

EYF Recording and Reporting in Integris Assessment

Stage 1: Prepare the NC Early Years F 2019 Markbook

Please note: even if you are using a system other than Integris to record and/or submit your EYF data, you will still need to perform Stage 1. Data can be imported from any other compatible EYF Software into the NC Early Years F 2019 markbook and the subsequent analysis reports and reports for parents can be produced.

Note: These steps are to be undertaken by the Integris Administrator only.

Stage 1 steps cover the following:

1. Assign Reception Year pupils to the EYF Year 2019
2. Give relevant users access to Integris Assessment
3. Set up the [NC Early Years F 2019](#) markbook - copying the assessment plans for data entry
4. Assign the [NC Early Years F 2019](#) markbook to the relevant pupils/staff

1. Assign Year Reception pupils to the EYF year for 2019

You MUST complete steps 1.1 – 1.5 below otherwise the EYF return for the LA will be invalid!

- 1.1 Go to **Administration > Speed Edit >** under **Area**, select **Current Key Stage >** click **Find** and select all your **Year Reception** pupils > ensure that all the pupils have a value of **EYF** (if not, edit them appropriately i.e. select EYF as new value; click Select ALL to select all the pupils; click Apply Changes; click Save) .
- 1.2 Now keep the Year R pupils as your 'browse set' , change the **Area** option to **Key Stage EYF Year >** ensure that all the pupils have a value of **2019** (this is the year for which you wish to report) and edit appropriately if required (i.e. select 2019 as new value; click Select ALL to select all the pupils; click Apply Changes; click Save).
- 1.3 **Again**, keeping the Year R pupils as your 'browse set' , change the **Area** option to **Key Stage EYF End of Statutory Assessment >** ensure that all the pupils have a value of **Yes >** edit appropriately if required (i.e. check new value box; click Select ALL to select all the pupils; click Apply Changes; click Save).
- 1.4 Again, keeping the Year R pupils as your 'browse set' , change the **Area** option to **Key Stage EYF Tests Taken at Another School >** ensure that all the pupils have a value of **No >** edit appropriately if required (i.e. leave new value box unchecked; click Select ALL to select all the pupils; click Apply Changes; click Save).
- 1.5 Click **Cancel** when you have completed the above changes to exit out of Speed Edit.

2. Give relevant users (teachers) access to Assessment

Note: if your Year R teacher(s) is already using Integris EYF Assessment, then this step will be unnecessary as you have already done this and you can proceed to step 3.

- 2.1 Firstly, check that your Year R class(es) has been linked to the Year R teacher(s). Go to **General > Parameters > Class > View >** edit the class as appropriate and use the magnifying glass to find the staff member.

Now check to see whether your Year R teacher(s) have access to Assessment (if any of them do not already have an Integris user account set up, you will need to create one for them first – Refer to the **How to Create User Account for Teachers** guide on the www.cbict.org.uk/Integris/Home/LiteBites web page):

- 2.2 Go to **System Management > User Management >** a list of all the user accounts created are displayed.
- 2.3 When you have found the user's entry, click on the name and check the **Roles Assigned** window at the bottom right of the screen. If **Assessment** has not already been added to the

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user role, click **Add Role(s) to User(s)** icon from the list of icons on the right of the screen. In the list of roles window, select **Assessment** and **Assessment_Reports** and click Ok. It is also recommended to add the **STUDENT_PROFILE** role too.

It is worth checking other user accounts too. For each teacher who has been given a user account to access Assessment or additional users (i.e. Headteacher, assessment co-ordinator or yourself) who need to be able to **view** the EYF 2019 markbook data, each teacher user account should have the following roles assigned:
Assessment; Assessment_Reports; TEACHER; Student_Profile; Show My Locks

2.4 Click **Close** to exit

3. Set up the **NC Early Years F 2019** markbook - copying the assessment plans for data entry

3.1 Go to **Modules > Assessment > Assessment Planning**

The Assessment Plans window will be displayed

3.2 Expand the **Templates** folder by clicking on the Plus Symbol next to **Templates**

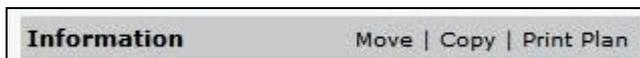
3.3 Then click on the Plus symbol next to **Key Stage**

3.4 Then click on the Plus symbol next to **2019** so the list looks similar to the example below :

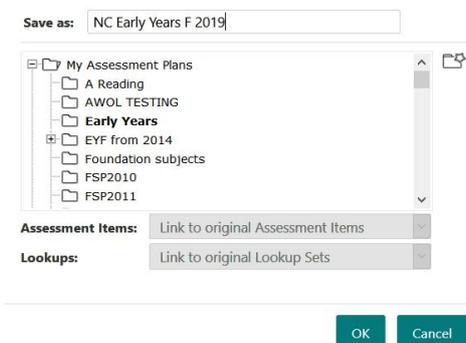


3.5 Click on the **NC Early Years Foundation 2019** template name

3.6 Now click on **Copy** (top right of screen)



The following **Copy an Assessment Plan** window appears



3.7 Click + next to **My Assessment Plans** to reveal your folder list and select a folder called **Early Years** and go to step 3.8.

If you do not have an **Early Years** folder already, then click on the folder *My Assessment Plans* to embolden it and then click on the **Create new folder**  icon > enter **Early Years** as the name and click **OK**.

3.8 In the **Save as** box, the *NC Early Years Foundation 2019* template name will now appear with 2 next to it (filename is too long!) - therefore **change the markbook name to the following: NC Early Years F 2019**

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- 3.9 Click **OK** on that screen and you will see your selected markbook in the folder you created under **My Assessment Plans** screen like the example below:



You can now follow with step 4 to complete this process.

4. Assign the **NC Early Years F 2019** markbook to the Year R pupils and relevant staff

If continuing immediately from step above, go straight to 4.2, otherwise start at 4.1.

- 4.1 Staying in **Assessment > Assessment Planning** > expand the **My Assessment Plans** folder by clicking on the Plus symbol and then expand the **Early Years** folder by clicking on the Plus symbol next to it. You should see the copied **NC Early Years F 2019** markbook listed.

- 4.2 Highlight the **NC Early Years F 2019** markbook to be assigned and click the **Edit an Assessment Plan** icon 

- 4.3 On the **Edit Assessment Plan** screen, click on the **Enrolled Groups** tab



- 4.4 Click the **Add an Enrolled Group** icon  and you should see your classes with the teacher names linked to each class.

4.5 Select the appropriate option below:

> **If you have more than one class** in Year R, select the Year R class(es) that need to have EYF data entered - *you can use CTRL & Click to select more than one class* - and click **Add** for each one selected – then go to step 4.6

> **If you have a mixed year R/N class(es)**, then go straight to step 4.6 and assign year groups instead of classes so that Year N pupils will not appear in the markbook.

> **If you have one class only** in year R, go to step 4.6 to assign the year group only

- 4.6 Staying on the Enrol Groups screen, change the **Enrolled Group Type** field to **Year Group** and select **Year Reception** and click **Add**. Then click **Close**. *This is useful if a) you have mixed year classes so that only the Year R pupils will appear in the markbook and b) you have more than one Year R class so that a teacher can view a copy of the markbook with all of the Year R pupils listed as well as individual classes.*

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It may appear that nothing has happened but when you then click **Close** to leave the **Enrol Groups** screen, the class(es) and the year group which you have chosen will now be listed on the **Enrolled Groups** screen. It will look something like this:

Group Name	Year	Sub-groups	Markbook Users
Year Group Reception	2016/2017		

Check at this point:

for schools with non mixed year classes you should have 'copies' of the EYF markbook for each class (with the class teacher listed under Markbook user) and a Year R group markbook which will not have any markbook user listed as yet

for schools with mixed year classes you should have 'copies' of the EYF markbook for a Year R group which will not have any markbook user listed as yet

Now you need to assign additional users who need access to each Year R class markbook and/or to the complete Year R markbook.

- 4.7 Select a markbook from the list and click on the **Markbook Users**  icon.
(for example, a class teacher of a mixed year class will need access to the Year R markbook so that data can be entered for the relevant Year R pupils only in the class)

All the staff users to whom you have given Assessment as one of their roles will be listed.

- 4.8 Highlight all of the members of staff who **will need access** to the markbook selected – hold down the **Ctrl key** to make multiple entries - and then click **OK**.
You must at this point include yourself as the administrator who will be creating the export file to send to the LA and also any senior management or other staff who may need to view the EYF assessment data.

- 4.9 Then click **Save** when you have finished.

- 4.10 As a final check, it is a good idea to see how the markbooks will appear for data entry. Go to **Modules > Assessment and Markbook >** click the plus symbol next to **My Markbooks >** you should now see copies of **NC Early Years F 2019** markbook(s) listed for each class and a copy for

the year group > select a markbook from the list and click on **Open a markbook** icon  to view it.

Each user you have assigned to each markbook in step 4.7 above will be able to view these markbooks in the same way when they login.

Please check overleaf about how the Administrator needs to deal with pupils leaving/starting before/after **Friday 24th May 2019** (last Friday before half-term).

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Dealing with pupils that have left:

[See page 7 for details on dealing with leavers and new starters]

1 ➤ Pupils **that have left the school** and moved into the Former Roll **after the NC Early Years F 2019 markbook was assigned to pupils** (step 4 above) will appear in red in the markbook.

> **Retain these pupils in the markbook if they left on or before 24th May** – in this case, their data is to be submitted by your school – simply enter the data for them in the normal way.

> If they left the school after 24th May 2019, they need to be deleted from the markbook - simply left click the pupil name and then in the pop-up window, click on **Remove student from markbook** and click Save. **Note: this needs to be done by each user in their own copy of their markbooks**

2 ➤ Pupils that have left the school **on or before 24th May** and have been moved to the Former Roll **before the NC Early Years F 2019 markbook is assigned** to pupils in step 4 above will not automatically appear in the **NC Early Years F 2019** markbook.

In these cases, the easiest method is to enter their EYF data directly into the pupil's record by doing the following:

Go to **General > Student Details** > click on **Key Stage** tab > click **Edit** > ensure you are looking at the **EYFS** screen > enter **2019** into the **Year of Assessment** box > click the tick box for **End of statutory assessment** > enter the data into each of the results boxes > finally click **Save**.

*** *When you reach Stage 3 - Create EYF Return, you will be reminded about any former pupils that need to be included in the process for making the return.*

The **NC Early Years F 2019** markbook is now ready for use.

Please follow the next stage as appropriate for your school:

- If you are NOT using the Integris EYF markbooks and wish to enter EY data directly into Integris to make the EYF return, follow **Stage 2A – Part 1: Enter EYF data into NC Early Years F 2019 markbook**
- If you are using the Integris EY Prime & Specific Tracking markbooks, please follow **Stage 2B – Enter EYF data into EYF_YR Prime & Specific markbooks**
- If you have recorded your EYF data for the return in another software and wish to import it into Integris, follow **Stage 2A – Part 2: Import EYF data into Integris**.

Trouble-shooting

A general note about markbooks: the Integris Administrator can re-assign or remove users to any markbook at any time. They can also delete markbooks if copies have been created in error. If a teacher deletes a markbook in error, the Integris Administrator can re-assign the users to the markbook (repeat steps 4.1 – 4.3 & 4.7 – 4.9). All the previously saved data will re-appear.

