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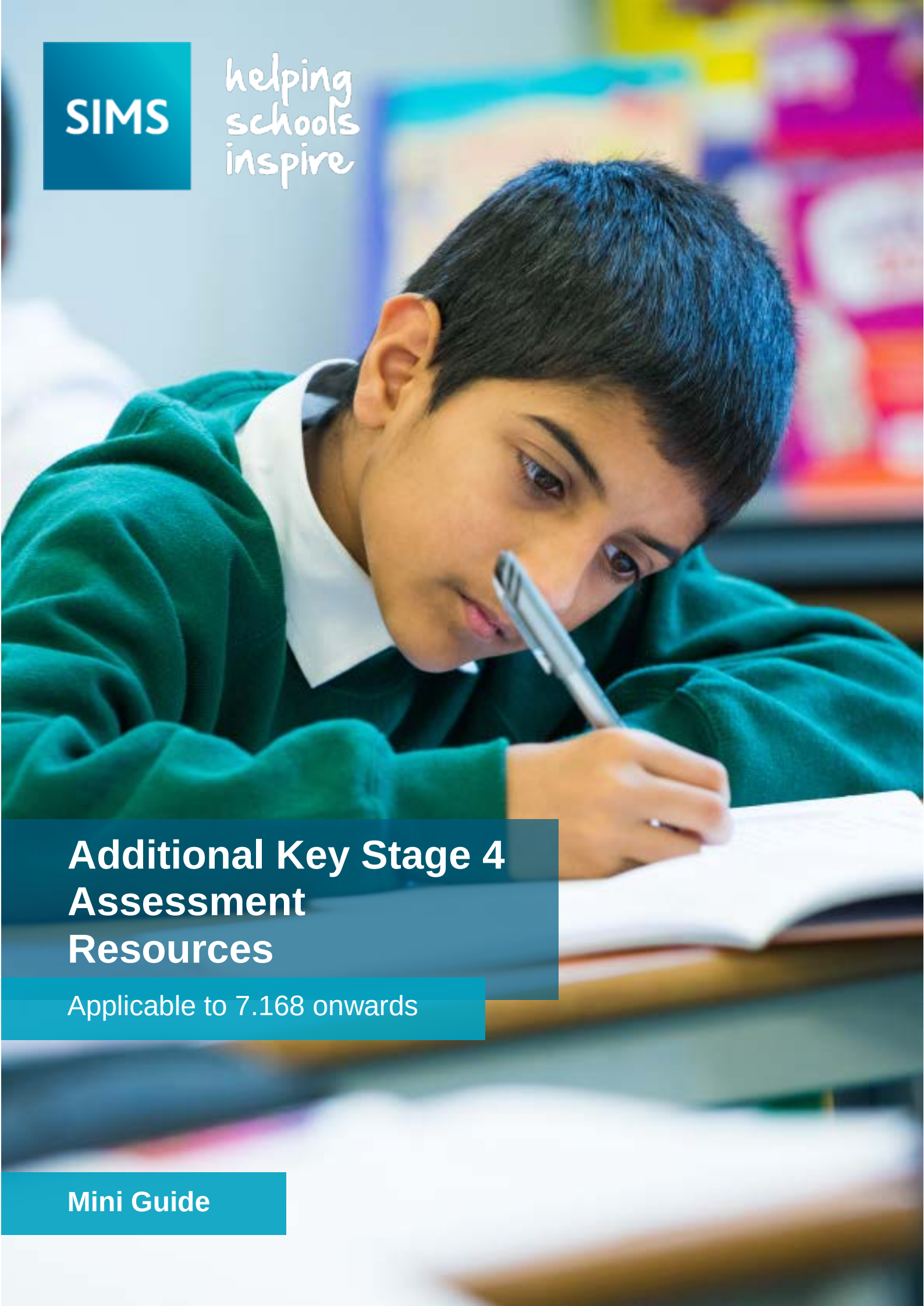

Additional Key Stage 4 Assessment Resources

Applicable to 7.168 onwards

Mini Guide

Revision History

Version	Change Description	Date
7.168 - 1.0	Initial release.	26/01/2016
7.168 - 1.1	Additional clarification added re Assessment Mapping Tool.	22/03/2016

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Please ensure that you include the module name, version and aspect of documentation on which you are commenting.

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Contents

01| Additional Key Stage 4 Assessment Resources 1

Introduction 1

Assessment Manager Templates 1

Report Definitions 2

Predefined Discover Graph Definitions 2

Further Reading and Related Information 2

What's New in this Release? 3

Ability to Create an Exam Mapping Definition using the Assessment Mapping Tool 3

Availability of Discover Graphs Linked to the KS4 KPIs from AMPA 3

Availability of KS4 Termly Tracking Templates from AMPA 4

Provision of KS4 Report Definitions 4

Prerequisites for Using the Additional KS4 Assessment Resources. 4

Preparing to Use the KS4 Assessment Templates 5

Understanding the Year Specific Templates 6

Grading for 2016 6

Grading for 2017 and 2018 6

Importing the MT Exam Result Sets File from the AMPA Folder 6

Importing the KS4 Assessment Mapping Tool Resultsets File 10

Important Information Regarding the Assessment Mapping Tool. 10

Using the Assessment Mapping Tool 11

Importing the KS4 Assessment Templates from the XML File 19

Creating Marksheets Based on the KS4 Assessment Templates 22

Impacts on Discounting 24

Impacts on KS2 Data 25

Importing and Running the KS4 Reports in SIMS 26

Importing Additional KS4 Predefined Graph Definitions into Discover 29

Logging into the Discover Administration Utility 29

Importing the Discover Graph Definitions 30

Running the Transfer Routine 33

Using the KS4 Assessment Resources with Discover 34

01 | Additional Key Stage 4 Assessment Resources

Introduction 1
Assessment Manager Templates 1
Report Definitions 2
Predefined Discover Graph Definitions 2
What's New in this Release? 3
Prerequisites for Using the Additional KS4 Assessment Resources .. 4
Preparing to Use the KS4 Assessment Templates 5
Understanding the Year Specific Templates 6
Importing the MT Exam Result Sets File from the AMPA Folder 6
Important Information Regarding the Assessment Mapping Tool .. 10
Importing and Running the KS4 Reports in SIMS 26
Importing Additional KS4 Predefined Graph Definitions into Discover 29

Introduction

This handbook has been provided in response to the rapid changes occurring in national Assessment. Additional Key Stage 4 Assessment Resources have been provided by Capita SIMS.

Once imported, these resources enable you to calculate headline figures for internal assessments, whilst also enabling you to identify students who are underachieving in any of the main key groups. Three types of additional resource have been provided.

Assessment Manager Templates

A separate template is available for each Year 11 cohort of students for 2016, 2017 and 2018. These templates are accessible from the `English Secondary (and Middle deemed Secondary) | Assessment Manager` folder from within the AMPA folder. The file is called `CAS KS4 Overview Templates.xml`.

- CAS KS4 Overview 2016
- CAS KS4 Overview 2017
- CAS KS4 Overview 2018.

Report Definitions

Two additional report definitions are available for use in SIMS. Running these reports extracts the data that has been entered into the marksheets associated with the Assessment templates.

- CAS Key Groups 2016
- CAS Key Groups 2017/18.

The reports are output to an Excel spreadsheet, enabling the data to be read and analysed by the Senior Management Team.

Predefined Discover Graph Definitions

Additional predefined graph definitions can be imported into Discover via the Discover Administration Utility. The reports output from these graph definitions enable you to analyse the performance of academic and pastoral groups, and to identify students who are underachieving.

The report definitions are accessible from the `English Secondary (and Middle deemed Secondary) | Discover Graphs` folder from within the AMPA folder. The file is called `CAS Discover Graphs.xml` and contains these reports definitions:

- `CAS Y11 5A* to C Venn TP Year 11 Autumn`
- `CAS Y11 Key Groups`
- `CAS Y11 Ebacc TP Year 11 Autumn`
- `CAS Y10 Key Groups`
- `CAS Y10 5 Good GCSEs EM Venn TP Year 10 Autumn`
- `CAS Y11 Attainment 8 and Progress 8.`

Please refer to the *Importing Assessment Graphs* chapter of the *Managing Assessment Graphs in Discover* handbook for more detailed information.

Further Reading and Related Information

The KS4 Assessment Resources have been created based on the information supplied in a number of DfE documents:

- *DfE Progress 8 Measure in 2016 and 2017*
- *DfE Statement of Intent 2015*
- *DfE Decisions for Completing GCSE, AS and A Level reform*
- *DfE Discounting Guidance*.

For more information relating to the List of Reformed GCSEs, please visit the DfE website (http://www.gov.uk/government/publications/timeline-of-changes-to-gcses-as-and-a-levels/changes-to-gcses-as-and-a-levels-that-will-affect-each-current-school-year-group).

A wide range of documentation is available from within SIMS via the **Documentation Centre** and can be accessed by clicking the **Documentation** button on the SIMS **Home Page**. The range of documentation includes handbooks, tutorials, mini guides and quick reference sheets. Once open, click the appropriate button (e.g. **Handbooks**), then navigate to the applicable option (**Exams & Assessment**).

What's New in this Release?

The following new features have been provided:

Ability to Create an Exam Mapping Definition using the Assessment Mapping Tool

Tools | Performance | Assessment | Assessment Mapping Tool

It is now possible to create an Examinations mapping definition using the **Assessment Mapping Tool**, enabling the mapping of examination aspects to KS4 teacher assessment (TA) aspects.

Before creating an Examinations mapping definition, you must import an additional file from the AMPA folder.

Please refer to the **Using Assessment Mapping Tool** chapter in the **Creating Assessment Related Components** handbook. Alternatively, please refer to the **Using the Assessment Mapping Tool** mini guide.

More Information:
Importing the MT Exam Result Sets File from the AMPA Folder on page *6*

Availability of Discover Graphs Linked to the KS4 KPIs from AMPA

All Programs | SIMS Applications | Discover Administration Utility

Additional pre-defined graph definitions can be imported into Discover via the Discover Administration Utility. The reports output from these graph definitions enable the analysis of the performance of academic and pastoral groups in Key Stage 4 and the identification of students who are underachieving.

The report definitions are accessible from the CAS `Discover Graphs.xml` file in the AMPA\`English Secondary (and Middle Deemed Secondary)\Discover Graphs` folder and it contains the following report definitions:

- CAS Y11 5A* to C Venn TP Year 11 Autumn
- CAS Y11 Key Groups
- CAS Y11 Ebacc TP Year 11 Autumn
- CAS Y10 Key Groups
- CAS Y10 5 Good GCSEs EM Venn TP Year 10 Autumn
- CAS Y11 Attainment 8 and Progress 8.

For more detailed information, please refer to the *Importing Assessment Graphs* chapter of the *Managing Assessment Graphs in Discover* handbook.

More Information:
Predefined Discover Graph Definitions on page *2*

Availability of KS4 Termly Tracking Templates from AMPA

A separate template is available for each Year 11 cohort of students for 2016, 2017 and 2018. These templates are accessible from the CAS KS4 `Overview Templates.xml` file in the `AMPA\English Secondary (and Middle Deemed Secondary)\Assessment Manager` folder and it contains the following templates:

- CAS KS4 Overview 2016
- CAS KS4 Overview 2017
- CAS KS4 Overview 2018.

More Information:
Importing the KS4 Assessment Templates from the XML File on page *19*

Provision of KS4 Report Definitions

Reports | Import

The pre-defined reports library provided with the SIMS 2016 Spring Release includes the following report definitions for KS4:

- CAS KS4 Key Groups 2016
- CAS KS4 Key Groups 2017.

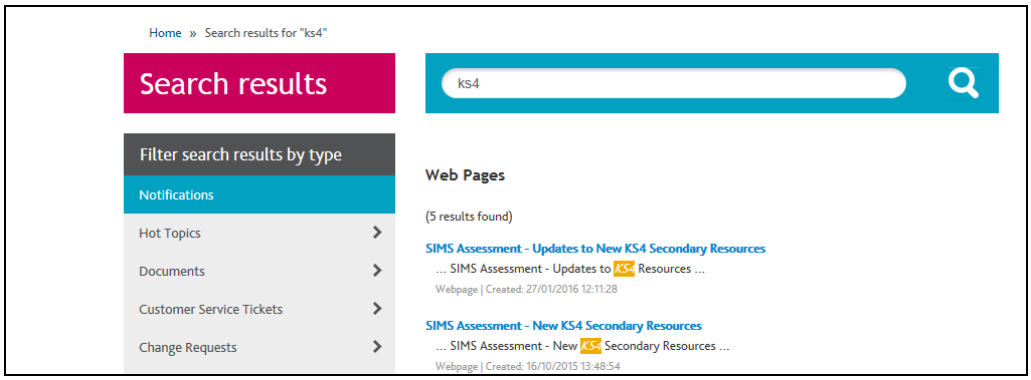
Prerequisites for Using the Additional KS4 Assessment Resources

The Assessment Manager and Performance Analysis Resource Kit (AMPARK) provides a set of resources for use with SIMS Assessment.

As well as the Additional KS4 Assessment Resources, there are also a number of SIMS Assessment templates which can be downloaded. These templates enable you to calculate the Key Stage 2 fine point scores and levels for each student; calculations which are necessary for inclusion in the Additional KS4 Assessment Resources to provide a complete set of results. A separate template has been provided for each Year 11 cohort, from 2016 onwards, containing different threshold values for each year.

It is recommended that the school's CTF file containing the Key Stage 2 results, is downloaded from the Key to Success website, and marksheets based on the separate template for each Year 11 cohort are created, calculated and saved.

AMPARK is installed on each SIMS workstation as part of each release (via SOLUS). Any updated versions are made available from the AMPARK folder on the My Account website (http://www.capita-sims.co.uk/ampark) and included in future SIMS upgrades.



Preparing to Use the KS4 Assessment Templates

New reformed GCSEs in English Language, English Literature and Mathematics will be taught in schools in England from September 2015, with students receiving their results in August 2017.

During 2016 and 2017, additional reformed GCSE subjects will be added. The Assessment Mapping Tool has been updated to include all newly reformed subjects for 2015, 2016 and 2017 based on the DfE List of Reformed GCSEs with the appropriate grade set with values of 9 to 1.

To ensure that all the available subject aspects are listed in the Assessment Mapping Tool, you must apply the SIMS 2016 Spring Release (SIMS 7.168).

The Assessment Mapping Tool provides a method of mapping aspects and result sets that have been defined by the school, Local Authority or other local body, to more widely recognised aspects and result sets that have been defined by Capita SIMS.

IMPORTANT NOTE: *If you have previously mapped results to any of the double GCSE aspects, these must be removed before importing the new Key Stage 4 resources, otherwise the import will fail because of a mismatch of existing and expected results in the grade set.*

From the SIMS 2015 Spring Release onwards, school users must click the **Yes** button on the **Import Assessment Manager Resources** dialog when prompted to import the new and updated Assessment Manager resources. These resources are fundamental to the new functionality provided on the **Programme of Study Tracking** screen.

If you click the **Remind me later** button, you will continue to be presented with the **Import Assessment Manager Resources** dialog each time you access SIMS until the new resources have been imported. The **No** button has been removed from the **Import Assessment Manager Resources** dialog to ensure that the new resources are imported as soon as possible. It is recommended that you ensure that the most recent AMPA resources have been imported into SIMS before continuing.

