Tracking Pupil Progress in Primary Schools with SIMS Assessment

Applicable to 7.116 Onwards
## Revision History

<table>
<thead>
<tr>
<th>Version</th>
<th>Change Description</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
<td>7.116 – 1.0</td>
<td>Change to structure of the Tools menu</td>
<td>20/01/2009</td>
</tr>
<tr>
<td>7.116 – 1.1</td>
<td>Transferred to new template and cosmetic changes</td>
<td>13/11/2009</td>
</tr>
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Capita Doc Ref: ASM_TP7116/HBK/131109/FT

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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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Introduction

This guide has been produced to assist Assessment Co-ordinators, School Administrators and Class Teachers in Primary and Middle deemed Primary schools in tracking pupil progress using SIMS Assessment.

A set of Tracking Progress resources (SIMS Assessment templates and marksheets) have been provided for English (Reading, Writing, Speaking & Listening), Maths and Science in Years 1-6, together with a set of tracking grid templates.

Following upgrade to this release, a user with Assessment Co-ordinator or School Administrator permissions can import these resources into SIMS Assessment. For more information, please see Importing SIMS Assessment Resources on page 7.

Tracking pupil progress serves a number of purposes:

- Provides a picture of pupil progress at whole-school and class level;
- Provides a focus for professional dialogue to support assessment for learning and personalised learning;
- At whole-school level, it enables targeted mapping of intervention to support pupil learning. It helps to track the progress of individual children who are slow-moving, stuck, in need of support to accelerate progress and/or who are achieving or exceeding age-related expectations;
- Provides evidence of the impact of actions on progress and strengthens the accountability of teachers and head teachers.

(From ‘The Improving School Programme (ISP): supporting schools to secure the progress of all learners’ leaflet, Primary National Strategy, March 2008, Ref. 00148-2008-LEF-EN.)
Where to Get More Information

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, help sheets, mini guides and quick reference sheets. Once open, click the appropriate button (e.g. Handbooks), then navigate to the applicable option.

References to any other documents mentioned in this handbook can be accessed from the Documentation Centre unless otherwise specified.

Online help can be accessed by pressing F1 or clicking the applicable Help button.

Additional supporting documentation can also be found on our SupportNet website (http://support.capitaes.co.uk) by clicking the Documentation button on the SupportNet home page.

Improvements to SIMS Assessment to Support Tracking Pupil Progress

Displaying Termly Progress Against Annual Targets using ‘Traffic Lights’

Tracking Progress marksheet templates display termly progress against annual targets, using a ‘traffic light’ colour coding system as shown in the following graphic:

The colouring system in the templates supplied by Capita Children’s Services can be customised to meet your requirements. In addition, this enhanced functionality can be used to apply traffic light colouring to your own tracking templates and marksheets. For more information, please see Colouring Marksheet Columns Based on the Results of a Formulae (Traffic Lights) on page 83.
Group Filters

The use of filters can help you to interrogate data to identify under-achieving groups of pupils and then evaluate the impact of support programmes on these groups.

Group filters enable you, for example, to:

- identify any gaps in the attainment of boys and girls in different subject areas. In 2007 nationally, 75% of girls and 60% of boys achieved level 4 or above in the Key Stage 2 Writing test.

- manage inclusion in order to overcome underachievement and sustain long term gains with those pupils most at risk of under-achieving. Target groups may include certain ethnic groups with a history of under-achievement, looked after children, or children eligible for free school meal provision, for example.

- analyse the impact of pupil mobility on the overall value added by the school to pupil attainment, by comparing the results of the static population with those of the school as a whole.

For more information, please see Filtering the Pupils Displayed in the Marksheet on page 32.

Viewing Grade Distribution

Within each marksheet, tables and graphs can be incorporated to display the distribution of results recorded for each assessment. The distribution of grades within each filtered group can also be displayed. For more information, please see Viewing Grade Distribution Information on page 43.

Tracking Grid Templates and Tracking Grids

Pupil tracking grids support schools in tracking the progress of individuals or groups of pupils on a termly or yearly basis. They are an effective means of comparing the current assessment of each pupil with their previous progress or national expectations. From this, can be determined where resources can best be targeted within the school.

The pupil tracking grids defined within SIMS Assessment have been developed to follow the guidelines published by the Primary National Strategy for schools within the Improving Schools’ Programme. They can also be used by any school for Pupil Progress Tracking.

Templates for pupil tracking grids have been provided for Primary schools as part of the SIMS 2008 August Main Release. These can optionally be imported using the instructions in Importing SIMS Assessment Resources on page 7. Secondary schools may also choose to import them from AMPARK. The tracking grid templates are linked to the tracking progress marksheet templates, so these will need to be imported and installed along with the grid templates. If Primary schools are not using the tracking progress marksheet templates, they can still create and customise their own tracking grids based on local marksheets and aspects.

For more information, please see Chapter 4: Tracking Pupil Progress using SIMS Tracking Grids on page 51 and Chapter 6: Creating a Tracking Grid Template on page 91.
How is this Guide Structured?

The majority of the functionality within this guide is applicable to Assessment Co-ordinators and School Administrators, who will be responsible for setting up templates and mark sheets to enable other users (such as class teachers) to enter results. This guide has therefore been separated according to the roles within your school.

Assessment Co-ordinators and School Administrators

Assessment Co-ordinators and School Administrators will be responsible for setting up either their own tracking progress resources or for creating mark sheets from the tracking progress templates supplied by Capita Children’s Services.

- Importing tracking progress resources.
- Assigning tracking progress resources to a new SIMS Assessment category named Tracking. This enables you to easily identify templates, mark sheets, etc. that are useful for tracking pupil progress.
- Creating mark sheets. This guide describes how to create mark sheets from the tracking progress templates supplied by Capita, but it applies equally to any tracking templates your school may have created.
- Creating and saving group filters. This enables the pupils in a mark sheet to be further analysed. For example, you may wish to create simple group filters for special needs status, or more complex filters that include pupils of a specific ethnicity, but exclude pupils with a specific special need. For more information, please see Filtering the Pupils Displayed in the Marksheet on page 32.
- Deleting mark sheets. Please see Deleting Marksheets on page 84.
- Exporting a mark sheet to Microsoft® Excel. Please see Exporting a Marksheet to Microsoft Excel on page 85.
- Importing mark sheet data from Excel into SIMS. Please see Importing Marksheet Data from Excel into SIMS on page 87.
- Adding colours to mark sheets based on the results of a formulae calculation. Please see Colouring Marksheet Columns Based on the Results of a Formulae (Traffic Lights) on page 83.
- Creating a tracking grid template. This enables Assessment Co-ordinators and School Administrators to create their own tracking grid templates. Please see Creating a Tracking Grid Template on page 93.
- Setting targets. This enables you to assign attainment targets to tracking grid templates. Any targets set in the template filter through to the resulting tracking grids. Please see Setting Targets on page 96.
- Cloning tracking grid templates. It is possible to clone (or copy) tracking grid templates, so that alterations can be made to an existing template and saved as a template in its own right. Please see Cloning Tracking Grid Templates on page 99.
Deleting tracking grid templates and grids. New System Utilities are provided, enabling you to delete a selection of tracking grid templates and tracking grids. Please see Deleting Tracking Grid Templates on page 101 and Deleting Tracking Grids on page 104.

Class Teachers

Class teachers are likely to be responsible for entering results into marksheets created by the Assessment Co-ordinator or School Administrator. Class teachers should therefore see Chapter 3: Entering and Reviewing Marksheets Data on page 17, which describes how to enter and review data using marksheets. If you are new to SIMS Assessment, you may also wish to read the following section.

How has this Guide Changed?

The following new feature is introduced as part of the SIMS 2009 March Main Release.

Changes to the Structure of the Tools Menu

The structure of the SIMS Tools menu has changed, to group together all of the tools for the Assessment, Analysis and Profiles areas of SIMS.

<table>
<thead>
<tr>
<th>Old Menu Route</th>
<th>New Menu Route</th>
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<tbody>
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<td>Tools</td>
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<td>Tools</td>
<td>Performance Analysis Tools</td>
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<tr>
<td>Tools</td>
<td>Profiles Tools</td>
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Overview of SIMS Assessment

This section provides a brief overview of SIMS Assessment. For more detailed information, please refer to the Getting Started chapter of the Assessment in SIMS handbook. All handbooks can be accessed from the Documentation Centre, which is launched by clicking the Documentation button on the Home Page in SIMS. Once open, click the Handbooks button, select the required category, then click the required handbook from the Handbooks page.

SIMS Assessment provides a means for pupil attainment to be recorded, tracked and analysed through all key stages. As it forms part of the SIMS system, it provides central storage and access to any information recorded about individual pupils, including attendance, behaviour and achievements, as well as core pupil details such as date of birth, ethnicity and SEN.

The data recorded can be used to analyse progress on both an individual and a group basis and can also be used to inform judgements about how to allocate resources most effectively for school improvement.
SIMS Assessment also allows you to:

- implement and monitor the outcomes of a school-wide assessment policy.
- identify and define the assessments to be made and enable the recording of progress using definable criteria.
- record assessments for pupil/students as Marks, Ages, Grades or Comments.
- maintain a historical record of individual assessments.
- review group performance.

There is no limit to the types of assessment that can be carried out and recorded, provided the result can be expressed in terms of a Mark, Grade, Age or Comment. Records can therefore be stored based on effort, conduct, reading age, the number of times an activity takes place and so on.

**What is a Marksheet?**

Data can be entered and reviewed in SIMS Assessment using marksheets. A marksheet is a grid, similar to a spreadsheet, where pupils are listed in rows and the areas of assessment (called aspects) are listed in columns. A marksheet can be likened to a teacher’s mark or record book.

**What is a Template?**

A template is the definition of the set of columns that appear in a marksheet. Marksheets can then be created from the same template for any pre-defined group of pupils.

**What Tracking Progress Resources are Available?**

Tracking Progress templates have been prepared by Capita Children’s Services to help Primary schools in using SIMS Assessment for termly progress tracking, and are stored within the AMPARK folder structure (C:\Program Files\SIMS\SIMS.net\AMPA). These resources can be optionally installed if your school has not already set up tracking progress marksheet in SIMS Assessment. Once installed, they may be used as provided or cloned and customised according to your requirements. The following resources are provided:

- Templates for tracking termly progress for Years 1 – 6 in Reading, Writing, Speaking & Listening, Maths, Science.
- English templates for Years 3 – 6 that aggregate Speaking & Listening, Reading and Writing.
- Templates for Years 3 – 6 to check comparative progress in English and Maths.
- A template to summarise year on year progress.

For a comprehensive list of the templates provided, please see Appendix – Content of the Imported Tracking Progress Resources on page 113.
Importing SIMS Assessment Resources

AMPARK resources and Tracking Progress templates and grids are provided as part of each SIMS release. These resources can then be optionally imported into SIMS Assessment, depending on your school phase.

**NOTE:** These resources are designed for schools following the national curriculum and may not be suitable for Independent schools.

The import process is activated each time you access a SIMS Assessment or Profiles menu route, until you either import the resources or decide not to import them.

**NOTE:** For a list of the Tracking Progress templates and grids provided, please see Appendix – Content of the Imported Tracking Progress Resources on page 113 or click the ? button on the Import Assessment Manager Resources dialog.

Importing AMPARK and Tracking Progress Templates and Grids into SIMS Assessment

The following instructions demonstrate how to import the Tracking Progress and AMPARK resources using the Marksheet Entry route in SIMS Assessment.

1. Select Focus | Assessment | Marksheet Entry to display the Import Assessment Manager Resources dialog.

2. Select the check box(es) relating to the resource(s) you wish to import.

3. The import process can be carried out immediately, at a later date or not at all. This is determined by clicking one of the three buttons on the Import Assessment Manager Resources dialog.
   - Click the Yes button to import the selected resources now.
   - Click the Remind me later button to postpone the import of the selected resources until another session. If you click this button, you will be prompted to import the resources each time you run SIMS Assessment in subsequent sessions, until you answer Yes or No.
Click the **No** button only if you do not want to import the resources. You might select this option if you have already created your own Tracking Progress templates and marksheet, for example. If you later decide that you want to import the resources supplied by Capita Children’s Services, you can download them from the AMPARK website.

4. To continue with the import, click the **Yes** button.

As the resources are imported, a progress bar is displayed at the bottom of the dialog. Once the import process is complete, the **Activity Log** is displayed.

The **Activity Log** provides a list of the imported templates, grade sets, aspects, etc. The **Activity Log** can be printed or saved using the buttons at the top of the dialog.
5. Click the **Close** button to complete the process.

6. If you have imported Tracking Progress resources, the Assessment Co-ordinator or School Administrator should now assign these resources to the Tracking category in SIMS Assessment and then create marksheets from the imported templates. For more information, please see Chapter 2: Setting Up Tracking Progress Marksheets on page 11.

**IMPORTANT NOTE:** AMPARK and Tracking Progress templates and grids are also available for download on the AMPARK website. This would be beneficial if you selected not to install the resources when you first used SIMS Assessment after an upgrade or installation. To download these resources from the AMPARK website, please visit http://www.capitaes.co.uk/ampark. The process of importing these resources is identical, whether they were installed by a SIMS release or by downloading them from the AMPARK website.
Setting Up Tracking Progress Marksheets

Introduction
This chapter is provided to assist Assessment Co-ordinators and School Administrators in setting up and using the tracking progress resources provided by Capita Children’s Services, or to create marksheets based on your own tracking templates. If marksheets have already been set up and created, please go to Chapter 3: Entering and Reviewing Marksheet Data on page 17.

Creating Marksheets
Marksheets are created by associating a previously imported or created template with one or more groups of pupils. Marksheets can be created by anyone who has Assessment Co-ordinator or System Administrator permissions.

A set of Tracking Progress templates has been provided by Capita Children’s Services, enabling you to track termly pupil progress in Years 1-6 in English, Maths and Science. If you wish to make use of these templates, you must first install or import them as described in Importing SIMS Assessment Resources on page 7. They should then be associated with the classes/registration groups relevant to each template.

Marksheets can be created for any number of groups. The following example shows maths tracking progress marksheets created for all registration groups in Year 3. This process should be repeated for all the tracking templates that you wish to make use of. The same process can be used to create marksheets from your own tracking templates.

1. Select Focus | Assessment | Templates to display the Find Template browser.
2. Search for, then double-click the required template to display it on the **Template Details** page.

   **TIP:** Enter **CES** in the **Template Name** field then click the **Search** button to limit the list to CES Tracking Progress templates.

3. Click the **Marksheets** hyperlink to display the **Marksheets** panel.
4. Click the **New** button to display the **Group Selector** dialog.

![Group Selector dialog]

5. Select the required group(s) by clicking the + symbol to expand the list, e.g. click the + symbol adjacent to **Registration Group** to display all available registration groups.

![List of groups]

6. Select the check box adjacent to the required groups then click the **Apply** button to select them. The selected groups are displayed in the **Marksheets** panel.

![Marksheets panel]
7. Click the **Save** button on the toolbar to create the marksheets. A marksheet is created for each Supervisor of the selected group(s). The marksheets are named with the name of the template, followed by a dash and the group name, e.g. **CES Tracking Progress Maths Year 3 – 3CB**.

8. Close the **Template Details** page by clicking the **Close** button.

**Associating Assessment Entities with a Category**

A category is available (entitled **Tracking**) that enables you to categorise all the resources relating to pupil tracking (templates, marksheets, aspects, tracking grid templates, tracking grids, etc.). Assigning system entities to one or more categories is particularly useful when you are searching for a marksheet, for example, because you can select a category as a search parameter.

**Associating Templates and Marksheets with a Category**

This section describes how to assign a template to the **Tracking** category. Any marksheets created using that template will be assigned automatically to the same category.

1. Select **Focus | Assessment | Templates** to display the **Find Template** browser.

2. Search for, then double-click the required template to display it on the **Template Details** page.

3. Click the **Categories** hyperlink to display the **Categories** panel.
4. Click the + icon to expand the CES Assessment Services and System categories, then select the check box adjacent to Tracking.

![ CES Assessment Services and System categories expanded with Tracking selected]

5. Click the Save button on the toolbar to apply the category to the template.

6. Repeat for all the templates and resulting marksheets to assign to the Tracking category.

**Associating Tracking Grid Templates and Tracking Grids with a Category**

This section describes how to assign a tracking grid template to the Tracking category. Any tracking grids created using that tracking grid template will be assigned automatically to the same category.