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How to deal with leavers/starters

The information below is also included in Stage 2 notes for teachers so that they know what data should be entered for leavers/starters. Please note that you need to be aware of any pupils that should not be included in your return when you make the return in Stage 3.

Q & A about Year R pupils who have left your school

Q: What do you do with pupils that have **left** your school **after Friday 24th May 2019** (i.e. effectively, up to half-term)?

A: If you are the last school the pupil attends before the half term week your school is responsible for reporting EYF data. Therefore, you must ensure these pupils have EYF data entered for all required columns. These pupils must be included in your return to the LA.

Q: What do you do with pupils that have left your school and started at their new school **on or before Friday 24th May 2019** (i.e. effectively before half term)?

A: The new school is responsible for reporting EYF data so your school does not need to enter this EYF data for these pupils – they can remain on the markbook with blank data boxes. At the point later in the process when the administrator creates the return for the LA, they can be excluded from the return. Of course, your school is still required to send a CTF to the new school.

Q: What do you do with pupils that have **left** your school **before Friday 24th May 2019** and have NOT started at their new school until AFTER half term?

A: As your school is the last school the pupil attended before the half term your school is responsible for reporting EYF data. Therefore, you must ensure these pupils have EYF data entered for all required columns. These pupils must be included in your return to the LA.

Q & A about Year R pupils who have recently started your school

Q: What do you do with pupils who have **started** your school **on or before Friday 24th May 2019**?

A: Your school is responsible for reporting EYF data. Therefore, you must ensure these pupils have EYF data entered for all required columns. **See *Bullet 2* on page 6.**

Q: What do you do with pupils who have **started** your school **after Friday 24th May 2019**?

A: You do **not** need to enter any EYF data for these pupils – they can remain on the markbook with blank data boxes. The previous school the pupil attended prior to summer half-term will be responsible for returning EYF data. At the point later in the process when the administrator creates the return for the LA, they will be excluded from the return.

EYF Recording and Reporting in Integris Assessment

Stage 2B - Enter EYF data 2019 directly into EYF Specific & Prime Markbooks

FOR SCHOOLS USING THE INTEGRIS EYF PRIME & SPECIFIC MARKBOOKS

To be undertaken by the Year R teacher(s)

If you are using the EYF YR Specific and EYF YR Prime markbooks for EY tracking, you can also enter end of YR data (i.e. 1,2 & 3) directly into these markbooks to help simplify the data entry process.

Stage 2B covers the following:

1. Explanation of the **EoYR Return units** and columns in the EYF YR Specific and Prime markbooks and how to enter the required EYF data for the statutory return
2. Check pupil list to ensure leavers/starters are dealt with appropriately

1. Explanation of the EoYR Return units and columns and Data Entry

These units have been added to the EYF YR Specific and Prime markbooks to aid data entry, and by keeping current year tracking data together with end of year reported data, judgements can be entered and checked more thoroughly.

- 1.1 Log in to Integris and from your Teacher's desktop, click **Assessment Markbook** from the **Quick Links** window.

On the **Markbook Browser** screen, click on the **+** next to the **My Markbooks** folder to open that folder. This will give you the list of the markbooks available to you.

- 1.2 Select any of the following markbooks that you are using to **record your Sum1 half-termly** or end of year **assessments** for your class or year group and then click the **Open a Markbook** icon to open it:



We recommend:

EYF YR Specific Termly Progress

EYF YR Specific Prog_Area

OR

EYF YR Prime Termly Progress

EYF YR Prime Prog_Area

Each of these markbooks will contain 'EoYR Return' units to enable you to complete the columns (where data is 1,2, 3) for your statutory return.

Note! You only have to complete ONE Set of the EoYR Return units in any one Specific or Prime markbook from the list above as the data will copy across automatically to the other markbooks!

The only data entry columns in these units are those necessary for completion for the EYF data return 2019 are those that expect a 1,2 or 3 to be entered!. (see overleaf).

In each of the recommended markbooks, e.g. EYF YR Specific markbook, you will see additional units labelled **EoYR <> Return** which have been added after each respective Summer unit.

If you complete the Sum1 TA columns or you complete the end of year YR TA columns as normal, the respective BAND data columns will automatically populate within the EoYR Return unit (see *example below*).

EYF Recording and Reporting in Integris Assessment

Stage 2B - Enter EYF data 2019 directly into EYF Specific & Prime Markbooks

The EYFS Assessment and Reporting Arrangements (ARA) 2019 (p.13) state:

“If a child transfers schools before the summer half term holiday, the new school or provider must report the child’s EYFS profile data to the LA. If a child transfers schools during the second half of the summer term, the previous school must report the profile data to the LA”

See overleaf for more detail.

If the pupil list is incorrect, please refer to your Admin staff as they administer the current roll and will amend it if necessary for you.

3. When you have completed the data entry for all the required columns for your class/year group, please inform your administrator.

Your administrator will then need to follow Stage 3 – Check & Create EYF Return.

Q & A about Year R pupils who have left your school

Q: What do you do with pupils that have **left** your school **after Friday 24th May 2019** (i.e. effectively, up to half-term)?

A: If you are the last school the pupil attends before the half term week your school is responsible for reporting EYF data. Therefore, you must ensure these pupils have EYF data entered for all required columns. These pupils must be included in your return to the LA.

Q: What do you do with pupils that have left your school and started at their new school **on or before Friday 24th May 2019** (i.e. effectively before half term)?

A: The new school is responsible for reporting EYF data so your school does not need to enter this EYF data for these pupils – they can remain on the markbook with blank data boxes. At the point later in the process when the administrator creates the return for the LA, they can be excluded from the return. Of course, your school is still required to send a CTF to the new school.

Q: What do you do with pupils that have left your school **before Friday 24th May 2019** and have NOT started at their new school until AFTER half term?

A: As your school is the last school the pupil attended before the half term your school is responsible for reporting EYF data. Therefore, you must ensure these pupils have EYF data entered for all required columns. These pupils must be included in your return to the LA.

Q & A about Year R pupils who have recently started your school

Q: What do you do with pupils who have **started** your school **on or before Friday 24th May 2019**?

A: Your school is responsible for reporting EYF data. Therefore, you must ensure these pupils have EYF data entered for all required columns. **See point 2 on page 3.**

Q: What do you do with pupils who have **started** your school **after Friday 24th May 2019**?

A: You do **not** need to enter any EYF data for these pupils – they can remain on the markbook with blank data boxes. The previous school the pupil attended prior to summer half-term will be responsible for returning EYF data. At the point later in the process when the administrator creates the return for the LA, they will be excluded from the return.

EYF Recording and Reporting in Integris Assessment

Stage 2B - Enter EYF data 2019 directly into EYF Specific & Prime Markbooks

Appendix 1

Early learning goal (ELG)

A collection of statements which sets out the expected level of attainment at the end of the EYFS. There are 17 ELGs drawn from seven areas of learning.

Area of Learning	Early Learning Goal	Valid Results
Communication and language	Listening and attention	1,2,3,A
	Understanding	1,2,3,A
	Speaking	1,2,3,A
Physical development	Moving and handling	1,2,3,A
	Health and self-care	1,2,3,A
Personal, social and emotional development	Self-confidence and self-awareness	1,2,3,A
	Managing feelings and behaviour	1,2,3,A
	Making relationships	1,2,3,A
Literacy	Reading	1,2,3,A
	Writing	1,2,3,A
Mathematics	Numbers	1,2,3,A
	Shape, space and measures	1,2,3,A
Understanding the world	People and communities	1,2,3,A
	The world	1,2,3,A
	Technology	1,2,3,A
Expressive arts and design	Exploring and using media and materials	1,2,3,A
	Being imaginative	1,2,3,A

Characteristics of effective learning

The three characteristics of effective learning comprise:

- playing and exploring
- active learning
- creating and thinking critically.

The characteristics describe the different ways children learn rather than what they learn.

Result Definitions

Assessment rating	Valid Results
1	Indicates a child who is at the emerging level at the end of the EYFS
2	Indicates a child who is at the expected level at the end of the EYFS.
3	Indicates a child who is at the exceeding level at the end of the EYFS.
A	Indicates a child who has not been assessed due to long periods of absence, for instance a prolonged illness, and arrives too late in the summer term for teacher assessment to be carried out, or for an exemption.

EYF Recording and Reporting in Integris Assessment

Stage 2C: Export & Import EYF data into NC Early Years F 2019 Markbook

FOR SCHOOLS USING THE Integris EYF PRIME & SPECIFIC MARKBOOKS

Note: These steps are to be undertaken by the Integris Administrator only.

Stage 2C steps cover the following:

1. Set up the **EYF Export for EoYR** markbook
2. Export EYF 2019 return data
3. Import EYF 2019 data into the **NC Early Years F 2019** markbook
4. Enter **Learning Characteristics** data if required

1. Set up the **EYF Export for EoYR** markbook

1.1 Go to **Modules > Assessment > Assessment Planning**

The Assessment Plans window will be displayed

Before proceeding with the steps below, first check to see whether you already have a copy of the EYF Export for EoYR markbook – click on + next to **My Assessment Plans** – click + next to **EYF from 2014** - do you have an **EYF Export** folder listed?

- > If yes, click + next to **EYF Export** and you should see the "**EYF Export for EoYR**" markbook listed - go direct to step 1.10
- > If no, continue with step 1.2.

1.2 Go to **Modules > Assessment > Assessment Planning** to close the folders

1.3 Expand the **Templates** folder by clicking on the Plus Symbol next to **Templates**

1.4 Then click on the Plus symbol next to **LA Templates**

1.5 Then click on the Plus symbol next to **EYF from 2014**

1.6 Then click on + next to **EYF Export**



1.7 Click on the **EYF Export for EoYR** template name

1.8 Now click on **Deploy** (top right of screen)

1.9 Click **No** to the next prompt

1.10 Ensure that the **EYF Export for EoYR** markbook is selected

1.11 Click the **Edit an Assessment Plan** icon

1.12 On the Edit Assessment Plan screen, click on the **Enrolled Groups** tab

1.13 Click the Add an Enrolled Group icon and you should see your classes with the teacher names linked to each class.

1.14 Change the **Enrolled Group Type** field to **Year Group** and select **Year Reception** and click **Add**. Then click **Close**.

You should now see a Year Group Reception for 2018/2019 added to the list.

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Stage 2C: Export & Import EYF data into NC Early Years F 2019 Markbook

- 1.15 Select Year Group reception from the list and click on the **Add Markbook Users**  icon.
- 1.16 Select yourself as the administrator who will be creating the export file to send to the LA and also any senior management who need to check/approve the EYF assessment data.
- 1.17 Then click **Save** when you have finished.
- 1.18 Now go to **Assessment > Markbook** > click the plus symbol next to **My Markbooks** > select the **EYF Export for EoYR** markbook and click on **Open a markbook** icon  to view it.

Markbook - EYF Export for EoYR - Class 2A (2018/2019)

	Listening	Understanding	Speaking	Moving	Health	Self Conf	ManFelBel	Relationships	Reading	Writing	Numbers	Shape/Measure	People	World	Technology	Exp/Media/Mat	Imaginative
Name																	
Coppard, Ciaran								1	1	2							
Evetts, Kieran						1		2	2								
Lawrence, Amber								3	3								

DO ALL PUPILS HAVE DATA RECORDED IN ALL COLUMNS?