Understanding the Year Specific Templates

Capita SIMS has provided three KS4 templates for the Year 11 cohorts, which have been designed specifically to reflect the anticipated changes to grading expected in 2016, 2017 and 2018. The aspects and result sets incorporated in the KS4 templates are available for use by ensuring that the `Assessment Mapping Tool Secondary.xml`, KS4 `Assessment Mapping Tool Aspect.xml` and KS4 `Assessment Mapping Tool Resultsets.xml` files have been imported via **Routines | Data In | Assessment | Import**.

Each template uses different formulae to accommodate the differences in grading for each calendar year.

Grading for 2016

During 2016, students will still be taking legacy GCSEs and vocational courses where the grades awarded will be letters, e.g. A*- G, etc. as per current DfE guidelines. The values of these awarded grades are calculated in the CAS KS4 Overview 2016 template and the embedded formula calculates the Progress 8 measure.

Grading for 2017 and 2018

From 2017 onwards, the DfE has specified that where a new numerical grade GCSE is available for a chosen subject, a student at the end of Year 11 must take this qualification and not opt to take a legacy GCSE. Any previously achieved exam results for the chosen subjects will not be counted in the Performance Measures.

The values used for the legacy GCSEs in the Progress 8 calculation are different in 2017 from those used in 2016. The 2017 cohort of students will be taking the new reformed GCSEs for English and Maths and in 2018, students will be taking mostly reformed GCSE qualifications.

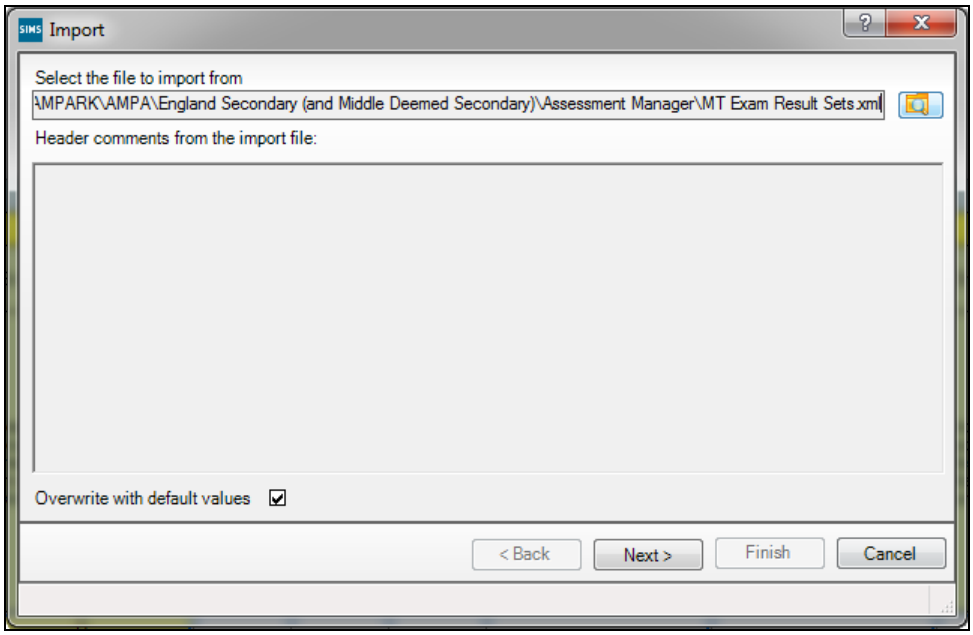
If your school has not yet made the necessary changes to the Assessment processes, you can continue to use the CAS KS4 Overview 2016 template. However, using this template to predict future results should be undertaken with caution.

Importing the MT Exam Result Sets File from the AMPA Folder

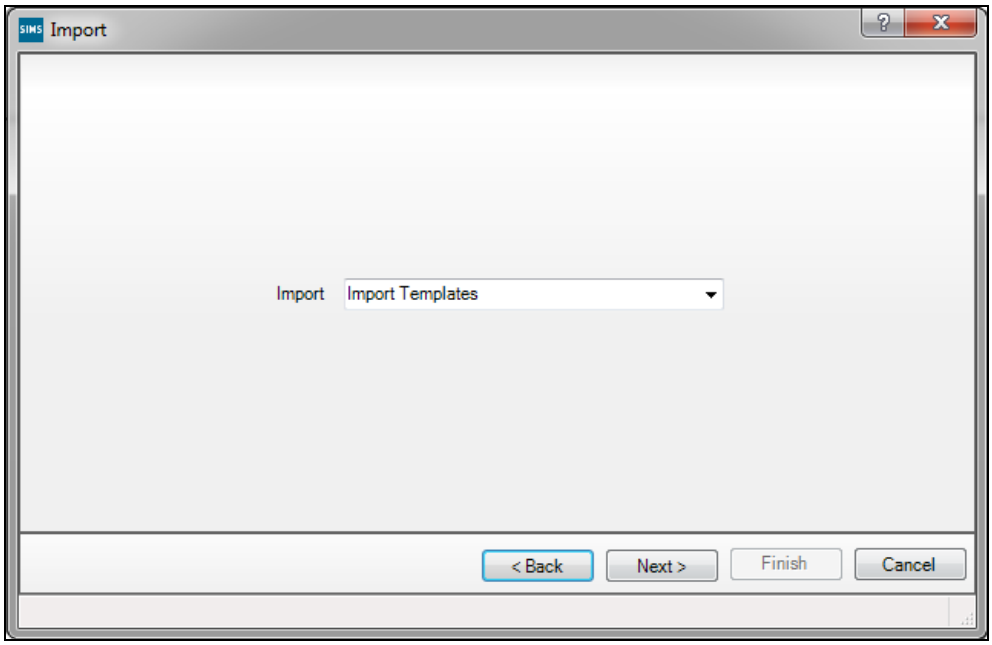
Before attempting to create an Examinations mapping definition, you must first import the file containing the required destination result sets defined by Capita Assessment Services.

1. Select **Routines | Data In | Assessment | Import** to display the **Import** dialog.
2. Browse to the location of the AMPA folder, the sub-folder applicable to your school type and then the associated `Assessment Manager` folder, e.g. `C:\PROGRAM FILES\SIMS\SIMS .NET\AMPA`.

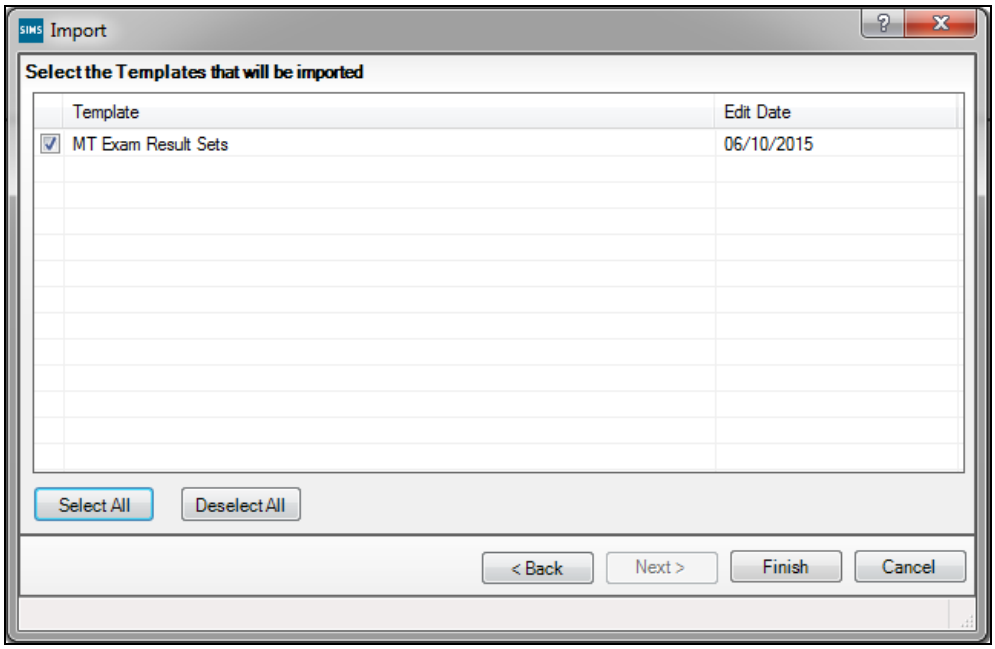
3. Highlight the file called `MT Exam Result Sets.xml` and click the **Open** button.



4. Click the **Next** button and select **Import Templates** from the drop-down list.

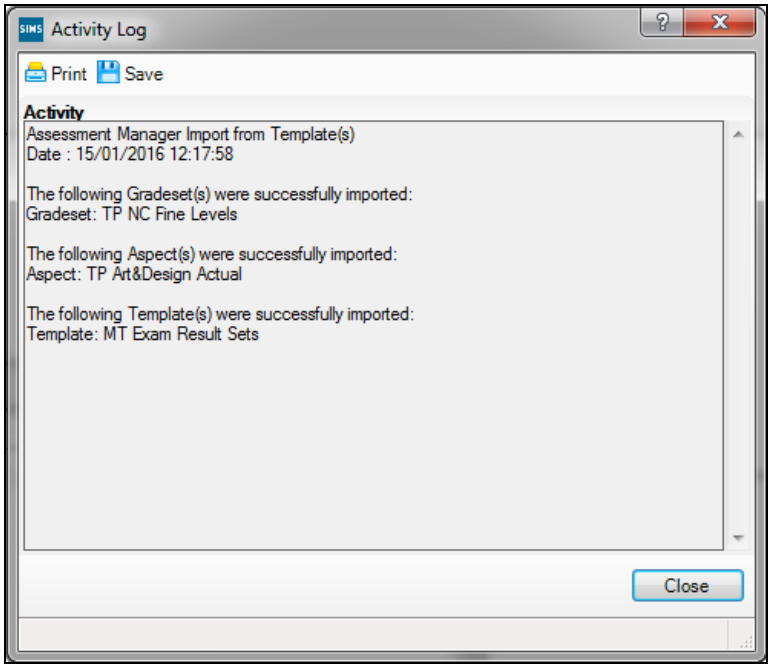


5. Click the **Next** button and then click the **Select All** button.



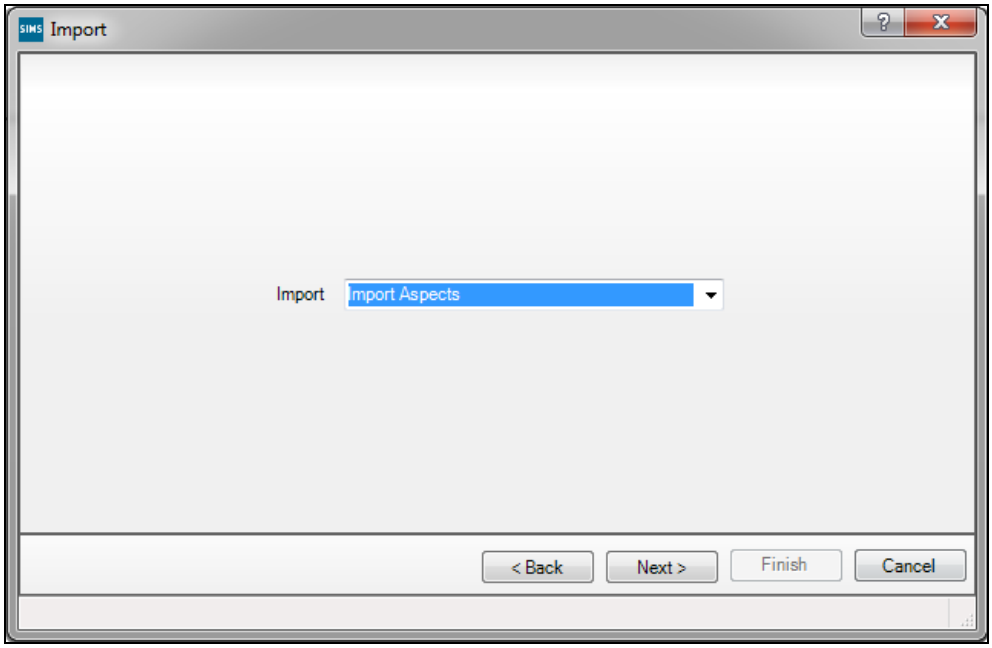
6. Click the **Finish** button and then click the **Yes** button on the confirmation message.

   When the templates have been successfully imported, the **Activity Log** dialog is displayed.

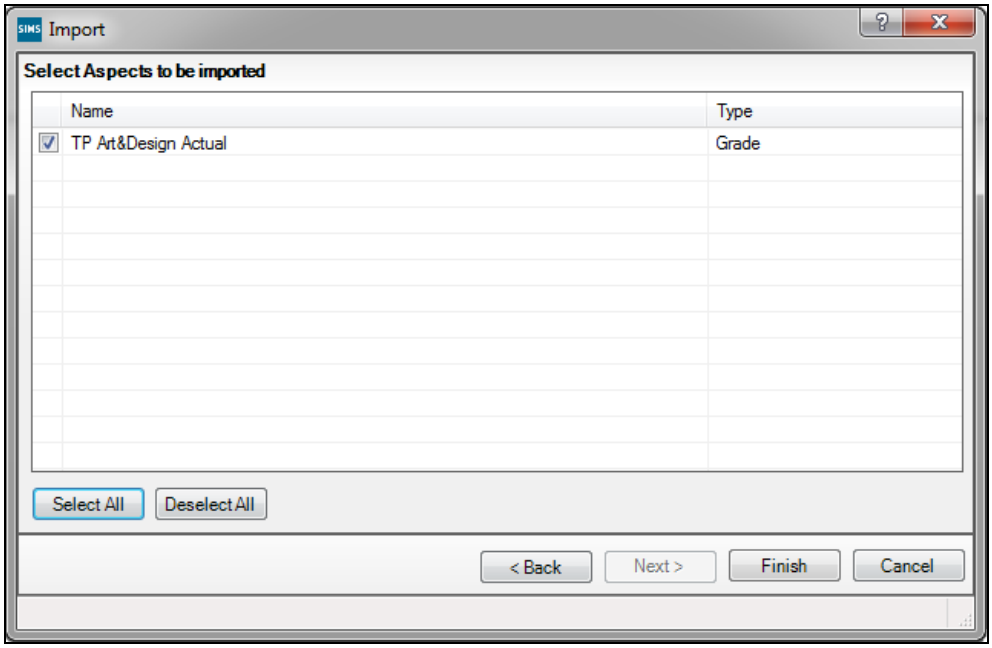


7. Click the **Close** button.

8. Repeat this process from Step 1. At Step 4, select **Import Aspects** from the drop-down list.

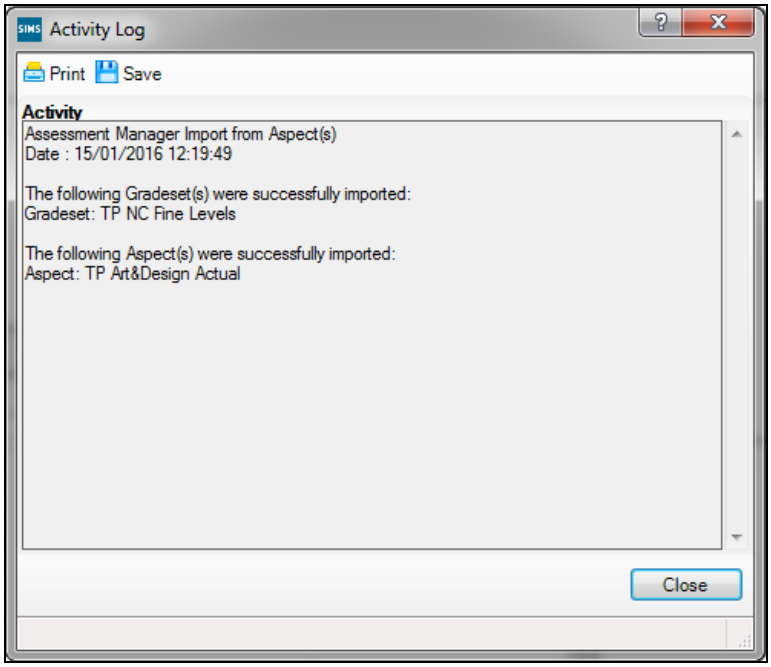


9. Click the **Next** button and then click the **Select All** button.



10. Click the **Finish** button and then click the **Yes** button on the confirmation message.

When the aspects have been successfully imported, the **Activity Log** dialog is displayed.



