Senior leader's checklist

This checklist is designed to be used by a member of the Senior Leadership Team. It provides an overview of the annual Alps cycle and the ways in which Alps and Alps Connect Interactive can support you throughout the year. The symbols indicate that there is a short help video in the Knowledge Base*.

* videos available in the digital version

RESULTS DAY AND REVIEW OF RESULTS

On the morning of Results Day, complete the Connect Data submission process, giving you instant access to your Alps PDF report and Connect Interactive (if subscribed)

AUGUST / SEPTEMBER

Use the raw results page to check accuracy of submission	Are all your subjects correct? Are teaching sets identified? Are the number of entries accurate?
Strategic overview analysis – first look at Alps strategic indicators	How do your strategic indicators compare with last year/over a 4-year trend?
Gap analysis on strategic indicators	Look particularly at the banded by ability page – you can apply a filter. Have any groups underperformed?
Review your Subject value-added page ▶	How has each subject performed? Are there any subjects which are blue? Any which have performed in the red for the first time? Any consistently high achieving subjects? Remember, you can add a filter to this too.
Review your Teaching Set analysis	Are there any anomalies or surprises in your teaching set performance? Are there any discrepancies between classes taught in the same curriculum block? E.g. English Language and Literature? Are there trends across subjects which are set by ability?
Review strategic priorities / SEF	Do you need to adjust your strategic priorities? Which departments require additional support/resources?
Review of curriculum and progression	Are all students entering Year 12/Year 13 on the appropriate curriculum based on GCSE/AS outcomes (where appropriate)
Review monitoring accuracy ▶	Are the actual outcomes in line with the predicted outcomes?
Subject review meetings **Watch our webinar on using Connect Interactive with subject staff** ▶	Are all staff accessing Connect Interactive/PDF pages to review progress? Do staff know what they are expected to analyse in Connect Interactive/subject report page?
Preparation of report for Governors ▶	Strategic area contains Governors report
Review student Performance Overview in excel	Are there any discrepancies between performance groups?

TARGET SETTING

Alps target setting software is available for KS4 and KS5 in Connect Data to generate Minimum Expected Grades (MEGs) against the National benchmarks

Watch our Target Setting webinar ▶

<table>
<tr><td rowspan="6">SEPTEMBER</td><td>Input prior attainment to generate MEGs</td><td>MEGs are designed to be aspirational and are set at the 75th percentile</td></tr>
<tr><td>Share MEGs with all staff and generate targets by subject based on MEGs ▶</td><td>Do all staff understand the methodology behind the generation of MEGs?

Do they understand the importance of their unique subject thermometer?</td></tr>
<tr><td>Submit these school / college targets to Connect ▶</td><td>Connect Interactive will enable you to track progress against MEGs or school/college targets</td></tr>
<tr><td>Share MEG /targets with students</td><td>Do students understand the importance of their aspirational targets?</td></tr>
<tr><td>Review targets regularly</td><td>Are targets that have been set by subject staff aspirational – use Connect Interactive and What If to check. Targets should be reviewed across the cycle in line at data monitoring points</td></tr>
</table>

MONITORING POINTS

This is a generic checklist for each monitoring point. Schools and colleges use data drops for different purposes and the checklist provides an overview of how Connect Interactive can help analyse progress at each point and inform intervention strategies. Each time you submit a data point in Connect Interactive, this will be known as a gradepoint. Data will appear in Connect Interactive and you can submit as many gradepoints as you need.

Watch our webinars on Monitoring in Connect Interactive at KS4 and KS5, MPZ, Quality Assuring the Accuracy of Predictions, The Last 10 Weeks, Submitting Monitoring Data ▶

<table>
<tr><td rowspan="10">MONITORING POINTS</td><td>Set the gradepoint calendar for the Academic Year</td><td>Do all staff know how and when they are expected to generate grades for Connect Interactive?</td></tr>
<tr><td>Decide on grades to be submitted to Connect Interactive</td><td>These can be teacher predicted grades, current working grades or raw internal examination grades.</td></tr>
<tr><td>Share the purpose of each gradepoint with staff to ensure consistency</td><td>Do all staff understand the grade to be submitted and how this is arrived at within their subject area?</td></tr>
<tr><td>Determine a base gradepoint for each cohort/MPZ</td><td>Can you use Year 10/12 internal examinations as a 'base point' for tracking Year 11/13 progress?

