

Educater 2

NB. This guide describes the basic Educater 2 grid, but there are many customisable elements to this grid. See 'Customising my Educater Grid'.

Day-to-Day

This is a Star Count grid and therefore day-to-day use in the classroom involves marking individual statements in the National Curriculum with stars. A teacher can award up to three stars per statement.



The first star is 'Working Towards' which can be awarded when a child has made distinct steps in learning towards the objective. **Note: this should not be used to denote a child having been only exposed to the learning.**

The second star is 'Mostly Achieved'. This denotes that a child has made good progress towards the objective but has either not yet achieved basic application or has not completed all aspects of the objective.

'Achieved' is awarded when a child is able to meet and apply the objective in a basic context. It is important to note that the context is basic only, this is not an award of greater depth or of complex application.

Schools need to moderate the awarding of stars both within and beyond their organisation in order that data retains its accuracy and integrity.

Data Collection Points

Gathering the summary of data, often done at termly intervals or thereabouts, requires the star numbers to be converted into a code. The system assigns the code to a linear series of numbers known as steps. Conversion is calculated through the proportion of stars completed of all the stars available. This is summarised in *Fig 1* (below).

The codes assigned by the system are shown in the 'Sign-Off Judgements'. Here, teachers can view the generated codes. It is essential that teachers take an overview of this at least at data collection points, to identify any anomalies or unexpected outcomes. The data can only be as accurate as the stars and for a very few children, this form of tracking might not give a realistic picture.

For example, a child with SPLD and a spikey profile of success cannot be given an effective grade against an algorithm. These grades would need to be teacher judged.

Fig 1

| | Year 1 | | | Year 2 | | |
|-------------|--------|------|------|--------|------|------|
| Step Number | 15 | 16 | 17 | 18 | 19 | 20 |
| Code | Y1 E | Y1 D | Y1 S | Y2 E | Y2 D | Y2 S |
| % of stars | 15% | 33% | 66% | 15% | 33% | 66% |
| Expected | Aut | Spr | Sum | Aut | Spr | Sum |

| | Year 3 | | | Year 4 | | |
|-------------|--------|------|------|--------|------|------|
| Step Number | 21 | 22 | 23 | 24 | 25 | 26 |
| Code | Y3 E | Y3 D | Y3 S | Y4 E | Y4 D | Y4 S |
| % of stars | 15% | 33% | 66% | 15% | 33% | 66% |
| Expected | Aut | Spr | Sum | Aut | Spr | Sum |

| | Year 5 | | | Year 6 | | |
|-------------|--------|------|------|--------|------|------|
| Step Number | 27 | 28 | 29 | 30 | 31 | 32 |
| Code | Y5 E | Y5 D | Y5 S | Y6 E | Y6 D | Y6 S |
| % of stars | 15% | 33% | 66% | 15% | 33% | 66% |
| Expected | Aut | Spr | Sum | Aut | Spr | Sum |

Interpreting the data

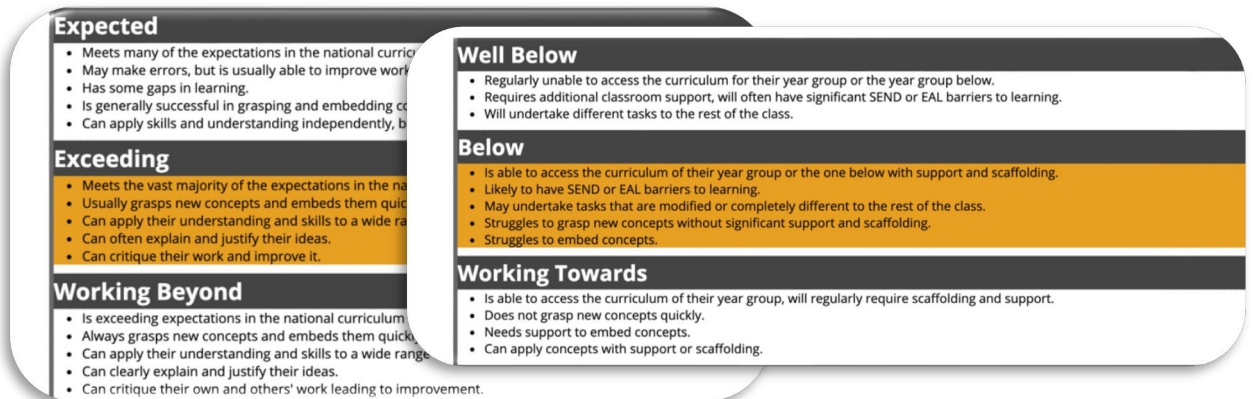
The stars are collected against the year of the curriculum shown. The expectations are against the age of the child (i.e., the year group the child is in) when they achieve the relevant point.

Therefore, a child who is in Year 3 and working on the Year 3 curriculum would be expected to have exceeded 33% of the stars available by the end of the Spring term. If a child has exceeded the number of the next boundary, such as the same year three child having achieved 60% at the end of Spring Term, then they would be identified as being Above Age-Related Expectations.

Conversely, a child who has not yet achieved the expected percentage of stars would be identified as being Below Age-Related Expectations.

Depth of Learning

For this grid, a second judgement is also recorded, known as the PITA (Point In Time Assessment). The judgement is formed of six different statements, applied against the child in addition to the code generated by the stars. This judgement considers the overall application and learning of a child compared to their cohort.



| | |
|---|--|
| <p>Expected</p> <ul style="list-style-type: none"> • Meets many of the expectations in the national curriculum. • May make errors, but is usually able to improve work. • Has some gaps in learning. • Is generally successful in grasping and embedding concepts. • Can apply skills and understanding independently, but may need support. | <p>Well Below</p> <ul style="list-style-type: none"> • Regularly unable to access the curriculum for their year group or the year group below. • Requires additional classroom support, will often have significant SEND or EAL barriers to learning. • Will undertake different tasks to the rest of the class. |
| <p>Exceeding</p> <ul style="list-style-type: none"> • Meets the vast majority of the expectations in the national curriculum. • Usually grasps new concepts and embeds them quickly. • Can apply their understanding and skills to a wide range of contexts. • Can often explain and justify their ideas. • Can critique their work and improve it. | <p>Below</p> <ul style="list-style-type: none"> • Is able to access the curriculum of their year group or the one below with support and scaffolding. • Likely to have SEND or EAL barriers to learning. • May undertake tasks that are modified or completely different to the rest of the class. • Struggles to grasp new concepts without significant support and scaffolding. • Struggles to embed concepts. |
| <p>Working Beyond</p> <ul style="list-style-type: none"> • Is exceeding expectations in the national curriculum. • Always grasps new concepts and embeds them quickly. • Can apply their understanding and skills to a wide range of contexts. • Can clearly explain and justify their ideas. • Can critique their own and others' work leading to improvement. | <p>Working Towards</p> <ul style="list-style-type: none"> • Is able to access the curriculum of their year group, will regularly require scaffolding and support. • Does not grasp new concepts quickly. • Needs support to embed concepts. • Can apply concepts with support or scaffolding. |

Reports on the PITA show analysis for the depth of learning in groups and cohorts of pupils.

Measuring Progress

Progress is calculated as the number of steps increased in a given time period. Within a full year, three terms, expected progress is in three step increments. Progress is only measured from the step numbers and codes, and depth does not contribute to the calculation.