consideration must be given to any vertically grouped classes.

4.2. Understanding Groups and Supervisors

There is a large variety of groups already known to SIMS.net that can be used to create Marksheets (e.g. Year Group, Class/Registration Group, Ethnic Groups, etc.). Many groups are associated with one or more members of staff in school - these are called Supervisors.

A good example of this is a Registration Group being associated with the Class Teacher. What is important about this is that any Marksheet created for a Group with a Supervisor will be visible to that person, when they log into Sims.net, in an area called My Marksheets and from the SIMS Home Page by right clicking on the group in their timeline. It is this association that makes access to the relevant Marksheets as simple as possible.

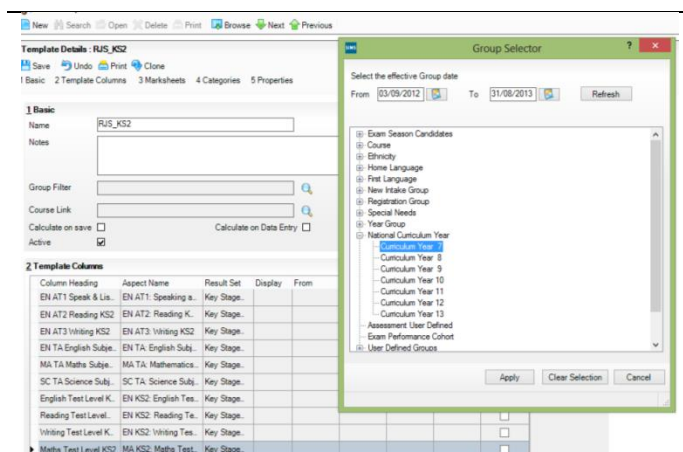
It is also possible to create Groups, with or without Supervisors, if they do not already exist in Sims.net. These groups could then be used to create specific Marksheets for various purposes - examples include Literacy or Numeracy Groups.

4.3. Recommendations for Creating Marksheets

In a school that intends for Class Teachers to access their own Marksheets, it is essential that Marksheets are created for their Registration Groups.

In schools that have more than one Registration Groups in a single year, or who have Registration Groups split across different years, it is recommended that Marksheets are created for National Curriculum Year Groups as well (NC Year Groups do not have Supervisors, this means that only Assessment Coordinators will have access to see these Marksheets). These marksheets will then allow for the analysis of the performance of a whole cohort irrespective of their other groupings.

In schools with vertically grouped classes, it is recommended that the pupils listed on the marksheet are limited to the appropriate year groups by using the Group Filter on the Basic panel of the Template screen.

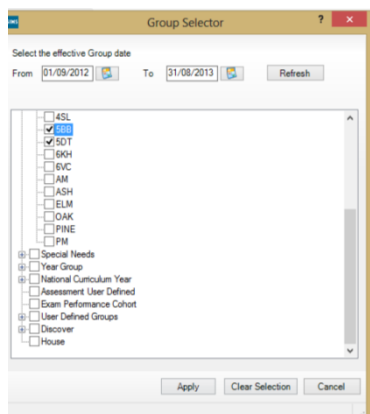
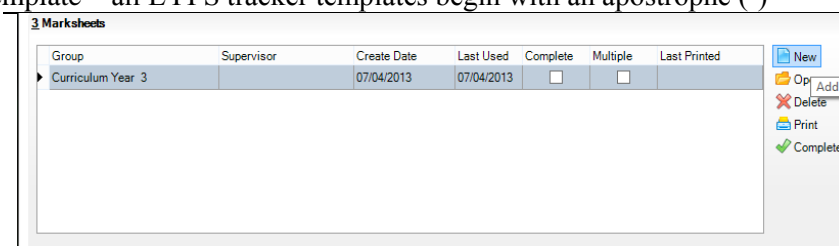


4.4. Creating Marksheets

In SIMS, use menu route **Focus > Assessment > Template** and click Search to view an alphabetically ordered list of templates on the system

Locate and open the required template – all EYFS tracker templates begin with an apostrophe (')

From the template screen, navigate to the Marksheetworks panel and click on the **New** button to the right



Locate and select the required group(s) by entering a tick against them (you will need to click the + button to open the group folders)

Note that classes are located within the Registration Group folder

It is recommended that you use National Curriculum Year Group if you want to create any Marksheetworks for overall year group