1. Select Focus | Assessment | Tracking Grid Templates to display the Tracking Grid Templates browser.

2. Search for, then double-click the required tracking grid template to display it on the Tracking Grid Template page.

3. Click the Categories hyperlink to display the Categories panel.

![ Tracking Grid Templates browser with Categories]

4. Click the + icon to expand the CES Assessment Services and System categories, then select the check box adjacent to Tracking.

![ CES Assessment Services and System categories expanded with Tracking selected]

5. Click the Save button on the toolbar to apply the category to the template.

6. Repeat for all the templates and resulting marksheets to assign to the Tracking category.

**Associating Tracking Grid Templates and Tracking Grids with a Category**

This section describes how to assign a tracking grid template to the Tracking category. Any tracking grids created using that tracking grid template will be assigned automatically to the same category.

1. Select Focus | Assessment | Tracking Grid Templates to display the Tracking Grid Templates browser.

2. Search for, then double-click the required tracking grid template to display it on the Tracking Grid Template page.

3. Click the Categories hyperlink to display the Categories panel.

![ Tracking Grid Templates browser with Categories]

4. Click the + icon to expand the CES Assessment Services and System categories, then select the check box adjacent to Tracking.

![ CES Assessment Services and System categories expanded with Tracking selected]

5. Click the Save button on the toolbar to apply the category to the template.

6. Repeat for all the templates and resulting marksheets to assign to the Tracking category.
4. Click the + icon to expand the **CES Assessment Services** and **System** categories, then select the check box adjacent to **Tracking**.

![CES Assessment Services](image)

5. Click the **Save** button on the toolbar to apply the category to the tracking grid template.

6. Repeat for all the tracking grid templates and resulting tracking grids you want to assign to the **Tracking** category.
03 Entering and Reviewing Marksheet Data

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Introduction

This chapter is provided for class teachers or any other staff member who will be responsible for entering or reviewing tracking pupil progress, such as assessment results. It is assumed that the tracking progress marksheets have been previously created and set up by the Assessment Co-ordinator. If they have not yet been created and set up, please see Chapter 2: Setting Up Tracking Progress Marksheets on page 11.
Assessment data is entered and reviewed using marksheets. A marksheet is a grid, similar to a spreadsheet, where pupils are listed in rows and the areas of assessment (aspects) are listed in columns. A marksheet can be likened to a teacher’s mark or record book.

**Selecting a Marksheet**

Once tracking progress marksheets have been created, they can be accessed from the Find Marksheet browser and used to enter and review assessment data.

1. Select **Focus | Assessment | Marksheet Entry** to display the Find Marksheet browser.

2. Double-click the required marksheet to display it on the Marksheet Entry page.

To make searching easier, the number of marksheets listed in the browser can be reduced using either of the following methods:

**Filtering by Template Name**

1. To limit the list to display marksheets supplied by Capita Children’s Services only, enter `ces` in the **Template Name** field. Alternatively, enter the first few letters of the required marksheet name.

2. Click the **Search** button to filter the list.
Filtering Using Categories

It is possible to assign marksheets to categories. Your Assessment Coordinator or School Administrator may have assigned tracking progress marksheets to a category called Tracking to make searching easier.

To limit the list to any tracking progress marksheets assigned to a Tracking category (including those supplied by Capita, or those based on templates created in your school/by your Local Authority):

1. Click the Browser button adjacent to the Select Category field to display the Category Filter dialog.

2. Click the + icon to expand the CES Assessment Services and System categories then select the check box adjacent to Tracking.

3. Click the Apply button to close the Category Filter dialog.
4. Click the **Search** button to filter the list.

The **Marksheet Entry** page is displayed.

**NOTE:** This process can also be used to filter templates, aspects, individual reports, etc. that may have also been assigned to a **Tracking** category.

**Entering Data into Marksheets**

Once the required marksheet has been selected, you can begin entering/reviewing assessment data. There are various ways that the marksheet view can be customised to meet your requirements. In particular, you may wish to colour cells/columns, add summary rows, maximise the screen space, etc. For more information, please see **Customising the Marksheet Display** on page 27.

1. Select the required marksheet as described in **Selecting a Marksheet** on page 18 to display the **Marksheet Entry** page.
2. To enter results, click in the required cell and enter the appropriate grade. The result appears red to indicate that the data has not yet been saved.

3. Grades for each cell can also be selected from a list of available grades. Right-click the required cell to display the View Select Grade dialog. Highlight the required grade then click the Apply button to automatically move to the next cell. Alternatively, double-click each required result. Repeat as required until the column is complete then click the Finish button to close the dialog.

4. Continue to enter grades by clicking in each cell or pressing the down arrow key on the keyboard to move down to the next cell. If you enter an invalid result, the View Invalid Result dialog displays the valid grades that can be entered.
5. Click the **Close** button to close the dialog.

![Image of Close button dialog](image)

6. Click the **Calculate** button on the toolbar to calculate any formulae columns (denoted by an $f$ symbol) in the marksheet. Right-click on a column heading and select **Calculate Column** to calculate an individual column.

7. Click the **Save** button on the toolbar to save the results entered so far. Any red text will change to black (although some calculated column text may remain red if it does not need to be saved).

There are other methods of entering data into marksheet, which are outlined in the following sections.
Entering and Reviewing Marksheet Data

Entering the Same Grade in a Column for Every Pupil

Where the majority of pupils have the same grade, it can often be quicker to enter that grade in all the cells, then edit the exceptions.

1. Right-click the required column heading and select **Select Grade for Column** to display the **View Select Grade** dialog, which shows the grades that can be selected.

2. Highlight the required grade then click the **OK** button.

3. The column is populated with the chosen grade. Edit any exceptions as required.
Copying and Pasting the Contents of a Column

The contents of one column can be easily copied to another. This process will copy the cell contents, with the exception of any notes that have been added.

1. Right-click the required column heading and select **Copy Column**.
2. Right-click the column into which you want to paste the results and select **Paste Column**. Please note the following when pasting:
   - Any invalid data is discarded.
   - Existing results are overwritten, except where a copied cell is empty and the cell where the result is to be pasted contains data. In this circumstance, the original result in the pasted column is retained, i.e. an existing result will not be replaced with a blank result.

Adding Notes to a Result Cell

It is possible to add a note to any result displayed in a marksheet which might either relate to the result itself (e.g. why it has been edited) or why the performance was not as expected (e.g. poor health, bereavement, etc.).

1. Right-click the result cell to which you wish to add or edit the note and select **View/Edit Note** to display the **Edit Notes** dialog.

![Edit Notes](image)

2. Enter or edit the note as required then click the **Update** button to return to the marksheet.

![Marksheet](image)

The presence of a note is indicated by a triangle in the top right-hand corner of the cell.
Accessing Individual Pupil Information from a Marksheet

To access individual pupil information, you can click a pupil’s name in any marksheet to display the Teacher View page. This page displays an ‘at a glance’ summary of the pupil’s attendance, behaviour, achievements, etc. For more information, please refer to the Using the Student Teacher View chapter of the Managing Pupil/Students in SIMS handbook. All handbooks can be accessed from the Documentation Centre, which is launched by clicking the Documentation button on the Home Page in SIMS. Once open, click the Handbooks button, select the required category, then click the required handbook from the Handbooks page.

This can be useful in understanding the reasons behind poor performance. For example, you could review their attendance information together with any behaviour incidents that have been recorded.

1. To access this information, hover over the required pupil name in the Students column until a hyperlink appears (identified by blue underlined text).

2. Click the hyperlink to display the Teacher View page, which displays an ‘at a glance’ summary of a pupil’s attendance, behaviour, achievements, etc. For more information on using the Teacher View page, please refer to the Using the Student Teacher View chapter of the Managing Pupil/Students in SIMS handbook. All handbooks can be accessed from the Documentation Centre, which is launched by clicking the Documentation button on the Home Page in SIMS. Once open, click the Handbooks button, select the required category, then click the required handbook from the Handbooks page.

3. The Links panel on the right-hand side of the screen provides access to further information, such as attendance data, behaviour details, exclusions information, etc. Click the required link to access the additional information.
Entering Historical Data into the Marksheet

There may be occasions when you need to edit historical data in a marksheet. This may be necessary if you are a new SIMS Assessment user and wish to enter historic data. There may also be occasions when you need to correct an erroneous result.

1. Select the required marksheet as described in Selecting a Marksheet on page 18 to display the Marksheet Entry page.

2. It is essential that the Result Date is changed to the date the results were achieved and not the date the results are entered. Enter the required date, or click the Calendar button and select the required date.

3. Enter the required results then click the Save button on the toolbar to save the results.

Editing an Existing Result

Any existing results entered incorrectly can be amended as follows:

1. Select the required marksheet as described in Selecting a Marksheet on page 18 to display the Marksheet Entry page.

2. Right-click the required cell and select View/Edit Result History to display the View/Edit Result History dialog.

3. Change the date the result was awarded by clicking the Result Date down arrow and selecting the required date from the calendar.

4. Edit the result by double-clicking the required Result cell then entering the new result.

5. Press the Tab key to move off the Result cell to make sure that the newly entered result is valid (the cell will appear blank if an invalid result has been entered).

6. Click the Close button to save the amended result.
Deleting an Existing Result

Any results that you have entered into a marksheet can be deleted. Only Assessment Co-ordinators can delete results from any marksheet.

1. Select the required marksheet as described in Selecting a Marksheet on page 18 to display the Marksheet Entry page.

2. Right-click the required cell and select View/Edit Result History to display the View/Edit Result History dialog.

3. Click the row containing the result you wish to delete.

4. Click the Delete button to delete the selected result. You will be prompted to confirm the deletion. Click the Yes button if you wish to proceed.

Customising the Marksheet Display

The marksheet display can be customised to help you interrogate the data. Please see the appropriate section for more information:

- Increasing the Screen Space on page 28
- Displaying Additional Pupil Information Columns on page 30
- Changing the Column Order on page 31
- Displaying Summary Rows on page 31
- Filtering the Pupils Displayed in the Marksheet on page 32
- Changing the Colour of Columns or Cells in a Marksheet on page 41
- Viewing Grade Distribution Information on page 43.
Increasing the Screen Space

With some marksheet, there may be too many columns and/or rows to comfortably fit on the screen. The number of visible rows and columns can be increased using any, or all, of the following methods:

Narrowing Columns

Narrowing columns is particularly useful if you have to scroll to see all the columns in the marksheet display.

Click the Narrow button to reduce the width of all the marksheet columns.
Zooming Out

To further increase the space, click the **Zoom** button to display the marksheet in a separate window, as shown in the following graphic:

![Zoomed marksheet](image)

This can be particularly useful if you need to scroll to see additional columns and rows. Click the **Close** button in the top right-hand corner to return to the standard view (you will be prompted to save any amended data).

Hiding Columns

Another way to increase screen space is to hide unwanted columns from view. This is achieved by right-clicking the unwanted column and selecting **Hide Column**.

Hidden columns can be displayed again by right-clicking any column heading and selecting **Show Hidden Columns**.
Displaying Additional Pupil Information Columns

Columns containing additional pupil information can be added to a marksheet. This is achieved by right-clicking anywhere on the Students column and selecting the required option. A tick is displayed adjacent to the chosen option as displayed in the graphic opposite.

Any additional columns (such as the Date of Birth column shown in the previous example) appear adjacent to the Students column.

These columns can be subsequently hidden by right-clicking the Students column heading and selecting the applicable option from the menu (a tick adjacent to the menu option identifies any columns that are currently displayed in the marksheet).

Ordering the Marksheet Display

The order of both rows and columns can be changed whenever required.

NOTE: Any order change is only temporary because the default order is defined by the template from which the marksheet was created.

Ordering Rows

Pupil detail columns such as the pupil name, date of birth, class, national curriculum year, etc. can be ordered by clicking the column heading. For example, to display the marksheet in date of birth order, click the Date of Birth column heading to display in ascending order. Clicking the column heading again will change the display to descending order.

Result columns can be ordered by right-clicking the required column and selecting either Order Rows | Ascending or Order Rows | Descending.

The order of the rows can be restored to the default of ascending pupil surname by right-clicking any column heading and selecting Restore Column Order.
Changing the Column Order

There may be occasions when you want to change the order of any data entry columns displayed in the marksheet, perhaps to match the order of a paper list. Additionally, you may want to move all data entry columns adjacent to the pupil name to facilitate data entry.

Click the required column heading, hold down the mouse button, drag the column to the required location and release the mouse button.

Displaying Summary Rows

Summary rows for data entry columns can be displayed at the bottom of the marksheet, which displays a total for the columns, the number of results entered, the mean of the column and the mean grade (grade columns only).
By default, summary rows are hidden when the marksheet is first opened. To display the summary rows, click the **Summary** button. Click the button again to hide the summary rows.

**NOTE:** If any data is changed in the columns, the information in the summary rows can be updated by saving the marksheet, or by clicking the **Summary** button twice (the first click removes the summary rows and the second click recalculates and redisplay them).

### Filtering the Pupils Displayed in the Marksheet

It is possible to filter the group of pupils displayed in a marksheet or a tracking grid to enable you to view a subset of pupils. For example, you can filter on gender, SEN status, traveller status, etc. This can be useful in identifying groups of pupils who may need additional support.

In addition, it is possible to save a group filter for use with any other marksheet or tracking grid. This is useful if you want to focus on particular pupil groups.

**NOTE:** Assessment Co-ordinators can save and create their own filter groups, and also make filter groups available to other SIMS Assessment users. For more information, please see Creating a New Group Filter on page 37.

**NOTE:** If the **Group Filter** field is blank when the marksheet or tracking grid is displayed, this indicates that a group filter has not previously been saved with the marksheet.

Click the **Browser** button adjacent to the **Group Filter** field to display the **Select the Group Filter** dialog.
Important Information Regarding the Academic Year of Admission Filter

It is not immediately possible to filter the list to display pupils who were admitted prior to when you started to use SIMS (i.e. it is not possible to select as a filter an academic year that was created prior to your migration to SIMS). For example if you migrated to SIMS in academic year 2004/05, any Academic Year of Admission filter you set in SIMS Assessment prior to that academic year (e.g. 2003/04) results in pupils not being displayed in the marksheet or tracking grid.

This manifests itself in the Academic Year of Admission filter only and affects any establishment that ran the Final Conversion routine prior to migrating their data to SIMS.

This issue is caused by the naming of school terms in Routines | School | Edit Academic Year. To check whether this will affect you, please carry out the following process:

1. In SIMS, select Routines | School | Edit Academic Year to display the Select Academic Year dialog.
2. From the Academic Year drop-down list, select the earliest available academic year, e.g. Academic Year 2000/2001.
3. Click the OK button to display the Edit Academic Year wizard.
4. Click the Next button to display the Define the school working week page.
5. Click the **Next** button to display the **Define the terms and term holidays for the academic year** page.

![Image of Edit Academic Year window](image)

If the **School Term** column displays **Imported Term 1**, **Imported Term 2**, etc. then you will be affected by this issue and you should complete the following steps in this process. If the **School Term** column does not display the word **Imported** for the earliest academic year, you are not affected by this issue and you can **Cancel** the wizard and continue to use SIMS Assessment.

6. If the **School Term** column displays the word **Imported**, click in each of the affected fields and select the correct term name from the drop-down list.

7. Repeat step 6 for all affected **School Term** fields.
NOTE: Only the **School Term** column needs to be edited. It is not necessary to edit the **Term Holiday** column.

8. When you have selected all of the term names, click the **Next** button four times, then click the **Update** button to update the academic year structure.

9. Repeat steps 1 to 8 for the next academic year in the **Academic Year** drop-down list (e.g. **Academic Year 2001/2002**) and continue to repeat these steps until you encounter the first academic year that does not display the word **Imported** in the **School Term** column.

Once this process has been completed for all of the affected academic years, the **Academic Year of Admission** filter issue will be resolved.

**Applying a Filter to a Marksheet or Tracking Grid for this Session Only**

This process describes how a group filter can be applied to a marksheet or tracking grid for the current session only. The group filter will not be saved with the marksheet or tracking grid. For information on creating a new group filter and saving this filter as part of the marksheet or tracking grid, please see **Creating a New Group Filter** on page 37 and **Saving a Group Filter with a Marksheet** on page 41.
1. Click the + icon to expand the required group then select the check box adjacent to the required item.

2. The pupil group will then appear in blue to indicate that pupils belonging to the selected group will be included in the marksheet or tracking grid. Repeat for any other pupil groups you want to include in the marksheet or tracking grid.

3. To exclude any pupil groups, click the Exclude button then select the check box(es) adjacent to the required group(s).
4. The pupil group will then appear in red to indicate that pupils belonging to the selected group will be excluded from the marksheet or tracking grid. Repeat for any other pupil groups you want to exclude from the marksheet or tracking grid.

