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KS3/4 EAP Exam Review   
for Senior Leaders

# How to use this document:

* Guidance notes are highlighted in red throughout. These notes should be removed from the final document.
* There is 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 this year relate to last year? Has there been a change and if so, what is the likely cause?
2. How does performance relate to target grades/expectation?
3. 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?
4. How do your results compare to the Sisra Data Collaboration? Also look at key filters, i.e. Gender, SEN and Disadvantaged – both the gaps internally and between the Data Collaboration.
5. How secure are the predictions? Is there a strong correlation between assessment and final outcome?
6. What factor contributed most to your successes/shortfalls? What is the most significant barrier to achievement in your area? What issues do these results highlight for the coming year? What developments will need to be implemented this year to ensure continued improvement next year?

Accessing the Headlines Report

* Click REPORTS > KS 3/4 > 22/23 (Yr 11) tab.
* Click ‘Year 11 Data’ > Exams.
* Click the icon ‘Dataset Info’. This will confirm the estimates being used to calculate Progress 8 and Value Added (either 2019, 2022 or the latest Sisra Data Collaboration estimates, until 2023 estimates are released by the DfE).
* Click ‘Whole Cohort’. This will take you to the Headlines Area.

## Measures

* Navigate to Headlines Area – Summary **OR** Dashboard **OR** Charts Report – Whole Cohort Level, using the blue navigation bar.
* Check Headline performance measures, e.g. Attainment 8, Progress 8, Basics 9-5, EBacc, etc

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| Comments:  Which measures are strong and which are not as good as expected? |  |

## Overall Performance vs. Targets / Estimates / Predictions

* Click Dataset tab > select Targets or another data set in the Compare dropdown. You may wish to compare against your Centre-assessed data set too. This will compare your school Exam results with another data set.

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| Comments:  How does performance relate to target/centre-assessed grades?  How does this compare to targets, centre-assessed and/or final assessment?  Were targets set appropriately? How do they compare to the Data Collaboration? |  |

## Overall Performance vs. Sisra Data Collaboration

* Compare your schools Exam results with Sisra’s Collaboration Data displayed in the additional blue columns to the right.

*NB: If the blue Collaboration Data columns are not available, ask your Sisra administrator opt into, and set up the Sisra Data Collaboration.*

* Use the ‘Breakdown’ dropdown to look for gaps – both internal and within the Data Collaboration – for key filters Gender, SEN & Disadvantaged.

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| Comments:  How does your school performance relate to the Sisra Data Collaboration? |  |

## Tracker Reports

*NB: If the tracker reports are unavailable, ask your Sisra admin to generate your tracker with the Exams data set selected in the final tracker slot.*

* Click Dataset tab > ‘Track’.
* This will display up to 6 data sets/assessments side by side to track if performance has increased or decreased over time.
* Look at a range of performance measures.

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| --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 |
| EBacc APS Overall |  |  |  |  |  |  |
| A8 Overall  A8 English  A8 Maths  A8 EBacc  A8 Open |  |  |  |  |  |  |
| 9-5 inc English & Maths  9-4 inc English & Maths |  |  |  |  |  |  |
| Comments:  How accurate were predictions over the key stage or year?  Is this better or worse than last year? |  |  |  |  |  |  |

## Groups of Learners

* Navigate to Headlines Area – Filters Report – Whole Cohort Level.
* Identify which groups performed best in comparison with one another.
* Navigate to Headlines Area – Summary Report – Whole Cohort Level.
* Click Filters tab > ‘Add Filters’ and select a filter in the ‘Breakdown’ dropdown, to view one or a combination of groups.

*NB: Remember to state counts as well as percentages for the groups below.*

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| Boys |  |
| SEN |  |
| Pupil Premium |  |
| KS2 APS or Prior Attainment (High / Mid / Low) |  |
| Intervention Groups |  |
| Focus Groups (e.g. reverse outliers, behaviour, interventions) |  |

## Low Performers

* Navigate to A8/P8 Area – P8 Overview Report – Students Level.
* Select ‘P8’ in the Sort dropdown to identify students with a negative Progress 8 score.
* Select a filter in the ‘Breakdown’ dropdown to assess which criteria may have had an effect, e.g. Low Attendance, SEN, Pupil Premium, KS2 Banding, etc.

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| Comments:  What factors may have affected performance?  What plans will you put in place to counteract this next year? |  |

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 grade distributions for 2022 were higher than 2019, but lower than 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? |  |

## In School Variation

* On the top purple navigation bar click REPORTS > KS 3/4
* Click REPORTS > KS 3/4 > 22/23 (Yr 11) tab.
* Click ‘Year 11 Data’ > Exams.
* Navigate to Grades Area – Totals Report – Qualifications Level.
* This will show you the performance of all qualifications.
* View the Subject Progress Index (SPI) column to see the outcomes of all qualifications.

*NB: If SPI is unavailable, ask your Sisra admin to opt into, and set up Sisra’s 22/23 Exam Data Collaboration*

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| Comments:  How do the SPIs match up with what you know about students and staff?  Select ‘Subject Progress Index’ in the Sort dropdown. Are there any surprises? |  |

## Tracking for Faculties and Qualifications

*NB: If the tracker reports are unavailable, ask your Sisra admin to generate your tracker, with the Exams data set selected in the final tracker slot.*

* Navigate to Grades Area – Overview Report – Qualifications Level.
* Click Dataset tab > select ‘Targets’ in the Compare dropdown **OR** click ‘Track’.
* Navigate to Grades Area – Overview Report – Faculties Level.
* This will display summary figures for a faculty or line management group.

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| Comments:  Are accuracy of predictions for individual qualifications a cause for concern?  View performance of ALL qualifications by selecting ‘All A8 Quals’ in the Grade Type dropdown under the Options tab. Can you see anything of concern here?  Click % and Cumulative, and select ‘5’ in the Sort dropdown to view the % of qualifications which have the largest % of grades 5 or above. Are there any surprises? If so, what and why? |  |

Commentary

* How will you present your faculty’s Exam performance to your Head Teacher, Principal or Governing Body?
* Use Student Level reports to identify some successes and some underachievers. which may have had an impact on the whole school measures.
* Navigate to Basics Area - Contribution Report - Students Level.
* Navigate to EBacc Area – Overview Report – Students Level.
* Navigate to A8/P8 Area – P8 Overview Report – Students Level.
* Click the MEASURES tab and ‘Add Measures’ to filter by a Headline measure.
* Navigate to Grades Area - Overview Report - Students Level.
* Navigate to Student Detail Area – Overview Report – Students **OR** Headlines Level.
* Include their individual Student Detail Reports as an accomplishment or take in to the exam review meeting.

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| Successes | Contributing Factors |
|  |  |
| Shortfalls | Contributing Factors |
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| Barriers to achievement |  |
| Issues to address for the coming year |  |
| Development for continued success |  |