Did your Year 12 students complete any AS examinations that could act as a base point?</td></tr>
<tr><td>Review subject value-added grades and prediction trends</td><td>Are predictions in line with previous predictions?

Has there been any significant change in grades across the gradepoints?

Is there a discrepancy between predicted grades and raw test grades/current working grades?</td></tr>
<tr><td>Review fine grade impact ▶</td><td>Are you using fine grades? Have your subject leads analysed the impact of fine grade security on overall subject VA?</td></tr>
<tr><td>Review monitoring accuracy ▶</td><td>Compare the subject VA scores across multiple gradepoints including previous examination outcomes.</td></tr>
<tr><td>Carry out gap analysis ▶</td><td>In the strategic area of Connect Interactive you can add filters to the banded by ability pages and the subject VA overview. Are there any significant gaps between your different groups of students?</td></tr>
<tr><td>Meet with Subject Leads review priorities</td><td>Review the impact of subject action plans and determine next steps

Has any intervention taken place since the previous gradepoint and what has the impact been?</td></tr>
<tr><td>Review targets</td><td>Do subject targets remain aspirational?</td></tr>
</table>

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SUMMER TERM AND THE QUALITY ASSURANCE PLANNING PROCESS

The Summer Term is a key planning time and this checklist contains aspects you should consider to embed Alps effectively across your school or college.

Watch our webinars on Embedding Alps, Preparing for Results Day, Basic Introduction to Alps (staff training) ▶

PLANNING QUALITY ASSURANCE		
Review monitoring process ▶	Was there a consistency of the quality of predicting across all subject areas?
Review of any key areas arising across the year and set priorities ▶	Were there gaps in the progress of groups of students which require attention holistically?
	Has your in-year monitoring for Year 10/Year 12 highlighted areas for intervention across the Summer Term?
Review of quality assurance calendar	Were all gradepoints calendared at the appropriate time?
	Did you have timely review meetings with Subject Leads?
Staff training for September and beyond	Do all staff have access to Connect Interactive?
	Do all staff understand how to use Connect Interactive/analyse data?
	Do you need to induct new staff in Alps culture?
	Do you need to plan further training sessions across the year?
Target setting	Do all staff understand their role in the target setting process?
	Is there an opportunity to establish how targets will be set at the start of the next Academic Year with staff?
	Is there an opportunity to present how targets are generated to students/parents?
Operational planning for Results Day	Is your data manager prepared for uploading data to Connect Data?
	Do all staff have access to Connect Interactive?
	Do they understand how to analyse the data?

Why not also read:

Subject Leader's	Subject Teacher's	Pastoral Leader's
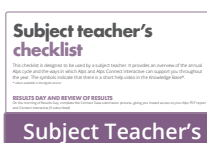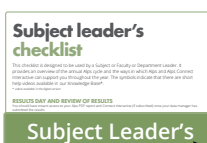
Telephone: **01484 887600**
Email: **info@alps.education**
Web: **www.alps.education**

bsi. ISO/IEC 27001 Information Security Management
IS 621807

Alps **Helping students aim higher**

Subject leader's
checklist

This checklist is designed to be used by a Subject or Faculty or Department Leader. It provides an overview of the annual Alps cycle and the ways in which Alps and Alps Connect Interactive can support you throughout the year. The symbols indicate that there are short help videos available in our Knowledge Base*.

* videos available in the digital version

RESULTS DAY AND REVIEW OF RESULTS

You should have instant access to your Alps PDF report and Connect Interactive (if subscribed) once your data manager has submitted the results.

AUGUST / SEPTEMBER

Review your Subject value-added page	How do your strategic indicators compare with last year/over a 4-year trend?
Gap analysis on subject value-added ▶	Are there any gaps in performance of the different groups of students in your subject?
Teaching set analysis including gap analysis	How does the performance of each teaching set compare to the overall VA grade?
	Are there any anomalies or surprises in your teaching set performance?
	Are students set in your subject and are there trends in performance based on prior attainment?
Analysis against school/ college target grades	How have your students performed against their subject targets – were target grades aspirational enough?
Student Performance Overview ▶	Isolate your subject on the SPO – are there students/groups of students who underperformed in your subject only?
	Were intervention sessions targeting the appropriate students?
Review of curriculum	Do you have concerns regarding students progressing from Year 12 to Year 13, or Year 11 to Year 12 based on examination performance?
Review monitoring accuracy ▶	Were all staff consistent in their ability to generate predicted grades?
	Were predictions in line with outcomes? By subject or by class?
	Were your assessment points timely in allowing staff to predict performance?
Subject review meetings with SLT	Have you used Connect Interactive/PDF report to fully analyse your subject data?
	Have you established key areas of strength and weakness and reviewed any development/action plans?
Preparation for first subject/department/ faculty meeting ▶ **Watch our video on staff review meeting and department meeting** ▶	Have all staff been able to access Connect Interactive and analyse data for their classes?
	Have they performed some retrospective 'What Ifs' or 'ad hoc' analyses to gain further insight into areas of under performance that could have made a difference?