NOTES: You can switch between Include and Exclude at any time by clicking the appropriate button. Before selecting a check box, ensure that the correct button has been clicked.

The filter can be cleared by clicking the Clear Selection button, which closes the Select the Group Filter dialog. To create another group filter, click the Browser button adjacent to the Group Filter field and click the No button when asked if you wish to save any changes.

5. Click the Apply button to display the Marksheet Entry page or the Tracking Grid page.

The name of the selected filter is displayed in the Group Filter field. The data in the marksheet or tracking grid changes automatically according to the filters set.

6. Once you have finished using the filter, click the Browser button adjacent to the Group Filter field to display the Select the Group Filter dialog and click the Clear Selection button to return to the Marksheet Entry page or the Tracking Grid page with the filter removed.

Creating a New Group Filter

The following example shows a group filter that has been created, which includes all Year 3 female pupils, but excludes any pupils with an SEN Status or any who are travellers.

IMPORTANT NOTE: Ensure that the appropriate filter button is selected (Include or Exclude) prior to setting each filter as this will affect the output of the filter.

1. Click the New button adjacent to the Saved Filters panel.

2. Enter a name for the filter group in the Filter Name field. The name needs to be as succinct as possible, whilst making it easy to search for.

NOTE: If you do not enter a name for the filter, a default name will be created automatically when the group filter is saved.
3. Assessment Co-ordinators wishing to create group filters for other users should ensure that the **Private** check box is not selected.

   **NOTE:** The **Private** check box is visible only to users with Assessment Co-ordinator permissions.

4. Click the **Include** button (if it is not yet selected).

5. Click the + icon to expand the required group then select the check box adjacent to the required item.

6. The pupil group will then appear in blue to indicate that pupils belonging to the selected group will be included in the marksheet or tracking grid. Repeat for any other pupil groups you want to include in the marksheet or tracking grid.
7. To exclude any pupil groups, click the **Exclude** button then select the check box(es) adjacent to the required group(s).

8. The pupil group will then appear in red to indicate that pupils belonging to the selected group will be excluded from the marksheet or tracking grid. Repeat for any other pupil groups you want to exclude from the marksheet or tracking grid.

   **NOTE:** You can switch between **Include** and **Exclude** at any time by clicking the appropriate button. Before selecting a check box, ensure that the correct button has been clicked.

9. Click the **Save** button adjacent to the **Saved Filters** panel. The **Description** is populated automatically with the components of the group filter. Both the **Filter Name** and **Description** are then displayed in the **Saved Filters** list.

   If you marked the filter as private, the **Private** check box in the **Saved Filters** section will be selected to indicate that only the current user can view or apply this filter.
**IMPORTANT NOTE:** When editing existing group filters, there is no 'save as' function. If you edit a group filter and edit the **Filter Name**, the original group filter is overwritten.

10. Click the **Apply** button to confirm the selected filters and return to the **Marksheet Entry** page or the **Tracking Grid** page.

The name of the selected filter is displayed in the **Group Filter** field. The data in the marksheet or tracking grid changes automatically according to the filters set.

**Applying a Previously Saved Group Filter**

Any previously created group filters are displayed in the **Saved Filters** list. If the required group filter is not displayed, or if you wish to create a new group filter, please go to **Creating a New Group Filter** on page 37.
1. If the required group filter has already been created, highlight the filter in the Saved Filters list, click the Open button then click the Apply button to display the Marksheet Entry page or the Tracking Grid page.

**NOTE:** If you are unsure of the group filter content, click the Open button to display the selected group filter in the lower section of the dialog.

The name of the selected filter is displayed in the Group Filter field. The data in the marksheet or tracking grid changes automatically according to the filters set.

2. To save this filter as part of the selected marksheet or tracking grid (i.e. each time the marksheet or tracking grid is opened, it will open with this filter already selected), click the Save button.

**Saving a Group Filter with a Marksheet or Tracking Grid**

Once applied, a group filter can be saved with the marksheet or tracking grid so that only the filtered groups are displayed the next time the marksheet or tracking grid is opened.

This is achieved by clicking the Save button on the marksheet or tracking grid that has the required group filter selected. Please see the following section if you want to remove the group filter before saving.

**Removing a Group Filter from a Marksheet or Tracking Grid**

If you have saved a marksheet or tracking grid with a group filter selected (i.e. the Group Filter field on the Marksheet Entry page or the Tracking Grid page displays the name of a group filter), the group filter can be removed from the marksheet or tracking grid as follows:

1. To remove the filter at any point, click the Browser button adjacent to the Group Filter field to display the Select the Group Filter dialog.

2. Click the Clear Selection button.

3. The Select the Group Filter dialog closes automatically and the filter is removed. Click the Save button to save the marksheet or tracking grid without the filter.

**Changing the Colour of Columns or Cells in a Marksheet**

It is possible to change the colour of any data entry column or cells in a spreadsheet. This can be used to facilitate data entry, or to highlight a column or cell that you are particularly interested in. You may, for example, want to highlight the cells of underachieving pupils in red.

**NOTE:** Colour schemes are specific to the user. It is therefore possible for different users to have their own colour schemes.
Changing the Colour of a Column

1. Right-click the column heading and select Select Colour for Column to display the Color dialog.

![Color dialog]

2. Highlight the required colour then click the OK button.

![Highlighted column]

3. Remove the colour at any point by right-clicking the required column and selecting Clear Column Colour.

NOTES: It is possible that colour schemes may have been set up in the template by the Assessment Co-ordinator. If this is the case, those pre-defined colours will override your selections.

If you have set a colour for individual cells in the column, these will be overridden by the selected column colour.
Changing the Colour of a Cell

A particular colour can be applied to individual cells in a marksheet.

1. Right-click the required marksheet cell then select Select Colour for Cell to display the Colour dialog.

2. Highlight the required colour then click the OK button.

3. The selected colour is applied as the background colour to the cell in which the result is displayed.

   **NOTE:** It is possible that colour schemes may have been set up in the template by the Assessment Co-ordinator. If this is the case, those pre-defined colours will override your selections.

4. Remove the colour at any point by right-clicking the required cell and selecting Clear Cell Colour.

Viewing Grade Distribution Information

For all marksheets containing grade columns, it is possible to view information on the distribution of grades. This can be particularly useful for progress monitoring and reporting.
It is possible to display the grade distribution as a percentage of results or of pupils achieving each grade, or as the count of pupils achieving each result.

The grade distribution is displayed in a dialog that shows the **Frequency** (the percentage or count of results) and the **Cumulative Freq** (the cumulative percentage or count of results). In the previous example, 25% of results were either a 4a or 4b.

In addition to the table formula shown in the previous graphic, it is also possible to display the grade distribution in a graph:

![Graph displaying grade distribution data](image)

**Displaying Grade Distribution Data**

> **NOTES:** Grade distribution data is displayed only for those pupils displayed on the marksheet, i.e. after any filters have been applied.

Any blank cells will be ignored in **Percentage of Results** and **Count of Students** analyses, but will be included in the **Percentage of Students** analysis.

1. Select the required marksheet as described in Selecting a Marksheet on page 18 to display the **Marksheet Entry** page.
2. Right-click the required grade column and select **Show Grade Distribution** to display the **View Grade Distribution** dialog.

3. Select the required radio button (**Percentage of Results**, **Percentage of Students** or **Count of Students**) to determine what information is displayed in the lower section of the table.

**Printing Grade Distribution Data**

Grade distribution data can be printed. The printed output produces a three column table with applicable titles/headings.

1. From the **View Grade Distribution** dialog, click the **Print** button to display the **Print** dialog.

2. Change any printing properties as required, e.g. number of copies then click the **OK** button.
Display Grade Distribution Graph

Grade distribution data can also be displayed in graphic format.

1. From the View Grade Distribution dialog, click the Graph button to display the SIMS Graph dialog.

![SIMS Graph Dialog]

By default, a bar chart is displayed. The type of graphic and graphic properties can be changed using the buttons on the graph toolbar. The type of graph displayed can also be changed by right-clicking anywhere on the graph area of the dialog and selecting Gallery to display the TeeChart Gallery dialog.

![TeeChart Gallery]

2. Select the required graphic type, then click the OK button.
3. Click the **Close** button to return to the **View Grade Distribution** dialog.

### Exporting Grade Distribution Data to Microsoft Excel

Once displayed, grade distribution data can be exported to Microsoft Excel for further manipulation. You might want to include this information in a report to school governors, for example.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Marksheet: CES Tracking Progress Maths Year 3: 3CB</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Marksheet Filters:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Aspect: TP Maths Target</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Grade Distribution Format:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Count of Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Grades</td>
<td>Frequency</td>
<td>Cumulative Freq</td>
</tr>
<tr>
<td>7</td>
<td>4a</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>4b</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>9</td>
<td>4c</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>10</td>
<td>5a</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>11</td>
<td>5b</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>12</td>
<td>5c</td>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td>13</td>
<td>6a</td>
<td>3</td>
<td>22</td>
</tr>
<tr>
<td>14</td>
<td>6b</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>15</td>
<td>6c</td>
<td>3</td>
<td>28</td>
</tr>
</tbody>
</table>

Data is exported to a spreadsheet, and is presented in table format with applicable spreadsheet headings as shown in the previous example.

1. From the **View Grade Distribution** dialog, click the **Export** button to display the **Save As** dialog.
2. Navigate to the required location and enter a **File name** for the spreadsheet.
3. Click the **Save** button to export the data.

### Printing Marksheets

Both completed and empty marksheets can be printed. This is achieved by clicking the **Print** button on the toolbar.

*NOTE: Assessment Co-ordinators and School Administrators can print marksheets via System Utilities. For more information, please refer to the System Utilities chapter of the Assessment in SIMS handbook. All handbooks can be accessed from the **Documentation Centre**, which is launched by clicking the **Documentation** button on the **Home Page** in SIMS. Once open, click the **Handbooks** button, select the required category, then click the required handbook from the **Handbooks** page.*
Marking a Marksheet as Complete

Once you have completed a marksheet and are satisfied that the results are correct, and if you are sure that no further edits are required, select the **Data entry for this Marksheet is complete** check box on the marksheet, then save the marksheet.

This will mark the marksheet as complete and notify the marksheet creator that you have finished.

Setting an End of Year Target

The Tracking Progress marksheets supplied by Capita Children’s Services enable you to track pupil results each term against an end of year target. Similar marksheets are provided for each of Years 1-6 in each of Reading, Writing, Speaking & Listening, Maths and Science.

The pupil results recorded might be the result of teacher assessments made in lessons, or using test materials such as the optional SATS or other published materials.
The marksheet consists of the following columns:

<table>
<thead>
<tr>
<th>Column Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Displays the read-only teacher assessment for the previous Summer term, if recorded (except in Year 1).</td>
</tr>
</tbody>
</table>
| 2             | Displays the expected grade (read-only) for this year’s Summer term, based on 4 points progress in Years 2, 4 and 5, or 2 points progress in Years 3 and 6.  
NOTE: It is not expected that pupils will make one sub-level progress in Years 3 and 6 and two in Years 4 and 5. These formulae are provided to calculate 12 points progress across Key Stage 2 (as 3 points progress each year does not equate to sub-levels). You should enter teacher targets in column 4 according to your school’s policy.  
The Assessment Co-ordinator may also wish to clone and modify the templates to calculate on a basis of 16 points progress across Key Stage 2, for example, or to add or remove columns. These processes are described in detail in the Assessment in SIMS handbook. |
| 3             | Can be used optionally to record Fischer Family Trust (FFT) D targets. |
| 4             | Used by the class teacher to set an end of year target for each pupil. This could be copied from either the expected grade or FFT D level, and then amended appropriately based on your knowledge of the pupils. |
| 5-10          | Termly teacher assessments can be entered into columns 5, 7 and 9.  
The assessments will be coloured green if higher than the target, yellow if equal to it, and red if lower than the target. You would expect the colours to move from red to yellow and possibly to green during the year.  
Columns 6, 8 and 10 show the points difference between the termly assessment and the teacher target when Calculate or Close are clicked. |
| 11            | Displays progress at the end of year as either +, - or =, depending on whether the summer term assessment is above, below or on target. This could then be used to create target groups for pupils making below target progress, for example. |
| 12            | A comment on each pupil can be recorded if required. |

Summer Term Teacher Assessments for Years 2 and 6 recorded using tracking progress marksheets can also form the end of key stage teacher assessments. This is achieved using the following conversion marksheets.

NOTE: Using these templates ensures that the data has to be entered only once.
- **CES Convert to KS1 Results Year 2** – this template takes the Year 2 Summer results for Speaking & Listening, Reading, Writing and Maths and converts them to Key Stage 1 validated results. These results will then be visible through the English and Maths Key Stage 1 Wizards.

  For Reading, Writing and Maths, 2a, 2b and 2c are converted to 2A, 2B and 2C.

  For all other levels, and for Speaking & Listening, fine grades are converted to full levels.

- **CES Convert to KS2 Results Year 6** – this template takes the Year 6 Summer results for Speaking & Listening, Reading and Writing and converts them to Key Stage 2 validated results. These results are then aggregated to English levels and will then be visible through the English Key Stage 2 Wizards.

  For Reading and Writing, 2a, 2b and 2c are converted to 2A, 2B and 2C.

  For all other levels, and for Speaking & Listening, fine grades are converted to full levels.

  If you have not already done so, create the required marksheets using the applicable CES Convert template. For more information, please see *Creating Marksheets* on page 11.
Introduction

Pupil tracking grids support schools in tracking the progress of individuals or groups of pupils on a termly or yearly basis. They are an effective means of comparing the current assessment of each pupil with their previous progress or national expectations. From this, can be determined where resources can best be targeted within the school.
The Pupil tracking grids defined within SIMS Assessment have been developed to follow the guidelines published by the Primary National Strategy for schools within the Improving Schools’ Programme. They can also be used by any school for Pupil Progress Tracking.

<table>
<thead>
<tr>
<th>Working towards level</th>
<th>National Curriculum level 1</th>
<th>National Curriculum level 2</th>
<th>National Curriculum level 3</th>
<th>National Curriculum level 4</th>
<th>National Curriculum level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>lower</td>
<td>lower</td>
<td>lower</td>
<td>lower</td>
<td>lower</td>
</tr>
<tr>
<td></td>
<td>secure</td>
<td>secure</td>
<td>secure</td>
<td>secure</td>
<td>secure</td>
</tr>
<tr>
<td></td>
<td>upper</td>
<td>upper</td>
<td>upper</td>
<td>upper</td>
<td>upper</td>
</tr>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Key: Not secure within the National Curriculum level so may require additional intervention to ensure progress towards a secure level 4 at the end of Key Stage 2

Templates for pupil tracking grids have been provided for Primary schools as part of the SIMS 2008 August Main Release. These can optionally be imported using the instructions in *Importing SIMS Assessment Resources* on page 7. The tracking grid templates are linked to the tracking progress marksheet templates, so these will need to be imported and installed along with the grid templates. If Primary schools are not using the tracking progress marksheet templates, they can still create and customise their own tracking grids based on local marksheet and aspects.

The tracking grid templates define how each grid is set up; what rows and columns it contains, what shading and targets have been set, and what assessments/aspects it links to.

The facility to create the tracking grid templates will only be visible within SIMS to users with Assessment Co-ordinator permissions. This allows the co-ordinator to clone and modify the templates provided by Capita Children’s Services or to create their own versions. Class teachers will be able to see the tracking grids defined by each template, and from there decide which subjects and groups they wish to focus on when populating the grids.
For more information on the types of available tracking grids, please see the following sections:

More Information:

SIMS Expected Progress Tracking Grid on page 61
SIMS Reviewed Progress Tracking Grid on page 65
SIMS Reviewed Progress Tracking Grid for a Particular Year on page 70
SIMS Termly Progress Tracking Grid on page 57
SIMS Year Group Progress Tracking Grid on page 55
SIMS Yearly Progress Tracking Grid on page 74

Once a tracking grid has been opened from a tracking grid template, minor changes can be made to the structure of the grid. For example, you might wish to change the source group of pupils on which the grid is based, or change the type of assessment you wish to analyse. The changes you can make to a grid are determined by the nature of the grid and the template that was used to create it.

Display options can also be changed. For example, you can toggle the display of summary rows and columns, set up additional group filters, etc.

Using the Tracking Grids

A brief description of each SIMS tracking grid template is provided in Appendix – Content of the Imported Tracking Progress Resources on page 113.

1. Select Focus | Assessment | Tracking Grids to display the Tracking Grids browser.

The Tracking Grid Templates panel on the left-hand side of the browser displays any tracking grid templates available in SIMS, whether they were provided by Capita Children’s Services or created by users in your establishment.