When the required Groups have been ticked, click the **Apply** button and **Save**

4.5. Deleting Marksheetworks

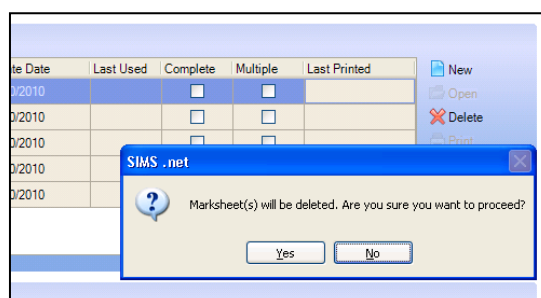
It is also possible to delete unwanted Marksheetworks using the Template Definition screen - note that deleting a marksheet **will not** delete any data

Click on the Marksheet to be deleted to highlight it

Click the **Delete** button

Confirm **Yes** to the Message

Click **Save** to complete the deletion



5.RECORDING TEACHER ASSESSMENTS

Teacher Assessments can be recorded as they are made using the EYFS Tracker Marksheets.

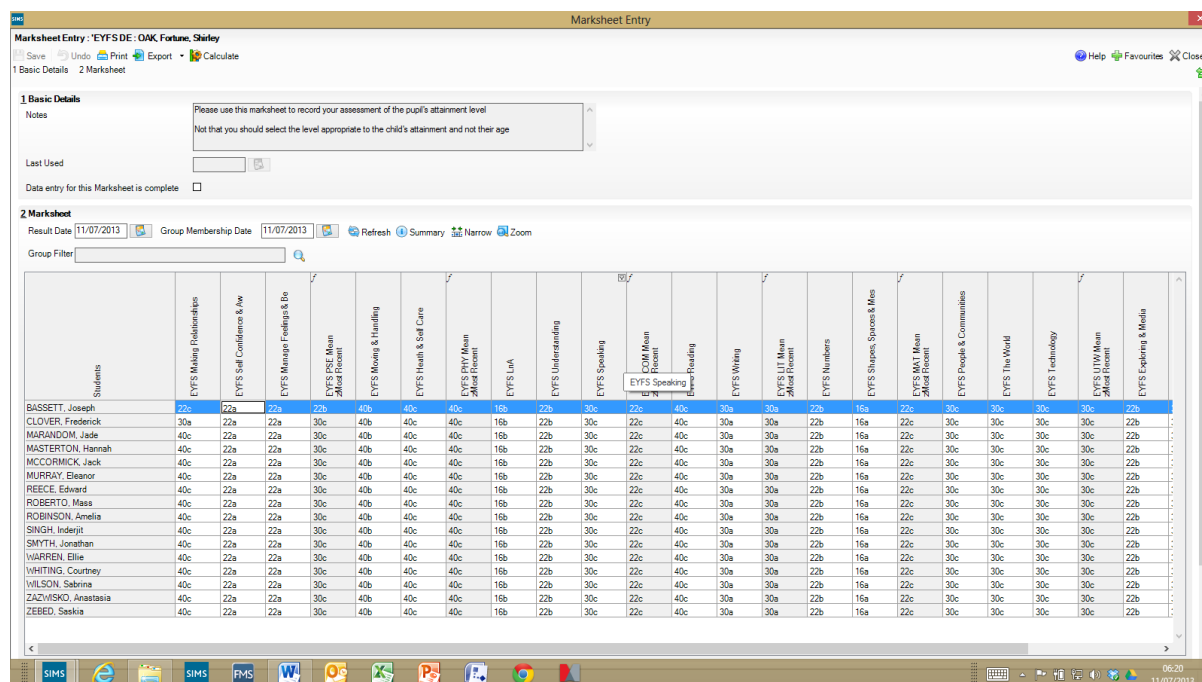
Data entry can be done by a member of the school’s Administrative Team, although schools should encourage Classroom Staff to access their own Marksheets and enter data for themselves as this provides a number of advantages (reducing the chance of data entry errors and providing classroom staff with direct access to analysis tools provided by the trackers).

Whenever an assessment is entered, two pieces of information are written to the database – the assessment *and* the date of the assessment. In order to be able to track progress, it is critical that the correct result date is entered along with the assessment by ensuring that the Result Date matches the date of the assessment.