TARGET SETTING

Alps target setting software is available for KS4 and KS5 in Connect Data to generate Minimum Expected Grades (MEGs) against the National benchmarks

Watch our Target Setting webinar ▶

SEPTEMBER		
Share MEGs with all subject staff and generate subject specific targets based on MEG ▶	Do all staff understand the methodology behind the generation of MEGs?
	Do you understand the importance of your unique subject thermometer in terms of the progress made nationally in your subject against the MEGs?
Share MEG/targets with students ▶	Do students in your subject understand how staff have arrived at a target grade?
	Is this target grade aspirational – you can use Connect Interactive and 'What If' to check?
Review targets ▶	Targets should be reviewed across the cycle in line at data monitoring points

MONITORING POINTS

This is a generic checklist for each monitoring point. Schools and colleges use data drops for different purposes and the checklist provides an overview of how Connect Interactive can help analyse progress at each point and inform intervention strategies. Each time you submit a data point in Connect Interactive this will be known as a gradepoint. Data will appear in Connect Interactive and you can submit as many gradepoints as you need

Watch our webinars on Monitoring in Connect at KS4 and KS5, MPZ, Quality Assuring the Accuracy of Predictions, The Last 10 Weeks ▶

MONITORING POINTS		
Determine key assessment points in line with the school/college assessment calendar	When do subject staff have to provide a grade for every student?
	Are your teaching scheme and assessment points in line with this?
	Have you built in time for standardisation of predicted grades?
	Have you built in time for teacher-student discussion around the predicted grade?
	How will subject staff who share groups determine the predicted grade?
Determine the purpose of each gradepoint	Do all subject staff understand the grade to be submitted and how this is determined within your subject area?
Review value-added grades by subject and by teaching set	Are predictions in line with previous predictions?
	Has there been any significant change in grades across the gradepoints?
	Is there a discrepancy between predicted grades and raw test grades/current working grades?
Review fine grade impact ▶	Are you using fine grades? Have you analysed the impact of fine grade security on overall subject VA
Review monitoring accuracy ▶	Compare the subject VA scores across multiple gradepoints including previous examination outcomes.
Analyse your gaps	Are there any significant gaps between your different groups of students by subject or by teaching set?
Perform "What If" analysis ▶	Have all subject staff performed the What If analysis to identify key students/ groups of students who could make a difference to overall outcomes?
	Are the outcomes being used to determine intervention strategies before the next gradepoint?
Review of subject priorities	Review the impact of subject action plans and determine next steps
	Has any intervention taken place since the previous gradepoint and what has the impact been?
Review targets	Do subject targets remain aspirational?

SUMMER TERM AND THE QUALITY ASSURANCE PLANNING PROCESS

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Watch our webinars on Embedding Alps, Basic Introduction to Alps (staff training) ▶

PLANNING QUALITY ASSURANCE

Review monitoring process ▶	Was there a consistency of the quality of predicting across all teachers within the subject area?
	Did predicting accuracy allow you to identify the key students for intervention?
	Were your overall outcomes last year in line with predicted outcomes?
Review of any key areas arising across the year and set priorities ▶	Were there gaps in the progress of groups of students which require attention next year?
	Has your in-year monitoring for Year 10/Year 12 highlighted areas for intervention across the Summer Term?
Review of quality assurance calendar	Were all gradepoint assessments calendared at the appropriate time?
	Did your subject area meetings address consistency of predicting and were you able to moderate predicted grades?
	How successful were your discussions with students?
Staff training for September and beyond	Do all subject staff understand how to use Connect Interactive/analyse data – using What Ifs?
	How often did you use Connect Interactive in subject meetings and could this be used as an ongoing training method?
Target setting	Were subject specific targets set this year aspirational enough?
	Were teachers monitoring progress towards targets closely enough?