2. In the Tracking Grid Templates panel, highlight the template from which you want to create a tracking grid and click the Open button to create a new tracking grid on the New Tracking Grid – based on Template <Template Name> page.

3. Please see the instructions in the following sections to see how to use each specific type of tracking grid.
4. Once subjects, groups and filters have been applied to a grid, the grid can be given a name and saved. This way, when you re-open a grid, you can populate it automatically without needing to reselect subjects and groups.

5. To open a grid, select **Focus > Assessment > Tracking Grids** to display the **Tracking Grids** browser.

By default the **My Saved Grids** panel on the right-hand side of the browser displays all of the tracking grids you have created in SIMS.

**Important Information Regarding the ‘Backfilling’ of Assessment Data**

The SIMS tracking grid templates access the data entered into the marksheets created from the Tracking Progress templates that were provided as part of the SIMS 2008 May Main Release. For more information on the resources provided, please see **Appendix – Content of the Imported Tracking Progress Resources** on page 113.

If you have used these marksheets to record pupil assessment marks/grades, you can continue to use these tracking grid templates and the resulting grids immediately.

If you have not used these marksheets to record pupil assessment marks/grade, but would like to use the tracking grid templates provided by Capita Children’s Services, you will need to backfill these marksheets. However, the backfilling must be carried out with caution.
Scenario

Let’s assume that you have entered results for the TP Reading assessment for pupils in Year 5. For the same group of pupils, you then decide to enter the results they achieved for the same assessment in the Summer term of Year 3.

If you then populate a tracking grid that has been set up to compare the results in these terms, you find that the same result is displayed for Year 5 as it was in Year 3.

Because you entered the two sets of results on the same day, the tracking grid picks up the most recent result.

Solutions

If you want to backfill marksheet data to use the tracking grids provided by Capita Children’s Services, there are two solutions to this issue:

- Either you should ensure that you backfill the data in chronological order, i.e. enter year 1 data first, then year 2, and so on; or
- Enter the data in any order you want, but ensure that you ‘date stamp’ the results in the corresponding marksheet to make it appear as though they were entered in a chronological order.

In either case, you must remember to select the appropriate result set in the row of the tracking grid.

SIMS Year Group Progress Tracking Grid

The SIMS Year Group tracking grid enables you to view the attainment of all pupils in years 1-6 for a specific assessment.

For each curriculum year (displayed in the rows of the grid), this grid displays the marks/grades achieved by each pupil for the selected assessment.

To access individual pupil information, you can click a pupil’s name in the grid to display the Teacher View page, which displays an ‘at a glance’ summary of the pupil’s attendance, behaviour, achievements, etc. For more information, please refer to the Using the Student Teacher View chapter of the Managing Pupil/Students in SIMS handbook. All handbooks can be accessed from the Documentation Centre, which is launched by clicking the Documentation button on the Home Page in SIMS. Once open, click the Handbooks button, select the required category, then click the required handbook from the Handbooks page.

The following example demonstrates how this grid can be used to view pupil attainment.

NOTE: This example assumes that you are using the Tracking Progress marksheets provided as part of the SIMS 2008 May Main Release, and that you have populated the CES Tracking Progress Reading marksheets with data for curriculum years 1-6.
1. Open a tracking grid from the **SIMS Year Group Tracking Y1-Y6** template, as described in *Using the Tracking Grids* on page 53, to display the **New Tracking Grid – based on Template ”SIMS Year Group Tracking Y1-Y6”** page.

![Tracking Grid Image]

The grid is displayed according to the structure defined in the **SIMS Year Group Tracking Y1-Y6** template.

2. The **Grid Name** defaults to the name of the template from which the grid was created, with a suffix of _Grid, but this can be edited if required. In this example, its default name is **SIMS Year Group Tracking Y1-Y6_Grid**.

3. The volume and range of tracking grids on your system might grow over time. You are strongly advised, therefore, to enter a meaningful name for a tracking grid that will make it easily identifiable when searching for it in the browser. In this example, the tracking grid has been renamed **TP Reading 2008: all curriculum years**. It is not necessary however, to save each grid; you can repopulate each from the template when you use it.

4. Additional group filters can be applied to the Grid by clicking the **Group Filter Browser** button to display the **Select the Group Filter** dialog. For more information on applying a filter, please see *Filtering the Pupils Displayed in the Marksheet* on page 32.

5. Optionally, enter the date on which you wish to base membership of the selected groups in the **Group Membership Date** field, or click the **Calendar** button and select the required date.

6. To select the assessment you wish to use as the basis for the target tracking, select **TP Reading** from the **Assessment** drop-down list.
7. Click the **Populate** button to populate the grid with data.

The previous graphic shows the attainment of pupils across all year groups in your establishment, for the reading assessment. Francesca B (Year 3) achieved **2a** in this assessment, which meets the nationally expected target. Milly C achieved **3a** and exceeds the target for the year. However Roland K achieved **2b**, which is below the nationally expected target for the year.

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**More Information:**

*Defining Analysis Settings* on page 100  
*Formatting the Grid Display* on page 76  
*Miscellaneous Tracking Grid Options* on page 79

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**SIMS Termly Progress Tracking Grid**

The **SIMS Termly** tracking grids enable you to view the progress of a group of pupils for a given assessment, over a period of four school terms, Summer to Summer. The shading and targets applied to these grids indicate the nationally expected levels at the end of each year group.

For each school term (displayed in the rows of the grid), this grid displays the grades achieved by each pupil for the selected assessment. When the grid is populated with the data contained in the appropriate marksheet, grades for the previous four school terms can be viewed, compared and analysed. Further analysis can then be carried out to investigate why, for example, a pupil’s mark/grade has regressed against what was expected.
To facilitate this type of analysis, you can click a pupil’s name in the grid to display the Teacher View page, which displays an ‘at a glance’ summary of the pupil’s attendance, behaviour, achievements, etc. For more information, please refer to the Using the Student Teacher View chapter of the Managing Pupil/Students in SIMS handbook. All handbooks can be accessed from the Documentation Centre, which is launched by clicking the Documentation button on the Home Page in SIMS. Once open, click the Handbooks button, select the required category, then click the required handbook from the Handbooks page.

The following example demonstrates how this grid can be used to track the progress of pupils currently in Year 3 for a reading assessment, over the past four school terms.

NOTES: This example assumes that you are using the Tracking Progress marksheets provided as part of the SIMS 2008 May Main Release, and that you have populated the CES Tracking Progress Reading Year 2: Curriculum Year 2 and the CES Tracking Progress Reading Year 3: Curriculum Year 3 marksheets with data.

The Termly Tracking templates have been set up with the assumption that your school runs a three-term academic year. If your school has more than three terms in an academic year, you may need to modify the Tracking Progress templates to match your term structure.

1. Open a tracking grid from the SIMS Termly Tracking Year 3 template, as described in Using the Tracking Grids on page 53, to display the New Tracking Grid – based on Template “SIMS Termly Tracking Year 3” page.

The grid is displayed according to the structure defined in the SIMS Termly Tracking Year 3 template.
2. Select the **Source Group** you wish to apply to the grid by clicking the **Browser** button to display the **Group Browser** dialog.

3. Expand the required group type node (**Year Group**) and highlight the group you wish to apply to the grid (**Year 3**). This ensures that the grid displays assessment data for pupils in year 3 only.

4. Click the **Apply** button to return to the **New Tracking Grid** page, where the **Source Group** field is populated with the name of the selected group (**Year 3**).

5. Additional group filters can be applied to the grid by clicking the **Group Filter** Browser button to display the **Select the Group Filter** dialog. For more information on applying a filter, please see *Filtering the Pupils Displayed in the Marksheet* on page 32.

6. Optionally, enter the date on which you wish to base membership of the selected group in the **Group Membership Date** field, or click the **Calendar** button and select the required date.

7. To select the assessment you wish to use as the basis for the progress tracking, select **TP Reading** from the **Assessment** drop-down list.

**NOTE:** The result set displayed automatically on this grid is predetermined by the template structure and cannot be edited. To create the year 3 progress tracking grid in this example, the **TP Termly Results Year 3** result set is used. This provides a row on the grid for each of the previous four school terms.
The result set and the assessment for the grid have now been set up to enable you to track the progress of pupils in year 3 for their Reading assessment, over the past four school terms.

8. Click the **Populate** button to populate the grid with data.

![Image](image-url)

The previous graphic shows the progress of pupils currently in year 3, between the Summer term of the 2006/07 academic year (when they were year 2 pupils) and the Summer term of the 2007/08 academic year. Mandy C achieved 3b in the Summer term of the 2006/07 academic year (above target), and 3c in the Autumn term of the 2007/08 academic year (on target), indicating that her progress has regressed.

**NOTE:** If no results are displayed, or if the incorrect results are displayed, please check that results have been entered in the marksheet for the selected group membership date, for the relevant year groups and aspects.
9. Once the grid is populated with data, you can analyse the results further by clicking a pupil’s name to display their **Teacher View** page. This displays an ‘at a glance’ summary of the pupil’s attendance, behaviour, achievements, etc. For more information, please refer to the *Using the Student Teacher View* chapter of the *Managing Pupil/Students in SIMS* handbook. All handbooks can be accessed from the **Documentation Centre**, which is launched by clicking the **Documentation** button on the **Home Page** in SIMS. Once open, click the **Handbooks** button, select the required category, then click the required handbook from the **Handbooks** page.

10. To save the new grid, click the **Save** button. Only the structure of the grid is saved. The data held within the grid is *not* saved. To populate the grid with the most up-to-date data in subsequent sessions, click the **Populate** button.

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**More Information:**

- *Defining Analysis Settings* on page 100
- *Formatting the Grid Display* on page 76
- *Miscellaneous Tracking Grid Options* on page 79

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### SIMS Expected Progress Tracking Grid

The SIMS **Expected Progress** tracking grid enables you to compare the mark/grade that a pupil is expected to achieve at the end of the current academic year with a previously recorded mark/grade.

The grid displays expected grades in the columns of the grid and a previously recorded mark/grade in the rows. When the grid is populated with the data contained in the appropriate marksheet, a pupil’s expected progress can be viewed.

The following example demonstrates how this grid can be used to monitor the expected progress of pupils in year 3 for a reading assessment, compared to results they achieved at the end of year 2.

**NOTE:** This example assumes that you are using the Tracking Progress marksheets provided as part of the SIMS 2008 May Main Release, and that you have populated the **CES Tracking Progress Reading 3: Curriculum Year 3** marksheet with the appropriate assessment data (including previous Year 2 summer term results).
1. Open a tracking grid from the **SIMS Expected Progress Grid Template**, as described in *Using the Tracking Grids* on page 53, to display the **New Tracking Grid – based on Template “SIMS Expected Progress Grid Template”** page.

The grid is displayed according to the structure defined in the **SIMS Expected Progress Grid Template**.

2. Select the **Source Group** you wish to apply to the grid by clicking the **Browser** button to display the **Group Browser** dialog.
3. Expand the required group type node (Year Group) and highlight the group you wish to apply to the grid (Year 3). This ensures that the grid displays assessment data for pupils in Year 3 only.

4. Click the Apply button to return to the New Tracking Grid page, where the Source Group field is populated with the name of the selected group (Year 3).

5. Additional group filters can optionally be applied to the grid by clicking the Group Filter Browser button to display the Select the Group Filter dialog. For more information on applying a filter, please see Filtering the Pupils Displayed in the Marksheet on page 32.

6. Optionally, enter the date on which you wish to base membership of the selected group in the Group Membership Date field, or click the Calendar button and select the required date.

7. To select the expected marks/grades entered in the corresponding marksheet as the columns, select TP Reading Expected from the Assessment drop-down list.

8. To select the actual (previous) grades entered in the corresponding marksheet as the row assessment, right-click one of the row headers and select Select Assessment for Rows | TP Reading from the pop-up menu.

9. To select the result set (i.e. the point at which the previous grade was achieved) with which you wish to compare, right-click one of the row headers and select Select Result Set for Rows from the pop-up menu to display the Select Result Set dialog.
10. Highlight the result set you wish to use to compare against the expected mark/grade (e.g. a result set from the Summer term last year) and click the Select button to return to the New Tracking Grid page.

**NOTE:** If you are using the tracking progress marksheets provided by Capita Children’s Services, the result set you should select should begin with **TP**, e.g. **TP Summer Term Year 2**.

The assessments for this grid have now been set up to enable you to view expected grades for pupils in Year 3 for their reading assessment against actual grades achieved in the Summer term of Year 2.
11. Click the **Populate** button to populate the grid with data.

The previous graphic shows that Ben H was expected to achieve **3b** in the reading assessment at the end of the current academic year, based on the result he achieved in the Summer term of the previous academic year (**3c**).

**More Information:**

- Defining Analysis Settings on page 100
- Formatting the Grid Display on page 76
- Miscellaneous Tracking Grid Options on page 79

**SIMS Reviewed Progress Tracking Grid**

The SIMS **Reviewed Progress** tracking grid enables you to compare a past mark/grade achieved by a pupil to the most recent mark/grade achieved.

This grid enables you to compare a previously recorded grade in the rows of the grid against the most recently entered grade in the columns. When the grid is populated with the data contained in the appropriate marksheets, each pupil name is placed in the grid cell corresponding to the row of their previous result and the column of their current result. Further analysis can then be carried out to investigate why, for example, a pupil's grade has regressed or not progressed as well as expected.
The following example demonstrates how this grid can be used to compare the grades of pupils currently in Year 3 for a reading assessment over a period of time.

NOTE: This example assumes that you are using the Tracking Progress marksheets provided as part of the SIMS 2008 May Main Release, and that you have populated the CES Tracking Progress Reading marksheets (year on year) with data.

1. Open a tracking grid from the SIMS Reviewed Progress Grid Template, as described in Using the Tracking Grids on page 53, to display the New Tracking Grid – based on Template “SIMS Reviewed Progress Grid Template” page.

The grid is displayed according to the structure defined in the SIMS Reviewed Progress Grid Template.
2. Select the **Source Group** you wish to apply to the grid by clicking the **Browser** button to display the **Group Browser** dialog.

3. Expand the required group type node (**Year Group**) and highlight the group you wish to apply to the grid (**Year 3**). This ensures that the grid displays assessment data for pupils in year 3 only.

4. Click the **Apply** button to return to the **New Tracking Grid** page, where the **Source Group** field is populated with the name of the selected group (**Year 3**).

5. Additional group filters can be applied to the grid by clicking the **Group Filter** Browser button to display the **Select the Group Filter** dialog. For more information on applying a filter, please see *Filtering the Pupils Displayed in the Marksheet* on page 32.

6. Optionally, enter the date on which you wish to base membership of the selected group in the **Group Membership Date** field, or click the **Calendar** button and select the required date.

7. To select the actual (previous) grades entered in the corresponding marksheet as the row assessment, right-click on of the row headers and select **Select Assessment for Rows | TP Reading** from the pop-up menu.
8. To select the required result set (i.e. the term in which the previous result was recorded), right-click one of the row headers and select **Select Result Set for Rows** from the pop-up menu to display the **Select Result Set** dialog.

   ![Select Result Set dialog]

9. Highlight the result set you wish to use to compare against the current grade (e.g. a result set from last year) and click the **Select** button to return to the **New Tracking Grid** page.

10. To select the current grade to compare against, select the required assessment (**TP Reading**) from the **Assessment** drop-down list.

   The result set and the assessment for the grid have now been set up to enable you to view the progress made by pupils in Year 3 for their reading assessment since the previous assessment result you defined.

   **NOTE:** Grades for different assessments can be compared by selecting different options from the **Assessment** drop-down list and the right-click **Select Assessment for Rows** menu in the row headers.
11. Click the **Populate** button to populate the grid with data.

The previous graphic shows the comparison between the mark/grade achieved in the Spring term by pupils in Year 3, and the most recent mark/grade achieved (in the Summer term). Catherine M achieved **2c** in the Spring term and improved to a **3c** in the Summer term. However Hitesh A achieved **2a** in both the Spring and Summer terms, indicating that he has remained at the same level over this period of time.

**More Information:**

- *Defining Analysis Settings* on page 100
- *Formatting the Grid Display* on page 76
- *Miscellaneous Tracking Grid Options* on page 79
SIMS Reviewed Progress Tracking Grid for a Particular Year

The SIMS Reviewed Progress tracking grids enable you to compare a previous grade achieved by a pupil with their most recent grade.