11. Click the **Close** button.

Importing the KS4 Assessment Mapping Tool Resultsets File

The KS4 Assessment Mapping Tool Resultsets.xml file has been updated to include additional result sets, enabling the comparison of different student outcomes against the School Improvement Programme resources. The new result sets are only accessible from the Assessment Mapping process in the Assessment Mapping Tool.

This file can be imported from the AMPA folder via **Routines | Data In | Assessment | Import** in the same way as the MT Exam Result Sets file detailed above.

Important Information Regarding the Assessment Mapping Tool

The KS4 Assessment Mapping Tool provides generic (non-board specific) GCSE and AS subject aspects. It is possible that the specific qualification being taught in a school is not one from a board, or of a subject that is included in the various EBacc and Performance Table measures lists supplied by the DfE for a given year. Therefore, schools should consider this when mapping aspects and results, especially for the purpose of running the SIMS School Report and these KS4 Resources, because this could produce results that conflict with those produced by Examinations Organiser.

IMPORTANT NOTE: *If you have previously mapped results to an aspect that you knew was not the correct one because the aspect you required was not available, you must retrospectively remove these mappings and results before mapping the results to the correct aspect. If this is not undertaken, the calculations in the SIMS School Report and these KS4 Resources will be inaccurate due to doubled up results.*

You must ensure that you have mapped any user defined aspects, grade sets and result sets to the applicable resource defined by Capita SIMS. This ensures that when the KS4 templates are cloned, attached to marksheets, and the marksheets have been calculated, the school's data is visible.

There are several hundred possible courses that could potentially be offered by a school, and every course must be mapped accurately for the results to calculate correctly. Many schools may only collect one result for English or Science even though students may be taking two or more examinations in these subjects. For every examination that a student is taking, there must be an equivalent aspect mapped. Special care must be taken when mapping to vocational qualifications, and where fine grades are in use.

IMPORTANT NOTE: *From Spring 2016, it is possible to create an Examinations mapping definition using the Assessment Mapping Tool, enabling aspects and exam seasons to be mapped to aspects defined by Capita SIMS, as well as to the TP result sets for each specific exam season. The actual and predicted examination results can be analysed using the CAS Key Groups 2016/2017/2018 reports provided.*

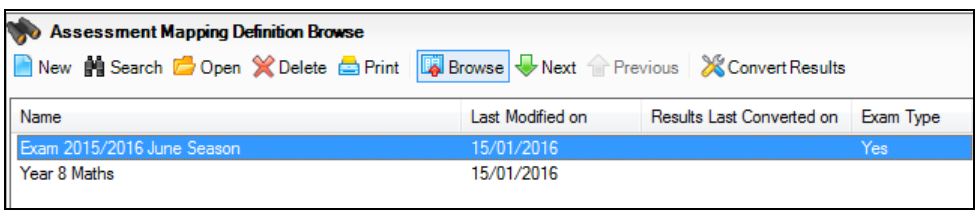
For more detailed information relating to the use of the Assessment Mapping Utility, please refer either to the *Creating Assessment Related Components* handbook or the *Using the Assessment Mapping Tool* mini guide. A brief synopsis of the process is detailed in this guide.

Using the Assessment Mapping Tool

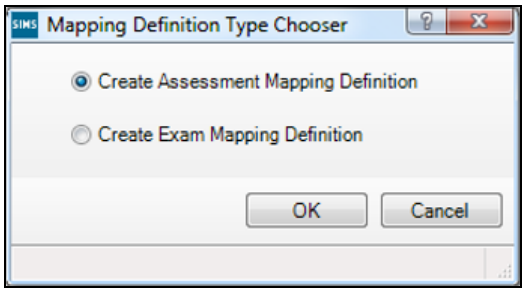
It is assumed that schools are conducting internal assessments on their students and applying the grades on which their final examinations will be based. For example, students in the 2016 Year 11 cohort are being assessed and marked using all letter grades, students in the 2017 Year 11 cohort are being assessed and marked using number grades for Maths and English, students in the 2018 Year 11 cohort are being assessed and marked using primarily number grades.

If students are not being assessed and marked in this way, the assessment data entered into the year specific templates will not calculate correctly.

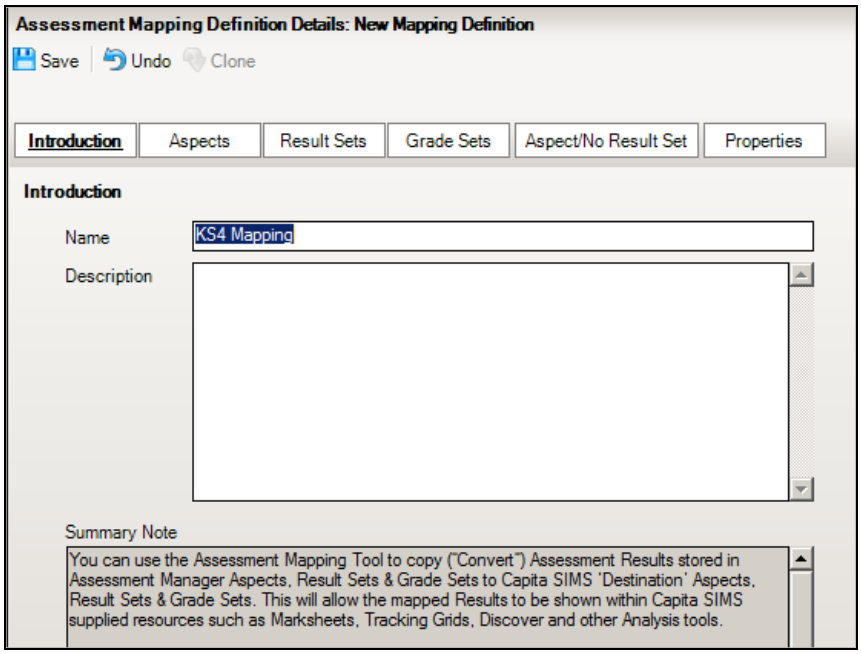
1. Select **Tools | Performance | Assessment | Assessment Mapping Tool** to display the **Assessment Mapping Definition** browser.



2. Click the **New** button.
3. Select the **Create Assessment Mapping Definition** radio button from the **Mapping Definition Type Chooser** dialog and click the **OK** button to display the **Assessment Mapping Definition Details** page.



The **Introduction** tab enables you to specify a unique **Name** for any new mapping definitions created.



You can also enter a concise **Description** that details the history of the specific mapping definition.

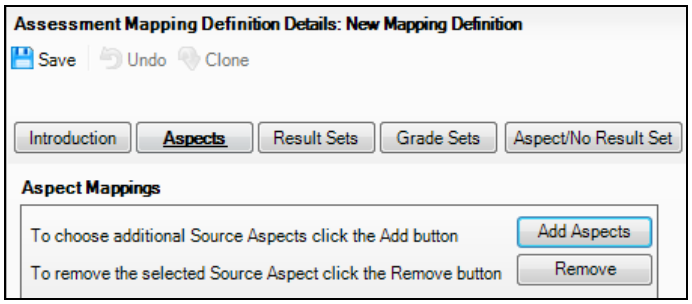
The **Summary Note** section explains the purpose of the Assessment Mapping Tool.

The process is similar when creating an assessment mapping definition or an examinations mapping definition. However, the aspects and result sets suggested for use are different.

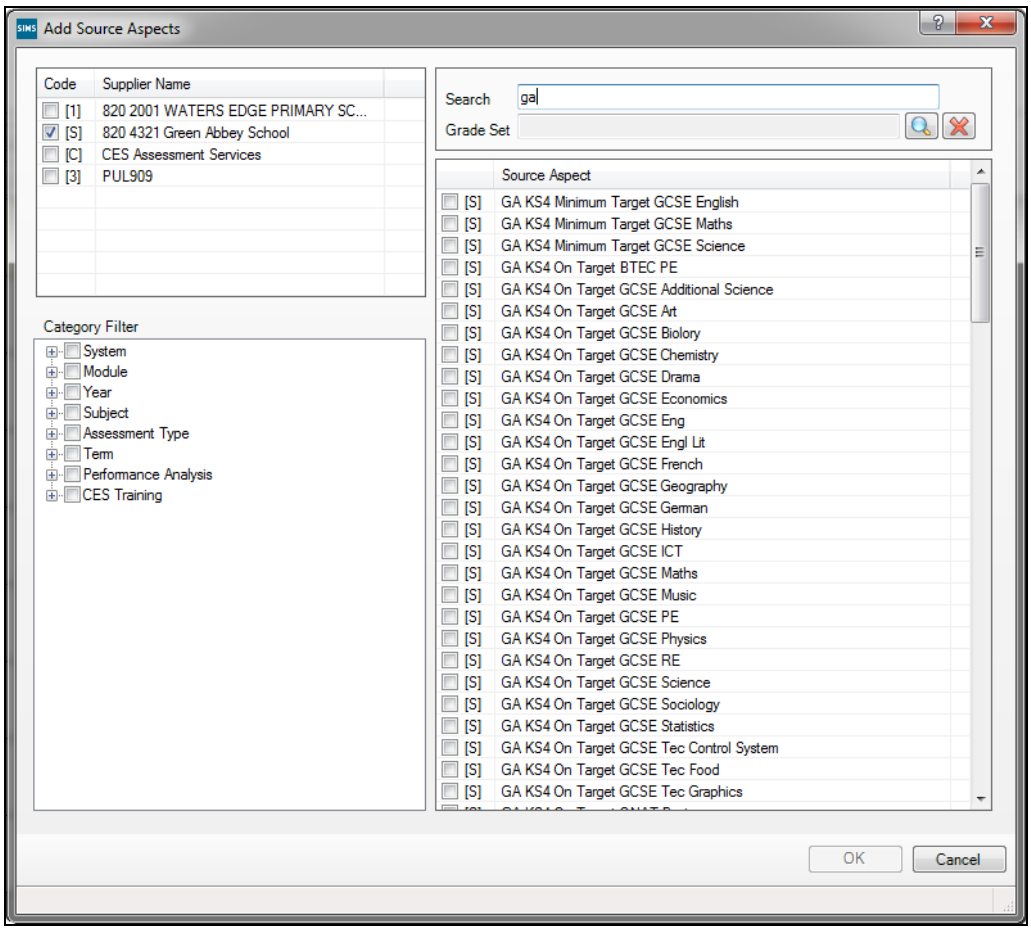
Mapping Aspects

The Aspects tab enables you to select the source aspect(s) that you want to map to a CES destination aspect.

1. Click the **Aspects** tab.



2. Click the **Add Aspects** button to display the **Add Source Aspects** dialog.



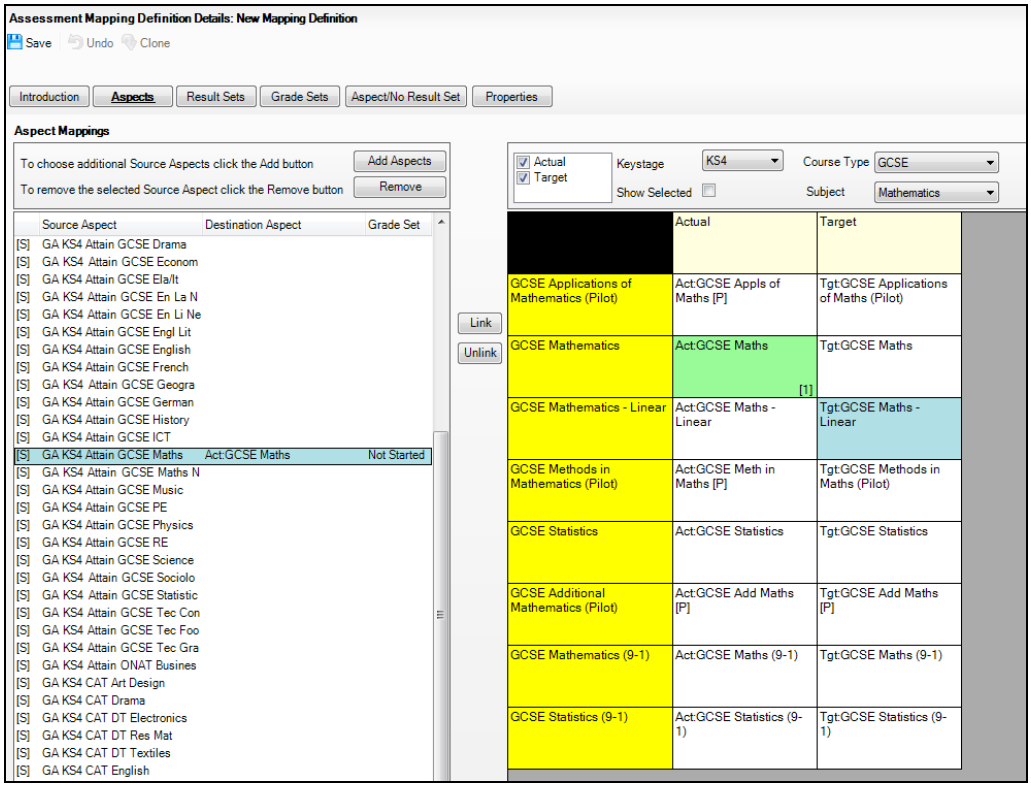
3. Select the aspects containing the Key Stage 4 internal assessment grades.

You can also limit the destination aspects that are displayed in the grid by selecting an option from the **Keystage** drop-down list. After selecting **KS4**, two additional filters are available:

- **Course Type** = select the applicable type of qualification from the drop-down list.
- **Subject** = specify the subject that relates to the qualification selected from the **Course Type** drop-down.

4. Select the **Show Selected** check box to display mapped aspects only. This check box is available for use with any of the options selected from the **Keystage** drop-down list, not just KS4.
5. When you have determined the destination aspect to which you want to map the source aspect, highlight the relevant cell in the grid, select the source aspect in the left-hand side of the **Aspects** tab and click the **Link** button.

   The cell is shown with a green background and identified by a figure or a letter in brackets that corresponds to the original source of the aspect, e.g. defined in your school (**S**), supplied by Capita Assessment Services (**C**) or imported from other external sources (**1**, **2**, **3**, etc.).