5.1. The Tracker Marksheet

Use menu route **Focus > My Marksheets** or **Focus > Assessment > Marksheet Entry** to open the Marksheet Browser

Open the required Tracking Marksheet (**‘EYFS DE: My Group’**) by double-clicking on it



The white columns are for entering data and the grey columns are populated as the marksheet is calculated and are read-only.

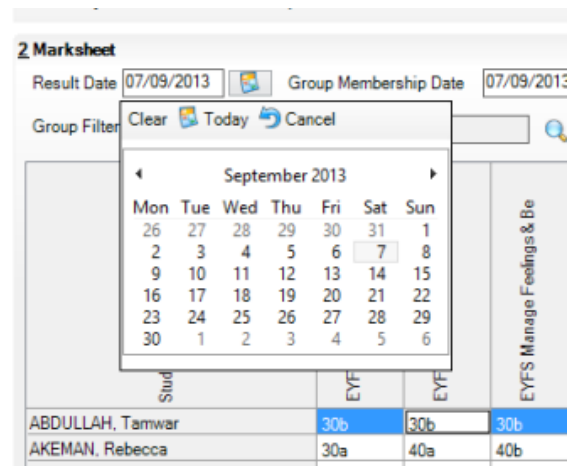
5.2. Checking the Result Date

Before entering any assessment data, you must consider the date of the result.

If you are to enter data retrospectively you must *first* change the result date to an appropriate value in the result date field on the marksheet.

The **Result Date** will default to today's date but can be changed by clicking the **calendar button** to the right of the field.

If the date for each assessment is not recorded correctly, the options to track progress across time will be greatly reduced.



5.3. Entering Teacher Assessments

Teacher Assessments can either be typed into the appropriate cell, or can be chosen from a list of grades using the Select Grade for Cell option.

Right-click on the appropriate cell
 Choose **Select Grade for Cell**
 Click on the required value in the list
 Click **Apply & Next** and then **Close**

Student	EYFS I	EYFS :	EYFS I	EYFS I	EYFS I	EYFS I	EYFS I
ABDULLAH, Tamwar	30b	30b	30b			30b	30b
AKEMAN, Rebecca	30a	40a	40b	40c	40b	40a	40a
ASTONI, Sonya	22a	40a					
ASTWICK, Wills	40b	40a					
BAKER, Fiona	40b	40a					
BARRETT, Anthony	40b	40a					
BENSON, Zachary	40b	40a					
DOROTA, Imber	40b	40a					
GRIFFITHS, Eve	30b	30b					
HADDON, Connor	40b	40a					
HARRISON, Daniel	40b	40a					
HARRISON, Michael	40b	40a	40b	40b	40b	40a	

Regardless of the method of data entry, when all the grades have been entered, click **Save** to commit the records to the database.

6. BASELINE DATA

The term Baseline is used to refer to an on entry assessment which forms the basis for the evaluation of progress either within the year or within the key stage.

6.1. Acquiring Baseline data

Whilst the baseline assessment will generally be an on entry assessment made by the class teacher, a baseline assessment will need to be identified for any new pupil as they are admitted.

Prior attainment data can be acquired from a number of possible sources including the LA and the previously attended setting.

The 'EYFS Baseline – Year N and 'EYFS Baseline – Year R templates may be used to review and enter baseline data at any time – note that these templates are year specific and are used to identify assessments as either start of Nursery or start of Reception.

6.2. The requirement to tag on-entry assessments as Baseline

A number of the more advanced features of SIMS (notably SIMS Discover) rely on the presence of SIMS Result Sets to identify particular ‘snapshots’ of data.

Whilst the trackers automatically identify most recent results in this way (by tagging the last entered results with the Result Set zMost Recent), it is not possible automatically to identify which particular assessments are to be taken as on entry or Baseline assessments as the timing of these assessments will vary from school to school.

To tag these assessments with the appropriate result set, two templates should be used once all pupils have Baseline assessments recorded:

‘EYFS Baseline – Year N – to be used to tag on entry assessments for pupils in Year N

‘EYFS Baseline – Year R – to be used to tag on entry assessments for pupils in Year R

6.3. The Process

Using the method described above, use the template ‘EYFS Baseline – Year R and create a Marksheet displaying all pupils in the Reception year.

You will note that the most recently entered data will automatically appear to the left of the marksheet with a series of blank columns to the right.