Why not also read:

Senior leader's checklist
This checklist is designed to be used by a member of the Senior Leadership Team. It provides an overview of the annual Alps cycle and the ways in which Alps and Alps Connect Interactive can support you throughout the year. The symbols indicate that there is a short help video in the Knowledge Base*

RESULTS DAY AND REVIEW OF RESULTS
On the morning of Results Day, complete the Connect Data and Analysis process, giving you instant access to your Alps PDF report and Connect Interactive (if subscribed).

Senior Leader's

Subject teacher's checklist
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RESULTS DAY AND REVIEW OF RESULTS
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Subject Teacher's

Pastoral leader's checklist
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RESULTS DAY AND REVIEW OF RESULTS
We should have instant access to your PDF report and Connect Interactive (if subscribed) on your data manager has.

Pastoral Leader's

Alps Helping students aim higher

Subject teacher's checklist

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RESULTS DAY AND REVIEW OF RESULTS

On the morning of Results Day, complete the Connect Data submission process, giving you instant access to your Alps PDF report and Connect Interactive (if subscribed)

AUGUST / SEPTEMBER

Teaching set analysis including gap analysis ▶	How does the performance of your teaching set compare to the overall VA grade for the subject?
	Are there any surprises in your teaching set performance?
	Are students set in your subject and are there trends in performance based on prior attainment?
Analysis against school/ college target grades	How have your students performed against their subject targets – were target grades aspirational enough?
Student Performance Overview ▶	Click on under performing students to see how they performed in all their subjects. Did they make more or less progress in your subject?
	You can isolate students by subject in the SPO to give a horizontal view at a glance.
	Were intervention sessions targeting the appropriate students?
Review of curriculum	Do you have concerns regarding students progressing from Year 12 to Year 13, or Year 11 to Year 12 based on examination performance?
Review monitoring accuracy	Isolate your subject on the SPO – are there students/groups of students who underperformed in your subject only?
	Were intervention sessions targeting the appropriate students?
Review of curriculum	Do you have concerns regarding students progressing from Year 12 to Year 13, or Year 11 to Year 12 based on examination performance?
Review monitoring accuracy ▶	Were your predicted grades in line with outcomes for your set?
	Were your assessment points timely in allowing you to predict performance?
Subject area meetings/ staff review ▶	Have you used Connect Interactive/Alps reports fully to establish key areas of strength and weakness and reviewed any previous action plans?
	Have you performed some retrospective 'What Ifs' or 'ad hoc' analyses to gain further insight into areas of under performance that could have made a difference?

TARGET SETTING

Alps target setting software is available for KS4 and KS5 in Connect Data to generate Minimum Expected Grades (MEGs) against the National benchmarks

Watch our Target Setting webinar ▶

SEPTEMBER	**Generate targets by subject based on MEG** ▶	Do you understand the methodology behind the generation of MEGs?
		Do you understand the importance of your unique subject thermometer in terms of the progress made nationally in your subject against the MEGs?
	Share MEG/targets with students	Do students in your classes understand how you have arrived at a target grade?
		Is this target grade aspirational you can use Connect Interactive and 'What If' to check?
	Review targets	Targets should be reviewed across the cycle in line at data monitoring points

MONITORING POINTS

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MONITORING POINTS	**Design your teaching scheme to incorporate key monitoring aspects**	When do you have to provide a grade for every student and are your teaching scheme and assessment points in line with this?
		Do you understand the purpose of the grade to be submitted and how this is determined within your subject area?
		If you share a group, have you built in time to agree grades?
		Have you built in time to discuss predicted grades with students?
	Review value-added grades for each gradepoint ▶	Are your predictions in line with previous predictions?
		Has there been any significant change in grades across the gradepoints?
		Is there a discrepancy between predicted grades and raw test grades/current working grades?
		Are there any significant gaps between your different groups of students in your teaching set?
	Review fine grade impact ▶	Are you using fine grades? Have you analysed the impact of fine grade security on your teaching set VA?
	Perform "What If" analysis ▶	Have you performed the What If analysis to identify key students / groups of students who could make a difference to overall outcomes?
		Are you using this to determine intervention strategies before the next gradepoint?
	Review of priorities	Has any intervention taken place since the previous gradepoint and what has the impact been?
	Review targets	Do your targets remain aspirational?

