

## Moving forward from 2 years without statutory assessments - Pupil Assessment and Tracking for Early Years and KS1

The last two years have been unprecedented in modern history, and schools have had to adapt in a multitude of ways to the numerous challenges which have arisen. The removal of Statutory Assessments at the end of Early Years, Key Stage One and Key Stage Two, while relieving schools of the burden of administering these tests, have also left some schools without key data points from which to measure progress in the next few years.

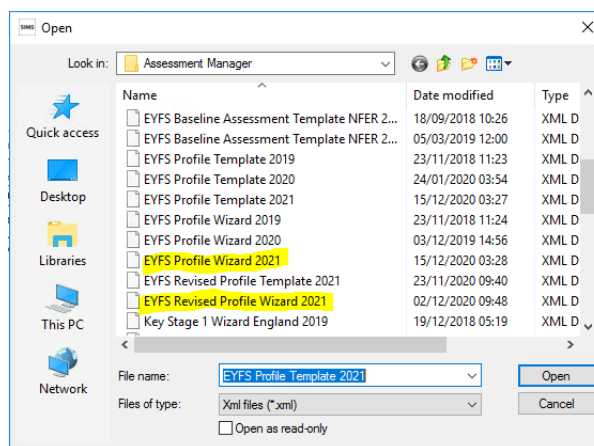
In this article we look at how we might use aspects of SIMS Assessment to allow schools to put in data which will allow progress to be tracked over the next few academic years.

All of the following resources are brought into SIMS automatically if you accept the import when accessing any Assessment link in SIMS. If you do not bring in the resources then you will need to manually import them.

### Early Years

This year saw the introduction of the new Early Years Framework and schools began to implement systems to track under the new criteria. Scomis worked to put in termly tracking systems which schools could use to track termly across the key areas, or to look at the 17 Early Learning Goals in more focus. Early in the year there was no clear idea of the final assessment system, but as this was released, SIMS provided two sets of Early Years Marksheets for the end of the stage.

Schools can import these from the AMPA folder (which is in the Public Folder on the F: drive for hosted schools):



The templates offer the ability to record a judgement against either the original 17 ELGs (1,2,3) or against the revised criteria (1,2).

Students	COM: Listen, Att & UndrStid School Assessment - EYFS	COM: Speaking School Assessment - EYFS	PSE: Self-Regulation School Assessment - EYFS	PSE: Managing Self School Assessment - EYFS	PSE: Build Relationships School Assessment - EYFS	PHY: Gross Motor Skills School Assessment - EYFS	PHY: Fine Motor Skills School Assessment - EYFS	LIT: Comprehension School Assessment - EYFS	LIT: Word Reading School Assessment - EYFS	LIT: Writing School Assessment - EYFS	MAT: Number School Assessment - EYFS	MAT: Numerical Patterns School Assessment - EYFS	UTW: Past and Present School Assessment - EYFS	UTW: People Culture Comms School Assessment - EYFS	UTW: The Natural World School Assessment - EYFS	EXP: Creating - Materials School Assessment - EYFS	EXP: Being Imaginative School Assessment - EYFS	Data Check
ADITYA, Zayan	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	Ok
ANDREWS, Izabel	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	Ok
ARCHER, Liam	2	1	2	2	2	2	1	2	2	1	2	1	2	2	2	2	2	Ok
ARMITAGE, Elise	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	Ok
BASIR, Saeed	2	2	1	2	2	2	2	1	2	2	2	2	2	2	2	2	2	Ok
CHANA, Riya	2	2	2	2	2	2	2	1	2	2	2	2	2	2	2	2	2	Ok
CHAVA, Arjun	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	Ok

Both versions also allow the school to calculate a Good Level of Development using the additional GLD mark sheets.