Click **Calculate** – this will copy the results to the corresponding columns on the right of the Marksheet

Click **Save**

Students	EYFS Making Relationships	EYFS Self Confidence & Aw	EYFS Manage Feelings & It	EYFS Moving & Handling	EYFS Health & Self Care	EYFS Learning & Att	EYFS Self Confidence BL	EYFS Self Confidence - Year R	EYFS Manage Feelings & BL	EYFS Manage Feelings - Year R	EYFS Health & Self Care BL	EYFS Health & Self Care - Year R	EYFS Learning & Att BL	EYFS Learning & Att - Year R	EYFS Understanding BL	EYFS Understanding - Year R
AKEMAN, Rebecca	40a	40a	40a	40a	40a	30	30c	30c	30c	30c	30c	30c	30c	30c	30c	30c
ARKELL, Isla	30c	40a	40a	40a	40a	30	30c	30c	30c	30c	30c	30c	30c	30c	30c	30c
ASTON, Sonya	22a	40a	40a	40a	40a	30	30c	30c	30c	30c	30c	30c	30c	30c	30c	30c
ASTWICK, Willis	40a	40a	40a	40a	40a	30	30c	30c	30c	30c	30c	30c	30c	30c	30c	30c
BAKER, Fiona	40a	40a	40a	40a	40a	30	30c	30c	30c	30c	30c	30c	30c	30c	30c	30c
BARRETT, Anthony	40a	40a	40a	40a	40a	30	30c	30c	30c	30c	30c	30c	30c	30c	30c	30c
BASSETT, Joseph	40a	40a	40a	40a	40a	30	30c	30c	30c	30c	30c	30c	30c	30c	30c	30c

If you are using the system for Nursery age pupils, you should repeat the process for these pupils using the template 'EYFS Baseline – Year N.

Note - *If you wish to amend the baseline assessments for any reason, you can do this at any time by simply typing the appropriate value in to the columns on the right of the marksheet (those displaying the Result Set zEYFS Baseline – Year R)*

Note - *Clicking calculate a second time will replace all entries set as baseline with the most recently entered values and is to be avoided.*

APPENDIX A – DESCRIPTION OF DATA STRUCTURES

Tracker data is held in a combination of aspects and result sets. This information is provided to support advanced users' manipulation of the data.

Aspects used to store teacher assessments:

- 'EYFS Being Imaginative
- 'EYFS Exploring & Media
- 'EYFS Health & Self Care
- 'EYFS Listening & Attn
- 'EYFS Making Relationships
- 'EYFS Manage Feelings & Beh
- 'EYFS Moving & Handling
- 'EYFS Numbers
- 'EYFS People & Communities
- 'EYFS Reading
- 'EYFS Self Confidence & Aware
- 'EYFS Shapes, Space & Measures
- 'EYFS Speaking
- 'EYFS Technology
- 'EYFS The World
- 'EYFS Understanding
- 'EYFS Writing

Aspects used to store mean grades and populated automatically by the system:

- 'EYFS COM Mean
- 'EYFS EXP Mean
- 'EYFS LIT Mean
- 'EYFS MAT Mean
- 'EYFS Mean
- 'EYFS PHY Mean
- 'EYFS PSE Mean
- 'EYFS UTW Mean

System Aspects used for calculations:

- 'EYFS Being ImaginativeP
- 'EYFS COM MeanP
- 'EYFS EXP MeanP
- 'EYFS Exploring & MediaP
- 'EYFS Health & Self CareP
- 'EYFS Listening & AttnP
- 'EYFS LIT MeanP
- 'EYFS Making RelationshipsP
- 'EYFS Manage Feelings & BehP
- 'EYFS MAT MeanP
- 'EYFS MeanP
- 'EYFS Moving & HandlingP
- 'EYFS NumbersP

'EYFS People & CommunitiesP
'EYFS PHY MeanP
'EYFS PSE MeanP
'EYFS ReadingP
'EYFS Self Confidence & AwaP
'EYFS Shapes, Space & MeasP
'EYFS SpeakingP
'EYFS TechnologyP
'EYFS The WorldP
'EYFS UnderstandingP
'EYFS UTW MeanP
'EYFS WritingP

Result Sets Used to identify Baseline and Most Recent assessments:

zEYFS Baseline - Year N
zEYFS Baseline - Year R
zMost Recent