SUMMER TERM AND THE QUALITY ASSURANCE PLANNING PROCESS

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Watch our webinars on Embedding Alps, Basic Introduction to Alps (staff training) ▶

PLAN QUALITY ASSURANCE

Review monitoring process ▶	How accurate were your predictions?
	Were your overall outcomes last year in line with predicted outcomes this year? Did predicting accuracy allow you to identify the key students for intervention?
	Were there any gaps in the progress of groups of students which require attention next year?
	Has your in-year monitoring for Year 10/Year 12 highlighted areas for intervention across the Summer Term?
Review of quality assurance calendar	Did you complete all gradepoint assessments at the appropriate time to allow you to generate predicted grades?
	How successful were your discussions with students?
Staff training for September and beyond	Do you require additional training on any aspects of Connect Interactive – using What Ifs/ad hoc analysis?
Target setting	Were subject specific targets set this year aspirational enough?
	Were you monitoring progress towards targets closely enough?

Why not also read: **Senior Leader's**   **Subject Leader's**   **Pastoral Leader's**

Alps **Helping students aim higher**

Pastoral leader's
checklist

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RESULTS DAY AND REVIEW OF RESULTS

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AUGUST / SEPTEMBER		
Gap analysis on strategic indicators ▶	Look particularly at the banded by ability page – you can apply a filter. Have any groups underperformed?	
	Could this inform holistic intervention strategies going forward?	
Analysis against school/ college target grades	How have students performed against their subject targets – were target grades aspirational enough?	
Student Performance Overview ▶	Filter by performance groups. Were there specific subjects where students under-performed?	
	Can this inform option choices in the future?	
	Were whole school/college intervention sessions targeting the appropriate students?	
Review of curriculum	Do you have concerns regarding students progressing from Year 12 to Year 13, or Year 11 to Year 12 based on examination performance?	
Review meetings with your pastoral team	Have your tutors analysed the performance of their tutees using the SPO?	
	Have they identified students where there is concern regarding progression?	
Watch our video of a pastoral meeting ▶		

TARGET SETTING

Alps target setting software is available for KS4 and KS5 in Connect Data to generate Minimum Expected Grades (MEGs) against the National benchmarks

Watch our Target Setting webinar ▶

SEPTEMBER		
Review MEGs and targets by subject based on MEG	Do all pastoral staff understand the methodology behind the generation of MEGs?	
	Have you carried out a review of the target grades across all students (year group or by tutor group), and checked these are aspirational and in line with school/college policy?	
Involving students in the understanding of their MEGs and subject targets	Are your pastoral team actively discussing target grades and progress towards them with their tutees? Are you monitoring this across your year group?	
Review targets ▶	Targets should be reviewed across the cycle in line at data monitoring points	

MONITORING POINTS

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MONITORING POINTS		
Review of student progress grades after each gradepoint submission – overall or by tutor group ▶	Use the SPO to filter by performance group to identify students who are at risk.
	Have there been significant changes from last time?
	Distil student issues from subject issues.
	Review the impact of any intervention strategies and determine next steps with subject staff.
	Use the Progress Cards to generate a 'progress wall' if appropriate.
Analyse your gaps	Are there any significant gaps between your different groups of students in the banded by ability tables?
KS5 review of destinations	Are predicted grades in line with UCAS grades?
	Are subject staff developing intervention strategies to close any gaps between the two?
	Are students at KS4/5 on track to achieve the grades which will allow them to progress?

SUMMER TERM AND THE QUALITY ASSURANCE PLANNING PROCESS

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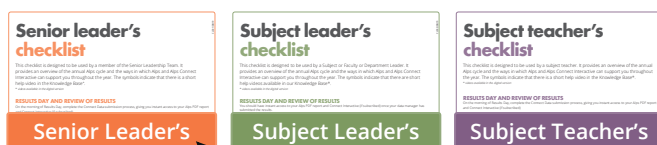
Watch our webinars on Embedding Alps, Preparing for Results Day, Basic Introduction to Alps (staff training) ▶

QUALITY ASSURANCE		
Review monitoring process	Were you able to effectively monitor the progress of your year group and of tutor groups using the data from subject staff?
	Were you able to intervene with the appropriate students to make a difference?
	How successful were your discussions with students?
Review of any key areas arising across the year and set priorities ▶	Were there gaps in the progress of groups of students which require attention next year?
	Has your in-year monitoring for Year 10/Year 12 highlighted areas for intervention across the Summer Term?
Staff training for September and beyond	Did your pastoral team understand how to use Connect Interactive to provide key information on student progress?
Target setting	Was the target setting process aspirational?
	Were you tracking progress against subject targets?

Why not also read:

Senior Leader's	Subject Leader's	Subject Teacher's

Alps Helping students aim higher