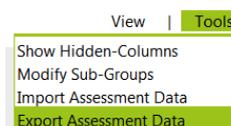
The data for these columns have been drawn from the normal EYF YR Prime and YR Specific markbooks that your teachers regularly use. If any data is missing, then the EY teacher needs to enter the missing data into their normal EYF Specific and Prime markbooks (*refer to Stage 2B instructions*). If the data is entered and saved there, it will automatically appear in this markbook.

The data must be checked and approved by the Head Teacher before you proceed.

When this is completed, you are ready to proceed with step 2 below to EXPORT the EYF data out of this markbook and import into the **NC Early Years F 2019** markbook ready for submission to the LA.

2. Export EYF 2019 return data

2.1 Whilst the **EYF Export for EoYR** markbook is open, go to the Tools menu and select **Export Assessment data**



- 2.2 Click **Next** at the pop-up window
- 2.3 Click **Next** again
- 2.4 Click **Export**
- 2.5 Select to **Open** file

The file will look like this:

A	B	C	D	E	F	G	H	I	J	K	L	M
Surname	Known Nai	Student UF	Listening	Understan	Speaking	Moving	Health	Self Conf	ManFelBel	Relationsh	Reading	Writing
Begg	Jaime-Lea	D823211709053		2	2	2	2	2	2	2	2	3
Belsey	Sarela	Z123456706018		1	1	1	1	1	1	1	1	2
Button	Zoe	L823211709048		2	2	2	2	2	2	2	2	1
Daisley	Grace	W823211709056		2	1	1	1	1	1	1	1	1

EYF Recording and Reporting in Integris Assessment

Stage 2C: Export & Import EYF data into NC Early Years F 2019 Markbook

2.6 Now go to the **File > Save As** menu and select a folder to save the file in – *the file will automatically be called **EYF Export for EoYR_Year R.csv**.*

Pls make a note of the folder you have saved this file in.

2.7 **Close** File – say Yes to all the prompts. Close Excel.

2.8 Back in Integris, click **Back** to exit out of the **EYF Export for EoYR** markbook.

3. Import EYF 2019 data into the **NC Early Years F 2019** markbook

Note: Stage 1 –Prepare NC Early Years F 2019 markbook instructions must be completed before proceeding with this step!

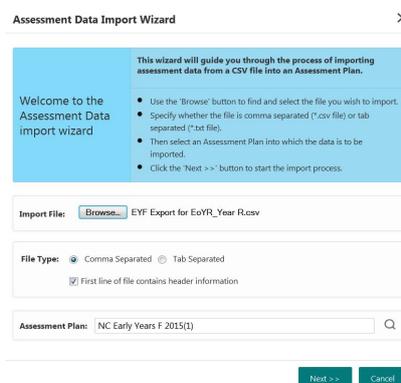
You now need to import the EYF 2019 data into the 'official' **NC Early Years F 2019** markbook to enable you to make an EYF CTF return and also to link the EYF data to each individual pupil record automatically (*i.e. to enable CTFs to include EYF data for future leavers; to enable EYF data to appear in prior attainment units in tracking markbooks etc.*)

3.1 In Integris, go to **Assessment > Utilities > Assessment Import**

3.2 In the next window, click Browse and select the **EYF Export for EoYR_Year R.csv** file previously saved and click **Open**

3.3 Click on the Mag glass icon and then click on + next to **My Assessment Plans** > click + next to **Early Years** > select **NC Early Years F 2019** (*as per the example below*)

The **Assessment Data Import wizard** window will look like this:



3.4 Click **Next**

3.5 On the next window, click the Auto-Match  icon which will automatically matchup the data columns from the **NC Early Years F 2019** markbook (*in the right pane*) to the data columns in your csv file (*in the left pane*) *as below*

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Stage 2C: Export & Import EYF data into NC Early Years F 2019 Markbook

Assessment Data Import Wizard

Assessment Data import wizard

- Match up the data from the import file with the Assessment fields.
- The 'Auto-Match' button will quickly match fields with matching names.
- Import into lookup fields will export the display value (not the numeric value).
- Click 'Import' to begin the import process.
- Please note that the import process cannot be undone. All valid data imported will be saved.

Data from Import File	Assessment Item	Available Assessment Items
Surname		Student Reference
Known Name		LearningCharactr : PlayExplore
Student UPN	Student UPN	LearningCharactr : ActivLearn
Listening	Communication : Listening	LearningCharactr : CreateThink
Understanding	Communication : Understanding	
Speaking	Communication : Speaking	
Moving	Phy-Dev : Moving	
Health	Phy-Dev : Health	

Note: the remaining columns in the right pane should be the Learning Characteristics columns that need to be addressed/completed in the [NC Early Years 2019 markbook](#) – we will come to this in step 4 below.

3.6 Now click **Import**

You should see an *Import Progress* window appear for a short time followed by an 'Import of Assessment Data has imported successfully' message.

[If there is an error report message, open the report to see the details of the issue – this is normally when a pupil exists in the csv file and not in the markbook and vice versa]

3.7 Click **OK**.

3.8 Now go to **Assessment > Markbook** > open the **NC Early Years F 2019 – Year R** markbook and check that all the EYF data has imported as expected.

Important note: The **Learning Characteristics** unit of this markbook may not have been completed and is not necessary for the EYF return.

However, your school may wish to consider entering comment/free text data for **Learning Characteristics** into these columns which automatically transfer into the Integris **EYF Reports to Parents** if you wish to use them. *Follow **Stage 4 Create EYF Reports for Parents**.*

To continue with process for submitting the EYF return, please ensure that the EYF data is checked and approved by your Head teacher before proceeding to Stage 3 – Creating EYF Return for LA

EYF Recording and Reporting in Integris Assessment

Stage 3 – Check & Create EYF return file and send to the LA

To be undertaken by the Integris Administrator

Stage 3 contains the following steps:

1. Check accuracy and completeness of data
2. Create the EYF file as the return file
3. Unzip the EYF file downloaded from Integris
4. Send the file via Anycomms to the LA Performance Teams

Please note that the **deadline** for sending the EYF Return to the LA is:

CBC schools - Monday 24th June 2019

BBC schools - Tuesday 24th June 2019

1. Check accuracy and completeness of data

- 1.1 When the Year R teacher(s) has completed and checked the data entry for each pupil, you can commence creating a file for the return. You need to be certain that all the EYF data is present for your year R pupils before you carry out these steps below.

Go to **Assessment > Markbooks > My Markbooks** > select the **NC Early Years F 2019** markbook for **Year R** and open it – check that all the pupils listed have their EYF data entered.

For pupils recently started or left, please check through the Q & A at the back of these notes with your Year R teacher/Headteacher to ensure the EYF data is entered/not entered as expected.

You can use a specific report to help identify any missing levels easily:

Go to **Reports > Key Stage Reports > Assessment Summary List** > select **EYFS** > click on the hand icon to select all the pupils in the list > **Generate Report**

If you have not already considered how you deal with pupils leaving/starting before/after Friday 24th May 2019 (last Friday before half-term) in Stage 1, please give time to dealing with any recent leavers/starters in year R. Look at the Q&A section at the end of these notes and if relevant, continue as follows:

Dealing with pupils that have left and need to be included in your return:

➤ Pupils **that have left the school** and moved into the Former Roll **after the NC Early Years F 2019** markbook was assigned to pupils (Stage 1) will appear in red in the markbook.

> **Retain these pupils in the markbook if they left on or before 24th May** – in this case, their data is to be submitted by your school – simply enter the data for them in the normal way.

> If they left the school after 24th May 2019, they need to be deleted from the markbook - simply left click the pupil name and then in the pop-up window, click on **Remove student from markbook** and click Save.

➤ Pupils that have left the school **on or before 24th May** and have been moved to the Former Roll **before the NC Early Years F 2019** markbook is assigned to pupils in step 4 above will **not** automatically appear in the **NC Early Years F 2019** markbook.

In these cases, the easiest method is to enter their EYF data directly into the pupil's record by doing the following:

Go to **General > Student Details** > click on **Key Stage** tab > click **Edit** > ensure you are looking at the **EYFS** screen > enter 2019 into the **Year of Assessment** box > click the tick box for **End of statutory assessment** > enter the data into each of the results boxes > finally click **Save**. *** *When you reach step 2 below - Create EYF Return, you will be reminded about any former pupils that need to be included in the process for making the return.*

EYF Recording and Reporting in Integris Assessment

Stage 3 – Check & Create EYF return file and send to the LA

PLEASE MAKE SURE THAT YOUR HEAD TEACHER HAS APPROVED THE DATA BEFORE YOU UNDERTAKE THE FOLLOWING STEPS TO CREATE THE RETURN!

When you are satisfied that the information has been entered as expected and approved, continue with the steps below.

2 Create the EYF return file

2.1 Go to **Administration > Import & Export > Key Stage Exports**

2.2 Select **Early Years Foundation Export (2019)** and click the **Next>>** button (bottom left of screen)



2.3 Now click the **Add Student**  icon (top right of screen) to display the Student Search window

2.4 In the Year Group field select **Year R** and click **Find** > click **Select** > click **Yes** at the prompt. All the Year R pupils in your current roll should now be listed.

2.5 **Check** - are there any pupils listed that **started** your school **AFTER 24th May 2019** and for whom you are not expected to submit data?

If No, continue with next check.

If Yes, and after following the recommendations in the Q & A section at the end of these notes you conclude that you are not required to submit EYF data for the new pupil, then select the pupil name in the list on screen and click the Delete icon before moving onto the next screen so that they are not included in the EYF export.

Check - Are there any pupils listed that **left** your school **AFTER 24th May 2019** and for whom you are expected to submit data?

If No, continue with next step.

If Yes, and assuming that the pupil's data has been entered directly into their pupil record (Stage 1 – Step 4.10 or as above), you will need to add the pupil(s) to this Year R list from the Former Roll. Do this by: clicking **Add Student** icon > change **Roll Status** to the Former Roll and find and select the pupil(s) from the former roll so that they are appended to the Year R list on screen.

2.6 Before proceeding, **check** that the number of pupils you are including for your submission is accurate. Remember that you can sort the list by any column to help make checking easier – click on the column header to sort.



Ref	Last Name	Known Name	Year	Class	DOB	Gender	Roll
235	Coppard	Ciaran	4	2A	23.02.05	Male	C
243	Lawrence	Amber	4	2A	13.09.04	Female	C
253	Evetts	Kieran	4	2A	20.10.04	Male	C

2.7 When you are ready, click **Next>>** and the system will now perform certain validation checks to check for missing data.

EYF Recording and Reporting in Integris Assessment

Stage 3 – Check & Create EYF return file and send to the LA

If any of these checks fail, an information window will appear giving details of the errors and, **when you scroll down the report**, you will see the pupils affected. You will not be able to export the file until these are corrected. Make a note of the errors if any, and click Finish. Go back to Stage 2 and correct the errors.

Export Wizard - Summary and Download

Export Summary

Export Type: Early Years Foundation Stage - 2014

CTF Export File: 8230001_FSP_823LLLL_012.XML

Destination: 823/LLLL - Home LEA

Export Started: 22nd April at 10:32:49 **User:** Mr Phillip Catman

Data Sections selected for export

Student Address
Key Stage Assessments

Number of Students selected: 1

Number of Students included in export file: 1

Number of Students who could not be exported: 0

Exported Students:

Reference	UPIN	Last Name	Known Name	DOB	Gender	Year
256	A823211709049	Stallworthy	Ivy	22.08.06	Female	Reception

If there are no errors, the export summary will not have any warning messages.