This grid displays a previously recorded mark or grade in the rows of the grid (the result displayed is determined by the result set selected) and the most recently entered mark or grade in the columns. When the grid is populated with the data contained in the appropriate marksheets, the pupil name will be displayed in the grid cell corresponding to the row of their previous result and the column of their current result.

In these progress grids, the rows available are limited to the NC levels available at the end of KS1, i.e. they do not extend beyond level 3. Each grid has different shading applied to show the expected progress in years 3, 4, 5 and 6 respectively, based on each pupil’s attainment in Year 2.

NOTE: This example assumes that you are using the Tracking Progress marksheets provided as part of the SIMS 2008 May Main Release, and that you have populated the CES Tracking Progress Reading marksheets (year on year) with data.

1. Create a tracking grid from the SIMS Reviewed Progress Y2-Y5 template, as described in Using the Tracking Grids on page 53, to display the New Tracking Grid – based on Template “SIMS Reviewed Progress Y2-Y5” page.

The grid is displayed according to the structure defined in the SIMS Reviewed Progress Y2-Y5 template.
2. Select the **Source Group** you wish to apply to the grid by clicking the **Browser** button to display the **Group Browser** dialog.

3. Expand the required group type node (**Year Group**) and highlight the group you wish to apply to the grid (**Year 5**). This ensures that the grid displays assessment data for pupils in year 5 only.

4. Click the **Apply** button to return to the **New Tracking Grid** page, where the **Source Group** field is populated with the name of the selected group (**Year 5**).

5. Additional group filters can be applied to the grid by clicking the **Group Filter** Browser button to display the **Select the Group Filter** dialog. For more information on applying a filter, please see **Filtering the Pupils Displayed in the Marksheet** on page 32.

6. Enter the date on which you wish to base membership of the selected group in the **Group Membership Date** field, or click the **Calendar** button and select the required date.

7. To select the actual (previous) grades entered in the corresponding marksheet as the row assessment, right-click one of the row headers and select **Select Assessment for Rows | TP Reading** from the pop-up menu.
8. To select the required result set (used to display a previous result for the assessment), right-click one of the row headers and select **Select Result Set for Rows** from the pop-up menu to display the **Select Result Set** dialog.

![Select Result Set Dialog]

9. Highlight the result set you wish to use to compare against the current mark/grade (i.e. the **TP Year 2 Summer Term** result set) and click the **Select** button to return to the **New Tracking Grid** page.

10. To select the current grade to compare against that in the result set, select the required assessment (**TP Reading**) from the **Assessment** drop-down list.

    The result set and the assessment for the grid have now been set up to enable you to compare the grades of pupils currently in year 5 against their grades in year 2, for their reading assessment.
11. Click the **Populate** button to populate the grid with data.

The previous graphic shows the comparison between the grade achieved by the pupils when they were in the Summer term of year 2, and the most recent grade achieved (in the Summer term of year 5). Derek T achieved **1a** in the Summer term of year 2 and improved to a **6a** in the Summer term of year 5. Abigail L achieved **2c** in the Summer term of year 2 and also improved to a **6a** in the Summer term of year 5.

12. To save the new grid, click the **Save** button. Only the structure of the grid is saved. The data held within the grid is **not** saved. To populate the grid with the most up-to-date data in subsequent sessions, click the **Populate** button.

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**More Information:**

*Defining Analysis Settings* on page 100  
*Formatting the Grid Display* on page 76  
*Miscellaneous Tracking Grid Options* on page 79
SIMS Yearly Progress Tracking Grid

The SIMS Yearly Progress tracking grid enables you to view the progress of a group of pupils for a given assessment, for each of the academic years they have attended your school.

For each academic year (displayed in the rows of the grid) this grid, when populated, displays the grades achieved by each pupil for the selected assessment.

The following example demonstrates how this grid can be used to track the progress of pupils currently in Year 6 for a reading assessment, for each of the academic years they have attended your school.

**NOTE:** This example assumes that you are using the Tracking Progress marksheets provided as part of the SIMS 2008 May Main Release, and that you have populated the CES Tracking Progress Reading marksheets with data (for curriculum years 1-6 and for previous academic years).

1. **Create a tracking grid from the SIMS Yearly Progress Tracking Y6 2007/08 template, as described in Using the Tracking Grids on page 53, to display the New Tracking Grid – based on Template “SIMS Yearly Progress Tracking Y6 2007/08” page.**

![Image of the SIMS Yearly Progress Tracking Grid]

The grid is displayed according to the structure defined in the SIMS Yearly Progress Tracking Y6 2007/08 template.

**NOTE:** The groups displayed automatically on this grid are predetermined by the template structure and cannot be edited. To create the year 6 tracking grid in this example, the NC Year 6 2007/08 intake pattern is used. This provides a row on the grid for each of the years the pupil has been at your establishment.
2. Additional group filters can be applied to the grid by clicking the **Group Filter** Browser button to display the **Select the Group Filter** dialog. For more information on applying a filter, please see **Filtering the Pupils Displayed in the Marksheet** on page 32.

3. Enter the date on which you wish to base membership of the selected group in the **Group Membership Date** field, or click the **Calendar** button and select the required date.

4. To select the assessment you wish to use as the basis for the progress tracking, select **TP Reading** from the **Assessment** drop-down list.

5. Click the **Populate** button to populate the grid with data.

The previous graphic shows the attainment of pupils for the reading assessment, throughout their time at your establishment. When he was in Curriculum Year 1 (2002/03), Daniel H achieved **1b** in his reading assessment, which met the target set. When he was in Curriculum Year 2 (2003/04) he achieved **3c**, which exceeded the target set for the year. However over the same two years, Kathryn Y fell below the targets set, with marks of **1c** and **2c** respectively.

**NOTE:** If no results are displayed, or if the incorrect results are displayed, please check that results have been entered in the marksheet for the selected group membership date and academic years, and for the relevant year groups and aspects.

**More Information:**

- *Defining Analysis Settings* on page 100
- *Formatting the Grid Display* on page 76
- *Miscellaneous Tracking Grid Options* on page 79
Formatting the Grid Display

A number of formatting and display options are available, which enable you to change the look and feel of your tracking grids and tracking grid templates. These options include toggling the display of summary rows and columns, changing the background colour of a cell and adding ‘target’ columns. These options can be implemented on the selected grid or template by clicking one of the buttons on the toolbar.

Displaying Summary Rows and Columns

It is possible to toggle the display of summary rows and columns, enabling you to view additional information in a populated grid.

1. Select the default Summary Rows you wish to display on the grid by selecting an option from the drop-down list.

Selecting and deseleting Show Summary Rows toggles the column totals on and off. This option displays the total number of pupils achieving each mark/grade in the grid in the All row.

Selecting Split Totals by Gender displays additional summary rows that breaks down the figure in the All row into separate figures for boys (B) and girls (G). Deselect this option to remove the split totals by gender. Alternatively, deselect the Show Summary Rows option to remove all summary rows.
2. Select the display of information you wish to display in the **Summary Columns** (if any) by selecting either **Show Percentage** or **Show Count** from the drop-down list. Deselect the option again to hide the summary columns from display.

<table>
<thead>
<tr>
<th>Summary Columns</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Show Percentage</td>
<td></td>
</tr>
<tr>
<td>Show Count</td>
<td></td>
</tr>
</tbody>
</table>

The selected summary column is displayed on the right-hand side of the tracking grid.

<table>
<thead>
<tr>
<th>Below Target</th>
<th>On Target</th>
<th>Above Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**Adding the Selected Background Colour to the Current Cell**

Click the **Actions** button and select **Paint Cell with Current Colour** to add the currently selected colour to the highlighted cell. To change the colour prior to painting the selected cell, select a colour from the drop-down list adjacent to the **Paint** button.

In the following example, the cells indicating pupils who are achieving below the target level have a red background.

<table>
<thead>
<tr>
<th>Wb</th>
<th>W/a</th>
<th>Lower (1st)</th>
<th>secure (1st)</th>
<th>upper (1st)</th>
<th>lower (2nd)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shane W</td>
<td>Francis X</td>
<td>Paul Y</td>
<td>Stefan A</td>
<td>Amelie A</td>
<td>Emma B</td>
</tr>
</tbody>
</table>

This would be particularly useful if you wish to highlight pupils above or below the targets set, or if you wish to highlight an individual pupil whose attainment might be causing concern. For information on selecting a colour, please see **Selecting the Current Colour** on page 78.

**Removing the Background Colour from the Current Cell**

Click the **Actions** button and select **Remove Current Cell Colour** to remove a previously added background colour from the currently highlighted cell. The background reverts to the default white background.

**Equalising Column Widths**

To make all of the columns in the tracking grid the same width (with the exception of summary columns), set the width of the first column by clicking and dragging the border between the first and second column headings then releasing the mouse button.
With the width of the first column set, click the **Actions** button and select **Equalise All Column Widths**. All columns will be set to the width of the first column in the tracking grid.

### Automatic Column Widths

In a populated tracking grid, click the **Actions** button and select **Automatic Column Widths** to force each column (including summary columns) to be as wide as it needs to be to display its longest value.

### Hiding Empty Leading/Trailing Columns

In a populated tracking grid, click the **Actions** button and select **Hide Empty Leading/Trailing Columns** to toggle the display of columns that contain no data. Select this option to display only those columns where data is present in one of its cells, or deselect it to display all grid columns, regardless of whether data is present or not.

### Adding a Background Colour to a Cell

Click the **Paint** button and then click the required cell(s) to add the currently selected colour as a background colour. To change the colour prior to painting the selected cell(s), select a colour from the drop-down list adjacent to the **Paint** button.

This would be particularly useful if you wish to highlight pupils above or below the targets set, or if you wish to highlight an individual pupil whose attainment might be causing concern. For information on selecting a colour, please see **Selecting the Current Colour** on page 78.

### Selecting the Current Colour

The colour selected from the drop-down list adjacent to the **Paint** button is used for any painting task in a tracking grid. For more information on the functions that use the selected colour, please see **Adding the Selected Background Colour to the Current Cell** on page 77 and **Adding a Background Colour to a Cell** on page 78.
The default colours available are red, orange, yellow, green and blue. Other colours are available by clicking the More Colours button and selecting from the Color dialog.

**Changing the Font Size in a Tracking Grid**

To change the font size of the content of a tracking grid, click the Actions button and select either Larger Font or Smaller Font. Continue to select the required option until the required font size is displayed.

**Changing the Orientation of the Tracking Grid**

To change the display so that the row data is displayed in the columns and the column data is displayed in the rows, click the Actions button and select Pivot Rows and Columns.

**Resetting the Tracking Grid to the Template Defaults**

To reset the tracking grid display to the defaults defined in the original template, click the Actions button and select Reset to Default Settings. This would be particularly useful if you have changed the font size, pivoted the rows and columns, etc. and you wish to revert to the original settings.

*NOTE: This option can be used on both a saved and an unsaved grid, so the template defaults can be applied to any tracking grid.*

**Miscellaneous Tracking Grid Options**

**Saving a Grid**

Ensure that a suitable Grid Name has been entered then click the Save button.

When you save a new tracking grid for the first time, clicking the Save button means that the tracking grid is visible in the My Saved Grids panel of the Tracking Grids browser the next time you perform a search.

*NOTE: To view the new tracking grid in the Tracking Grids browser in the current session of SIMS, you must click the Search button to refresh the display.*

**Undoing your Changes**

Click the Undo button to undo all the changes made to the selected tracking grid since the last save.

**Printing a Tracking Grid**

Click the Print button to print the selected tracking grid. A summary of the column and row details are printed, together with any filters set.
However, we recommend exporting the tracking grid to a spreadsheet application and setting it up exactly how you want it to be viewed on the printout. For example, you may wish to select a different font, embolden the row and column headers, or fit the output on one page of A4.

**Copying the Content of a Tracking Grid**

Click the **Copy** button to copy the content of the grid (excluding the grid structure) to the Windows® clipboard. This content can then be pasted into another application, such as Microsoft® Word, Excel, etc. to include in a report to school governors, for example.

**Exporting the Tracking Grid**

Click the **Export** button to export the structure of the tracking grid and its content in **.XML**, **.TXT** (Tab delimited) or **.CSV** (Comma delimited) format. The content of the export file can then be used in a report to school governors or department/year heads.

**Displaying the Content of a Tracking Grid in a Graph**

The data displayed in tracking grid can be displayed in graphical format.

1. On a populated tracking grid, click the **Graph** button to display the **SIMS Graph** dialog.
By default, a bar chart is displayed. The graph properties can be changed using the buttons on the graph toolbar. The type of graph displayed can be changed by right-clicking anywhere on the graph area of the dialog and selecting **Gallery** to display the **TeeChart Gallery** dialog.

2. Highlight the required graph type then click the **OK** button.
3. Click the **Close** button to return to the **New Tracking Grid** dialog.
05 Advanced Marksheet Features

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Introduction

This chapter provides an overview of some of the features that may be of interest to Assessment Managers and System Administrators. The specific sections provide basic information with references to applicable areas of the Assessment in SIMS handbook, where additional information can be found.

Colouring Marksheet Columns Based on the Results of a Formulae (Traffic Lights)

It is possible to apply colours to the various columns in a template, based on the results of a formula calculation. In the Tracking Progress templates provided by Capita Children’s Services, colours are applied based on the Nested IF, THEN, ELSE formula. If required, the colours and/or the values used to generate the colours can be amended.

IMPORTANT NOTE: To customise a template supplied by Capita Children’s Services, you must first make a copy of the template using the Clone function. For more information, please see Cloning Templates on page 84.

1. Select Focus | Assessment | Templates to display the Find Template browser.
2. Search for, then double-click the required template to display the Template Details page.

**TIP:** Enter CES in the Template Name field then click the Search button to limit the list to CES Tracking Progress templates.

**Cloning Templates**

You can create a new template by cloning an existing one, to enable the customisation of Tracking Progress templates supplied by Capita Children’s Services.

1. Select Focus | Assessment | Template to display the Find Template browser.
2. Search for and highlight the required template, then click the Open button to display the Template Details page.
3. Click the Clone button.
   
The copied template is displayed, and the Name field is blank.
4. Enter a Name for the template (maximum 25 characters).
5. Click the Save button.

The formulae contained within the template, together with the colour scheme, etc. can now be edited.

For more information on editing the colour scheme, please refer to Inserting a Nested If Then Else Formula in the Creating and Maintaining Templates chapter of the Assessment in SIMS handbook. All handbooks can be accessed from the Documentation Centre, which is launched by clicking the Documentation button on the Home Page in SIMS. Once open, click the Handbooks button, select the required category, then click the required handbook from the Handbooks page.

**Deleting Marksheets**

Marksheets are the mechanism for entering results. The results entered into the marksheet are stored independently. Therefore, deleting the marksheet removes the ability to add or edit existing results, but does not remove the results.

**NOTE:** You should only consider deleting a marksheet if it has been marked as completed.

The instructions provided here describe how to remove the marksheets created from a specific template. If you want to delete a number of marksheets, please use Tools | Performance | Assessment | System Utilities | Marksheets. For more information, please refer to the System Utilities chapter of the Assessment in SIMS handbook. All handbooks can be accessed from the Documentation Centre, which is launched by clicking the Documentation button on the Home Page in SIMS. Once open, click the Handbooks button, select the required category, then click the required handbook from the Handbooks page.
1. Select the required marksheet as described in Selecting a Marksheet on page 18 to display the Marksheet Entry page.

2. Click the Marksheets hyperlink to display the Marksheets panel.

![Marksheets Panel](image)

3. Select the marksheet(s) you wish to delete, holding down the Ctrl key to select multiple marksheets.

4. Click the Delete button to delete the selected marksheets.

5. You will be prompted to confirm the deletion. Click the Yes button to proceed.

![Confirmation Dialog](image)

### Exporting a Marksheet to Microsoft Excel

Marksheets can be exported to Microsoft® Excel so that data can be entered, which can subsequently be imported back into SIMS (exported as a Formatted marksheet), or to enable the data to be manipulated using Excel’s features (exported as an Unformatted marksheet).

Data can also be exported to enable its manipulation using Excel’s advanced features. This data is exported as an Unformatted marksheet.

**NOTE:** It is also possible to import data from an Excel spreadsheet that was not exported from SIMS. This can be useful for schools that have previously recorded assessment data in a spreadsheet and wish to import this data into SIMS. For more information, please refer to the Importing and Exporting chapter of the Assessment in SIMS handbook. All handbooks can be accessed from the Documentation Centre, which is launched by clicking the Documentation button on the Home Page in SIMS. Once open, click the Handbooks button, select the required category, then click the required handbook from the Handbooks page.

1. Select Focus | Assessment | Marksheet Entry to display the Find Marksheet browser.
2. Double-click the required marksheet to select it.