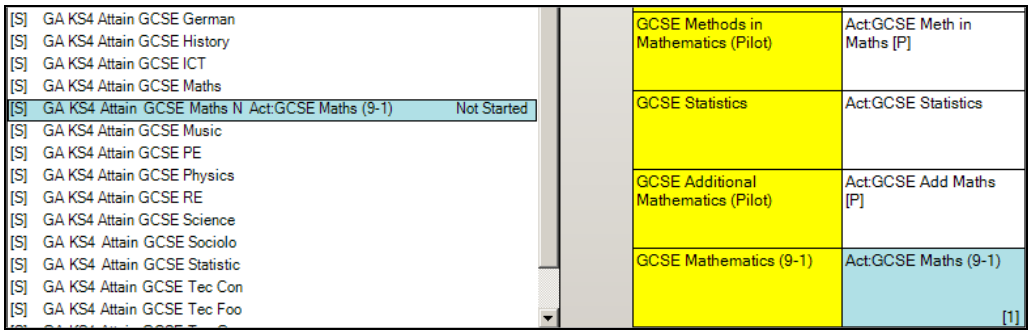
6. Continue mapping selected source aspects to the relevant destination aspects, as required.

> ***IMPORTANT NOTE:*** *If you map two different source aspects to the same destination aspect, please be aware that the aspect mapped most recently will take precedence over any previous mappings when the* ***Convert Results*** *button is clicked.*

7. Click the **Save** button.

All external exam courses being offered in your school must be mapped to the correct internal aspect. English Literature GCSE and English Language GCSE courses must be mapped to the corresponding individual aspects.

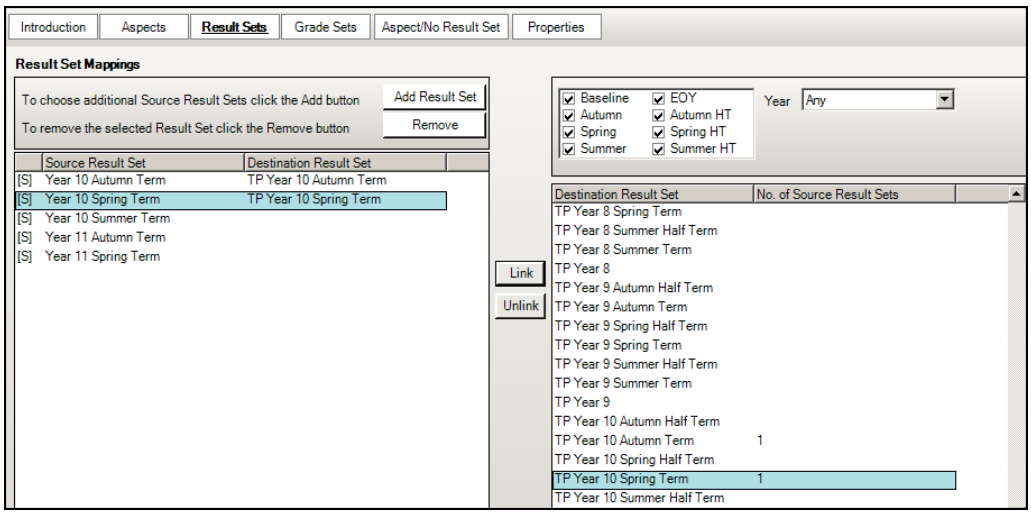
You must also create separate numeric grade aspects for subjects in years 9 and 10. These must be mapped to the equivalent actual aspect.



Mapping Result Sets

All the internal result sets must be mapped to the equivalent TP result sets.

Click the **Result Sets** tab.

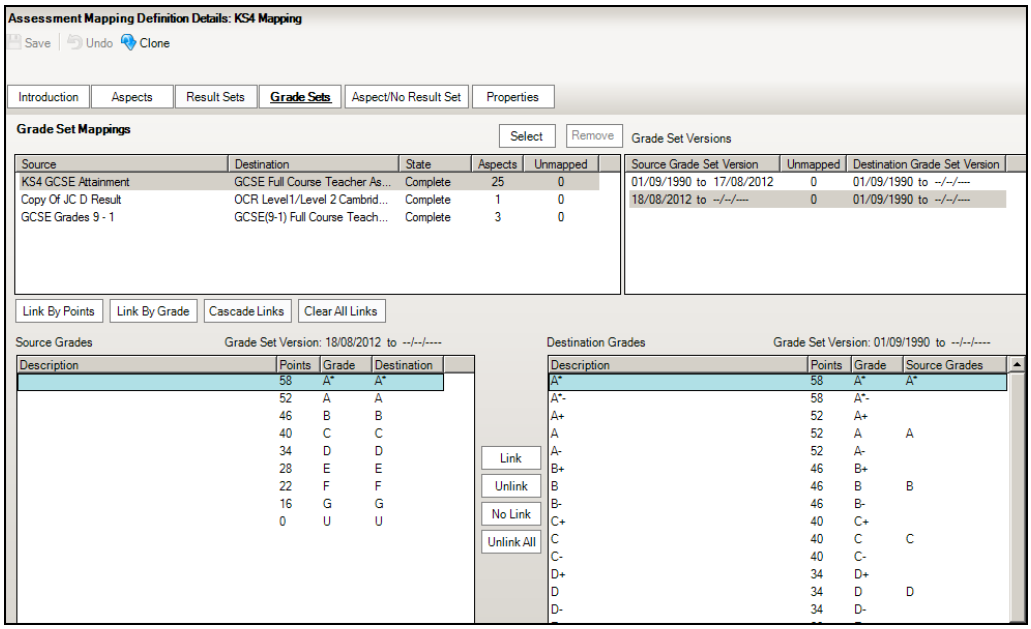


When you have determined the destination result set to which you want to map the source result set, highlight the destination result set, select the source result set in the left-hand side of the **Result Sets** tab and click the **Link** button.

Mapping Grade Sets

Each grade set must be mapped to a suitable grade in the destination grade. If split or fine grades have been used, a decision must be made with regard to which of the grades will be mapped to destination grades.

1. Click the **Grade Sets** tab.



The **Source** grade set and its associated **Destination** grade set are displayed on the top left-hand side of the tab. Highlight a source grade set

The **Grade Set Versions** that are associated with the source and destination grade sets are displayed with their respective date ranges and the number of **Unmapped** grades on the right-hand side of the tab.

2. Highlight one of the **Grade Set Versions** to display separate lists of **Source Grades** and **Destination Grades**. Source Grades that are already mapped to Destination Grades are shown with their **Description**, their **Points** value, a **Grade** and the **Destination** grade.

   Unmapped **Source Grades** are displayed in red text. There are a number of methods that can be used to link these to **Destination Grades**:

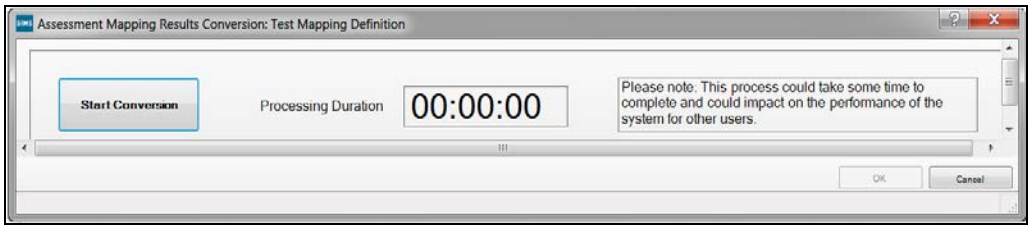
   - Highlight a specific **Source Grade**, highlight the **Destination Grade** to which you want to link it and click the **Link** button in the centre of the **Grade Sets** tab. If you make a mistake, repeat this procedure but click the **Unlink** button instead. You can click the **Cascade Links** button to share the specified link with other source grades.
   - You can designate a **Source Grade** with a status of **<No Link>** by highlighting it and clicking the **No Link** button.
   - You can begin the linking process again by clicking the **Unlink All** button to clear all existing links.
   - If you click the **Link by Points** button above the **Source Grades** list, all applicable **Source Grades** are mapped to **Destination Grades** with a matching **Points** value.
   - If you click the **Link by Grade** button, all applicable **Source Grades** are mapped to **Destination Codes** with a matching **Grade** value.
   - Click the **Clear All Links** button to remove all existing mappings and to begin the mapping process again.

3. Click the **Save** button.

Converting Results

> ***IMPORTANT NOTE:*** *If you map two different source aspects to the same destination aspect, please be aware that the aspect mapped most recently will take precedence over any previous mappings when the* ***Convert Results*** *button is clicked.*

1. Click the **Convert Results** button to display the **Assessment Mapping Result Conversion** dialog.

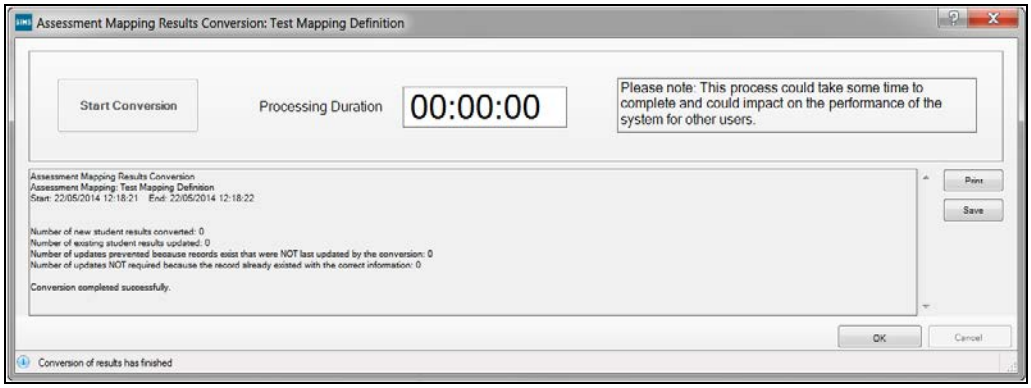


> ***IMPORTANT NOTE:*** *Please consider the impact that this process may have on other SIMS users before continuing.*

2. Click the **Start Conversion** button if you are certain that you want to continue.

   When the process is underway, the **Processing Duration** counter records the time taken to convert the results.

3. Expand the bottom of the **Assessment Mapping Results Conversion** dialog to view the details of the results conversion process.

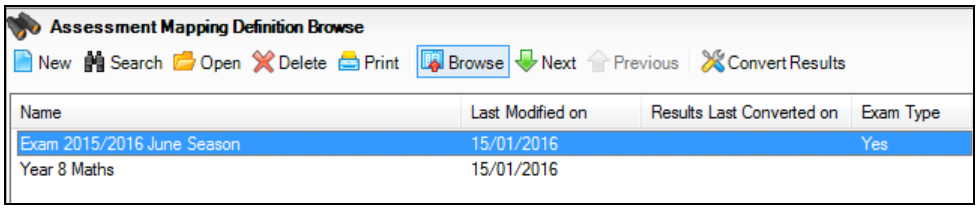


4. Click the **Print** button to retain a paper copy of any warnings or errors that were generated.
5. Click the **Save** button to save the details of the results conversion process to a local folder of your choice.
6. Click the **OK** button.

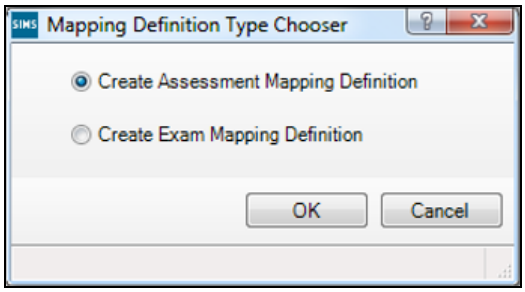
Creating Examinations Mapping Definitions

Secondary schools can map their examination aspects to Key Stage 4 teacher assessment (TA) aspects. This enables schools to run the School Improvement Programme team analysis with their exam results. Examination aspects (source aspects) can be mapped to aspects supplied by Capita SIMS (destination aspects) against a result set to indicate that the result was from an examination. This enables the KS4 SIP resources to calculate Key Performance Indicator data for schools based on the examination results achieved, e.g. Attainment 8.

1. Select **Tools | Performance | Assessment | Assessment Mapping Tool** to display the **Assessment Mapping Definition** browser.

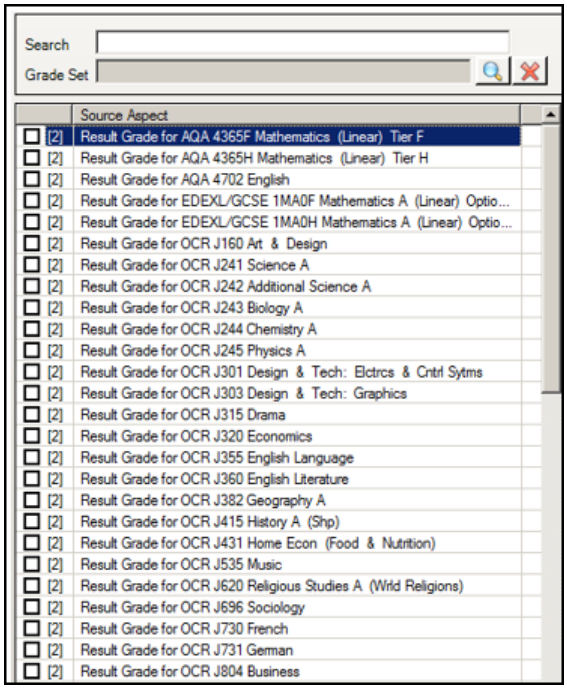


2. Click the **New** button.
3. Select the **Create Exam Mapping Definition** radio button from the **Mapping Definition Type Chooser** dialog and click the **OK** button to display the **Assessment Mapping Definition Details** page.

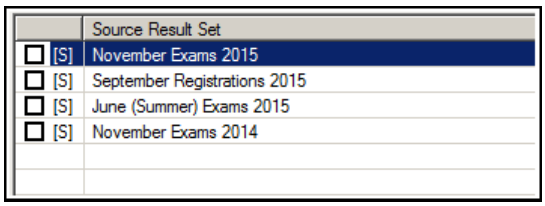


*NOTE: It is not necessary to use the **Aspect / No Result Set Mapping** tab when creating an examination mapping definition; because all examination aspects are related to a season, this tab is disabled when creating an examination mapping definition.*

When adding aspects and result sets, the available Examinations result aspects are displayed for selection.



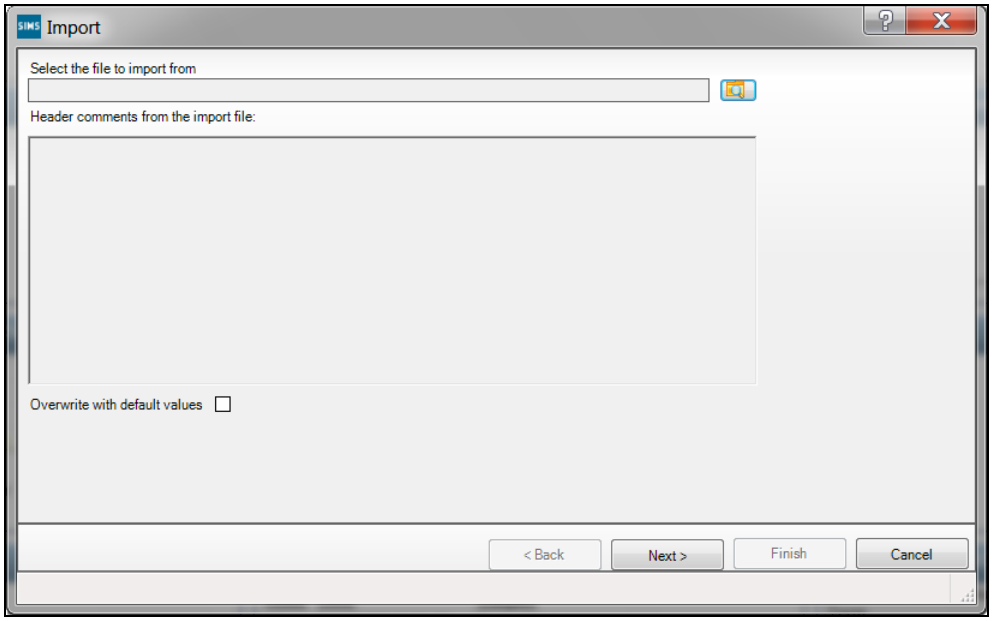
Continue to map the school's internal result sets to the equivalent TP result sets.