2.8 On the export summary screen, **check the number of pupils included in the export file** against number of pupils selected is correct as well as the number of pupils that could not be exported (this should say 0 unless you have removed a new starter in earlier steps). If these numbers are incorrect, click Finish and go back either to check the levels entered or check the pupils selected in the previous steps.

2.9 **Make a note of the return file name.** It will be something like 823dddd_FSP_823LLLL_001.XML (where dddd=your school's DfE number) [or 822dddd_FSP_822LLLL_001.XML if a BBC school]

2.10 Now click **Download now** and click **Save**. Select the folder where you wish to save your file in and click **Save** again. You will now see a download complete message. Note: this will be a **zipped** FSP file.

2.11 Click **Close** and **Finish**

You have now downloaded a **zip file** containing the file required by the LA – the zip file will be called the same name as the FSP file except that it will end with a 'zip' instead of an 'xml' (eg: 823dddd_FSP_823LLLL_001.zip (where dddd=your school's DfE number) or 822dddd_FSP_822LLLL_001.zip)

3 Unzip the downloaded zipped FSP file

3.1 Minimise your Integris screen and locate and open the folder where you saved the zipped FSP file (refer to the file name you noted down in step 2.9 above).

3.2 Right click on the filename 823dddd_FSP_823LLLL_001.zip [or 822dddd_FSP_822LLLL_001.zip for BBC schools] (where dddd=your school's DfE number) and select **Extract All** or **Extract to here** or **Extract to..**

If using Extract All > click Next > Next > Finish. A new folder called 823dddd_FSP_823LLLL_001 will appear. Open this folder to see the FSP file.

If using Extract to here > click Extract. A new folder called 823dddd_FSP_823LLLL_001 will appear. Open this folder to see the FSP file.

EYF Recording and Reporting in Integris Assessment

Stage 3 – Check & Create EYF return file and send to the LA

If using Extract to..... > select the folder you want the file to be saved to > click Extract

- 3.3 You should now see listed in the folder you have selected the 823dddd_FSP_823LLLL_001.XML file (where dddd=your school's DfE number) [or 822dddd_FSP_822LLLL_001.XML file for BBC schools]

You are now ready to send this FSP file to the LA

4 Send the FSP return to the LA

- 4.1 Logon to Anycomms+ and select the **Upload File to a Service** option on the Home menu
- 4.2 Click **Browse** and select the **823dddd_FSP_823LLLL_001.XML** file or **822dddd_FSP_822LLLL_001.XML** as appropriate (**please do NOT attach the zip file!!**)
- 4.3 Select **FSP return** option for File Type if available and select **Performance Group** under Service and enter in the Description box **FSP Return**.
- 4.4 Then click **Upload File**

If using S2S, leave the filename as **823dddd_FSP_823LLLL_001.XML** and send via S2S (Access through DfE Sign-in)

Well done – you have now completed the process for your EYF Return

Q & A about Year R pupils leaving/starting your school

Q: What do you do with pupils that have **left** your school **after Friday 24th May 2019** (i.e. effectively, up to half-term)?

A: If you are the last school the pupil attends before the half term your school is responsible for reporting EYF levels. Therefore, you must ensure these pupils have EYF data entered for all required columns. These pupils must be included in your return to the LA.

Q: What do you do with pupils that have left your school and started at their new school **on or before Friday 24th May 2019** (i.e. effectively before half term)?

A: The new school is responsible for reporting EYF data so your school does not need to enter this EYF data for these pupils – they can remain on the markbook with blank data boxes. At the point later in the process when the administrator creates the return for the LA, they can be excluded from the return. Of course, your school is still required to send a CTF to the new school.

Q: What do you do with pupils that have left your school **before Friday 24th May 2019** and have NOT started at their new school until AFTER half term?

A: As your school is the last school the pupil attended before the half term your school is responsible for reporting EYF data. Therefore, you must ensure these pupils have EYF data entered for all required columns. These pupils must be included in your return to the LA.

Q: What do you do with pupils who have **started** your school **on or before Friday 24th May 2019**?

A: Your school is responsible for reporting EYF data. Therefore, you must ensure these pupils have EYF data entered for all required columns.

Q: What do you do with pupils who have **started** your school **after Friday 24th May 2019**?

A: You do not need to enter any EYF data for these pupils – they can remain on the markbook with blank data boxes. The previous school the pupil attended prior to summer half-term will be responsible for returning EYF data. At the point later in the process when the administrator creates the return for the LA, they will be excluded from the return.

EYF Recording and Reporting for Integris Assessment Stage 4: Create EYF Reports for Parents 2019

Stage 4 - Create EYF Reports for Parents

The standard EYF end of year reports for parents are detailed below.

This report is automatically linked to Year Reception pupils designated with the latest EYF 2019 results on the system similar to the example below.

Please Note – the report can contain the **Learning Characteristics** (page 1) as well as the **Early Learning Goals** (page 2) or just one of these areas.

> If you want the Learning Characteristics page to be included in your reports, then you need to complete the 'Learning Characteristics' columns in the **NC Early Years F 2019 markbook** (any 'text' data entered in the LC columns will automatically be pulled through into the reports)

> If you want to produce reports showing the **Early Learning Goals** (page 2) only, you can select the option to include only this page when you run the report.

Example - Page 1 - Learning Characteristics

The Primary School
Early Years Foundation Stage Profile

Name: Coppard, Ciaran Age: 11 Year 1 Month Assessment Date: 29 MAR 2016

<p>Characteristics of effective learning By playing and exploring:</p> <ul style="list-style-type: none">• finding out and exploring• using what they know in their play• being willing to have a go	<p>How Ciaran learns Ciaran is always keen to play new games</p>
<p>Characteristics of effective learning Through active learning:</p> <ul style="list-style-type: none">• being involved and concentrating• keeping on trying• enjoying achieving what they set out to do	<p>How Ciaran learns Ciaran's learning is more effective when play is involved</p>
<p>Characteristics of effective learning By creating and thinking critically:</p> <ul style="list-style-type: none">• having their own ideas• using what they already know to learn new things• choosing ways to do things and finding new ways	<p>How Ciaran learns His stories are always full of imagination!</p>

The text for each pupil's Learning Characteristics report is drawn from the 'Learning Characteristics' columns in the NC Early Years F 2019 markbook.

If you want to include this page, you need to complete the LC columns (last 3) in the NC Early Years F 2019 markbook first!

Characteristics of effective learning

- describe the different ways children learn rather than what they learn.
- begin at birth and are lifelong characteristics which are critical for building children's capacity for future learning.
- run through and underpin all seven areas of learning and development, representing processes rather than outcomes.
- provide background and context when considering a child's next stage of development and future learning needs.

EYF Recording and Reporting for Integrus Assessment Stage 4: Create EYF Reports for Parents 2019

Example - Page 2 - Early Learning Goals

The Primary School

Early Years Foundation Stage Profile

Name: Evetts, Kieran

Age: 14 Years 5 Months

Assessment Date: 05 APR 2019

Area of Learning	Learning Goal	Absent/ Exempt	Emerging	Expected	Exceeding
Communication and language	Listening and attention				✓
	Understanding				✓
	Speaking				✓
Physical development	Moving and handling			✓	
	Health and self-care				✓
Personal, social and emotional development	Self-confidence and self-awareness			✓	
	Managing feelings and behaviour				✓
	Making relationships			✓	
Literacy	Reading				✓
	Writing				✓
Mathematics	Numbers			✓	
	Shapes, space and measures			✓	
Understanding the world	People and communities			✓	
	The world				✓
	Technology			✓	
Expressive arts and design	Exploring and using media and materials			✓	
	Being imaginative				✓

Area of learning

Three prime areas - focus on the earliest experiences which are foundations for learning:
Communication and language, Personal, social and emotional development, Physical development.

Four specific areas - in which the prime skills are applied:
Literacy, Mathematics, Expressive arts and design, and Understanding the world.

Early Learning Goals

Summarise the knowledge, skills and understanding that young children should have gained by the end of the Reception Year

Assessments

Absent/Exempt - not assessed due to long periods of absence, late arrival in the summer term or because of exemption.
Emerging - has not yet reached the level of development expected at the end of the Reception Year
Expected - meeting the level of development expected at the end of the Reception Year
Exceeding - exceeding the level of development expected at the end of the Reception Year

See overleaf for instructions on how to run this report

The Primary School

Early Years Foundation Stage Profile

Name: Evetts, Kieran

Age: 14 Years 5 Months

Assessment Date: 05 APR 2019

Characteristics of effective learning

By playing and exploring:

- *finding out and exploring*
- *using what they know in their play*
- *being willing to have a go*

How Kieran learns

Kieran loves playing independently in the outside play area

Characteristics of effective learning

Through active learning:

- *being involved and concentrating*
- *keeping on trying*
- *enjoying achieving what they set out to do*

How Kieran learns

Kieran will take part in all the activities and is keen to take the lead!

Characteristics of effective learning

By creating and thinking critically:

- *having their own ideas*
- *using what they already know to learn new things*
- *choosing ways to do things and finding new ways*

How Kieran learns

Kieran displays very imaginative and creative art work

Characteristics of effective learning

- describe the different ways children learn rather than what they learn.
- begin at birth and are lifelong characteristics which are critical for building children's capacity for future learning.
- run through and underpin all seven areas of learning and development, representing processes rather than outcomes.
- provide background and context when considering a child's next stage of development and future learning needs.

The Primary School

Early Years Foundation Stage Profile

Name: Evetts, Kieran

Age: 14 Years 5 Months

Assessment Date: 05 APR 2019

Area of Learning	Learning Goal	Absent/ Exempt	Emerging	Expected	Exceeding
Communication and language	Listening and attention				✓
	Understanding				✓
	Speaking				✓
Physical development	Moving and handling			✓	
	Health and self-care				✓
Personal, social and emotional development	Self-confidence and self-awareness			✓	
	Managing feelings and behaviour				✓
	Making relationships			✓	
Literacy	Reading				✓
	Writing				✓
Mathematics	Numbers			✓	
	Shapes, space and measures			✓	
Understanding the world	People and communities			✓	
	The world				✓
	Technology			✓	
Expressive arts and design	Exploring and using media and materials			✓	
	Being imaginative				✓

Area of learning

Three prime areas - focus on the earliest experiences which are foundations for learning:
Communication and language, Personal, social and emotional development, Physical development.

Four specific areas - in which the prime skills are applied:
Literacy, Mathematics, Expressive arts and design, and Understanding the world.

Early Learning Goals

Summarise the knowledge, skills and understanding that young children should have gained by the end of the Reception Year

Assessments

Absent/Exempt - not assessed due to long periods of absence, late arrival in the summer term or because of exemption.
Emerging - has not yet reached the level of development expected at the end of the Reception Year
Expected - meeting the level of development expected at the end of the Reception Year
Exceeding - exceeding the level of development expected at the end of the Reception Year

EYF Recording and Reporting for Integrus Assessment Stage 4: Create EYF Reports for Parents 2019

How to run the report...

Go to Reports > Key Stage Reports > Pupil Assessment Sheet > select EYFS

The Assessment Year should automatically default to 2019

Pupil Assessment Sheet - Early Years Foundation Stage Save as Custom Report

- This report will include only pupils identified as taking 'End of Statutory Tests' for the selected Assessment Year.
- The student selection list would be populated by default based on the Year of Assessment. Please select the options and click on the Generate Report button to run it.