3. Click the Export down arrow button and select **Formatted** or **Unformatted** as required:
   - **Formatted** – This method exports the content of the marksheet to enable data to be entered/edited offline. Once data has been entered/edited using Excel, the marksheet data can then be imported back into SIMS. This enables you to enter results, etc. away from the office.
   - **Unformatted** – This method of exporting is used when you want to export the marksheet data and use additional functions available in Excel.

The marksheet is opened automatically in Excel.

4. Save the spreadsheet to a suitable location, ensuring that the file extension is `.xml`.

**NOTE:** With a formatted spreadsheet, certain areas of the spreadsheet are protected so that you can only enter data in specific cells. With an unformatted spreadsheet, none of the cells are protected and data can be manipulated as required.
Importing Marksheet Data from Excel into SIMS

Data that has been entered into a formatted spreadsheet (exported as described in the previous section) can be imported back into SIMS, once the required entering/editing of data has been completed.

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

2. Click the **Open** button to display the **Open** dialog, navigate to the required location then double-click the file you wish to import.

3. Click the **Next** button to continue.
4. The **Activity Log** provides information on the import, together with any read-only columns (such as calculated columns) that have not been imported.

5. Click the **Close** button to display the next page of the wizard, which displays a sample of the data that will be imported.
6. Click the **Next** button to continue. This page shows the pupils in the spreadsheet that match pupils in SIMS.

7. Click the **Finish** button to continue. You will be prompted to confirm that you wish to continue. Click the **Yes** button to complete the import process.

The **Activity Log** dialog provides information on the data that was imported successfully, together with any data that was not imported.
Creating a Tracking Grid Template

Introduction

A tracking grid enables you to view pupil assessment data stored in SIMS in various formats. A tracking grid can take a number of forms; a Termly Progress tracking grid enables you to track a pupil's progress for a specific assessment over the past four schools terms and a Year Group Progress tracking grid enables you to view the attainment of all pupils in your school for a specific assessment.

For a sample of tracking grids you can create in SIMS Assessment, please see the following sections:

More Information:

SIMS Expected Progress Tracking Grid on page 61
SIMS Reviewed Progress Tracking Grid on page 65
SIMS Reviewed Progress Tracking Grid for a Particular Year on page 70
SIMS Termly Progress Tracking Grid on page 57
SIMS Year Group Progress Tracking Grid on page 55
SIMS Yearly Progress Tracking Grid on page 74

The structure of a tracking grid is taken from its corresponding tracking grid template. Once the template structure has been defined, it can be used to create the resulting tracking grids.
It is also possible to clone (or copy) tracking grid templates, so that alterations can be made to an existing template and saved as a template in its own right. This is a particularly useful piece of functionality as it might reduce the need to create tracking grid templates from scratch. For example you might create a tracking grid template for pupils in Years 5 and 6 pupils, but would also like to use the same template design for pupils in Years 3 and 4. By cloning the tracking template grid, you need only change the source group or a result set and save the tracking grid template to achieve this.

Capita Children’s Services provide a set of standard tracking grid templates as part of the SIMS 2008 August Main Release, and these can be imported by Primary and Middle deemed Primary schools in England and Wales and used immediately. For information on the content of these resources, please see Appendix – Content of the Imported Tracking Progress Resources on page 113. For information on importing these resources, please see Importing SIMS Assessment Resources on page 7.

Other school types do not receive these resources as part of the upgrade to the SIMS 2008 August Main Release. You can either create your own tracking grid templates and tracking grids, or download the resources received by Primary and Middle deemed Primary schools from the AMPARK website, which will enable you to carry out similar processes in your school.

Once a tracking grid has been created from a tracking grid template, minor changes can be made to the structure of the grid. For example, you might wish to change the source group of pupils on which the grid is based, or change the type of assessment you wish to analyse. The changes you can make to a grid are determined by the nature of the grid and the template that was used to create it.

Display options can be changed, regardless of the type of tracking grid created. For example, you can toggle the display of summary rows and columns, set up additional group filters, etc.

**NOTE:** Although it is possible to make changes to a grid created from a template, any major changes that you wish to implement for all future grids of that type should be made to the template.
Creating a Tracking Grid Template

1. Select **Focus | Assessment | Tracking Grid Templates** to display the Tracking Grid Templates browser.

2. Click the **New** button to display the **Tracking Grid Template** page.

   ![Tracking Grid Template](image)

   The **Grid Template** panel enables you to set the main structure of the template by specifying row and column patterns.

3. Enter a **Name** for the new template.

4. The **Active** check box is selected by default, to indicate that the template is current and it can be used to create tracking grids. To make a tracking grid template inactive, so that it cannot be viewed or accessed, deselect the **Active** check box.

5. Select the row pattern for the tracking grid template by clicking the **Rows** button and selecting one of the following options: **Group Pattern, Intake Pattern, Grade Pattern, Aspect Pattern, Marks Pattern** or **Result Set Pattern**.
The row pattern you select determines the content of the rows of the grid template. For example, selecting the **NC Year 4 2008/09** intake pattern displays one row in the grid for the current curriculum year (Year 4) and each of the preceding curriculum years (curriculum years 1 to 3).

6. Once the row pattern has been selected the **Columns** button becomes active, enabling you to select a column pattern. Click the **Columns** button and select one of the following options: **Grade Pattern**, **Age Pattern** or **Marks Pattern**.
The column pattern you select determines the content of the columns of the grid template. For example, selecting the **TP NC Fine Levels** grade pattern displays one column in the grid for each of the associated grades (or elements).

7. Select the default **Summary Rows** you wish to set as a default in the tracking grid template by selecting from the drop-down list.

Selecting and deselecting **Show Summary Rows** toggles the column totals on and off.

Selecting **Split Totals by Gender** displays a separate row for boys (B) and girls (G), together with a total row (All). Deselect this option to remove the split totals by gender.

8. Select the default view of the summary columns by selecting either **Show Percentage** or **Show Count** from the drop-down list, if required.

Deselecting either of these options (as opposed to selecting the other option) removes the summary columns from the template display.

**NOTE:** Target cells must be defined on each row of the grid before it can be saved with summary columns.

9. To set attainment targets in a tracking grid template, please see Setting Targets on page 96.
10. For more information on the display options that can be set on a tracking grid template, please see Formatting the Grid Display on page 76.

11. Click the **Save** button to save your changes.

It is now possible for SIMS Assessment users (with the appropriate permissions) to create tracking grids from this tracking grid template.

### Setting Targets

It is possible to assign attainment targets to all tracking grid templates. These targets indicate the level(s) you expect pupils to reach in the specified assessment. Any targets set in the tracking grid template filter through to tracking grids created from the template. These optional targets can be assigned to add further value to your pupil tracking process.

The setting of targets would be particularly useful when using a termly or yearly progress tracking grid, for example, when you are tracking a pupil’s progress over the past four terms. If you add a set of targets to the tracking grid, not only can you review their progress over this time, but you can also immediately assess their progress against the targets set.

**NOTE:** These targets will be the expected targets for the year group. Individual pupil targets are defined and tracked within tracking marksheets.

Once the target attainment levels have been decided for the selected assessment and source group of pupils, they can be implemented on the appropriate tracking grid template.

Targets are identified on a tracking grid template by a cell with a grey background and a white letter **T**. Any number of target cells can be assigned to a row on the grid template.

**NOTE:** If you wish to assign targets to a tracking grid template, you must ensure that at least one target cell is indicated on each row of the tracking grid template. It is not possible to save a tracking grid template with an incomplete set of targets.

When a tracking grid is created from this template and the grid is populated, pupils whose names are displayed in the shaded target cells are those who have reached the targeted attainment level. Pupils whose names are displayed to the left of the shaded target cells have not achieved the required level and those to the right have exceeded the required level.

The following example demonstrates the benefits of assigning target levels to a termly progress tracking grid, which has been created to track the progress of pupils (against predetermined targets) currently in Year 3 for a reading assessment, over the past four school terms.

1. Select **Focus | Assessment | Tracking Grid Templates** to display the Tracking Grid Templates browser.
2. Highlight the tracking grid template you wish to clone and click the **Open** button to display the selected template in the **Tracking Grid Template** page.

3. Highlight the cell that indicates the target you wish to set and press **T**.
4. Repeat step 3 for the same row, if you wish to set a target range for Curriculum Year 1, for example.

![Image of a tracking grid template]

5. Repeat steps 3 and 4 for all of the rows on the tracking grid template.

**IMPORTANT NOTE:** If you have set a target for one row of the template, you must set a target for every row of the template. Failure to set targets for each of the rows, having set a target for one of the rows, will mean that you cannot save the grid template. This does not include any summary rows.

![Image of a tracking grid template]

6. Click the **Save** button to save your changes.
**Viewing/Editing an Existing Tracking Grid Template**

This process can be used to make structural changes to an existing tracking grid template.

It is also possible to clone (or copy) an existing tracking grid template, so that alterations can be made to an existing template and saved as a template in its own right. For more information, please see *Cloning Tracking Grid Templates* on page 99.

1. Select **Focus | Assessment | Tracking Grid Templates** to display the **Tracking Grid Templates** browser.
2. Highlight the tracking grid template you wish to open and click the **Open** button to display the selected template in **Tracking Grid Template** page.
3. Make any required changes and click the **Save** button to save your changes.

**Cloning Tracking Grid Templates**

It is possible to clone (or copy) tracking grid templates, so that alterations can be made to an existing template and saved as a template in its own right. This is a particularly useful piece of functionality as it might reduce the need to create tracking grid templates from scratch, therefore saving time.

For example you might create a tracking grid template for pupils in years 5 and 6, but would also like to use the same template design for pupils in years 3 and 4. By cloning a tracking template grid, you need only change the source group or a result set and save the tracking grid template to achieve this.

1. Select **Focus | Assessment | Tracking Grid Templates** to display the **Tracking Grid Templates** browser.
2. Highlight the tracking grid template you wish to clone and click the **Open** button to display the selected template in **Tracking Grid Template** page.
3. Click the **Clone** button to create a copy of the selected template.
4. Enter a **Name** for the cloned template.
5. The **Active** check box is selected by default, to indicate that the template is current and it can be used to create tracking grids. To make a tracking grid template inactive, so that it cannot be viewed or accessed, deselect the **Active** check box.
6. Make any required changes to the cloned template then click the **Save** button to save your changes.
Defining Analysis Settings

A number of default settings can be edited, to alter the tracking grid display.

Setting the Pupil Name Format in a Tracking Grid

It is possible to change the format of pupil names that are displayed in a tracking grid. The name format defaults to `<Forename> <Surname Initial>` but can be changed as follows.

1. Select **Tools | Performance | Analysis | Define Analysis Settings** to display the Define Performance Analysis Settings page.

2. Select the required name format from the **Format for pupil names in Tracking Grids** drop-down list.

The options are:

- `<Forename> <Surname Initial>`
- `<Forename> <Middle Name Initial> <Surname Initial>`
- `<Forename> <Surname>`
- `<Forename> <Middle Name Initial> <Surname>`

3. Click the **Save** button to save your changes.

Setting the Colour for ‘Target’ Cells in a Tracking Grid

It is possible to change the colour used to indicate target cells in a tracking grid. The colour defaults to grey but can be changed as follows.

1. Select **Tools | Performance | Analysis | Define Analysis Settings** to display the Define Performance Analysis Settings page.

2. Select the required colour by clicking the **Colour for target cells in Tracking Grids** Browser button to display the **Color** dialog.
3. Highlight the required colour and click the **OK** button to return to the **Define Performance Analysis Settings** page.

   The selected colour will be displayed next to the **Browser** button.

**Deleting Tracking Grid Templates**

This utility enables you to delete a selection of tracking grid templates.

![Tracking Grid Templates Wizard](image)

**IMPORTANT NOTE:** This utility can be used to delete tracking grid templates that have been created at your establishment, or those that have been *cloned* from the tracking grid templates provided by Capita Children’s Services.

*Tracking grid templates provided by Capita Children’s Services cannot be deleted.*

1. Close any Assessment windows and select **Tools | Performance | Analysis | System Utilities | Tracking Grid Templates** to display the **Tracking Grid Templates** wizard.

2. Select the **Delete Tracking Grid Templates** radio button and click the **Next** button to continue.
This page enables you to select the tracking grid template(s) you wish to delete.

3. Select the relevant tracking grid template(s) by clicking the Field Browser button to display the Tracking Grid Template Browser dialog.

4. Select the check box of the tracking grid template(s) you wish to delete.

   If you have a large number of tracking grid templates, enter the first few characters of its name (if known) in the Searching For field to locate the required tracking grid template. Click the Select All or Deselect All button to facilitate selection.
5. Click the **Select** button to return to the wizard page, where the selected tracking grid template(s) will be listed.

6. Select the check box of the tracking grid template(s) you wish to delete.

7. Click the **Finish** button.

8. You will be asked to confirm the deletion. Click the **Yes** button to proceed.

   The **Activity Log**, which can be printed and saved, is displayed when the process is complete.

9. Click the **Close** button.
Deleting Tracking Grids

This utility enables you to delete a selection of tracking grids.

1. Close any Assessment windows and select **Tools | Performance | Analysis | System Utilities | Tracking Grids** to display the Tracking Grids wizard.

2. Select the **Delete Tracking Grids** radio button and click the **Next** button to continue.
This page enables you to select the tracking grid(s) you wish to delete.

3. Select the relevant tracking grid(s) by clicking the Field Browser button to display the Tracking Grid Browser dialog.

4. Select the check box of the tracking grid(s) you wish to delete.

    If you have a large number of tracking grids, enter the first few characters of its name (if known) in the Searching For field to locate the required tracking grid. Click the Select All or Deselect All button to facilitate selection.
5. Click the Select button to return to the wizard page, where the selected tracking grid(s) will be listed.

6. Select the check box of the tracking grid(s) you wish to delete.

7. Click the Finish button.

8. You will be asked to confirm the deletion. Click the Yes button to proceed.

   The Activity Log, which can be printed and saved, is displayed when the process is complete.

9. Click the Close button.

### Exporting and Importing Tracking Grid Templates

#### Exporting Tracking Grid Templates

You may wish to export tracking grid templates and send them to your LA or other local establishments. This would be particularly useful if you produce a tracking grid template that you think might be useful to other establishments in your area. By sharing resources in this manner, it could help to reduce the time each school spends on creating similar or identical resources.

1. Select Routines | Data Out | Performance Analysis | Export to display the Export wizard.

2. Select the file you wish to export to by clicking the Specify the file to export to Field Browser button to display the Save As dialog.

3. Navigate to the required folder and highlight the file to which you wish to export. The file extension defaults to .XML format.
4. Click the **Save** button.

   If you select a file that already exists, you will be asked if you wish to overwrite the existing file.

5. The **Header comments for the export** panel enables you to enter any comments regarding the export file that you think might be useful to the user who might subsequently import this file. These comments will be displayed when the file is being imported, so you could include the name of the supplier, the intended recipients, the purpose of the file, the date on which it was created, etc.
6. Click the **Next** button.

7. Select the **Tracking Grid Templates** radio button and click the **Next** button.
8. To populate the list of **Tracking Templates to be exported**, click the **Browser** button to display the **Tracking Grid Template** browser.

![Tracking Grid Template Browser](image)

9. Select the check box of the tracking grid template(s) you wish to export. Alternatively, click either the **Select All** or **Deselect All** button.

10. Click the **Select** button to continue.
11. If a **Group Pattern** has been saved with the tracking grid template, select the **Include Group Pattern?** check box if you wish to export the pattern as well.

12. Click the **Finish** button and confirm that you wish to continue with the export.

The **Activity Log** is displayed once the export has completed successfully.

---

**Importing Tracking Grid Templates**

If your LA or another local establishment has created a tracking grid template that they think might be beneficial to others, they can export it and distribute it to other schools. The other schools will need to import this resource using the following instructions. By sharing resources in this manner, it could help to reduce the time each school spends on creating similar or identical resources.

1. Select **Routines | Data In | Performance Analysis | Import** to display the **Import** wizard.

2. Select the file you wish to import by clicking the **Select the file to import from** Browser button to display the **Open** dialog.

3. Navigate to the required folder and highlight the file you wish to import.
4. Click the **Open** button.

5. The **Header comments for the import** panel displays any comments entered by the user who originally created the export file. These comments might include the name of the supplier, the intended recipients, the purpose of the file, the date on which the file was created, etc.

6. Click the **Next** button.

7. Select the check box of the tracking grid template(s) you wish to import. Alternatively, click either the **Select All** or **Deselect All** button.
8. If a group pattern was originally saved with the tracking grid template on export, you can optionally import the pattern as well by selecting the appropriate check box in the panel at the bottom of the wizard.