Importing the KS4 Assessment Templates from the XML File

The new KS4 Assessment templates must be imported into SIMS before you can create associated marksheets based on these templates and calculate the Key Performance Measures. You can also clone the templates for future or historical use and associate the copies with marksheets created for the appropriate years, if required. If you clone the templates, you must ensure that you change the result set accordingly. It is also suggested that you utilise the Show/Hide functionality to hide any unused subject columns in the marksheet.

1. Select **Routines | Data In | Assessment | Import** to display the first page of the **Import** wizard.

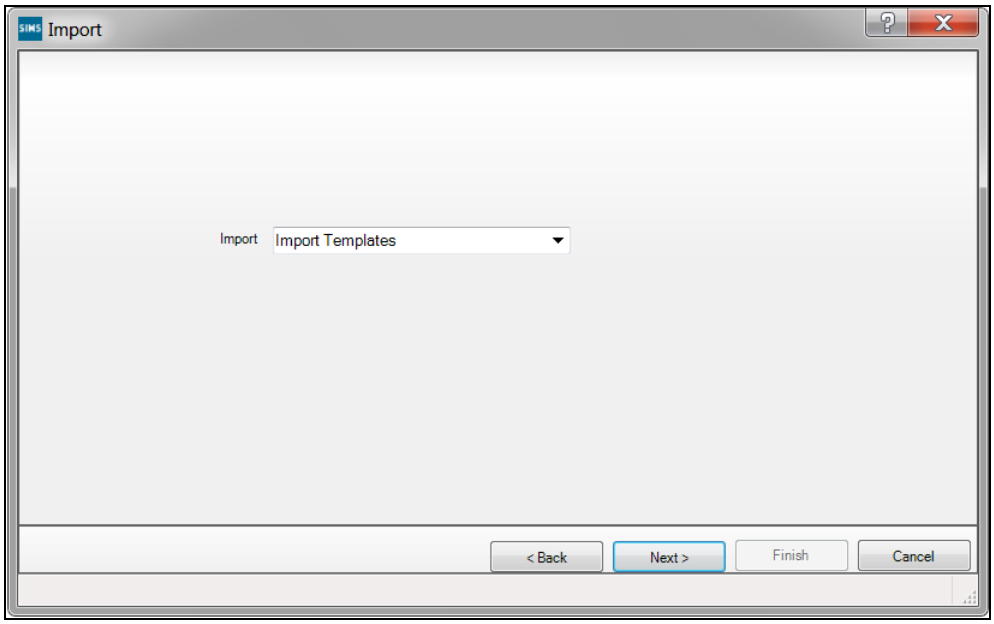


2. Select the file to import by clicking the **Field Browser** button to display the **Open** dialog.
3. Highlight the file you wish to import and click the **Open** button to return to the wizard. The name of the selected file is displayed in the **Select the file to import from** field.

   The **Header** comments from the import file panel displays information about the files you are importing. This may include the file name, the date on which the file was created, the purpose of the file, etc.

   If you have previously imported a file and subsequently changed its name, column headings or description, you can reset these to the defaults by selecting the **Overwrite with default values** check box.

4. Click the **Next** button to continue.



5. Select **Import Templates** and click the **Next** button to continue.

   This page lists the templates that are in the selected file.

6. Select the templates you want to import by clicking the check box adjacent to the template name. Use **Shift & Click** and **Ctrl & Click** for block and multiple selections respectively. The **Select All** and **Deselect All** buttons can also be used.
7. Click the **Finish** button when you have made your selection.
8. A message dialog is displayed. Click the **Yes** button to begin the import process.

   An **Activity Log** is displayed when the import is complete.

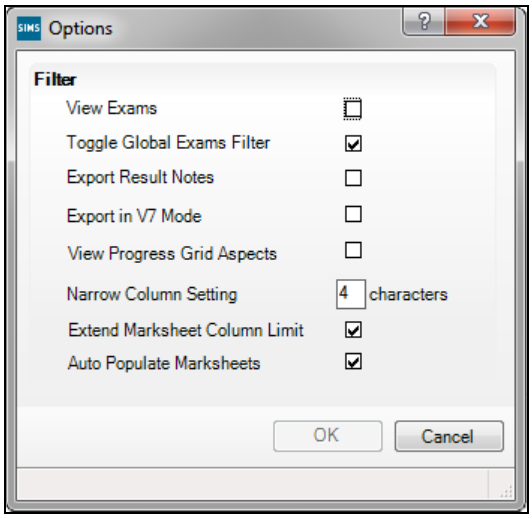
9. Click the **Close** button to finish the process. The imported templates are now available for use.

   Imported templates are displayed in the **Find Template** browser under **No Owner**, and are associated with the **System | Imported** category.

Extending the Number of Aspects in a Cloned Template

If you have cloned an existing template but are unable to save it due to the number of aspects, you can modify the settings and extend the marksheet column limit.

1. Select **Tools | Performance | Options** to display the **Options** dialog.



   For optimal performance, the **Export Result Notes**, **View Progress Grid Aspects** and **Extend Marksheet Column Limit** check boxes should all be selected.

   When the Marksheet Column Limit is extended, this results in the number of user defined template columns being extended from 225 columns to 999 columns, not including fixed Additional Student detail columns.

   It is also recommended that the **Narrow Column Setting** field is set to 5 characters. This ensures that the full results can be displayed in the marksheet.

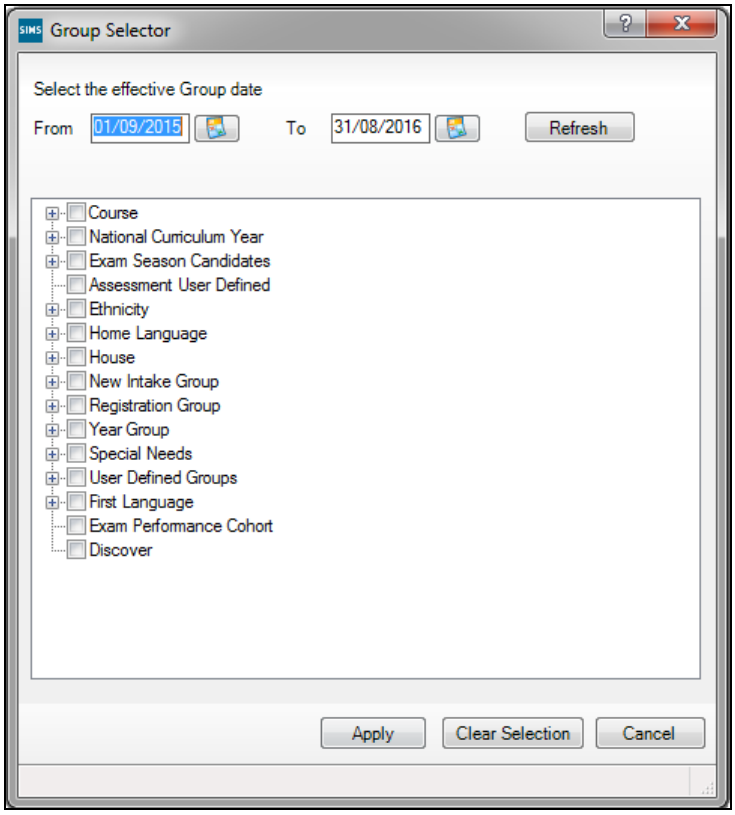
2. Click the **OK** button to save the settings.

Creating Marksheets Based on the KS4 Assessment Templates

Once the templates have been successfully imported, you can create marksheets based on the templates.

1. Select **Focus | Assessment | Template** to display the **Find Template** browser.
2. Select the required template. You can filter the list of templates by category.
3. Click the **Marksheets** hyperlink or scroll down the page to view the **Marksheets** panel.

4. Click the **New** button to display the **Group Selector** dialog.



5. Select one or more year groups by clicking the **+** or **–** symbols to expand and contract the list, and then select the check box adjacent to each required group.

> *NOTE: If required, you can change the effective group date to show members of a previous year.*

6. Click the **Apply** button to select the chosen group(s).

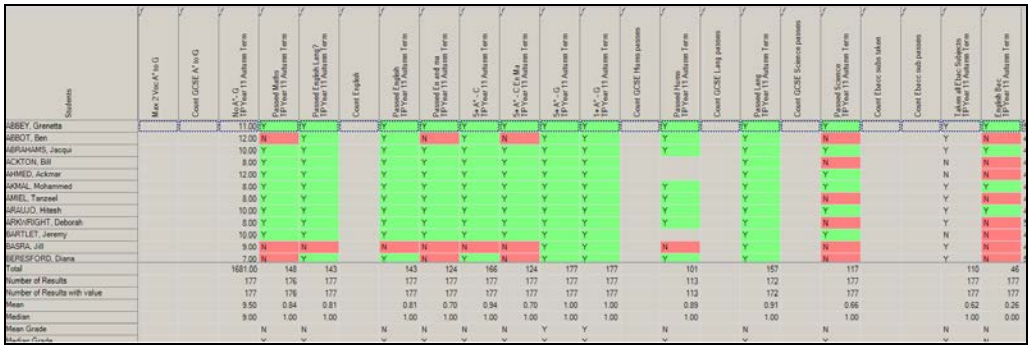
   A marksheet is created for each Supervisor of each chosen group.

7. Click the **Save** button on the Focus Bar to generate the chosen marksheets, which is available for use immediately under **My Marksheets**, for each Group Supervisor.

> *NOTE: The group membership date of the selected groups can be changed from within their respective **Marksheet Entry** page.*

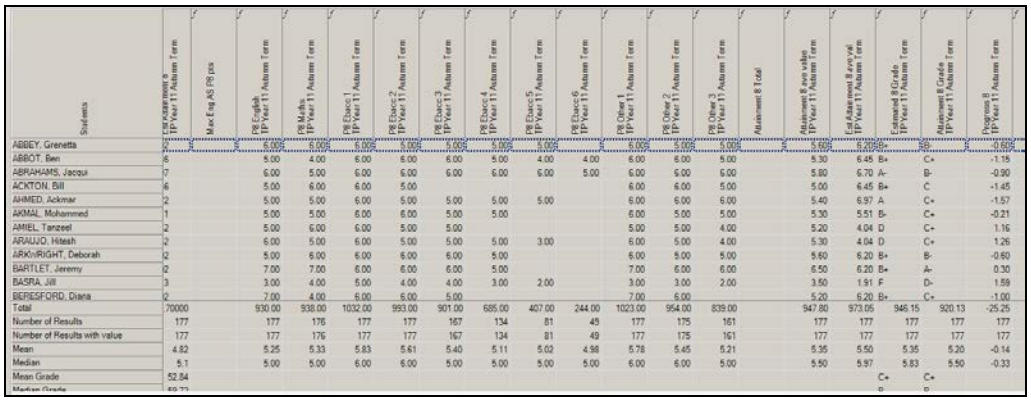
When the marksheets are opened, they are populated with the data for the students in the relevant cohort. Before calculating the results in the marksheet, you must ensure that there is a grade present for all students who are taking English and Maths. There should also be grades for a minimum of two Science subjects.

Once you have checked that the data displayed is accurate, click the **Calculate** button to calculate the results for all the rows and columns. This will take several minutes due to the large volume of Assessment results to consolidate.



Click the **Save** button. This may also take several minutes.

You can now analyse the data by focussing on the results displayed in the summary rows and paying particular attention to the mean rows for Progress 8 (P8).



It is possible to repeat this process so that you can view the data for historical result sets, i.e. viewing the current Year 11 cohort from the start of Year 10, etc. and the templates can be cloned and saved for different result sets.

If you have created an Exam Mapping Definition using the Assessment Mapping Tool, you must ensure that the result sets for each exam subject have been mapped to the exam season during which the subject was taken by the students. Each examination result is counted once only in the Performance Measures table.

Impacts on Discounting

For Threshold Measures, such as 5A*-C, or Expected Progress in English and Maths, where students take both AS level and a GCSE qualification in the same subject, the higher value of the two results is counted (AS values are scaled). For the Progress 8 calculation, where students have taken an AS level as well as a GCSE qualification in the same subject, only the result for the AS level qualification is counted, even if it is lower than the GCSE result.

The KS4 templates have been structured to accommodate these issues for English and Maths. However, schools may be required to manually discount results for other AS level subjects. For more detailed information relating to Threshold Measures and discounting rules applied in SIMS, particularly the Science pathways, please refer to the *Processing Results and Calculating PI Data in Exams and SIMS* handbook. Alternatively, please refer to the relevant documentation available from the DfE website.

Impacts on KS2 Data

There are four KS2 aspects that must be populated with data to ensure that the KS4 templates are populated with the correct data.

- KS2: Average Fine Points. The Maximum value has been increased to accommodate schools that want to record pupil/students who have achieved Level 6 at Key Stage 2. The values for this aspect are now 1-41.99.
- KS2: Average Fine Level. The values for this aspect are now 1-6.99.
- EN KS2: English Test Lev.
- MA KS2: Maths Test Lev (Final).

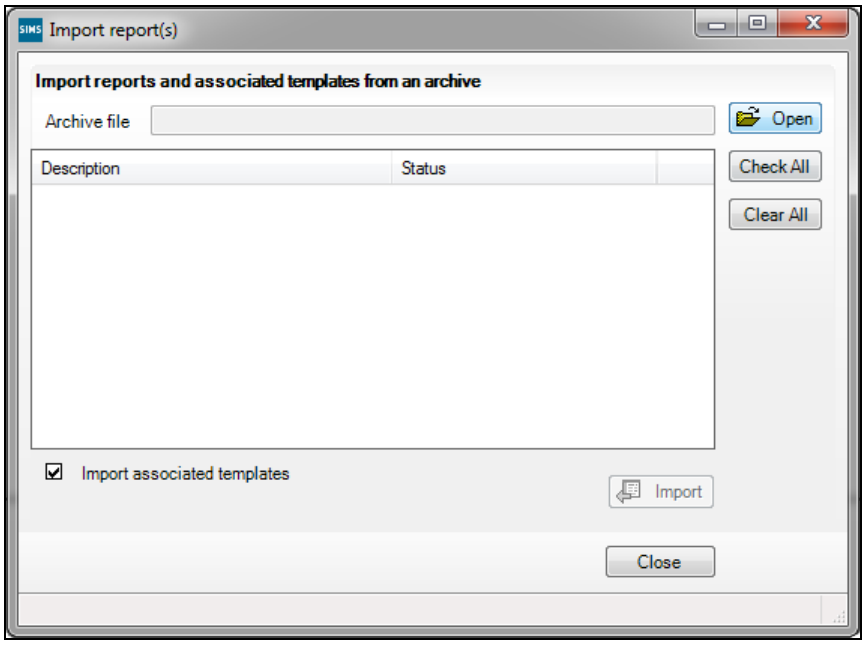
All results associated with these four KS2 aspects must be linked to the Key Stage 2 Validated Result result set.

NOTE: The KS2 Average Fine Points data can be found on the Fischer Family Trust Aspire website (https://www.fftaspire.org). The KS2 Average Fine Level is the KS2 Average Fine Points value divided by six. You may notice discrepancies with the rounding of decimal places in SIMS. It is recommended that rounding of the KS2 Average Fine Level values is limited to one decimal place only and that you make any necessary amendments to the values before importing.

