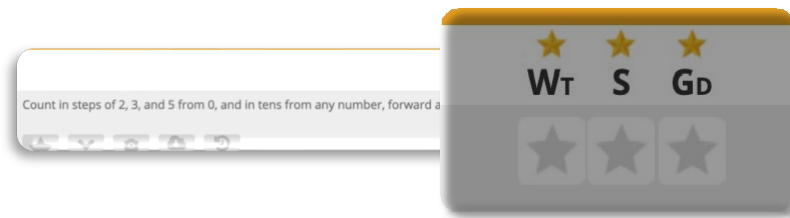


Educater 1

NB. This guide describes the basic Educater 1 grid, but there are many customisable elements to this grid. See 'Customising my Educater Grid'.

Day-to-Day

This is a teacher assessment grid and does not **require** any recording of stars against curriculum objectives. However, schools may **choose** to do this as an ongoing means of recording achievements. This would provide information for the teachers to make their judgements, or for curriculum monitoring purposes.



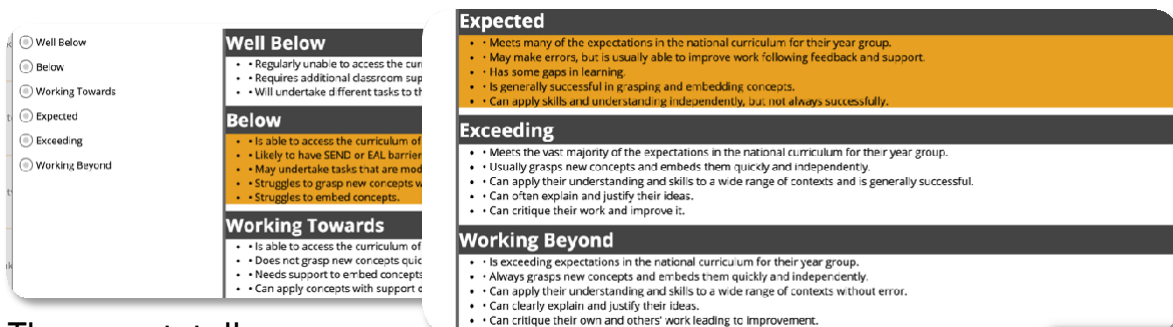
There are three stars in the default mode - 'Working Towards', 'Secure' and 'Greater Depth'.

If these stars are recorded, the system will show a count of stars next to each child's name and will also allow reports of star coverage to be generated (such as Gaps in Learning Report).

Data Collection Points

Gathering the summary of data, often done at termly intervals or thereabouts, requires teachers to judge the achievement level of each child. This is done with a single descriptor applied to the child, describing the child in relation to the age-related expectation of the cohort.

Default judgements in the system are:



The image shows a vertical list of assessment levels on the left, each with a radio button. To the right are detailed descriptions for each level:

- Well Below**
 - Regularly unable to access the curriculum
 - Requires additional classroom support
 - Will undertake different tasks to those of the cohort
- Below**
 - Is able to access the curriculum of the cohort
 - Likely to have SEND or EAL barriers
 - May undertake tasks that are more challenging than those of the cohort
 - Struggles to grasp new concepts
 - Struggles to embed concepts
- Working Towards**
 - Is able to access the curriculum of the cohort
 - Does not grasp new concepts quickly
 - Needs support to embed concepts
 - Can apply concepts with support
- Expected**
 - Meets many of the expectations in the national curriculum for their year group
 - May make errors, but is usually able to improve work following feedback and support
 - Has some gaps in learning
 - Is generally successful in grasping and embedding concepts
 - Can apply skills and understanding independently, but not always successfully
- Exceeding**
 - Meets the vast majority of the expectations in the national curriculum for their year group
 - Usually grasps new concepts and embeds them quickly and independently
 - Can apply their understanding and skills to a wide range of contexts and is generally successful
 - Can often explain and justify their ideas
 - Can critique their work and improve it
- Working Beyond**
 - Exceeding expectations in the national curriculum for their year group
 - Always grasps new concepts and embeds them quickly and independently
 - Can apply their understanding and skills to a wide range of contexts without error
 - Can clearly explain and justify their ideas
 - Can critique their own and others' work leading to improvement

These are totally customisable.

It is worth noting that in the sign-off process, once an assessment point is locked it will be copied to the following assessment period. Therefore, at each assessment period, teachers do not need to enter every judgement, rather only make adjustments if judgements have changed.

Interpreting the data

Reports for this data can give percentages at each of the judgements. Also, the progress can be described over any given period. If a child remains at the same judgement for an assessment period, they would be deemed to have made expected progress. If their judgement has improved then above expected progress would be shown and likewise, if their judgement has declined, then below expected progress would be shown.

Depth of Learning

When you are using teacher judgement, the single descriptor input by the teacher summarises the depth and curriculum position of the child.

Measuring Progress

Teacher judgements describe the position of the child's learning against the cohort expectation at the point in time the judgement is made. If a child is 'Expected' in the Autumn Term and is still 'Expected' at the end of Summer, then they have remained where they should be and made expected progress. However, if a child begins the year at 'Expected' but ends the year 'Exceeding', then they will have made above expected progress, having improved the judgement.

Progress is calculated in the reports by taking each of the judgements as a separate point. A child moving to a different judgement will increase or decrease by one or two points.