Assessment Year: 2014
Report Format: Quick Print

Options

Assessment Date: 31 Mar 2015
 Include pupils assessed at another school

Student Names on Report: Surname and First Name
Include: Learning Characteristics and Goals

Student Selection

Ref No.	Surname	First Name	Year	Class
252	Allison	Jennifer	4	1B

All your current Year Reception 2019 pupils should be automatically listed in the box.

Before you generate the report, decide on:

- **Student Name format** to appear on the reports - *select your preference from the drop-down menu on right*
- **Which pages to include** – Early Learning Goals and/or Learning Characteristics - *select your preference from the drop-down menu on right*

To produce a simple PDF report :

Run the report for ALL the pupils listed – click Hand icon on right and click **Generate Report**

OR

select an individual pupil(s) and click **Generate Report**.

A PDF Reader window opens – select Open to view the document containing reports for each of the children selected – the PDF report can then be saved and/or printed.

To produce a WORD report (so that you can add school logos etc to the reports.)

Before you run the report, select Rich Text (RTF) option in the **Report Format** drop-down box.

When you Generate Report, you will see a .rtf file produced – select Open in Word to view it. Then go to **File > Save As** > change the *Save As Type* to Word Doc > and change the filename to EYF Reports 2019 > click **Save**.

Now you can add any school logos to the Header/Footer on the first page so that they appear for every report page.

EYF Recording and Reporting for Integrus Assessment Stage 5: EYF Analysis Reports 2019

The following standard EYF Analysis reports are available (linked to the [NC Early Years F 2019 markbook](#))

Stage 5

1. School Summary Sheet – Percentages at each ELG
2. Assessment Summary List – list of pupils and their EYF results

1. School Summary Sheet (Percentages at each level for each ELG)

Example

The Primary School

SCHOOL RESULTS

These tables show the percentage of eligible children at the end of Early Years Foundation Stage achieving each level in the school in 2014.

The number of eligible children is: 2.

Figures may not total 100 per cent because of rounding.

TEACHER ASSESSMENT				
	Percentage at each level			
	1	2	3	A
Listening and attention	0	100	0	0
Understanding	0	50	50	0
Speaking	0	100	0	0
Moving and handling	100	0	0	0
Health and self care	0	100	0	0
Self-confidence and self-awareness	100	0	0	0
Managing feelings and behaviour	0	100	0	0
Making relationships	50	50	0	0
Reading	50	50	0	0
Writing	50	50	0	0
Numbers	50	50	0	0

How to do it...

Go to **Reports > Key Stage Reports > School Summary Sheets > EYFS**

The Assessment year should default to 2019.

School Summary Sheet - Early Years Foundation Stage

- This report will include only pupils identified as taking 'End of Statutory Tests' for the selected Assessment Year for Early Years Foundation Stage.
- Please select the required options and click on the Generate Report button to run the report.

Assessment Year:

Report Format:

Options

Include pupils assessed at another school

Student Names on Report:

- Click **Generate Report**

EYF Recording and Reporting for Integrus Assessment Stage 5: EYF Analysis Reports 2019

2. Assessment Summary List (print of EYF results by pupil)

This is a straightforward print-out of the [NC Early Years F 2019](#) markbook

The Primary School
Early Years Foundation Stage 2013 Assessment Summary
All Selected Students

Reference	Name	Year Group	Class	Communication Phy.Dev PSED Literacy Maths Und.The World Expr.Arts																		
				Listening	Understanding	Speaking	Moving	Health	Self Conf	Man/Fel/Beh	Relationships	Reading	Writing	Numbers	Shp/Spoc/Measure	People	World	Technology	Exp/Media/Mat	Imaginative		
225	Ling, Jade	Reception	Rec A	1	2	2	3	2	3	2	3	1	3	2	3	2	3	2	3	2	3	2
265	McCool, Kiera	Reception	1B	2	2	3	2	3	1	3	1	3	2	3	1	3	2	3	2	3	2	1
276	Phillips, Harvey	Reception	1B	2	3	2	3	2	1	2	1	2	2	2	2	2	3	2	2	2	2	2
256	Stallworthy, Ivy	Reception	1B	2	3	2	1	2	1	2	1	1	1	2	2	2	1	1	1	1	1	2
211	Vodka, Heidi	Reception	Rec A	3	3	2	3	3	3	3	2	2	3	2	3	2	3	2	3	2	3	2
269	young, jack	Reception	1B	1	2	1	1	1	2	2	2	1	2	1	1	1	1	1	2	1	2	2

How to do it...

Go to **Reports > Key Stage Reports > Assessment Summary List > select EYFS**

The Assessment year should default to 2019.

Assessment Summary List - Early Years Foundation Stage

Save as Custom Report

- This report will include only pupils identified as taking 'End of Statutory Tests' for the selected Assessment Year.
- The student selection list would be populated by default based on the Year of Assessment. Please select the options and click on the Generate Report button to run it.

Assessment Year: 2014

Report Format: Quick Print

Options

Student Names on Report: Surname and First Name

- Include pupils assessed at another school
- Only show students with missing details

Student Selection

Ref No.	Surname	First Name	Year	Class
252	Allison	Jennifer	4	1B
256	Stallworthy	Ivy	1	1B

The pupils should be automatically listed according to the assessment year selected.

- Click on the hand icon to select all the pupils in the list
- Click on **Generate Report**

Note: this is a useful report to identify pupils with missing EYF results – especially if the **Only show students with missing details** box is ticked!

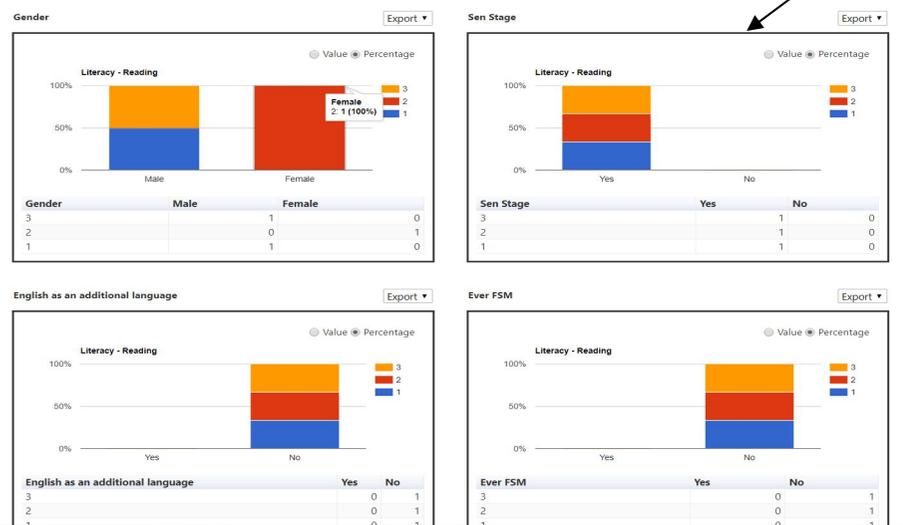
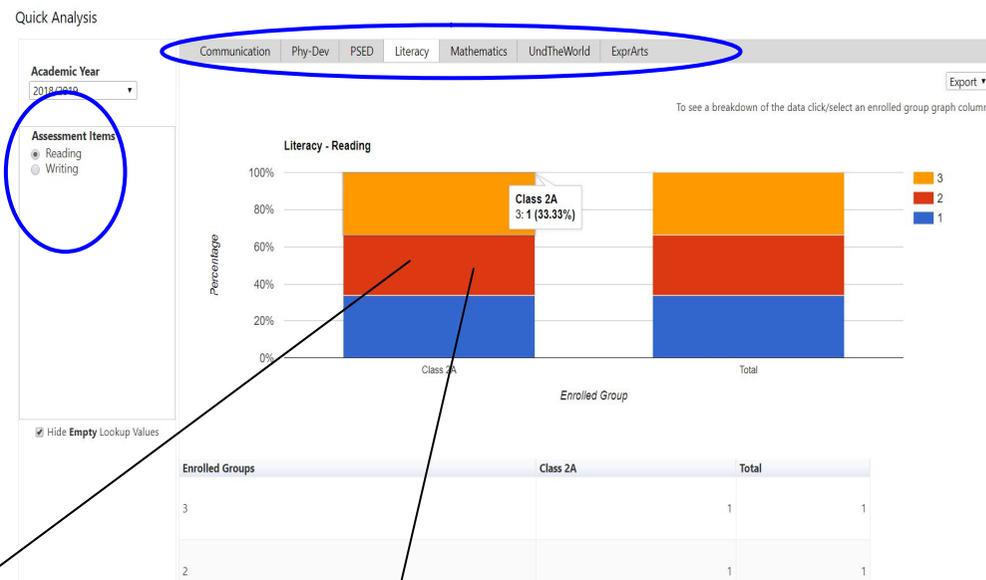
EYFS Recording and Reporting in Integris Assessment

Stage 6: EYFS Quick Analysis

Go to **Modules > Assessment > Analysis > Go to Quick Analysis** > in the left hand pane, you need to look for the admin user's folder (i.e. who set up the markbooks) and locate and open (+) the **Early Years** folder > then select the **NC Early Years F 2019** markbook.

You will then see the following graph based on the **Assessment items** (column) for **Listening within the Communication area of learning**. The graph will show separate bar columns for each enrolled group assigned to the NC Early Years F 2019 markbook – i.e. **Class(es)** and one for the **Year group (Total)**.

- Click on any of the **Assessment items** (ELGs) listed to switch the display
- Click on any of the **Area** tabs at the top to view ELGs within the area
- **Hover** over any part of the graph column to see the count/% figures
- View the table beneath the graphs for further statistical detail
- **By clicking on any of the bar columns** (e.g.a class)– you will see displayed graphs for each of the following **groups** within the group selected : **Gender; SEN Stage; EAL; EverFSM (FSM PP only); Pupil Premium-Any Ever (all PP)**
- Select to view data as **Value** or **Percentage**
- If you have more than one class, you can switch by selecting another class under the **Enrolled Groups** menu
- Click **Back** to return to main graphs and select another bar
- Each graph can be exported separately (through the **EXPORT** menu) – either as data into a csv (spreadsheet); data into a table (HTML) or as an image (PNG)



EYFS Recording and Reporting in Integris Assessment

Stage 6: EYFS Quick Analysis

EYFS

Stage 6A: Set Up EYF GLD Measures Markbook 2019

EYF Good Level of Development Measures 2019 Markbook

Stage 6A

Step 1 – Set Up the [EYF GLD Measures 2019](#) markbook (for the Integris Assessment administrator)

It is assumed that the EYF 2019 data has been entered/populated in the [NC Early Years F 2019 markbook at this point before proceeding with the steps below.](#)

Go to **Assessment > Assessment Planning** > click + next to the **Templates** folder

- > click + next to the **LA Templates** folder
- > click + next to the **EYF from 2014** folder
- > click + next to the **EYF GLD** folder
- > select **EYF GLD Measures 2019** markbook
- > click **Deploy** and click No at the prompt
- > click **Edit** and then click on the **Enrolled Groups** tab
- > click + and change classes to Year group in the drop down menu
- > select **Year Reception** and click **Add** > then close the pop-up window
- > select Year Reception in the list and click on **Add Markbook Users**
- > select the users who need to access/view this markbook and click OK
- > click **Save**.