Importing and Running the KS4 Reports in SIMS

To enable you to run the two new Key Stage 4 reports, the predefined report definitions must be imported into SIMS.

1. Select **Reports | Import** to display the **Import report(s)** dialog.



2. Click the **Open** button and navigate to the location of the report definitions. The folder containing the predefined report definitions can usually be found in the `C:\Program Files\SIMS\SIMS .net` folder.
3. Highlight the required report definitions to populate the **Import report(s)** dialog.
4. Select the check box(es) adjacent to the KS4 report definitions and click the **Import** button.

   This may take a few minutes.

   All reports are stored on the Document Management Server. Imported reports are automatically stored in the appropriate `\Focus` folder (e.g. **Student**, **Assessment**, **Staff**, etc.) but can be copied to other folders if required (provided you have sufficient permissions). However, you are not able to copy any of the imported predefined reports to your `\My Reports` folder, as you did not create them.

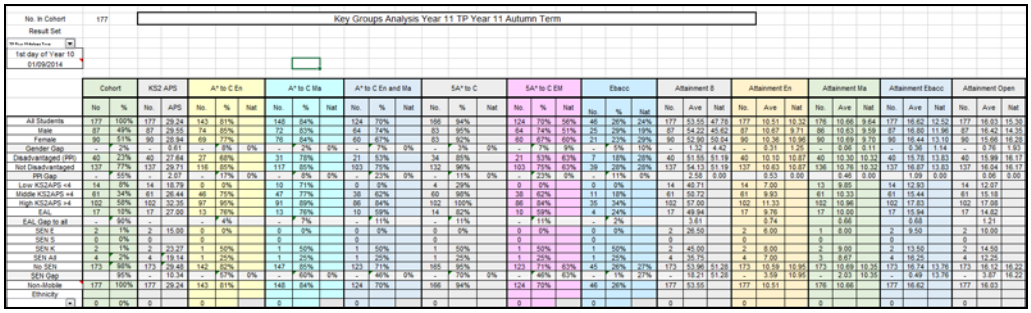
   > *NOTE: The availability of reports depends on the permissions assigned to you and whether report designs have been made public. Permissions can also be applied to specific data fields and it is therefore possible that some reports can be produced, but may have some blank columns.*

5. Select **Reports | Run Report | Focus** and navigate to the `Student` folder to run the required report(s): CAS Key Groups 2016 and CAS Key Groups 2017. Select one applicable year group only.

When output, the reports extract the calculated data from the KS4 Assessment templates and this information is displayed in an Excel® spreadsheet.

> *NOTE: Please ensure that the **Enable all macros** option is selected via **File | Options** in Excel.*

The following graphic displays an example of the CAS Key Groups 2016 report containing the relevant headline measures. The raw data is available from the **Students** tab of the spreadsheet, enabling you to filter by a specific student's name, if required.

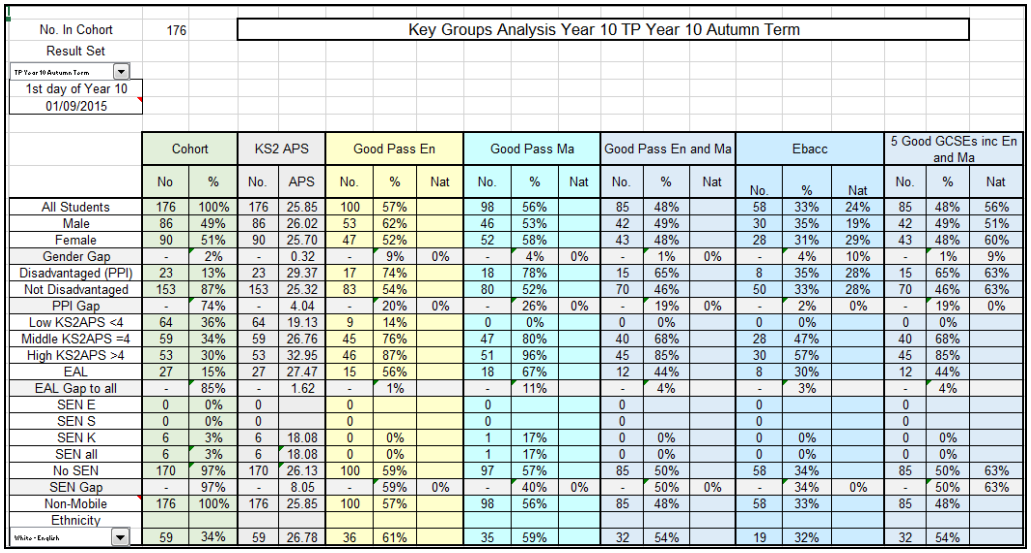


	Cohort		KS2 APS		A* to C En			A* to C Ma			A* to C En and Ma			5A* to C			5A* to C EM			Ebacc		
	No	%	No.	APS	No.	%	Nat	No.	%	Nat	No.	%	Nat	No.	%	Nat	No.	%	Nat	No.	%	Nat
All Students	177	100%	177	29.24	143	81%		148	84%		124	70%		166	94%		124	70%	56%	46	26%	24%
Male	87	49%	87	29.55	74	85%		72	83%		64	74%		83	95%		64	74%	51%	25	29%	19%
Female	90	51%	90	28.94	69	77%		76	84%		60	67%		83	92%		60	67%	60%	21	23%	29%
Gender Gap	-	2%	-	0.61	-	8%	0%	-	2%	0%	-	7%	0%	-	3%	0%	-	7%	9%	-	5%	10%
Disadvantaged (PP)	40	23%	40	27.64	27	68%		31	78%		21	53%		34	85%		21	53%	63%	7	18%	28%
Not Disadvantaged	137	77%	137	29.71	116	85%		117	85%		103	75%		132	96%		103	75%	63%	39	28%	28%
PP Gap	-	55%	-	2.07	-	17%	0%	-	8%	0%	-	23%	0%	-	11%	0%	-	23%	0%	-	11%	0%
Low KS2APS <4	14	8%	14	18.79	0	0%		10	71%		0	0%		4	29%		0	0%		0	0%	
Middle KS2APS =4	61	34%	61	26.44	46	75%		47	77%		38	62%		60	98%		38	62%		11	18%	
High KS2APS >4	102	58%	102	32.35	97	95%		91	89%		86	84%		102	100%		86	84%		35	34%	
EAL	17	10%	17	27.00	13	76%		13	76%		10	59%		14	82%		10	59%		4	24%	
EAL Gap to all	-	90%	-		-	4%		-	7%		-	11%		-	11%		-	11%		-	2%	
SEN E	2	1%	2	15.00	0	0%		0	0%		0	0%		0	0%		0	0%		0	0%	
SEN S	0	0%	0		0			0			0			0			0			0		
SEN K	2	1%	2	23.27	1	50%		1	50%		1	50%		1	50%		1	50%		1	50%	
SEN All	4	2%	4	19.14	1	25%		1	25%		1	25%		1	25%		1	25%		1	25%	
No SEN	173	98%	173	29.48	142	82%		147	85%		123	71%		165	95%		123	71%	63%	45	26%	27%
SEN Gap	-	95%	-	10.34	-	57%	0%	-	60%	0%	-	46%	0%	-	70%	0%	-	46%	63%	-	1%	27%
Non-Mobile	177	100%	177	29.24	143	81%		148	84%		124	70%		166	94%		124	70%		46	26%	
Ethnicity																						
	0	0%	0		0			0			0			0			0			0		

	Attainment 8			Attainment En			Attainment Ma			Attainment Ebacc			Attainment Open		
	No.	Ave	Nat	No.	Ave	Nat	No.	Ave	Nat	No.	Ave	Nat	No.	Ave	Nat
All Students	177	53.55	47.78	177	10.51	10.32	176	10.66	9.64	177	16.62	12.52	177	16.03	15.30
Male	87	54.22	45.62	87	10.67	9.71	86	10.83	9.59	87	16.80	11.96	87	16.42	14.35
Female	90	52.90	50.04	90	10.36	10.96	90	10.69	9.70	90	16.44	13.10	90	15.66	16.28
Gender Gap	-	1.32	4.42	-	0.31	1.25	-	0.06	0.11	-	0.36	1.14	-	0.76	1.93
Disadvantaged (PP)	40	51.55	51.19	40	10.10	10.87	40	10.30	10.32	40	15.78	13.83	40	15.99	16.17
Not Disadvantaged	137	54.13	51.19	137	10.63	10.87	136	10.76	10.32	137	16.87	13.83	137	16.04	16.17
PP Gap	-	2.58	0.00	-	0.53	0.00	-	0.46	0.00	-	1.09	0.00	-	0.06	0.00
Low KS2APS <4	14	40.71		14	7.00		13	9.85		14	12.93		14	12.07	
Middle KS2APS =4	61	49.72		61	9.93		61	10.33		61	15.44		61	15.18	
High KS2APS >4	102	57.00		102	11.33		102	10.96		102	17.83		102	17.08	
EAL	17	49.94		17	9.76		17	10.00		17	15.94		17	14.82	
EAL Gap to all	-	3.61		-	0.74		-	0.66		-	0.88		-	1.21	
SEN E	2	26.50		2	6.00		1	8.00		2	9.50		2	10.00	
SEN S	0			0			0			0			0		
SEN K	2	45.00		2	8.00		2	9.00		2	13.50		2	14.50	
SEN All	4	35.75		4	7.00		3	8.67		4	16.25		4	12.25	
No SEN	173	53.96	51.28	173	10.59	10.95	173	10.69	10.35	173	16.74	13.76	173	16.12	16.22
SEN Gap	-	18.21	51.28	-	3.59	10.95	-	2.03	10.35	-	0.49	13.76	-	3.87	16.22
Non-Mobile	177	53.55		177	10.51		176	10.66		177	16.62		177	16.03	
Ethnicity															
	0			0			0			0			0		

	Cohort		3 Levs Prog En			4 Levs Prog En			3 Levs Prog Ma			4 Levs Prog Ma			Progress 8		Progress English		Progress Maths		Progress Ebacc		Progress Open		APS Best 8 All			APS Best 8 GCSE		
	No.	%	No.	%	Nat	No.	%	Nat	No.	%	Nat	No.	%	Nat	No.	Ave	No.	Ave	No.	Ave	No.	Ave	No.	Ave	No.	Ave	Grade	No.	Ave	Grade
All Students (with KS2)	177	100%	149	84%		79	45%		129	73%		38	22%		177	-0.03	177	-0.44	176	-0.16	177	1.82	177	-0.93	177	43.06	B-	177	43.00	C+
Male	87	49%	76	87%		46	53%		60	70%		15	17%		87	-0.07	87	-0.44	86	-0.32	87	1.56	87	-0.75	87	43.34	B-	87	43.28	B-
Female	90	51%	73	81%		33	37%		69	77%		23	26%		90	0.00	90	-0.44	90	-0.01	90	2.06	90	-1.11	90	42.78	C+	90	42.73	C+
Gender Gap	-	2%	-	6%	0%	-	16%	0%	-	7%	0%	-	8%	0%	-	0.08	-	0.01	-	0.30	-	0.50	-	0.36	-	0.55	-	-	0.55	-
Disadvantaged (PP)	40	23%	31	78%		17	43%		33	83%		11	28%		40	0.27	40	-0.24	40	0.23	40	2.74	40	-0.06	40	41.91	C+	40	41.83	C+
Not Disadvantaged	137	77%	118	86%		62	45%		96	71%		27	20%		137	-0.12	137	-0.50	136	-0.27	137	1.55	137	-1.19	137	43.39	B-	137	43.34	B-
PP Gap	-	55%	-	9%	0%	-	3%	0%	-	12%	0%	-	8%	0%	-	0.39	-	0.26	-	0.50	-	1.19	-	1.13	-	1.48	-	-	1.50	-
Low KS2APS <4	14	8%	6	43%	61%	1	7%	23%	10	77%	43%	6	46%	19%	14	1.62	14	0.23	13	2.78	14	9.27	14	1.53	14	35.26	D+	14	35.26	D+
Low Disadv	6	3%	2	33%		0	0%		5	83%		5	83%		6	1.64	6	0.21	6	2.46	6	9.05	6	1.97	6	33.88	D	6	33.88	D
Low Other	8	5%	4	50%	68%	1	13%	28%	5	71%	50%	1	14%	23%	8	1.62	8	0.25	7	3.06	8	9.44	8	1.21	8	36.29	D+	8	36.29	D+
Middle KS2APS =4	61	34%	48	75%	70%	19	31%	28%	44	72%	68%	13	21%	22%	61	0.72	61	0.07	61	0.70	61	4.95	61	0.66	61	41.28	C+	61	41.16	C+
Middle Disadv	17	10%	14	82%		8	47%		13	76%		3	18%		17	0.78	17	0.24	17	0.56	17	4.93	17	1.29	17	41.78	C+	17	41.65	C+
Middle Other	44	25%	32	73%	74%	11	25%	31%	31	70%	74%	10	23%	28%	44	0.69	44	0.00	44	0.75	44	4.96	44	0.42	44	41.59	C+	44	40.97	C
High KS2APS >4	102	58%	97	95%	77%	59	58%	38%	73	74%	78%	19	19%	49%	102	-0.71	102	-0.64	102	-1.00	102	-1.08	102	-2.23	102	45.19	B	102	45.16	B
High Disadv	17	10%	15	88%		9	53%		15	88%		3	18%		17	-0.74	17	-0.88	17	-0.90	17	-1.67	17	-2.11	17	44.87	B-	17	44.82	B-
High Other	85	48%	82	96%	79%	50	59%	40%	60	71%	82%	16	19%	51%	85	-0.71	85	-0.83	85	-1.08	85	-0.96	85	-2.25	85	45.25	B	85	45.23	B
EAL	17	10%	15	88%		4	24%		13	76%		5	29%		17	0.34	17	-0.24	17	0.32	17	3.92	17	-0.66	17	41.07	C+	17	40.99	C
EAL Gap to all	-	90%	-	4%		-	21%		-	3%		-	8%		-	0.38	-	0.20	-	0.48	-	2.10	-	0.27	-	1.98	-	-	2.01	-
SEN E	2	1%	0	0%		0	0%		1	100%		1	100%		2	0.74	2	0.34	1	2.68	2	6.94	2	-1.63	2	28.00	E	2	28.00	E
SEN S	0	0%	0			0			0			0			0		0		0		0		0		0			0		
SEN K	2	1%	2	100%		1	50%		2	100%		1	50%		2	0.59	2	-0.39	2	0.85	2	3.73	2	1.32	2	37.75	C-	2	37.75	C-
SEN All	4	2%	2	50%		1	50%		3	100%		2	67%		4	0.67	4	-0.02	3	1.46	4	5.34	4	-0.16	4	32.88	D-	4	32.88	D-
No SEN	173		147	85%		78	45%		126	73%		36	21%		173	-0.05	173	-0.45	173	-0.19	173	1.74	173	-0.95	173	43.29		173	43.23	
SEN Gap	-	2%	-	35%	0%	-	5%	0%	-	27%	0%	-	46%	0%	-	0.72	-	0.43	-	1.65	-	3.60	-	0.80	-	10.42	-	-	10.36	-
Non-Mobile	177	100%	149	84%		79	45%		129	73%		38	22%		177	-0.03	177	-0.44	176	-0.16	177	1.82	177	-0.93	177	43.06	B-	177	43.00	C+
Ethnicity																													
	0	0%	0			0			0			0			0		0		0		0		0		0			0		

The following graphic displays an example of the CAS Key Groups 2017 report detailing fewer and different measures from the 2016 report. The raw data is available from the **Students** tab of the spreadsheet, enabling you to filter by a specific student's name, if required.



