

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		Have all staff been able to access Connect Interactive and analyse data for their classes?
Watch our video on staff review meeting and department meeting		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

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

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

PLANNING QUALITY ASSURANCE

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

Why not also read:

Senior leader's checklist
This checklist is designed to be used by a member of the Senior Leadership Team in preparation for a meeting with subject leaders to discuss the quality of subject delivery. The checklist can be used to support you throughout the year. The symbols indicate that there is a clear long-term plan in place.
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Subject teacher's checklist
This checklist is designed to be used by a subject teacher in preparation for a meeting with subject leaders to discuss the quality of subject delivery. The checklist can be used to support you throughout the year. The symbols indicate that there is a clear long-term plan in place.
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Pastoral leader's checklist
This checklist is designed to be used by a Pastoral Leader, for example a member of staff or head teacher, to monitor the progress of the subject area throughout the year. The symbols indicate that there is a clear long-term plan in place.
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