Now go to **Assessment > Markbook** > and open the [EYF GLD Measures 2019](#) markbook – if the columns are not yet populated with the EYF data (1,2 & 3) , then perform this step:

Go to **Administration > Utilities > Update Year-Independent Key Stage Markbooks** > ensure **EYF** appears in the **Select Key Stage** drop-down menu > select **Reception** in the list > click **Update** (*bottom right*) > when process is complete, click **OK**.

Then return to **Assessment > Markbook** > and open the [EYF GLD Measures 2019](#) markbook to check that the EYF data is present.

You are now ready for **Stage 6B - Using EYF GLD Measures Markbook 2019 for analysis and reports** – *this is useful for HTs/EYF teachers wishing to analyse and obtain reports from the [EYF GLD Measures 2019](#) markbook*

EYF Recording and Reporting for Integris Assessment

Stage 6B - Using EYF GLD Measures Markbook 2019 for analysis and reports

Stage 6B contains the following:

Step 1 – What’s in the EYF GLD Measures 2019 markbook to help with analysis?

Step 2 - How to interpret the calculated columns

Step 3 – Run simple EYF Analysis reports to obtain overall and group percentages for GLD and ALL ELGS

Step 1 - What’s in the EYF GLD Measures 2019 markbook to help with analysis?

1.1 Go to **Assessment > Markbook** > select the **EYF GLD Measures 2019** markbook for your Year

Reception > click on Open a markbook icon  to view it.

If you have recorded (or imported) your EYF results into Integris, then these will automatically appear in the EYF GLD Measures 2019 markbook with all the calculations done for you!

Note! If the EYF data does not appear, go to **Administration > Utilities > Update Year Independent Key Stage markbooks** > select **EYF** in *Select Key Stage* > select **Reception** year > click **Update** > click **OK**.
Check the markbook again for the data to appear!

It will look like this example:

Markbook - EYF GLD Measures 2019 - Class 2A (2018/2019)

Name	Listening	Understanding	Speaking	Moving Commslang	Health	Phys Exp Exceed	Self Conf	Man/FelBeh	Relationships	Per/SoEdm optional	Reading	Writing	Literacy	Numbers	Shp Sp Measure	Mat Exp Exceed	Non GLD ELGs	Arts/d Design	UnderstandWorld	Total Points All	Av Points ALL Areas	PC Good ALL Areas	No Good ALL areas	Good in ALL Areas?	Av Points GLD Areas	No Good GLD Areas	PC Good GLD Areas	GLD Pupil?
Coppard, Ciaran	2	2	2	2	2	Y	2	2	2	2	2	2	2	2	1	N				30	1.8	76.5%	13	N	1.9	11	91.7%	N
Evetts, Kieran	3	3	3	3	2	Y	2	3	2	2	3	3	2	2	2	Y				43	2.5	100.0%	17	Y	2.6	12	100.0%	Y
Count	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2				2	2	2	2	2	2	2	2	2
Mean	2.50	2.50	2.50	2.50	2.00	2.50	2.00	2.50	2.00	2.50	2.50	2.50	2.00	1.50	1.00					36.50	2.15	88.24	15.00	8.50	2.25	11.50	95.83	6.00
Mean Grade	3	3	3	3	2	3	Y	2	3	2	3	3	2	2	Y								Y				Y	

The markbook automatically calculates:

- **Total and Average points per child** across all 17 Early Learning Goals
- **Percentage of expected and above attainment for each child** across all 17 Early Learning Goals
- **Identified pupils** who have achieved **100% good or exceeding in all 17** Early Learning Goals

GLD Measures – see p.3 * for list of GLD ELGs used in this measure**

- **Average points per child** across all 12 Good Level of Development Early Learning Goals
- **Percentage of expected and above attainment for each child** across all 12 Good Level of Development Early Learning Goals
- **Identified pupils** who have achieved **100% good or exceeding in all 12** Good Level of Development Early Learning Goals

Overall measures:

- **Average points across 17 ELGs for whole cohort** (with use of filtering on the markbook, you can obtain average points for groups such as PP, SEN etc.)
- **Average number & % of 17 ELGs** at Good or Exceeding for whole cohort and groups

Note: From September 2019, this markbook can be used with Year 1 pupils (current Year R) to help Year 1 teachers make baseline judgements, assist with planning and help identify pupils for intervention etc.

Step 2 - How to interpret the calculated columns

At the end of the markbook, after all the 17 Early Learning Goals (ELGs) columns, you will see additional calculated columns. These are explained below

Markbook - EYF GLD Measures 2018 - Class 2A (2017/2018)

	Listening	Understanding	Speaking	Commslang	Moving	Health	Physical Dev	Self Conf	Man/Felch	Relationships	Perf/emo/otinal	Reading	Writing	Literacy	Numbers	Shps/Sp/Measure	Maths	Non GLD ELGs	ArtsandDesign	UnderstandWorld	Total Points ALL	Av Points ALL Areas	No Good ALL areas	PC Good ALL Areas	Good in ALL Areas?	Av Points GLD Areas	No Good GLD Areas	PC Good GLD Areas	GLD Pupil?
Coppard, Ciaran	1	1	1	1	1	1	1	1	1	1	3	3	1	1	1	1	1	1	1	1	21	1.2	2	11.8	N	1.3	2	16.7	N
Evetts, Kieran	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	34	2.0	17	100.0	Y	2.0	12	100.0	Y
Lawrence, Amber	3	3	3	3	3	3	3	3	3	3	1	1	3	3	3	3	3	3	3	3	47	2.8	15	88.2	N	2.7	10	83.3	N
Count	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Mean	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	34.00	2.00	11.33	66.67	5.67	2.00	8.00	66.67	4.00
Mean Grade	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	N

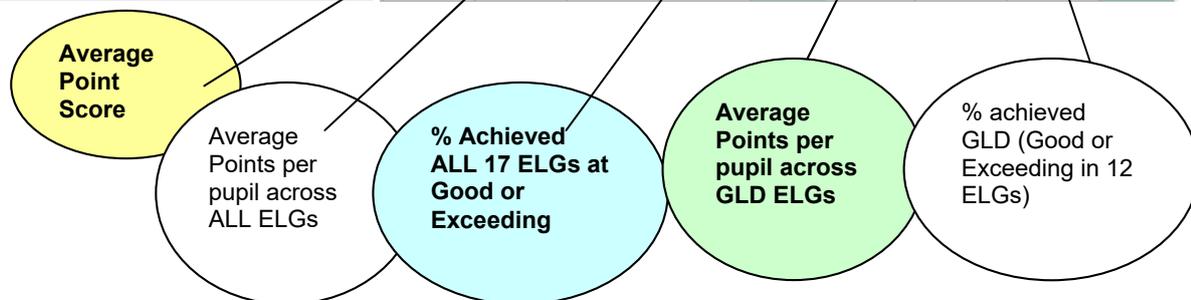
Explanation of columns:	1	2	3	4	5	6	7	8	9
1. Total number of points across ALL ELGs	Total Points ALL	Av Points ALL Areas	No Good ALL areas	PC Good ALL Areas	Good in ALL Areas	Av Points GLD Areas	No Good GLD Areas	PC Good GLD Areas	GLD Pupil?
2. Av Points ALL Areas - Average point per child across ALL 17 ELGs									
3. No Good ALL Areas – the number of ELGs at Good or Exceeding per child across ALL 17 ELGs									
4. PC Good ALL Areas – the percentage of ELGs at Good or Exceeding across ALL 17 ELGs									
5. Good in ALL Areas? - Which pupils achieved 100% Good or Exceeding across ALL 17 ELGs?	36	2.1	17	100.0%	Y	2.2	12	100.0%	Y
GLD (Good Level of Development)									
6. Av Points GLD Areas - Average point per child across GLD (12) Early Learning Goals (<i>i.e. an average of 2.0 indicates Good in all 12 ELGs. An average of 2.8 indicates mostly 3s with some 2s.</i>)	31	1.8	14	82.4%	N	2.0	12	100.0%	Y
7. No Good GLD Areas - the number of GLD (12) ELGs where the child has achieved 2 or 3	37	2.2	17	100.0%	Y	2.2	12	100.0%	Y
8. PC Good GLD Areas - the percentage at Good or Exceeding across the GLD (12) ELGs	21	1.2	4	23.5%	N	1.3	4	33.3%	N
9. GLD Pupil? - has the pupil achieved 100% Good or Exceeding across the 12 GLD ELGs? Y pupils are counted within the overall % for GLD	35	2.1	17	100.0%	Y	2.0	12	100.0%	Y
	17	1.0	0	0.0%	N	1.0	0	0.0%	N

EYF Recording and Reporting for Integris Assessment

Stage 6B - Using EYF GLD Measures Markbook 2019 for analysis and reports

What do the Mean row calculations mean?

	Total Points ALL	Av Points ALL Areas	No Good ALL areas	PC Good ALL Areas	Good in ALL Areas	Av Points GLD Areas	No Good GLD Areas	PC Good GLD Areas	GLD Pupils?
	36	2.1	17	100.0%	Y	2.2	12	100.0%	Y
	31	1.8	14	82.4%	N	2.0	12	100.0%	Y
Count	120	120	120	120	120	120	120	120	120
Mean	30.22	1.78	11.42	67.16	8.92	1.81	8.23	68.61	7.00
Mean Grade					Y				Y



Please note that the Average calculations will alter when you are filtering the markbooks with additional contextual columns (i.e. Ever6, SEN etc.). If you have purchased our Integris Assessment package this year/term and would like instructions for filtering markbooks, please email admin@cbict.org.uk for a copy.

	Listening	Understanding	Speaking	Comms Exp. Exceed	Moving	Health	Phys Exp. Exceed	Self Conf	Man/FeelBeh	Relationships	Per/So cfm optional	Reading	Writing	Literacy	Numbers
1	1	1	1	N	1	1	N	1	1	1		3	3		1
2	2	2	2	Y	2	2	Y	2	2	2		2	2		2
3	3	3	3	Y	3	3	Y	3	3	3		1	1		3

Areas of Learning Units

For each unit area, the column within it identifies pupils that have achieved 2 or 3 for each ELG within the area. These columns can be analysed to produce stats on the number/% of children achieving each area i.e. PSE, CLL etc.

Using the markbooks – some tips!

Sort a column - any of the columns can be sorted in ascending or descending order.

Left click on the header of the column of data you wish to sort and from the short menu that pops up, slide your cursor onto the option **Sort on column**. Repeat this step to reverse the order.

****Good Level of Development Early Learning Goals (columns)

Listening; Understanding ;Speaking; Moving; Health; Self Confidence; Managing Feelings & Behaviour; Relationships; Reading; Writing; Numbers; Shape, Space & Measures

EYF Recording and Reporting for Integris Assessment

Stage 6B - Using EYF GLD Measures Markbook 2019 for analysis and reports

Step 3 - Run simple EYF ELG/GLD reports for printing

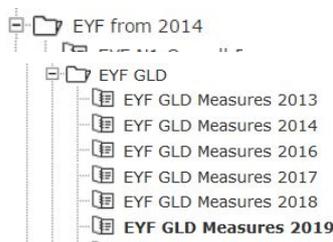
The **Levels Analysis report** will calculate the overall GLD percentage and the overall percentage across all 17 Early Learning Goals for the whole cohort and for individual groups (i.e. PP, SEN, Aut/Spr/Sum born etc.)

