Subject teacher's
checklist

This checklist is designed to be used by a subject teacher. 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

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

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		
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

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) ▶

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 checklist

Senior Leader's

Subject leader's checklist

Subject Leader's

Pastoral leader's checklist

Pastoral Leader's

Alps **Helping students aim higher**