9. Click the **Finish** button and confirm that you wish to continue with the import.

The **Activity Log** is displayed once the export has completed successfully.
Appendix – Content of the Imported Tracking Progress Resources

Imported Tracking Progress Resources

The templates that are installed in Importing SIMS Assessment Resources on page 7 are governed by the Curriculum Years as defined in School Details (SIMS route Focus | School | School Details). The following table displays the templates displayed for each locale, school phase and curriculum year.

NOTES: The Phase column in the following table indicates whether the resources are for a Primary school (PS) or Middle deemed Primary school (MP).

Where an item in the Template files column has a suffix of England, England specific, Wales or Wales specific, these templates will be available only to schools in that locale. Items named without a suffix are available to schools in either locale, and relate to other subjects, such as Maths.
### Appendix – Content of the Imported Tracking Progress Resources

<table>
<thead>
<tr>
<th>Locale</th>
<th>Phase</th>
<th>Year</th>
<th>Template files</th>
</tr>
</thead>
<tbody>
<tr>
<td>England</td>
<td>PS/MP</td>
<td>1</td>
<td>Tracking Templates Year 1</td>
</tr>
</tbody>
</table>
|        |       | 2    | Tracking Templates Year 2  
                    Tracking Templates Year 2 England specific |
|        |       | 3    | Tracking Templates Year 3  
                    Tracking Templates Year 3 England specific |
|        |       | 4    | Tracking Templates Year 4  
                    Tracking Templates Year 4 England specific |
|        |       | 5    | Tracking Templates Year 5  
                    Tracking Templates Year 5 England specific |
|        |       | 6    | Tracking Templates Year 6  
                    Tracking Templates Year 6 England specific  
                    Tracking Templates All Years England |
| Wales  | PS/MP  | 1    | Tracking Templates Year 1  
                    Tracking Templates Year 1 Wales specific |
|        |       | 2    | Tracking Templates Year 2  
                    Tracking Templates Year 2 Wales specific |
|        |       | 3    | Tracking Templates Year 3  |
|        |       | 4    | Tracking Templates Year 4  |
|        |       | 5    | Tracking Templates Year 5  |
|        |       | 6    | Tracking Templates Year 6  
                    Tracking Templates Year 6 Wales specific  
                    Tracking Templates All Years Wales |

**NOTES:** Tracking Progress templates are not installed on Independent or Northern Ireland installations.

Tracking Progress templates are also available for download on the AMPARK website. This would be beneficial if you selected not to install the resources when you first used SIMS Assessment on upgrading to the SIMS 2008 May Main Release. To download these resources from the AMPARK website, please visit [http://www.capitaes.co.uk/ampark](http://www.capitaes.co.uk/ampark). The process of importing these resources is the same, whether you imported them from the SIMS 2008 May Main Release or you downloaded them from the AMPARK website.
**English Templates**

**IMPORTANT NOTE:** For specific instruction on how each resulting marksheet can be used, read the *Notes* field for the required template in *Focus | Assessment | Template*. Unless indicated England or Wales specific, the same template will be installed in both locales.

<table>
<thead>
<tr>
<th>Template files</th>
<th>Templates installed</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tracking Templates Year 1</td>
<td>CES Tracking Progress Maths Year 1</td>
<td>Marksheets created from these templates can be used to set targets for the end of Year 1 and to monitor termly progress towards the target for the following subjects: Maths, Reading, Speaking &amp; Listening, Writing and Science.</td>
</tr>
<tr>
<td></td>
<td>CES Tracking Progress Reading Year 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CES Tracking Progress S &amp; L Year 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CES Tracking Progress Science Year 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CES Tracking Progress Writing Year 1</td>
<td></td>
</tr>
<tr>
<td>Tracking Templates Year 2</td>
<td>CES Tracking Progress Maths Year 2</td>
<td>Marksheets created from these templates can be used to set targets for the end of Year 2 and to monitor termly progress towards the target for the following subjects: Maths, Reading, Speaking &amp; Listening, Writing and Science.</td>
</tr>
<tr>
<td></td>
<td>CES Tracking Progress Reading Year 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CES Tracking Progress S &amp; L Year 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CES Tracking Progress Science Year 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CES Tracking Progress Writing Year 2</td>
<td></td>
</tr>
<tr>
<td>Tracking Templates Year 2 England specific</td>
<td>CES Convert to KS 1 Results Year 2</td>
<td>Marksheets created from this template convert the Year 2 Summer Term Tracking results to End of Key Stage Results. These results will then be visible in the Key Stage 1 Wizard.</td>
</tr>
</tbody>
</table>
### Tracking Templates Year 3

<table>
<thead>
<tr>
<th>Template files</th>
<th>Templates installed</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tracking Templates Year 3</td>
<td>CES Tracking Progress Maths Year 3</td>
<td>Marksheets created from the first five templates can be used to set targets for the end of Year 3 and to monitor termly progress towards the target for the following subjects: Maths, Reading, Speaking &amp; Listening, Writing and Science.</td>
</tr>
<tr>
<td></td>
<td>CES Tracking Progress Reading Year 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CES Tracking Progress S &amp; L Year 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CES Tracking Progress Science Year 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CES Tracking Progress Writing Year 3</td>
<td>Marksheets created from the first five templates can be used to set targets for the end of Year 3 and to monitor termly progress towards the target for the following subjects: Maths, Reading, Speaking &amp; Listening, Writing and Science.</td>
</tr>
<tr>
<td></td>
<td>CES Tracking Progress English Year 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CES Tracking Progress En &amp; Ma Year 3</td>
<td>Marksheets created from this template indicate whether pupils are on target in English and Maths. If pupils have achieved Level 2a or above in English AND Maths, then the final column will display a Y, otherwise an N.</td>
</tr>
</tbody>
</table>

### Tracking Templates Year 4

<table>
<thead>
<tr>
<th>Template files</th>
<th>Templates installed</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tracking Templates Year 4</td>
<td>CES Tracking Progress Maths Year 4</td>
<td>Marksheets created from the first five templates can be used to set targets for the end of Year 4 and to monitor termly progress towards the target for the following subjects: Maths, Reading, Speaking &amp; Listening, Writing and Science.</td>
</tr>
<tr>
<td></td>
<td>CES Tracking Progress Reading Year 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CES Tracking Progress S &amp; L Year 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CES Tracking Progress Science Year 4</td>
<td>Marksheets created from the English Year 4 template aggregate Speaking &amp; Listening, Reading and Writing to an English Subject Level.</td>
</tr>
<tr>
<td></td>
<td>CES Tracking Progress Writing Year 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CES Tracking Progress English Year 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CES Tracking Progress En &amp; Ma Year 4</td>
<td>Marksheets created from this template indicate whether pupils are on target in English and Maths. If pupils have achieved Level 3b or above in English AND Maths, then the final column will display a Y, otherwise an N.</td>
</tr>
</tbody>
</table>

### Tracking Templates Year 4 England specific

<table>
<thead>
<tr>
<th>Template files</th>
<th>Templates installed</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tracking Templates Year 4</td>
<td>CES Tracking Progress En &amp; Ma Year 4</td>
<td>Marksheets created from this template indicate whether pupils are on target in English and Maths. If pupils have achieved Level 3b or above in English AND Maths, then the final column will display a Y, otherwise an N.</td>
</tr>
</tbody>
</table>
## Appendix – Content of the Imported Tracking Progress Resources

<table>
<thead>
<tr>
<th>Template files</th>
<th>Templates installed</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tracking Templates Year 5</td>
<td>CES Tracking Progress Maths Year 5</td>
<td>Marksheets created from the first five templates can be used to set targets for the end of Year 5 and to monitor termly progress towards the target for the following subjects: Maths, Reading, Speaking &amp; Listening, Writing and Science.</td>
</tr>
<tr>
<td></td>
<td>CES Tracking Progress Reading Year 5</td>
<td>Marksheets created from the English Year 5 template aggregate Speaking &amp; Listening, Reading and Writing to an English Subject Level.</td>
</tr>
<tr>
<td></td>
<td>CES Tracking Progress S &amp; L Year 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CES Tracking Progress Science Year 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CES Tracking Progress Writing Year 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CES Tracking Progress English Year 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CES Tracking Progress En &amp; Ma Year 5</td>
<td>Marksheets created from this template indicate whether pupils are on target in English and Maths. If pupils have achieved Level 3a or above in English AND Maths, then the final column will display a Y, otherwise an N.</td>
</tr>
<tr>
<td>Tracking Templates Year 5 England specific</td>
<td>CES Tracking Progress Maths Year 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CES Tracking Progress Reading Year 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CES Tracking Progress S &amp; L Year 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CES Tracking Progress Science Year 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CES Tracking Progress Writing Year 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CES Tracking Progress English Year 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CES Tracking Progress En &amp; Ma Year 5</td>
<td>Marksheets created from the first five templates can be used to set targets for the end of Year 6 and to monitor termly progress towards the target for the following subjects: Maths, Reading, Speaking &amp; Listening, Writing and Science.</td>
</tr>
<tr>
<td></td>
<td>CES Convert to KS 2 Results Year 6</td>
<td>Marksheets created from the English Year 6 template aggregate Speaking &amp; Listening, Reading and Writing to an English Subject Level.</td>
</tr>
<tr>
<td>Tracking Templates Year 6 England specific</td>
<td>CES Tracking Progress Maths Year 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CES Tracking Progress Reading Year 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CES Tracking Progress S &amp; L Year 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CES Tracking Progress Science Year 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CES Tracking Progress Writing Year 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CES Tracking Progress English Year 6</td>
<td></td>
</tr>
<tr>
<td>Tracking Templates Year 6 England specific</td>
<td>CES Tracking Progress En &amp; Ma Year 6</td>
<td>Marksheets created from the En &amp; Ma template indicate whether pupils are on target in English and Maths. If pupils have achieved Level 4b or above in English AND Maths, then the final column will display a Y, otherwise an N.</td>
</tr>
<tr>
<td></td>
<td>CES Convert to KS 2 Results Year 6</td>
<td>Marksheets created from the Convert template convert the Year 6 Summer Term Tracking results to End of Key Stage Results. These results will then be visible in the Key Stage 2 Wizard.</td>
</tr>
<tr>
<td>Tracking Templates All Years England</td>
<td>CES Tracking Progress Year on Year Data Review</td>
<td>Marksheets created from this template allow you to review tracking progress for Years 1 to 6 England.</td>
</tr>
</tbody>
</table>
**Welsh Templates**

**IMPORTANT NOTE:** For specific instruction on how each resulting marksheet can be used, read the **Notes** field for the required template in **Focus | Assessment | Template**. Unless indicated England or Wales specific, the same template will be installed in both locales.

<table>
<thead>
<tr>
<th>Template files</th>
<th>Templates installed</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tracking Templates Year 1</td>
<td>CES Tracking Progress Maths Year 1</td>
<td>Marksheets created from these templates can be used to set targets for the end of Year 1 and to monitor termly progress towards the target for the following subjects: Maths, Reading, Speaking &amp; Listening, Writing and Science.</td>
</tr>
<tr>
<td></td>
<td>CES Tracking Progress Reading Year 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CES Tracking Progress S &amp; L Year 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CES Tracking Progress Science Year 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CES Tracking Progress Writing Year 1</td>
<td></td>
</tr>
<tr>
<td>Tracking Templates Year 1 Wales specific</td>
<td>CES Tracking Progress English Year 1</td>
<td>Marksheets created from this template aggregate Speaking &amp; Listening, Reading and Writing to an English Subject Level.</td>
</tr>
<tr>
<td>Tracking Templates Year 2</td>
<td>CES Tracking Progress Maths Year 2</td>
<td>Marksheets created from these templates can be used to set targets for the end of Year 2 and to monitor termly progress towards the target for the following subjects: Maths, Reading, Speaking &amp; Listening, Writing and Science.</td>
</tr>
<tr>
<td></td>
<td>CES Tracking Progress Reading Year 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CES Tracking Progress S &amp; L Year 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CES Tracking Progress Science Year 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CES Tracking Progress Writing Year 2</td>
<td></td>
</tr>
</tbody>
</table>
## Appendix – Content of the Imported Tracking Progress Resources

<table>
<thead>
<tr>
<th>Template files</th>
<th>Templates installed</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tracking Templates Year 2 Wales specific</td>
<td>CES Tracking Progress English Year 2, CES Convert to KS 1 Results Year 2</td>
<td>Marksheets created from the English Year 2 template aggregate Speaking &amp; Listening, Reading and Writing to an English Subject Level. Marksheets created from the Convert template convert the Year 2 Summer Term Tracking results to End of Key Stage Results. These results will then be visible in the Key Stage 1 Wizard.</td>
</tr>
<tr>
<td>Tracking Templates Year 3</td>
<td>CES Tracking Progress Maths Year 3, CES Tracking Progress Reading Year 3, CES Tracking Progress S &amp; L Year 3, CES Tracking Progress Science Year 3, CES Tracking Progress Writing Year 3, CES Tracking Progress English Year 3</td>
<td>Marksheets created from the first five templates can be used to set targets for the end of Year 3 and to monitor termly progress towards the target for the following subjects: Maths, Reading, Speaking &amp; Listening, Writing and Science. Marksheets created from the English Year 3 template aggregate Speaking &amp; Listening, Reading and Writing to an English Subject Level.</td>
</tr>
<tr>
<td>Tracking Templates Year 4</td>
<td>CES Tracking Progress Maths Year 4, CES Tracking Progress Reading Year 4, CES Tracking Progress S &amp; L Year 4, CES Tracking Progress Science Year 4, CES Tracking Progress Writing Year 4, CES Tracking Progress English Year 4</td>
<td>Marksheets created from the first five templates can be used to set targets for the end of Year 4 and to monitor termly progress towards the target for the following subjects: Maths, Reading, Speaking &amp; Listening, Writing and Science. Marksheets created from the English Year 4 template aggregate Speaking &amp; Listening, Reading and Writing to an English Subject Level.</td>
</tr>
</tbody>
</table>
### Appendix – Content of the Imported Tracking Progress Resources

<table>
<thead>
<tr>
<th>Template files</th>
<th>Templates installed</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tracking Templates Year 5</td>
<td>CES Tracking Progress Maths Year 5&lt;br&gt;CES Tracking Progress Reading Year 5&lt;br&gt;CES Tracking Progress S &amp; L Year 5&lt;br&gt;CES Tracking Progress Science Year 5&lt;br&gt;CES Tracking Progress Writing Year 5&lt;br&gt;CES Tracking Progress English Year 5</td>
<td>Marksheets created from the first five templates can be used to set targets for the end of Year 5 and to monitor termly progress towards the target for the following subjects: Maths, Reading, Speaking &amp; Listening, Writing and Science. Marksheets created from the English Year 5 template aggregate Speaking &amp; Listening, Reading and Writing to an English Subject Level.</td>
</tr>
<tr>
<td>Tracking Templates Year 5 Wales specific</td>
<td>CES Tracking Progress Maths Year 6&lt;br&gt;CES Tracking Progress Reading Year 6&lt;br&gt;CES Tracking Progress S &amp; L Year 6&lt;br&gt;CES Tracking Progress Science Year 6&lt;br&gt;CES Tracking Progress Writing Year 6&lt;br&gt;CES Tracking Progress English Year 6</td>
<td>Marksheets created from the first five templates can be used to set targets for the end of Year 6 and to monitor termly progress towards the target for the following subjects: Maths, Reading, Speaking &amp; Listening, Writing and Science. Marksheets created from the English Year 6 template aggregate Speaking &amp; Listening, Reading and Writing to an English Subject Level.</td>
</tr>
<tr>
<td>Tracking Templates Year 6 Wales specific</td>
<td>CES Convert to KS 2 Results Year 6</td>
<td>Marksheets created from this template convert the Year 6 Summer Term Tracking results to End of Key Stage Results. These results will then be visible in the Key Stage 2 Wizard.</td>
</tr>
<tr>
<td>Tracking Templates All Years Wales</td>
<td>CES Tracking Progress Year on Year Data Review Wa</td>
<td>Marksheets created from this template allow you to review tracking progress for Years 1 to 6 in Wales.</td>
</tr>
</tbody>
</table>
## Tracking Grid Templates