Percentage of GLD for 2019 for whole cohort and groups (simple report)

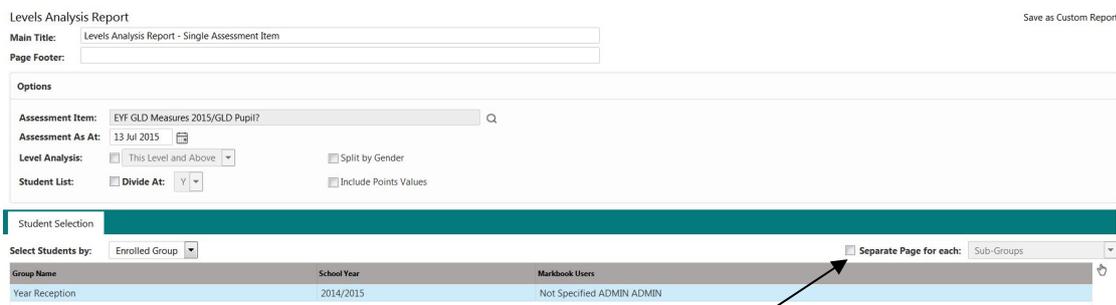
Go to: **Modules > Reports > Assessment > Analysis > Levels Analysis**

- Next to Assessment Item box, click on  twice and **locate and select** the **EYF GLD Measures 2019** markbook (it should be under your **My Assessment Plans** folder – then **EYF from 2014** folder – then a **EYF GLD** folder - if you have set up this markbook in Stage A. If another administrator has set up the markbook, look in the other users folder list and follow the same folder path)

The markbook should be in the folder as per the example below:



- From the list of columns, select **GLD Pupil?** and click OK
- **Remove the tick** for Levels Analysis – otherwise you will get an odd result!
- If you want to see a list of pupils (GLD & Non GLD) leave tick in **Student List** – otherwise remove tick
- Select Year Reception in the group name section



- Click **Generate Report**

If you want % GLD for your EverFSM (PP); SEN, Aut/Spr/Sum born and more, click **Separate Page for each** and choose the group from the drop-down menu

Example of report:

Levels Analysis Report - Single Assessment Item

Assessment Item: EYF GLD Measures 2015/GLD Pupil? (13 Jul 2015)

Students: 120 selected Students

Level	Frequency	% GLD
N	50	41.66%
Y	70	58.33%

Assessment Item Statistics: (Including Zeros; Excluding Nulls)

	Count	Mean	Standard Dev.
	120	7.0	5.94

EYF Recording and Reporting for Integrus Assessment

Stage 6B - Using EYF GLD Measures Markbook 2019 for analysis and reports

Percentage of expected and above in ALL 17 Early Learning Goals for 2019 for whole cohort and groups

Go to: **Modules > Reports > Assessment > Analysis > Levels Analysis**

- Next to Assessment Item box, click on  twice and **locate and select** the EYF GLD Measures 2019 markbook (it may be under you're my **Assessment Plans** folder if you have set up the markbook in Step 1 or in a folder belonging to another user who has completed Step 1 above)

The markbook should be in the folder as below:



- From the list of columns, select **GOOD in ALL Areas** and click OK
- **Remove the tick** for Levels Analysis – otherwise you will get an odd result!
- If you want to see a list of pupils leave tick in **Student List** – otherwise remove tick
- Select **Year Reception** in the group name section

Levels Analysis Report Save as Custom Report

Main Title: Levels Analysis Report - Single Assessment Item

Page Footer:

Options

Assessment Item: EYF GLD Measures 2015/GLD Pupil?

Assessment As At: 13 Jul 2015

Level Analysis: This Level and Above Split by Gender

Student List: Divide At: Y Include Points Values

Student Selection

Select Students by: Enrolled Group Separate Page for each: Sub-Groups

Group Name	School Year	Markbook Users
Year Reception	2014/2015	Not Specified ADMIN ADMIN

- Click **Generate Report**

If you want % Expected & Above in ALL ELGs for your EverFSM (PP); SEN, Aut/Spr/Sum born and more, click **Separate Page for each** and choose the group from the drop-down menu

Example of report:

Levels Analysis Report - Single Assessment Item

Assessment Item: EYF GLD Measures 2015/Good in ALL Areas (13 Jul 2015)

Students: 120 selected Students

Level	Frequency	
N	57	47.5%
Y	63	52.5%

% Expected & above in ALL 17 ELGs

Assessment Item Statistics: (Including Zeros; Excluding Nulls)

	Count	Mean	Standard Dev.
	120	8.92	8.52

Follow Stage 6C – GLD Percentage Analysis for further interactive analysis options

EYF Recording and Reporting for Integris Assessment

HOW TO USE THE TRANSITION MATRIX with EYF 2019 Markbooks

Use the Transition Matrix function alongside the ANALYSIS Questions

This example follows Q.1 from the EYF Analysis Questions Handout:

1. What number or % of children have /have not reached a Good Level of Development?

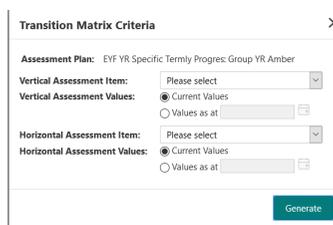
To replicate the data table overleaf for your own school's data, follow these steps:

1. Go to Assessment > Markbook > from the Markbooks list, select **EYF GLD Measures 2019** markbook for Year Reception and click on the Transition Matrix button.



View a **Transition Matrix** for two Assessment Items

2. In the pop-up window, select **GLD Pupil?** in the *Vertical assessment item* drop-down menu, and then select **GLD Pupil?** again in the *Horizontal assessment item* column; > then click **Generate** > click Yes to the next prompt.



The screenshot shows a pop-up window titled "Transition Matrix Criteria" with a close button (X) in the top right corner. The window contains the following fields and options:

- Assessment Plan: EYF YR Specific Termly Progress Group YR Amber
- Vertical Assessment Item: Please select (dropdown menu)
- Vertical Assessment Values: Current Values, Values as at (text input)
- Horizontal Assessment Item: Please select (dropdown menu)
- Horizontal Assessment Values: Current Values, Values as at (text input)
- Generate button (green)

You should now see a similar table on screen as per the example overleaf.

EYF Recording and Reporting for Integris Assessment

HOW TO USE THE TRANSITION MATRIX with EYF 2019 Markbooks

Interactive Transition Matrix table – showing numbers, percentages and hibernation tables

Assessment Analysis - Transition Matrix

Markbook: EYF GLD Measures 2014: Class 2A

Vertical: GLD Pupil? (as at 29 Mar 2016)

Horizontal: GLD Pupil? (as at 29 Mar 2016)

Display: Show Numbers Hide Zero Columns & Rows Show Zero Values

29 Mar 2016	Y	N	Total
29 Mar 2016			
Y	1	0	1
N	0	2	2
Total	1	2	3

In Display:
Choose Numbers & Percentages

Choose Show Students to create a Hibernation table

Display: Show Numbers and Percentages Hide Zero Columns & Rows

29 Mar 2016	Y	N	Total
29 Mar 2016			
Y	1 (33.33%)	0 (0%)	1 (33.33%)
N	0 (0%)	2 (66.67%)	2 (66.67%)
Total	1 (33.33%)	2 (66.67%)	3 (100.00%)

Click on a number in the table to reveal list of children

Evetts, Kieran
Lawrence, Amber

Then double-click child's name to see their Student Profile for more info....

Student Profile - Kieran Evetts

Kieran Evetts (253)

Gender:	Male	Guardian(s):	Mrs Paula Evet
Date of Birth:	20 Oct 2004	Siblings(s):	
Age:	11 Yrs 4 Mths	Mother Tongue:	Turkish
Teacher(s):	Mr PC Costan	Ethnicity:	
		Nationality:	Not Specif

33.33% are GLD
66.67% Not GLD!

- Click on the  Export to XLS button (top right of screen) to paste the table in Excel – you can then adjust the format etc. before you print.
- Click on **BACK** to exit back to the list of markbooks.

Use the Transition Matrix to answer the EYF Analysis Questions for 2019

EYF Recording and Reporting for Integrus Assessment

Stage 6C: EYF (end of year) ANALYSIS Questions 2019

Stage 6C - Transition Matrix - Questions

Use the Transition Matrix tables to give you the answers to the analysis questions posed below for your EYF 2019 data as well as use the table interactively to see which pupils are behind the stats and produce Hibernation sheets!

Follow the separate 'How to Use the Transition Matrix' Handout to get the most out of this easy-to-use function – turn the numbers into pupil names; print off the tables; access the student profile screen for more info on the pupil!

Simply select the appropriate markbook and click on the Transition Matrix button > then select the appropriate column(s) as indicated below to find the answers to the questions!

EYF ANALYSIS QUESTIONS using the Transition Matrix	
ATTAINMENT	
1. What number/% of children have /have not achieved a Good Level of Development?	
EYF Markbook to use	Choose following columns as examples:
EYF GLD Measures 2019 Markbook only	<p><i>Vertical:</i> GLD Pupil?</p> <p><i>Horizontal:</i> Select same as for vertical column (Say Yes to the prompt)</p>
2. What number/% of children have /have not achieved at least Good in ALL ELGs?	
EYF GLD Measures 2019 Markbook only	<p><i>Vertical:</i> Good in ALL Areas</p> <p><i>Horizontal:</i> Select same as for vertical column (Say Yes to the prompt)</p>
3. What is the number/% of children AT each outcome (1,2 or 3) for any ELG at end of Year R?	
NC Early Years F 2019 (year R) markbook OR EYF GLD Measures 2019 Markbook	<p><i>Vertical:</i> Any ELG column (eg. Reading)</p> <p><i>Horizontal:</i> Select same as for vertical column (Say Yes to the prompt)</p> <p>Repeat for other ELG columns</p>
4. How does attainment in one ELG compare with another at the end of Year R?	
NC Early Years F 2019 (Year R) markbook OR EYF GLD Measures 2019 Markbook	<p><i>Vertical:</i> Any ELG column (eg. Reading)</p> <p><i>Horizontal:</i> Select another ELG column (e.g. Writing)</p> <p>Repeat to compare other ELG columns</p>

EYF Recording and Reporting for Integris Assessment

Stage 6D - EYF Percentages Analysis

Using Multiple Assessment Items tool to calculate percentages for ALL ELGs

These instructions allow you to produce a **single percentages table** for ALL ELGs for the whole cohort or for groups (e.g. Ever FSM, SEN, EAL etc.)

Of course, you can select any combination or ALL the ELG columns from the **NC Early Years F 2019** markbook to be calculated.

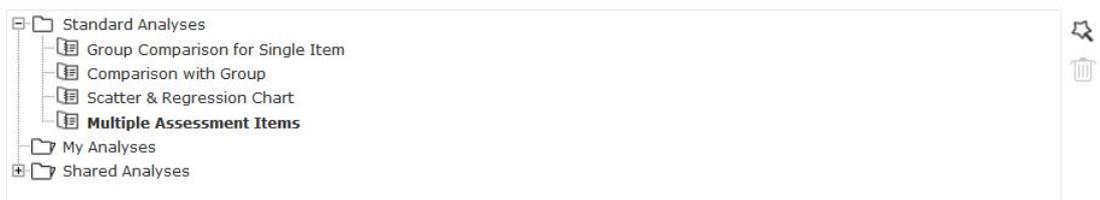
The table is interactive and allows you to view the pupils behind the numbers/% as well as convert the table into a Hibernation sheet showing pupil names instead of numbers/percentages.

You can also use the **EYF GLD Measures 2019** markbook for this analysis – if you do, you need to make sure that after the columns have been selected in point 5 below you ensure that 'number0194' is the option selected in the **Report on Lookup Set** box before Table is clicked on in point 6.

