

Alps Checklist

A Guide to Monitoring in Connect Interactive

In-Year Tracking and Monitoring Points

Schools vary significantly in the number of internal assessment points they have in their annual cycles, and by the type of data that is collected at each point. The most common data type is the predicted grade – the professional judgement as to what each student is realistically likely to achieve at the end of the course.

However, there is merit in the collation and analysis of other data sets, for example, working at grades and raw mock examination grades. It all helps to build a picture of progress if used effectively and if learning points are implemented into learning and teaching strategy. It is important to build up a trend across data points for a year group. This might look as follows for a typical Year 13

DATA TYPE	WHEN?	DESCRIPTION
The Monitoring Point Zero (MPZ)	Beginning of September	This is the base line grade at the beginning of Year 13 – this may be an AS grade, or an internal predicted grade generated from the end of Year 12, for example from a mock examination. It will provide a start point from which to base all intervention in the Autumn Term.
Interim predicted grades	Throughout the year	These should be a true reflection of what a student is most likely to achieve at the end of the course based on all evidence to that point - the MOST LIKELY grade.
Working at/ current grades	Throughout the year	These are grades indicating where students are at any point in time assessing gaps in demonstrated progress and targets. This is particularly relevant for BTEC courses.
Mock examinations grades	December/ January	It can be useful to analyse raw mock outcomes against teacher predicted outcomes. This can highlight potential gaps in examination skills or knowledge and understanding issues.
Final predicted outcome grades	March/April	Based on professional judgements. This will form the basis of the final intervention strategies for the A/AS/IB revision period, or for the review of BTEC units.

Once this assessment cycle has been agreed across the school the process of data submission, analysis and reflection can take place in a more structured way.

The following table represents a sample of the types of questions that might be asked following each submission of an in-year data set to Connect Interactive.

ISSUE	DISCUSSION POINT
Do all staff know how and when they are expected to generate grades?	Decide on grades to be submitted and share the purpose of each grade point with staff to ensure consistency.
Determine a base grade point for your Year 13	Can you use Year 12 internal examinations as a 'base point' for tracking Year 13 progress?
Do you have concerns regarding student progression?	Are there students moving to Year 13 where there is concern based on performance at the end of Year 12? Are you using tutors and Head of Sixth effectively to ensure that guidance given is appropriate and timely?
ISSUE	SUBJECT PROGRESS TRENDS
Are predictions in line with previous predictions?	Has there been any significant change in grades across the grade points? Do predictions differ significantly from previous outcomes indicating an issue in predicting accuracy?
Is there a discrepancy between predicted grades and raw/working grades?	If you are analysing a set of raw mock grades - Have mocks been prepared thoroughly? Have students been prepared thoroughly?
Have you reviewed the progress of your key groups of students?	Are there gaps in progress between any groups? At a subject or teaching set level?
Who has the 'big picture' on progress?	Have you planned a series of meetings where SLT and Subject Leads review priorities?
Are your intervention strategies working?	Has intervention taken place since previous grade point and what has the impact been? Are your resources being distributed to the right subject areas / students?
Reviewing targets	Do subject targets remain aspirational/realistic?
ADDITIONAL QUESTIONS FOR YOUR PASTORAL TEAMS AND LEARNING MENTORS	
Are there students who are underperforming across all subjects in an in-year monitoring point?	
Is there a place for a more holistic support plan for that student?	
Are there groups of students who are underperforming because of a shared barrier to learning, for example, less well-developed numeracy skills? Is there a college wide strategy to address these issues?	
Are students having positive learning conversations with their mentors/tutors to ensure that they are on track to achieve their aspirational target?	
Are predicted grades being measured against UCAS offers where and when relevant?	

Contact Alps

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