<table>
<thead>
<tr>
<th>Locale</th>
<th>School Phase</th>
<th>Grid Template</th>
</tr>
</thead>
<tbody>
<tr>
<td>England &amp; Wales</td>
<td>PS (Primary)</td>
<td>SIMS Yearly Tracking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SIMS Termly Tracking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SIMS Expected Progress</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SIMS Reviewed Progress</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SIMS P Scale Tracking – Available from AMPA</td>
</tr>
<tr>
<td>MP (Middle deemed Primary)</td>
<td></td>
<td>SIMS Yearly Tracking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SIMS Termly Tracking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SIMS Expected Progress</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SIMS Reviewed Progress</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SIMS P Scale Tracking – Available from AMPA</td>
</tr>
<tr>
<td>Special</td>
<td></td>
<td>SIMS P Scale Tracking – Available from AMPA</td>
</tr>
</tbody>
</table>
## Content of the Tracking Grid Templates

<table>
<thead>
<tr>
<th>Resource and Template Names</th>
<th>Rationale</th>
<th>Grid Template Settings and Associated Assessments</th>
<th>How to use</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIMS Year Group Tracking Y1-Y6</td>
<td>Shows the most recent assessment of pupils in each year group.</td>
<td>Column Pattern: TP NC Fine Levels&lt;br&gt;Row Pattern: TP NC Years&lt;br&gt;Shading: Grey Target cells show national expectations for end of each year group. Yellow cells show pupils one fine level below national expected level.</td>
<td>1. Open tracking grid.&lt;br&gt;2. Select Assessment from drop-down.&lt;br&gt;3. Click Populate. If no/incorrect results are shown: check that Marksheet results been entered for the selected Group Membership, for the relevant Year Groups and Aspects. Note, the ‘English’ Assessment relates only to Years 3 – 6.</td>
</tr>
</tbody>
</table>

Assessments & Related Aspects<br>TP English (KS2) – TP English Subject<br>TP Mathematics – TP Maths Actual<br>TP Reading – TP Reading Actual<br>TP Science – TP Science Actual<br>TP Speaking & Listening – TP Speaking & Listening Actual<br>TP Writing – TP Writing Actual
### Appendix – Content of the Imported Tracking Progress Resources

<table>
<thead>
<tr>
<th>Resource and Template Names</th>
<th>Rationale</th>
<th>Grid Template Settings and Associated Assessments</th>
<th>How to use</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SIMS Progress Tracking Grid Templates</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SIMS Expected Progress Grid Template</td>
<td>A generic template for showing pupils’ expected grades for their current year against Year 2 Teacher Assessments.</td>
<td>Column Pattern: TP NC Fine Levels&lt;br&gt;Row Pattern: TP NC Fine Levels&lt;br&gt;Assessments &amp; Related Aspects&lt;br&gt;TP Mathematics – TP Maths Actual&lt;br&gt;TP Mathematics Expected – TP Maths Expected&lt;br&gt;TP Reading – TP Reading Actual&lt;br&gt;TP Reading Expected – TP Reading Expected&lt;br&gt;TP Science – TP Science Actual&lt;br&gt;TP Science Expected – TP Science Expected&lt;br&gt;TP Speaking &amp; Listening – TP Speaking &amp; Listening Actual&lt;br&gt;TP Speaking &amp; Listening Expected – TP Speaking &amp; Listening Expected&lt;br&gt;TP Writing – TP Writing Actual&lt;br&gt;TP Writing Expected – TP Writing Expected</td>
<td>1. Open tracking grid.&lt;br&gt;2. Select Assessment from drop-down. To review pupils’ expected levels, select the ‘Expected’ Assessments.&lt;br&gt;3. Select the Source Group, i.e. the Year or Class.&lt;br&gt;4. Right-click on the yellow row headers and ‘Select Assessment for Rows’. Choose the matching assessment, e.g. if TP Reading Expected was selected for columns, select TP Reading for the rows.&lt;br&gt;5. Right-click on the yellow row headers and ‘Select Result Set for Rows’. Choose the desired result set. E.g. if you wish to compare with the KS1 teacher assessment, select TP Year 2 Summer Term.&lt;br&gt;6. Click Populate.</td>
</tr>
</tbody>
</table>
## SIMS Progress Tracking Grid Templates - Continued

<table>
<thead>
<tr>
<th>Resource and Template Names</th>
<th>Rationale</th>
<th>Grid Template Settings and Associated Assessments</th>
<th>How to use</th>
</tr>
</thead>
</table>
| **SIMS Reviewed Progress Grid Template** | A generic template for reviewing pupils’ assessed grades for their current year against previous a year’s assessment or against other subjects. | Column Pattern: TP NC Fine Levels  
Row Pattern: TP NC Fine Levels  
No shading or targets applied. The grid is designed to show individual pupils’ assessed levels for the end of their current year, compared with a previous result, e.g. end of KS1, rather than national expected levels. You might also use it to compare subjects, e.g. the current English with the current Maths assessments. | 1. Open tracking grid.  
2. Select Assessment from drop-down.  
3. Select the Source Group, i.e. the Year or Class.  
4. Right-click on the yellow row headers and ‘Select Assessment for Rows’.  
5. Right-click on the yellow row headers and ‘Select Result Set for Rows’. Choose the desired result set. E.g. if you wish to compare with the KS1 teacher assessment, select TP Year 2 Summer Term.  
6. Click Populate.  
Assessments & Related Aspects  
TP Mathematics – TP Maths Actual  
TP Reading – TP Reading Actual  
TP Science – TP Science Actual  
TP Speaking & Listening – TP Speaking & Listening Actual  
TP Writing – TP Writing Actual |
### SIMS Tracking Grid Templates (for Year 1 – Year 6)

<table>
<thead>
<tr>
<th>Resource and Template Names</th>
<th>Rationale</th>
<th>Grid Template Settings and Associated Assessments</th>
<th>How to use</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIMS Termly Tracking Year 1</td>
<td>Use to track pupils’ termly progress from summer to summer.</td>
<td>Column Pattern: TP NC Fine Levels</td>
<td>1. Open tracking grid.</td>
</tr>
<tr>
<td>SIMS Termly Tracking Year 2</td>
<td></td>
<td>Row Pattern:</td>
<td>2. Select Assessment from drop-down.</td>
</tr>
<tr>
<td>SIMS Termly Tracking Year 3</td>
<td></td>
<td>TP Termly Results Year 1</td>
<td>3. Select Source Group, e.g. Year 1.</td>
</tr>
<tr>
<td>SIMS Termly Tracking Year 4</td>
<td></td>
<td>TP Termly Results Year 2</td>
<td>4. Click Populate.</td>
</tr>
<tr>
<td>SIMS Termly Tracking Year 5</td>
<td></td>
<td>TP Termly Results Year 3</td>
<td>If no/incorrect results are shown: check that Marksheet results been entered for the selected Group Membership, for the relevant Year Groups and Aspects.</td>
</tr>
<tr>
<td>SIMS Termly Tracking Year 6</td>
<td></td>
<td>TP Termly Results Year 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>TP Termly Results Year 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>TP Termly Results Year 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shading: Grey Target cells show the national expected levels for the end of the year. The same target is applied to</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>each term, so that the percentage below/on/above target will show the progress towards the target during the year,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(and because there are no national fine level termly targets).</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assessments &amp; Related Aspects</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>TP Mathematics – TP Maths Actual</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>TP Reading – TP Reading Actual</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>TP Science – TP Science Actual</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>TP Speaking &amp; Listening – TP Speaking &amp; Listening Actual</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>TP Writing – TP Writing Actual</td>
<td></td>
</tr>
</tbody>
</table>
### Resource and Template Names

<table>
<thead>
<tr>
<th>Resource and Template Names</th>
<th>Rationale</th>
<th>Grid Template Settings and Associated Assessments</th>
<th>How to use</th>
</tr>
</thead>
</table>
| SIMS Reviewed Progress Y2-Y3             | Use to review Year 3, 4, 5 or 6 pupils’ assessed grades against Year 2 Teacher Assessments. | Column Pattern: TP NC Fine Levels  
Row Pattern: TP NC Fine Levels W – 3a*  
Shading: Grey cells show where the pupils should be if they make 2 or 4 points’ progress from Year 2 to Year 3, 6 points progress Y2 – Y4, 8-10 points progress Y2 – 5, 12 points progress Y2 – Y6. No Targets have been applied to rows, because the whole grid, rather than one row, shows each pupil’s position against their own target.  
Assessments & Related Aspects  
TP Mathematics – TP Maths Actual  
TP Reading – TP Reading Actual  
TP Science – TP Science Actual  
TP Speaking & Listening – TP Speaking & Listening Actual  
TP Writing – TP Writing Actual  
*Note: the Grade Pattern for the rows is limited to the grades available at KS1. | 1. Open tracking grid.  
2. Select Assessment from drop-down.  
3. Select the Source Group, e.g. Year 3.  
4. Right-click on the yellow row headers and ‘Select Assessment for Rows’. Choose the same assessment as that chosen for the columns.  
5. Right-click on the yellow row headers and ‘Select Result Set for Rows’. Choose the desired result set, e.g. TP Year 2 Summer Term.  
6. Click Populate.  
If no/incorrect results are shown: check that Marksheet results been entered for the selected Group Membership, for the relevant Year Groups and Aspects, including whichever Result Set was chosen for the rows. |
| SIMS Reviewed Progress Y2-Y4             |                                                                           |                                                                                                                 |                                                                                               |
| SIMS Reviewed Progress Y2-Y5             |                                                                           |                                                                                                                 |                                                                                               |
| SIMS Reviewed Progress Y2-Y6             |                                                                           |                                                                                                                 |                                                                                               |
### Appendix – Content of the Imported Tracking Progress Resources

<table>
<thead>
<tr>
<th>Resource and Template Names</th>
<th>Rationale</th>
<th>Grid Template Settings and Associated Assessments</th>
<th>How to use</th>
</tr>
</thead>
</table>
| SIMS Yearly Progress Tracking Grids | Yearly Progress Tracking Grids are designed to show the progress of a cohort or intake over time, e.g. Year 3 2006/07, Year 4 2007/08, Year 5 2008/09. Please note that these are not installed automatically, as they are dependent on having all the relevant academic years set up. They can be imported from AMPARK if schools have the relevant academic and NC Year groups. | Column Pattern: TP NC Fine Levels  
Row Patterns (respective to each grid):  
NC Year 1 2008/09  
NC Year 2 2008/09  
NC Year 3 2008/09  
NC Year 4 2008/09  
NC Year 5 2008/09  
NC Year 6 2007/08  
NC Year 6 2008/09  
Shading : Grey Target Cells show the national expected level for the end of each year.  
Assessments & Related Aspects  
TP English (KS2) – TP English Subject (For Years 3 – 6 only)  
TP Mathematics – TP Maths Actual  
TP Reading – TP Reading Actual  
TP Science – TP Science Actual  
TP Speaking & Listening – TP Speaking & Listening Actual  
TP Writing – TP Writing Actual | Open tracking grid.  
1. Select Assessment from drop-down.  
2. Select Source Group, e.g. Year 1.  
3. Click Populate.  
If no/incorrect results are shown: check that Marksheet results been entered for the selected Group Membership and Academic Years, for the relevant Year Groups and Aspects.  
Note: if back-dating result entries, you will need to alter the result date to the correct year for the result entries, otherwise all results will show in the same academic year. |
### SIMS P Scale Tracking Grid Templates.xml

<table>
<thead>
<tr>
<th>Resource and Template Names</th>
<th>Rationale</th>
<th>Grid Template Settings and Associated Assessments</th>
<th>How to use</th>
</tr>
</thead>
</table>
| SIMS P Scale Tracking            | This grid shows the names and current P Scale assessments for pupils in NC Years 1 – 6.                                               | Column Pattern: TP P Scales  
Row Pattern: TP NC Years  
Shading: No shading or targets applied.  
Assessments & Related Aspects  
TP P Scale English – En P Scale: English  
TP P Scale Listening – En P Scale: Listening  
TP P Scale Maths – Ma P Scale: Maths  
TP P Scale Number – Ma P Scale: Number  
TP P Scale Reading – En P Scale: Reading  
TP P Scale Science  
TP P Scale Shape, Space and Measure – Ma P Scale: Shape, Space, Measure  
TP P Scale Speaking – En P Scale: Speaking  
TP P Scale Using & Applying – Ma P Scale: Using Applying Maths  
TP P Scale Writing – En P Scale: Writing | 1. Open tracking grid.  
2. Select Assessment from drop-down.  
3. Click Populate.  
If no/incorrect results are shown: check that Marksheet results been entered for the selected Group Membership, for the relevant Year Groups and Aspects. |
### Row Patterns

<table>
<thead>
<tr>
<th>Installed Patterns</th>
<th>Pattern Details</th>
</tr>
</thead>
</table>
| TP NC Fine Levels        | Abs, Wc, Wb*, Wa, lower (1c), secure (1b), upper (1a), lower (2c), secure (2b), upper (2a), lower (3c), secure (3b), upper (3a), lower (4c), secure (4b), upper (4a), lower (5c), secure (5b), upper (5a), lower (6c), secure (6b), upper (6a), lower (7c), secure (7b), upper (7a).  
* Fine levels Wc, Wb and Wa have been included for tracking point scores with a value of 1, 3 and 5 points, because equivalent point scores are not provided for P levels. Schools may choose to record a W in the tracking progress marksheet; pupils with a W awarded in the marksheet will be shown in the Wb column of the grids. P levels (or, in Year 1, FSP point scores) should be recorded separately where pupils have been assessed at W. |
| TP NC Years              | Curriculum Year 1, Curriculum Year 2, Curriculum Year 3, Curriculum Year 4, Curriculum Year 5, Curriculum Year 6                                                                                                                                                                                                                                                                                                                                                     |
| TP Termly Results Year 1 | TP Year 1 Autumn Term, TP Year 1 Spring Term, TP Year 1 Summer Term                                                                                                                                                                                                                                                                                                                                                                                                  |
| TP Termly Results Year 2 | TP Year 1 Autumn Term, TP Year 2 Autumn Term, TP Year 2 Spring Term, TP Year 2 Summer Term                                                                                                                                                                                                                                                                                                                                                                           |
| TP Termly Results Year 3 | TP Year 2 Autumn Term, TP Year 3 Autumn Term, TP Year 3 Spring Term, TP Year 3 Summer Term                                                                                                                                                                                                                                                                                                                                                                           |
| TP Termly Results Year 4 | TP Year 3 Autumn Term, TP Year 4 Autumn Term, TP Year 4 Spring Term, TP Year 4 Summer Term                                                                                                                                                                                                                                                                                                                                                                           |
| TP Termly Results Year 5 | TP Year 4 Autumn Term, TP Year 5 Autumn Term, TP Year 5 Spring Term, TP Year 5 Summer Term                                                                                                                                                                                                                                                                                                                                                                           |
| TP Termly Results Year 6 | TP Year 5 Autumn Term, TP Year 6 Autumn Term, TP Year 6 Spring Term, TP Year 6 Summer Term                                                                                                                                                                                                                                                                                                                                                                           |
| TP NC Fine Levels W – 3a | Abs, Wc, Wb, Wa, lower (1c), secure (1b), upper (1a), lower (2c), secure (2b), upper (2a), lower (3c), secure (3b), upper (3a)                                                                                                                                                                                                                                                                                                                                                                                                 |
| NC Year 1 2008/09        | Curriculum Year 1 2008/2009                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
### Installed Patterns

<table>
<thead>
<tr>
<th>Installed Patterns</th>
<th>Pattern Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>TP P Scales</td>
<td>P1i, P1ii, P2i, P2ii, P3i, P3ii, P4, P5, P6, P7, P8</td>
</tr>
</tbody>
</table>

### Calculations for Summary Columns on installed Templates

<table>
<thead>
<tr>
<th>Row</th>
<th>Below target</th>
<th>On target</th>
<th>Above target</th>
</tr>
</thead>
<tbody>
<tr>
<td>NC Year 1</td>
<td>Wc – 1c</td>
<td>1b, 1a</td>
<td>2c - E</td>
</tr>
<tr>
<td>NC Year 2</td>
<td>Wc – 2c</td>
<td>2b, 2a</td>
<td>3c - E</td>
</tr>
<tr>
<td>NC Year 3</td>
<td>Wc – 2b</td>
<td>2a, 3c</td>
<td>3b - E</td>
</tr>
<tr>
<td>NC Year 4</td>
<td>Wc – 3c</td>
<td>3b, 3a</td>
<td>4c - E</td>
</tr>
<tr>
<td>NC Year 5</td>
<td>Wc – 3b</td>
<td>3a, 4c</td>
<td>4b - E</td>
</tr>
<tr>
<td>NC Year 6</td>
<td>Wc – 4c</td>
<td>4b, 4a</td>
<td>5c - E</td>
</tr>
</tbody>
</table>