1. Go to **Modules > Assessment > Analysis > Multiple Assessment Items > click Start Analysis**



Assessment Analysis



You will see the following screen:

Assessment Levels Analysis - for Multiple Assessment Items Save as Custom Analysis

Labels

Main Title:

Page Footer:

Assessment Plan:

Assessment As At: Show Group Mean

Options

Show Numbers Hide Zero Columns Show Levels Split by Gender

Student Selection **Assessment Items**

Select Students by: Enrolled Group Separate Page for each: Enrolled Group

Group Name	School Year	Markbook Users
Year Reception	2014/2015	Mr Phillip Catman
ZA	2014/2015	Mr Phillip Catman
Year 3	2014/2015	Mr Phillip Catman

2. click the magnifying glass icon next to the **Assessment Plan** text box
> you now need to find the **NC Early Years F 2019** markbook, (*Note: you need to open the folder of the user who 'OWNS' the plan, usually the Integris Administrator, so click on the + next to Other User's Folders and then on + again next to the user name for your Integris Administrator*)
then click on + next to **Early Years**
then select **NC Early Years F 2019** markbook (*note: this is where the markbook should be located*)

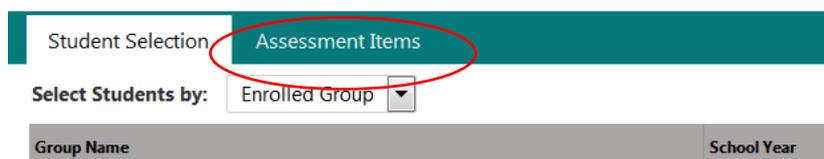
EYF Recording and Reporting for Integrus Assessment Stage 6D - EYF Percentages Analysis



And **click OK**.

When the markbook is selected in the **Assessment Plan** text box, you should see a list of groups children that have been assigned to this markbook under **Student Selection**.

3. Select the **Reception** Year group
4. Now click on the **Assessment Items** tab



You will now see the list of ELG units – when you expand each by clicking on the + , the individual ELG columns are listed.

Assessment Plan:

Assessment As At: Show Group Mean

Options

Show Numbers Hide Zero Columns Show Levels Split by Gender

Student Selection | **Assessment Items**

Assessment Item	Include	Lookup Set	Lookup Values
<input type="checkbox"/> Communication			
Listening	<input checked="" type="checkbox"/>	number0194	, 1, 2, 3, A
Understanding	<input checked="" type="checkbox"/>	number0194	, 1, 2, 3, A
Speaking	<input checked="" type="checkbox"/>	number0194	, 1, 2, 3, A
<input type="checkbox"/> Phy-Dev			
Moving	<input checked="" type="checkbox"/>	number0194	, 1, 2, 3, A
Health	<input checked="" type="checkbox"/>	number0194	, 1, 2, 3, A
<input type="checkbox"/> PSED			
Self Conf	<input checked="" type="checkbox"/>	number0194	, 1, 2, 3, A
ManFelBeh	<input checked="" type="checkbox"/>	number0194	, 1, 2, 3, A
Relationships	<input checked="" type="checkbox"/>	number0194	, 1, 2, 3, A
<input type="checkbox"/> Literacy			

5. Click the Include box to select each of the ELG columns within each unit so that all are selected (or as many as you want to include in the table). You can click – to close the unit before moving to the next one!
Note: the Learning Characteristics unit isn't relevant so please ignore this unit.
6. When all the ELG columns are selected, click on **Table** (bottom right)

You should now see an initial table similar to the example overleaf.

EYF Recording and Reporting for Integrus Assessment

Stage 6D - EYF Percentages Analysis

Assessment Plan: NC Early Years Foundation 2015

Show Numbers Hide Zero Columns Show Levels Split by Gender

Item	Level	1	2	3	Total	Mean
Listening			15	6	21	2.29
Understanding			15	6	21	2.29
Speaking		5	11	5	21	2.00
Moving			17	4	21	2.19
Health			19	2	21	2.10
Self Conf		6	13	2	21	1.81
ManFelBeh			17	4	21	2.19
Relationships			20	1	21	2.05
Reading			18	3	21	2.14
Writing		8	12	1	21	1.67

7. Select 'Show Numbers and %' from the first drop-down menu to see a table similar to the example below.

Note: The 'Mean' column displays the Average attainment for each ELG so that you can identify strengths and areas for improvement

Assessment Plan: NC Early Years Foundation 2015

Show Numbers and % Hide Zero Columns Show Levels Split by Gender

Item	Level	1	2	3	Total	Mean
Listening			15 (71%)	6 (29%)	21 (100%)	2.29
Understanding			15 (71%)	6 (29%)	21 (100%)	2.29
Speaking		5 (24%)	11 (52%)	5 (24%)	21 (100%)	2.00
Moving			17 (81%)	4 (19%)	21 (100%)	2.19
Health			19 (90%)	2 (10%)	21 (100%)	2.10
Self Conf		6 (29%)	13 (62%)	2 (10%)	21 (100%)	1.81
ManFelBeh			17 (81%)	4 (19%)	21 (100%)	2.19
Relationships			20 (95%)	1 (5%)	21 (100%)	2.05
Reading			18 (86%)	3 (14%)	21 (100%)	2.14
Writing		8 (38%)	12 (57%)	1 (5%)	21 (100%)	1.67
Numbers			18 (86%)	3 (14%)	21 (100%)	2.14
ShpSpcMeasure			17 (81%)	4 (19%)	21 (100%)	2.19
People			20 (95%)	1 (5%)	21 (100%)	2.05

There are a number of things you can do at this point:

- **PRINT the table** – click on the  icon (top right) to export the table into Excel for further formatting/printing
- **Produce same number/% table for pupil groups i.e. EAL, SEN, etc.** (see overleaf)
- **Change any table to a Hibernation table showing pupil names** (see overleaf)
- **Interrogate the table interactively** (see overleaf)

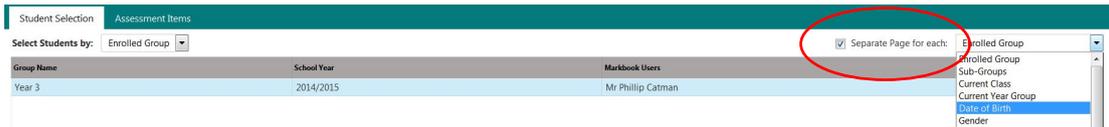
EYF Recording and Reporting for Integriris Assessment Stage 6D - EYF Percentages Analysis

Produce same number/% table for pupil groups i.e. EAL, SEN, etc.

With the table displayed, click **BACK** to return to the initial set up screen

- Click the **Student Selection** tab
- Click the tickbox for **Separate Page for each** and select the group [i.e. Gender, SEN Stage, English as an Additional Language; EverFSM; etc.]

– in the example below, date of birth is selected to eventually show 3 separate tables for autumn, spring and summer born pupils.



- Then click **Table** –you will find scroll arrows to take you to each table per group as they exist for your cohort. *In this example, table is grouped by gender.*



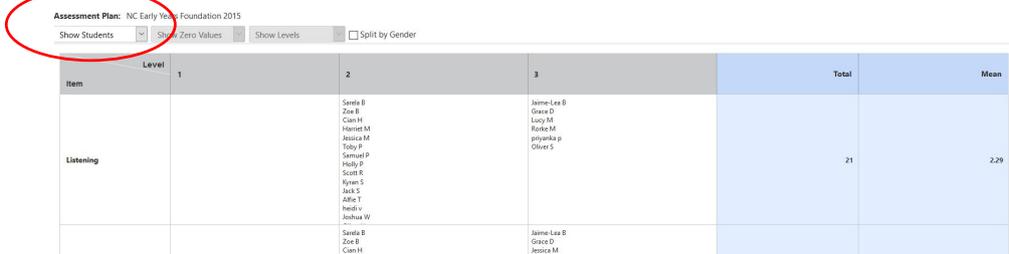
- To return the table back to a single whole cohort table, simple remove the tick for **Separate Page for each**

Change any table to a Hibernation table showing pupil names

- Select **Show Pupils** from the first drop-down menu get a 'hibernation' sheet - to print this, click on



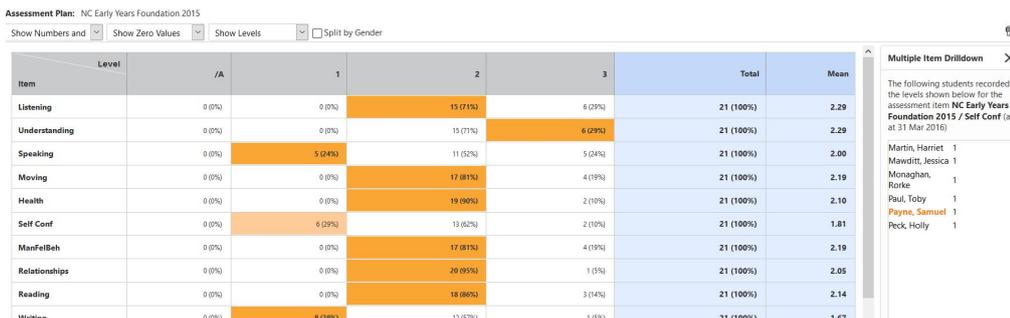
to export it to Excel and print from there



Item	Level	1	2	3	Total	Mean
Listening			Sarah B Zoe B Claire H Harriet M Jessica M Toby P Samuel P Holly P Scott E Niam S Jade S Alicia T Holly V Joshua W	Jamie-Lee B Grace D Lucy M Rorie M gracie P Oliver S	21	2.29
			Sarah B Zoe B Claire H	Jamie-Lee B Grace D Jessica M		

Interrogate the table interactively

- Click on a cell to view all the children at that level (displayed on the right of the screen).
From the list:
 - click on a child's name to view all the other ELG results for the child within the table
 - double-click the child's name to view their **Student Profile** window



Item	Level	/A	1	2	3	Total	Mean
Listening		0 (0%)	0 (0%)	15 (71%)	6 (29%)	21 (100%)	2.29
Understanding		0 (0%)	0 (0%)	15 (71%)	6 (29%)	21 (100%)	2.29
Speaking		0 (0%)	5 (24%)	11 (52%)	5 (24%)	21 (100%)	2.00
Moving		0 (0%)	0 (0%)	17 (81%)	4 (19%)	21 (100%)	2.19
Health		0 (0%)	0 (0%)	19 (90%)	2 (10%)	21 (100%)	2.10
Self Conf		0 (0%)	6 (29%)	13 (62%)	2 (10%)	21 (100%)	1.81
Man/Fel/Beh		0 (0%)	0 (0%)	17 (81%)	4 (19%)	21 (100%)	2.19
Relationships		0 (0%)	0 (0%)	20 (95%)	1 (5%)	21 (100%)	2.05
Reading		0 (0%)	0 (0%)	18 (86%)	3 (14%)	21 (100%)	2.14
Writing		0 (0%)	8 (38%)	12 (57%)	1 (5%)	21 (100%)	1.67

Multiple Item Drilldown

The following students recorded the levels shown below for the assessment item **NC Early Years Foundation 2015 / Self Conf** (as at 31 Mar 2016)

- Martin, Harriet 1
- Mawditt, Jessica 1
- Monaghan, Rorie 1
- Paul, Toby 1
- Payne, Samuel 1
- Peck, Holly 1