No. In Cohort 176

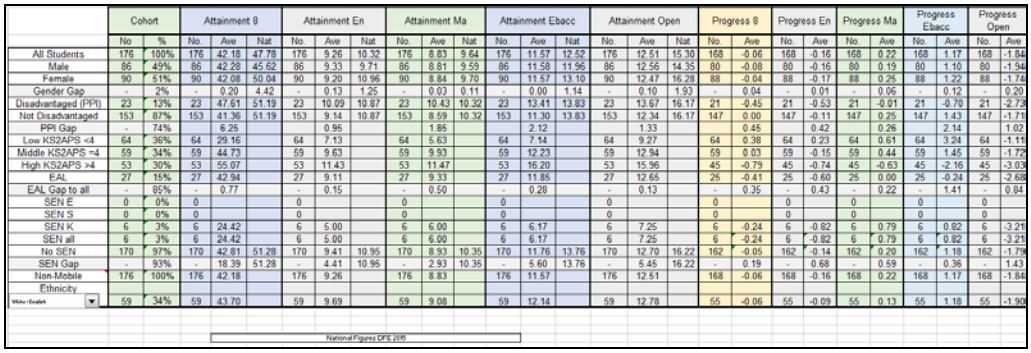
Key Groups Analysis Year 10 TP Year 10 Autumn Term

Result Set

TP Year 10 Autumn Term

1st day of Year 10 01/09/2015

	Cohort		KS2 APS		Good Pass En			Good Pass Ma			Good Pass En and Ma			Ebacc			5 Good GCSEs inc En and Ma		
	No	%	No.	APS	No.	%	Nat	No.	%	Nat	No.	%	Nat	No.	%	Nat	No.	%	Nat
All Students	176	100%	176	25.85	100	57%		98	56%		85	48%		58	33%	24%	85	48%	56%
Male	86	49%	86	26.02	53	62%		46	53%		42	49%		30	35%	19%	42	49%	51%
Female	90	51%	90	25.70	47	52%		52	58%		43	48%		28	31%	29%	43	48%	60%
Gender Gap	-	2%	-	0.32	-	9%	0%	-	4%	0%	-	1%	0%	-	4%	10%	-	1%	9%
Disadvantaged (PPI)	23	13%	23	29.37	17	74%		18	78%		15	65%		8	35%	28%	15	65%	63%
Not Disadvantaged	153	87%	153	25.32	83	54%		80	52%		70	46%		50	33%	28%	70	46%	63%
PPI Gap	-	74%	-	4.04	-	20%	0%	-	26%	0%	-	19%	0%	-	2%	0%	-	19%	0%
Low KS2APS <4	64	36%	64	19.13	9	14%		0	0%		0	0%		0	0%		0	0%	
Middle KS2APS =4	59	34%	59	26.76	45	76%		47	80%		40	68%		28	47%		40	68%	
High KS2APS >4	53	30%	53	32.95	46	87%		51	96%		45	85%		30	57%		45	85%	
EAL	27	15%	27	27.47	15	56%		18	67%		12	44%		8	30%		12	44%	
EAL Gap to all	-	85%	-	1.62	-	1%		-	11%		-	4%		-	3%		-	4%	
SEN E	0	0%	0		0			0			0			0			0		
SEN S	0	0%	0		0			0			0			0			0		
SEN K	6	3%	6	18.08	0	0%		1	17%		0	0%		0	0%		0	0%	
SEN all	6	3%	6	18.08	0	0%		1	17%		0	0%		0	0%		0	0%	
No SEN	170	97%	170	26.13	100	59%		97	57%		85	50%		58	34%		85	50%	63%
SEN Gap	-	97%	-	8.05	-	59%	0%	-	40%	0%	-	50%	0%	-	34%	0%	-	50%	63%
Non-Mobile	176	100%	176	25.85	100	57%		98	56%		85	48%		58	33%		85	48%	
Ethnicity																			
White - English	59	34%	59	26.78	36	61%		35	59%		32	54%		19	32%		32	54%	



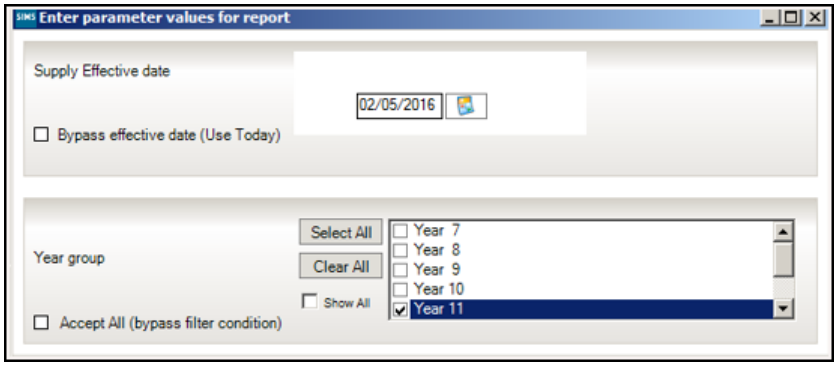
	Cohort		Attainment 8			Attainment En			Attainment Ma			Attainment Ebacc			Attainment Open			Progress 8		Progress En		Progress Ma		Progress Ebacc		Progress Open	
	No	%	No.	Ave	Nat	No.	Ave	Nat	No.	Ave	Nat	No.	Ave	Nat	No.	Ave	Nat	No.	Ave	No.	Ave	No.	Ave	No.	Ave	No.	Ave
All Students	176	100%	176	42.18	47.78	176	9.26	10.32	176	8.83	9.64	176	11.57	12.52	176	12.51	15.30	168	-0.06	168	-0.16	168	0.22	168	1.17	168	-1.84
Male	86	49%	86	42.28	45.62	86	9.33	9.71	86	8.81	9.59	86	11.58	11.96	86	12.56	14.35	80	-0.08	80	-0.16	80	0.19	80	1.10	80	-1.94
Female	90	51%	90	42.08	50.04	90	9.20	10.96	90	8.84	9.70	90	11.57	13.10	90	12.47	16.28	88	-0.04	88	-0.17	88	0.25	88	1.22	88	-1.74
Gender Gap	-	2%	-	0.20	4.42	-	0.13	1.25	-	0.03	0.11	-	0.00	1.14	-	0.10	1.93	-	0.04	-	0.01	-	0.06	-	0.12	-	0.20
Disadvantaged (PPI)	23	13%	23	47.61	51.19	23	10.09	10.67	23	10.43	10.32	23	13.41	13.83	23	13.67	16.17	21	-0.45	21	-0.53	21	-0.01	21	-0.70	21	-2.73
Not Disadvantaged	153	87%	153	41.36	51.19	153	9.14	10.87	153	8.59	10.32	153	11.30	13.83	153	12.34	16.17	147	0.00	147	-0.11	147	0.25	147	1.43	147	-1.71
PPI Gap	-	74%		6.25			0.95			1.85			2.12			1.33			0.45		0.42		0.26		2.14		1.02
Low KS2APS <4	64	36%	64	29.16		64	7.13		64	5.63		64	7.14		64	9.27		64	0.38	64	0.23	64	0.61	64	3.24	64	-1.11
Middle KS2APS =4	59	34%	59	44.73		59	9.63		59	9.93		59	12.23		59	12.94		59	0.03	59	-0.15	59	0.44	59	1.45	59	-1.72
High KS2APS >4	53	30%	53	55.07		53	11.43		53	11.47		53	16.20		53	15.96		45	-0.79	45	-0.74	45	-0.63	45	-2.16	45	-3.03
EAL	27	15%	27	42.94		27	9.11		27	9.33		27	11.85		27	12.65		25	-0.41	25	-0.60	25	0.00	25	-0.24	25	-2.68
EAL Gap to all	-	85%	-	0.77		-	0.15		-	0.50		-	0.28		-	0.13		-	0.35	-	0.43	-	0.22	-	1.41	-	0.84
SEN E	0	0%	0			0			0			0			0			0		0		0		0		0	
SEN S	0	0%	0			0			0			0			0			0		0		0		0		0	
SEN K	6	3%	6	24.42		6	5.00		6	6.00		6	6.17		6	7.25		6	-0.24	6	-0.82	6	0.79	6	0.82	6	-3.21
SEN all	6	3%	6	24.42		6	5.00		6	6.00		6	6.17		6	7.25		6	-0.24	6	-0.82	6	0.79	6	0.82	6	-3.21
No SEN	170	97%	170	42.81	51.28	170	9.41	10.95	170	8.93	10.35	170	11.76	13.76	170	12.70	16.22	162	-0.05	162	-0.14	162	0.20	162	1.18	162	-1.79
SEN Gap	-	93%	-	18.39	51.28	-	4.41	10.95	-	2.93	10.35	-	5.60	13.76	-	5.45	16.22	-	0.19	-	0.68	-	0.59	-	0.36	-	1.43
Non-Mobile	176	100%	176	42.18		176	9.26		176	8.83		176	11.57		176	12.51		168	-0.06	168	-0.16	168	0.22	168	1.17	168	-1.84
Ethnicity																											
White - English	59	34%	59	43.70		59	9.69		59	9.08		59	12.14		59	12.78		55	-0.06	55	-0.09	55	0.13	55	1.18	55	-1.90

National Figures DFE 2015

The reports enable data analysis for all the result sets against which data has been entered and saved in the KS4 Assessment marksheets.

It is possible to display data for a different result set in the Excel spreadsheet by selecting from the **Result Set** drop-down list. Only result sets that are associated with the related year group are available for selection.

If you want to analyse data for Year 11 students after they have left the school, change the **Effective Date** in the **Enter parameter values for report** dialog to a date when the students were still on-roll.



This may result in a delay whilst the report data is collated and displayed.

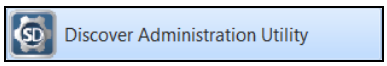
Importing Additional KS4 Predefined Graph Definitions into Discover

To enable you to access the KS4 predefined graph definitions in Discover, you must first import them using the Discover Administration Utility, which sits between SIMS and Discover and is instrumental in maintaining up-to-date SIMS data for use in Discover. The utility also provides the ability to change or customise how different items of data are displayed within Discover.

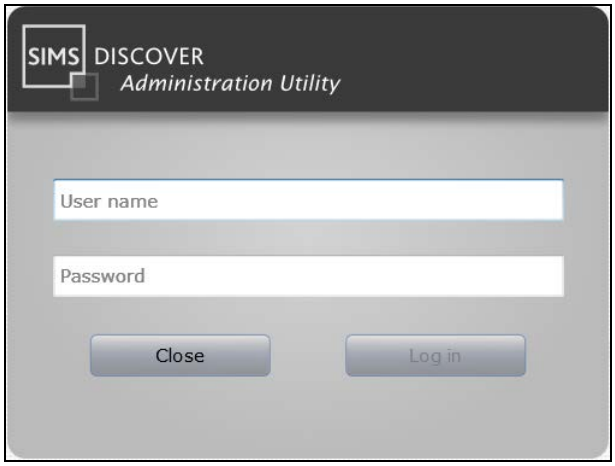
For more detailed information relating to the use of Discover, please refer to the *Discover User Guide*.

Logging into the Discover Administration Utility

1. Click the **Start** button and select **All Programs | SIMS Applications | Discover Administration Utility**. Alternatively, double-click the **Discover Administration Utility** icon from the list of frequently used programs.



2. Click the **Discover Administration Utility** icon to display the SIMS Discover Administration Utility dialog.

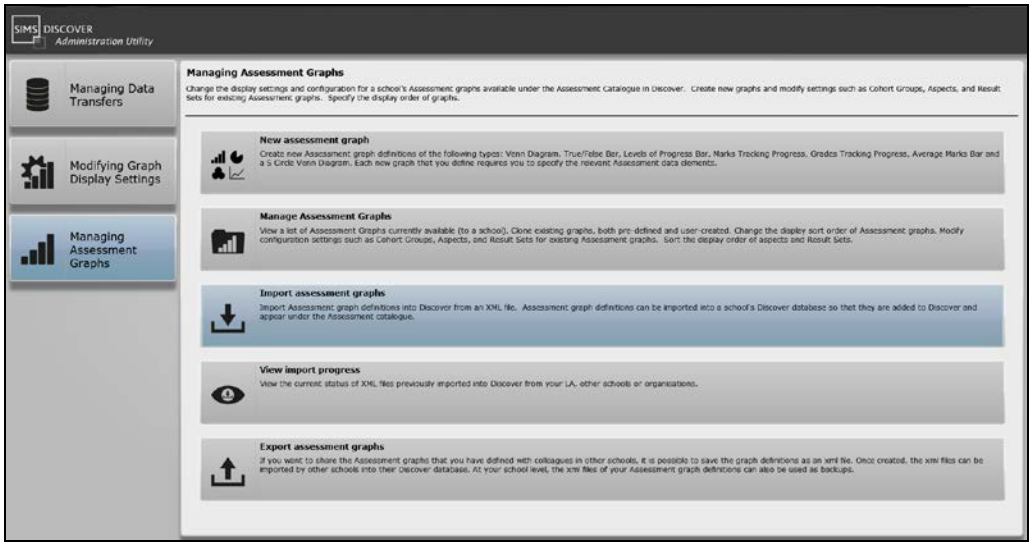


3. Specify your SIMS **Login Credentials** by entering your **User Name** and **Password** in the relevant fields.
4. Click the **Log in** button to display the Discover Administration Utility.

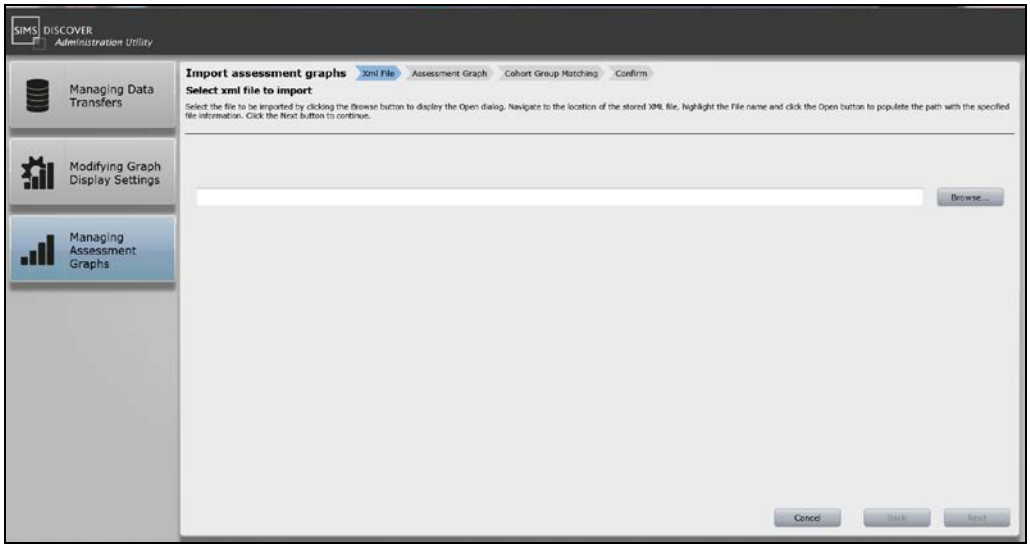
   If your Windows account has been defined as a Discover Group User in SIMS with Senior Management and System Manager permissions, you can access the Discover Administration Utility without logging in.

