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KS3/4 EAP Exam Review   
for Class Teachers

# How to use this document:

* Guidance notes are highlighted in red throughout. These notes should be removed from the final document.
* There are a list of questions below which should help you think about the commentary to accompany exam results data – please read them!

# A good examination or grades analysis should:

* Identify the grade breakdown against target/expectation by cohort and class.
* Identify the students’ individual performance and provide context and background.
* Look at the performance in the examination paper to see what can be learned from the answers given.
* Suggest improvement/strategies to enhance provision/results in future.

**The exam analysis should answer the following questions:**

1. How does performance relate to target grades/expectation?
2. Comment on groups of learners, i.e. boys/girls, SEN, ethnic groups or any other applicable groups you feel necessary. What is the gap between groups of learners? Is your school/class closing the gap?
3. Has your monitoring throughout the year proved adequate? How secure were your predictions? Is there a strong correlation between assessment and final outcome?
4. What is your view on the distribution of grades, especially the number attaining 9-5 or 9-4 grades? Is this an issue for your area? Are there any students who were awarded U grades? Was this the expected outcome? What actions could have avoided this?

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| --- | --- | --- | --- |
| **Qualification:** |  | **Class Teacher:** |  |

* Click REPORTS > KS3/4 > 22/23 (Yr 11) tab.
* Click Year 11 Data > Exams > Take me to a qualification/class.
* Select your qualification and class from the dropdowns and click ‘Go!’

## How did your class perform against target/expectation?

* Select ‘EAP Diff (whole)’ in the Sort dropdown **OR** apply the ‘Below Track’ filter.
* *NB: This will only be available if your Sisra administrator has populated EAPs for the cohort with expected grades.*
* Click Dataset tab > select ‘Targets’ in the Compare dropdown.
* Remove the ‘Below Track’ filter if applied.
* Navigate to the Grades Area – Comparison Matrix Report – Students Level, using the blue navigation bar.
* Click on a number to drill down and view a list of students.

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| Comments:  How many students did not achieve their target grade? Is there a key group of students identified with filter tags?  Are there any reasons for this? |  |

## How did each student in your class perform compared with students who took the same qualification within the Data Collaboration?

* Navigate to the Grades Area – Grade List Report – Students Level.
* Select your qualification and class in the dropdowns.
* Select ‘Subject Progress Index’ in the Sort dropdown.

*NB: This analysis will only be available if your Sisra Admin has published with the Data Collaboration Report features.*

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| Comments:  How many students have a positive SPI?  Are you surprised by those students who have a negative SPI? |  |

* Click on a student’s name to navigate to the Student Detail Area – Overview Report – Students Level.

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| Comments:  Did the student perform below expectation across a number of their qualifications? |  |

## How did your class perform compared to other classes in your qualification?

* Navigate to the Grades Area – Totals Report – Classes Level, and select a qualification from the Qualification dropdown.
* Click % and select ‘Below Track’ in the Sort dropdown.

*NB: This will only be available if your Sisra admin has populated EAPs for the cohort with expected grades.*

* Select ‘Subject Progress Index’ in the Sort dropdown.

*NB: This analysis will only be available if your Sisra admin has published with the Data Collaboration features.*

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| --- | --- | --- | --- | --- |
|  | % Above | % On | % Below | SPI |
| My Class: |  |  |  |  |
| Other class: |  |  |  |  |
| Other class: |  |  |  |  |
| Other class: |  |  |  |  |
| Other class: |  |  |  |  |

## Grade Distribution

* Navigate to the Grades Area – Overview Report – Classes Level, and select a qualification from the Qualification dropdown.
* Click % and Cumulative.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 9 | 9-8 | 9-7 | 9-6 | 9-5 | | 9-4 | 9-3 | 9-2 | 9-1 | 9-U | X |
| % |  |  |  |  |  | |  |  |  |  |  |  |
| Comments:  What percentage attained grades 9-5 or 9-4?  How does this compare with other classes? | | | |  | |  | | | | | | |

## Group Analysis

* Navigate to the Grades Area – Totals Report – Filters Level.
* Select a qualification and class from the dropdowns under the Options tab.
* Select ‘Below Track’ in the Sort dropdown.

*NB: This analysis will only be available if your administrator has populated EAPs with expected grades.*

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| Comments:  Which group of students had the highest percentage of students below expectation?  Which groups are closest to expectation?  *NB: Keep an eye on the cohort number (Total Grades column).* |  |

* Navigate to the Grades Area – Totals Report – Classes Level.
* Select a filter in the Breakdown dropdown, e.g. Pupil Premium or Disadvantaged.
* *GAP analysis is provided for filters including 2 values.*
* Click Dataset tab > Track.
* *Tracker reports are only available if your Sisra admin has generated the tracker, and if the selected data set has been included in the tracker.*
* Click Dataset tab > View to remove the Tracker.

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| Comments:  Is one group of students performing better or worse than others?  Is the gap closing or widening? |  |

## SPI Scattergraph

*NB: This analysis will only be available if your Sisra admin has published with the Data Collaboration features.*Navigate to the Grades Area - SPI Scattergraph – Students Level.

* Select a qualification and class from the dropdowns.

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| Comments:  Identify students who made positive progress |  |

Qualification Comparison to Previous Years

* On the top purple navigation bar click REPORTS > KS 3/4.
* Click ‘VIEW THE TRENDS REPORT’ on the blue bar.
* Tick the years that you would like to compare.
* Select a qualification in the drop down box.
* Note that the DfE have announced that grade distributions for 2022 were higher than 2019, but lower than 2020 and 2021

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| Comments:    How do qualifications compare  to previous years?    Beyond the changing grade boundaries, can changes in grade distribution be accounted for? |  |

## Commentary

* How will you present your class’s Exam performance, to your Head Teacher, Principal or Governing Body?

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| --- | --- |
| Successes | Contributing Factors |
|  |  |
| Shortfalls | Contributing Factors |
|  |  |

|  |  |
| --- | --- |
| Barriers to achievement |  |
| Issues to address for the coming year |  |
| Development for continued success |  |