Students	COM: Listen, Att & UndrStid Early Years Foundation Stage	COM: Speaking Early Years Foundation Stage	GLD Com & Ling Achieved Early Years Foundation Stage	PSE: Self-Regulation Early Years Foundation Stage	PSE: Managing Self Early Years Foundation Stage	PSE: Build Relationships Early Years Foundation Stage	GLD PSE Achieved Early Years Foundation Stage	PHY: Gross Motor Skills Early Years Foundation Stage	PHY: Fine Motor Skills Early Years Foundation Stage	GLD PHY Achieved Early Years Foundation Stage	LIT: Comprehension Early Years Foundation Stage	LIT: Word Reading Early Years Foundation Stage	LIT: Writing Early Years Foundation Stage	GLD LIT Achieved Early Years Foundation Stage	MAT: Number Early Years Foundation Stage	MAT: Numerical Patterns Early Years Foundation Stage	GLD MAT Achieved Early Years Foundation Stage	GLD Achieved Early Years Foundation Stage	UTW: Past and Present Early Years Foundation Stage	UTW: People Culture Comms Early Years Foundation Stage	UTW: The Natural World Early Years Foundation Stage	EXP: Creating - Materials Early Years Foundation Stage	EXP: Being Imaginative Early Years Foundation Stage	Total Pts Early Years Foundation Stage	Expected in all 17 ELGs Early Years Foundation Stage
ADITYA, Zayan	2	2	Y	2	2	2	Y	2	Y	Y	2	2	2	Y	2	2	Y	Y	2	2	2	2	2	34	Y
ANDREWS, Izabel	2	2	N	2	2	2	Y	2	Y	Y	2	2	2	Y	2	2	Y	Y	2	2	2	2	2	34	Y
ARCHER, Liam	2	1	N	2	2	2	Y	2	1	N	2	2	1	N	2	1	N	N	2	2	2	2	2	30	N
ARMITAGE, Elise	2	2	Y	2	2	2	Y	2	2	Y	2	2	2	Y	2	2	Y	Y	2	2	2	2	2	34	Y
BASIR, Saeed	2	2	Y	1	2	2	N	2	2	Y	1	2	2	N	2	2	Y	N	2	2	2	2	2	32	N
CHANA, Riya	2	2	Y	2	2	2	Y	2	2	Y	1	2	2	N	2	2	Y	N	2	2	2	2	2	33	N
CHAVA, Arjun	2	1	N	2	2	2	Y	2	2	Y	2	2	2	Y	2	2	Y	N	1	2	2	2	2	32	N
ELVERDON, Astrid	2	2	Y	1	2	2	N	2	2	Y	2	2	2	Y	2	2	Y	N	2	2	2	2	2	33	N

Schools can then bring this data into their mark sheets as read-only columns at the beginning of next year, or use the data on next year's mark sheets to calculate progress.

### Phonics Year 1 and Year 2

SIMS provides a marksheet for Year 1 and Year 2 Phonics marks to be recorded. The templates can also be imported through the AMPA folder and provide a marksheet for each Year Group.

Name
Phonics Screening Year 1 2021
Phonics Screening Year 2 2016
Phonics Screening Year 2 2021

Normally schools have to wait for a threshold mark to be decided upon. For the last few years it has been 32 out of 40, so this will need to be entered in the first column of the marksheet. The marksheet can then calculate whether the pupil has achieved the pass mark or not:

Students	Threshold Score Phonics Check Year 1	Mark for Phonics Check Year 1	Grade for Phonics Check Year 1	Data Check
ABRAMS, Paul	32	34	Wa	OK
AINSLEY, Charlotte	32	33	Wa	OK
ALBERTS, Courtney	32	33	Wa	OK
ANDREWS, Ching	32	31	Wt	OK
ATKINS, Portia	32	26	Wt	OK
BARNES, Isaac	32	37	Wa	OK
BARNWELL, Emma-Jane	32	29	Wt	OK

These marks can be pulled through to next year's class marksheets as data review (information only) columns.

### Key Stage 1

Once more there is a mark sheet available for schools to enter a Teacher Assessment for Year 2 pupils, using the supplied KS1 mark sheets. Although these do not need to be officially submitted, schools can use them to record an end of year 2 grade.

Students	KS1 Reading TA Key Stage 1 Validated Result	KS1 Writing TA Key Stage 1 Validated Result	KS1 Maths TA Key Stage 1 Validated Result	KS1 Science TA Key Stage 1 Validated Result	Missing Entries Check	No of Missing Entries	EM or PScales Check
ABBOTT, Jessica	GDS	GDS	GDS	EXS	Ok!	0.00	Ok!
ABHRA, Shaquib	EXS	EXS	EXS	EXS	Ok!	0.00	Ok!
ACKTON, Charlotte	WTS	WTS	WTS	EXS	Ok!	0.00	Ok!
ALALA, Michael	EXS	EXS	EXS	EXS	Ok!	0.00	Ok!
BENSON, Chantal	EXS	EXS	EXS	EXS	Ok!	0.00	Ok!
BHATI, Nadeem	EXS	EXS	EXS	EXS	Ok!	0.00	Ok!
BORDET, Magda	WTS	WTS	WTS	HNM	Ok!	0.00	Ok!
BURROWS, Delphine	GDS	GDS	GDS	EXS	Ok!	0.00	Ok!

Schools can use these grades as a baseline for Years 3 to 6 and measure progress against these throughout Key Stage 2, whether using a flat or rising scale of grades

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If you need advice on recording any data, and how you can use SIMS for tracking pupil performance using Key Stage data as a benchmark, please ask for a meeting with your Account Manager who can initiate a session to explore your needs with one of our School Leadership partners.

The picture at Key Stage 2 is more complex. The statutory assessments no longer require a Teacher Assessment at Key Stage 2 for Reading and Maths. Primary schools wishing to record a final outcome for Year 6 pupils can contact one of our consultants who can work through how schools might record this. In a similar manner secondary schools wishing to bring in data for the incoming Year 7 cohort may wish to find a way to record a baseline from which to judge progress.