Importing the Discover Graph Definitions

1. Click the **Managing Assessment Graphs** button and then click the **Import assessment graphs** button.



2. On the **Select xml file to import** page, click the **Browse** button to display the **Open** dialog.



3. Navigate to the location of the file that you want to import, highlight the **File name** and click the **Open** button to attach the file.
4. Click the **Next** button to display the **Select assessment graphs for import** page. A list of the graph definitions that are contained in the xml file are displayed.
5. Highlight the graph definitions that you want to import into your Discover database and click the **Next** button to display the **Cohort Matching** page.
6. Select an alternative to the **Current Cohort Group** by clicking the drop-down list and highlighting a different cohort group.

> ***IMPORTANT NOTE:*** *You must ensure that the alternative cohort group selected is relevant for the data results that you would expect to see in the graph output. For example, graph definitions based on KS4 data results should be applied to Curriculum Years 10 and 11 only.*

7. Click the **Next** button to display the **Confirm the import** page.

   The **Selected database(s)** into which the graph definitions will be imported is displayed, together with a summary of the Assessment graph(s).
8. If you are happy with the selections, click the **Confirm** button to complete the import process.

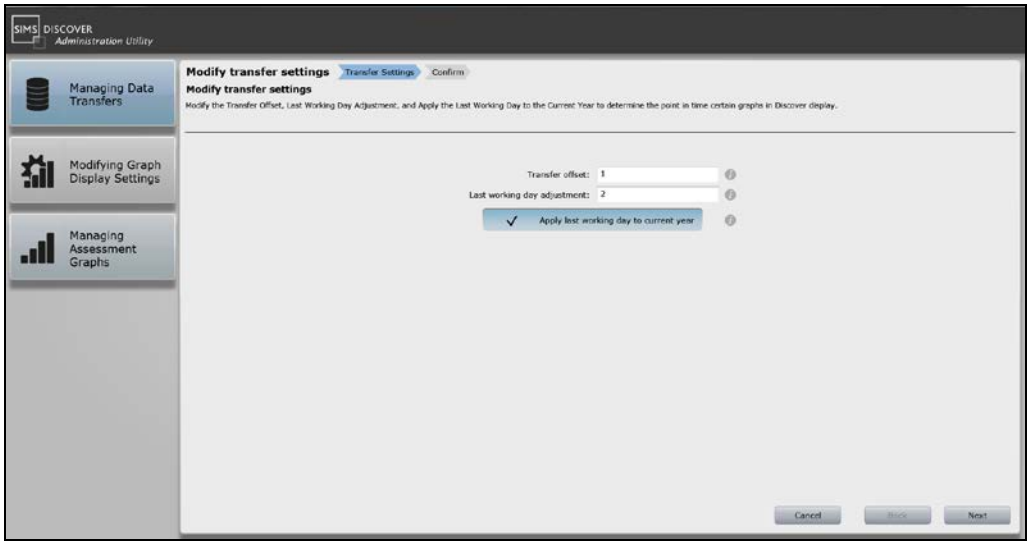
   When the import process is finished, the **Managing Assessment Graphs** page is displayed.

Modifying the Transfer Settings

If you want to analyse data for students who have already left the school, such as exam results for the Year 11 cohort, you must modify the transfer settings to ensure that the correct data is displayed.

Click the **Managing Data Transfers** button and then click the **Modify transfer settings** button.

In the **Modify transfer settings** page, you can amend a number of key settings that affect how and when the **Transfer(s)** routine is run.



The Discover application displays data at or up to a point in time. For the **Current Year**, this is the date that the last successful **Transfer** routine was run. For previous year's data, the end date of the academic year is considered to be the appropriate point in time. This works well for accumulated data but does not work as well for group memberships, etc., because the data is unlikely to be very useful for analysis purposes at the end of the academic year.

A more suitable point in time is the last *working* day of the year, i.e. the last day of the final term. For example, a pupil/student may not be recorded as belonging to a particular class on the last day of the academic year as this date falls during the Summer holidays. Where this is the case, the pupil/student's last membership of the class is likely to be recorded on the last *working* day of the year.

However, by entering an appropriate value in the **Last working day adjustment** field, you can modify the date that is used by the Discover application to determine the effective date at a point in time *prior* to the last working day. This enables you to ensure that meaningful data, i.e. group and class memberships, exam results, etc., is available for use when working with data from previous years.

For example, entering a figure of **14 Days** in this field indicates to Discover that the date for accumulating and displaying data for previous academic years is taken to be two calendar weeks *before* the last *working* day of the academic year. This means that data is collated and displayed with a supposed end date of two calendar weeks *prior* to the last working day of the academic year.

NOTE: This is only necessary when the working year has finished but the pastoral year is still running.

Running the Transfer Routine

You can manually start the Transfer routine at any time while using the Discover Administration Utility. This enables you to update the data in Discover according to any results that you may have calculated since the last Transfer routine was run.

***IMPORTANT NOTE:** Please establish that no other users will be affected by the transfer process before continuing.*

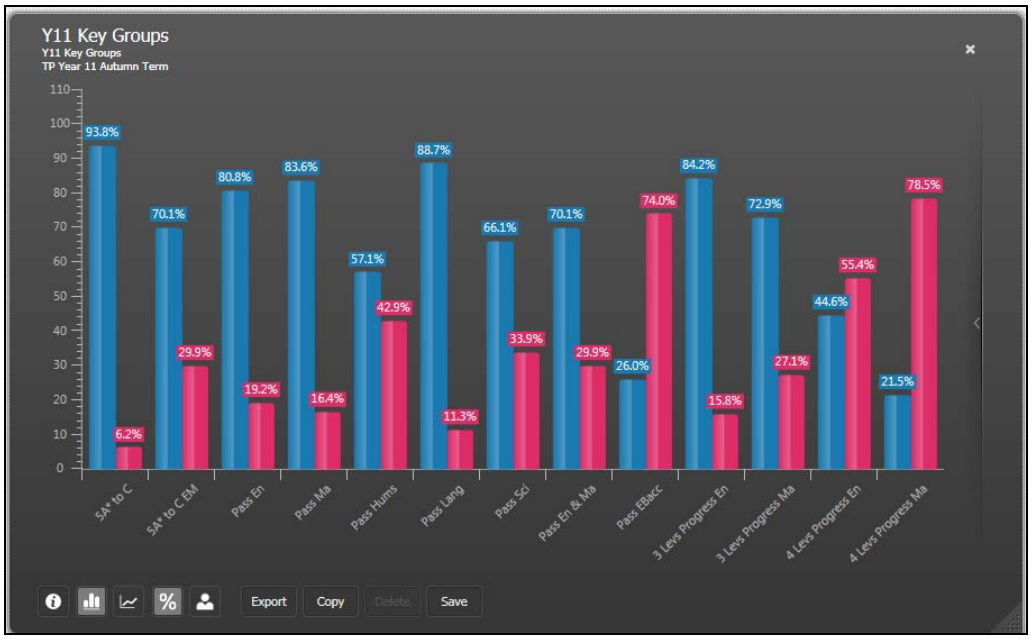
Click the **Managing Data Transfers** button and then click the **Start a data transfer** button.

Using the KS4 Assessment Resources with Discover

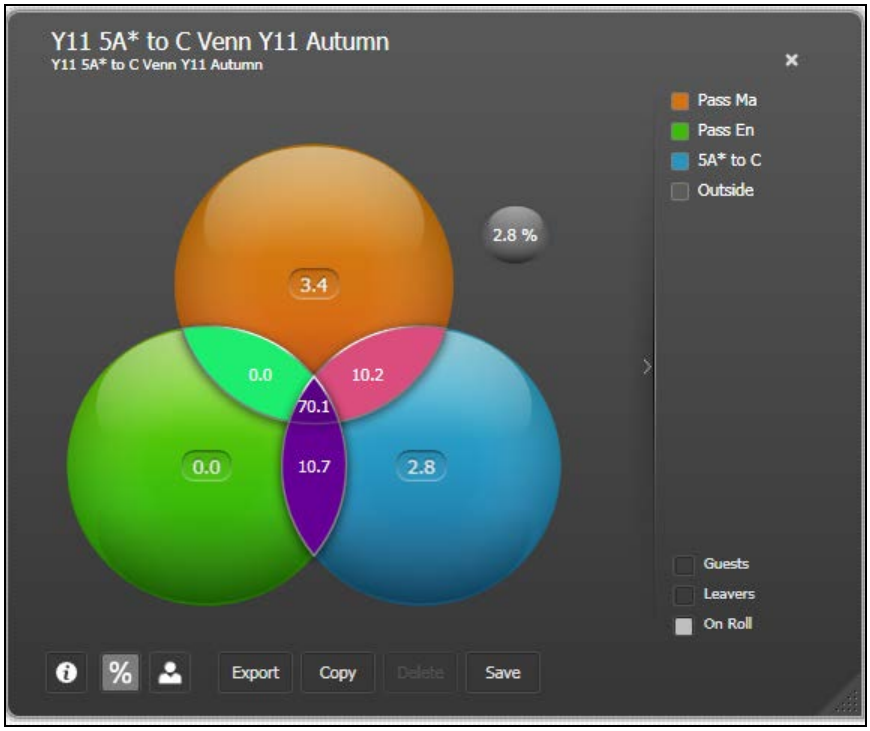
It is possible to analyse and compare the performance of various classes and pastoral groups by compiling any of the six new KS4 Discover graph definitions. You can further refine the output by modifying, dragging and dropping or combining elements of any of the existing predefined graphs to meet your own requirements.

Compile the new graphs in Discover and view the data.

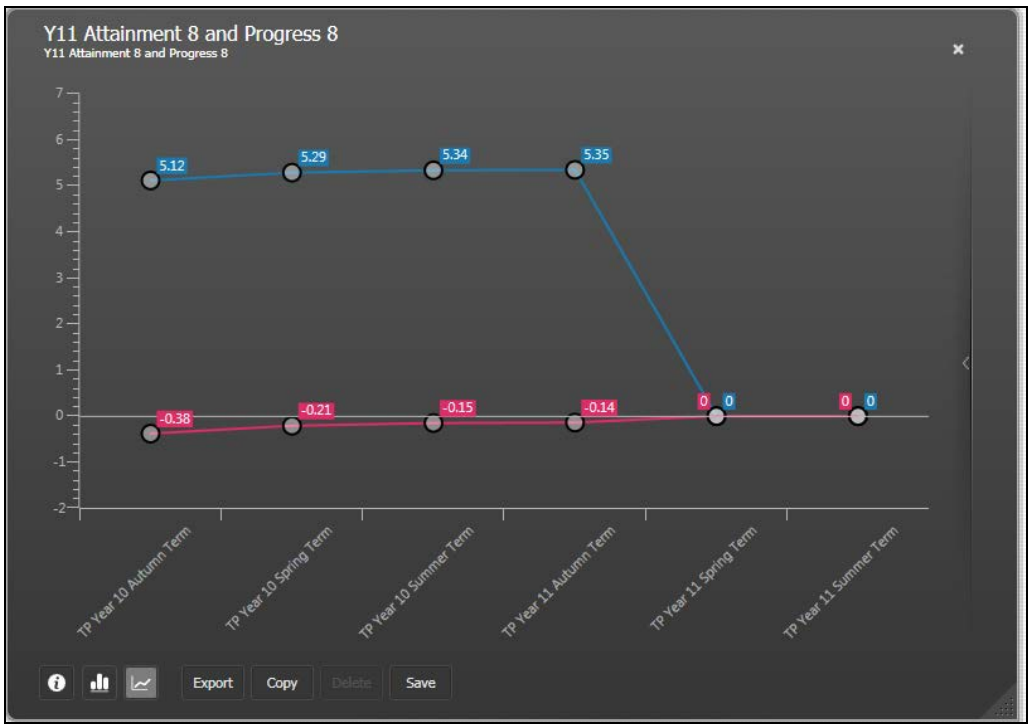
The following graphic displays an example of the graphical output for the CAS Y11 Key Groups graph definition. The graphical output of the CAS Y10 Key Groups graph definition is very similar.



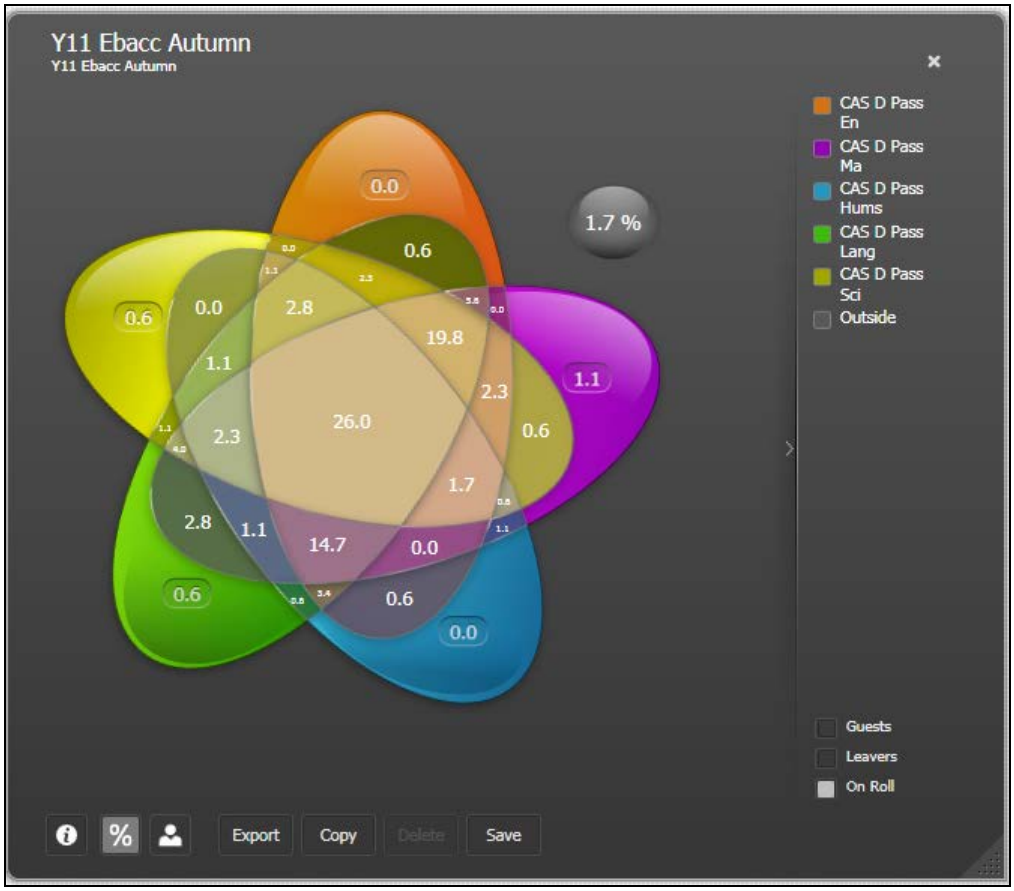
The following graphic displays an example of the graphical output for the CAS Y11 5A*to C Venn TP Year 11 Autumn graph definition.



The following graphic displays an example of the graphical output for the CAS Y11 Attainment 8 and Progress 8 graph definition.



The following graphic displays an example of the graphical output for the CAS Y11 EBacc TP Year 11 Autumn graph definition.



It is possible to copy the report output, and save the copy with a unique name before adding data points from several graphs to refine the results to your own specifications.

For more detailed information relating to the use of Discover, please refer to the *Discover User Guide*.