# EYF Recording and Reporting in Integris Assessment
## Stage 2A – Part 1  Enter EYF data for 2019 directly into the NC EYF Markbook

**FOR SCHOOLS ENTERING DATA DIRECTLY INTO THE NC Early Years F 2019 markbook**

**To be undertaken by the Year R teacher(s)**

These notes will guide you through how to enter EY data into the **NC Early Years F 2019** markbook, ready for the exports to be run by your admin officer to make the EY data return to the Local Authority. The markbooks have been set up for you by your admin staff.

## Stage 2A – Part 1 covers the following:
1. Access the **NC Early Years F 2019** markbook for your class(es) and /or year group
2. Enter assessment data into the EYF markbook
3. Enter Learning Characteristics to include in reports to parents

> **IMPORTANT for fist time users!   Before you proceed with these steps, you should have been given your username and password to login to Integris by your admin staff**.
> Login to Integris as normal or if this is your first time:
> enter **http://bedfordshire.rmintegris.com** into the address line of your browser and press enter. On the IntegrisG2 login screen, click **Enter** and type in your username followed by your password at the prompt. If you are logging in for the first time, you will be asked to change your password.

**1. Access the NC Early Years F 2019 markbook for your class (or year group)**

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 Click on **NC Early Years F 2019**  for your class or year group and then click the **Open a Markbook** icon to open it.

You will see a screen similar to the one below – it will of course list the pupils in the class you selected:



*The pupil names should reflect the YR pupils in your class or year group as appropriate (i.e. new pupils that have started should also be listed). 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.*

**EYF**

Please take a moment to read through the following notes about recent leavers and starters in Reception Year. <u>If there are any Year R pupils that left after Friday 24<sup>th</sup> May and therefore do not appear on the list,  you will need to give their name and EYF results for the 17 ELGs and the  3 Learning Characteristics comments to your Integris Administrator  (see details below).</u>

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**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 24<sup>th</sup> 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. <u>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.</u>

Q: What do you do with pupils that <u>have left</u> your school <u>and started</u> at their new school **<u>on or</u> <u>before</u> Friday 24<sup>th</sup> 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. <u>At the point later in the process when the administrator creates the return for the LA, they can be excluded from the return</u>. Of course, your school is still required to send a CTF to the new school.

Q: What do you do with pupils that have <u>left</u> your school **before Friday 24<sup>th</sup>  May 2019** and <u>have NOT started</u> 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. <u>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.</u>

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

Q: What do you do with pupils who have **started** your school **<u>on or before</u> Friday 24<sup>th</sup>  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 **<u>after</u> Friday 24<sup>th</sup> 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. <u>At the point later in the process when the administrator creates the return for the LA, they will be excluded from the return</u>.

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**You are now ready to enter EYF assessment data (see overleaf).**

## 2.  Enter EYF assessments into the NC Early Years F 2019 markbook

The markbook is divided into 8 sections (units), each representing the Prime and Specific learning areas with the last unit containing the Learning Characteristics.
Within all of the first 7 units, there are 17 Early Learning Goals (ELGs) columns and the last unit contains 3 columns for the Learning Characteristics.   [See Appendix 1 for more detail].

2.1 Click on the ⊕ above the column heading to **expand** the unit to reveal all the columns for each of the Early Learning Goals.
Click on the minus symbol to hide the columns again.



Markbook - NC Early Years F 2019 - Class 2A (2018/2019)

Position your cursor over the column heading to see a pop-up window with a description of the data area and the allowable values you can enter for each column:   **1, 2,3, A**
The example above shows a completed markbook for the 17 ELG columns.

2.2 **To enter your assessment data**, click in the box on a row for relevant pupil's name and type in the value  (eg: 1)  and press the **Enter** key on your keyboard to move down the column to the next pupil
**OR** press the **Tab** key on your keyboard to move to the next column for same pupil.

2.3 When you start entering data, at the bottom right of the screen you will see three buttons:
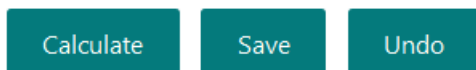


Click **Save** to save your entries.
**It is good practice to save your entries at regular intervals and when you have finished.**
For the purpose of this markbook, the calculate button is not used.

2.4 You can click on **Undo** which will clear entries made since the markbook was last saved. Each time you use this button, you will see a warning message to this effect. Click **Yes** to continue.

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2.5 If you enter an incorrect mark, it will appear on the screen with a red square around it -

| Coppard, Ciaran | **4** |

. Click onto the box again and overtype with a correct entry.

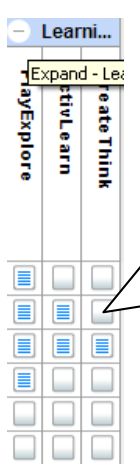If you click **Save** while incorrect entries are present, you will get the following message:
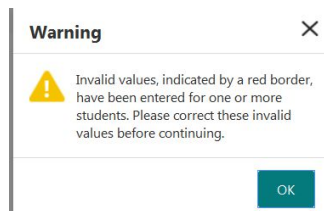


and you must make the necessary corrections before proceeding.

2.6 Click **Back** (bottom left of markbook screen) **to exit** out of the markbook and return to the list of markbooks in your My Markbooks folder.

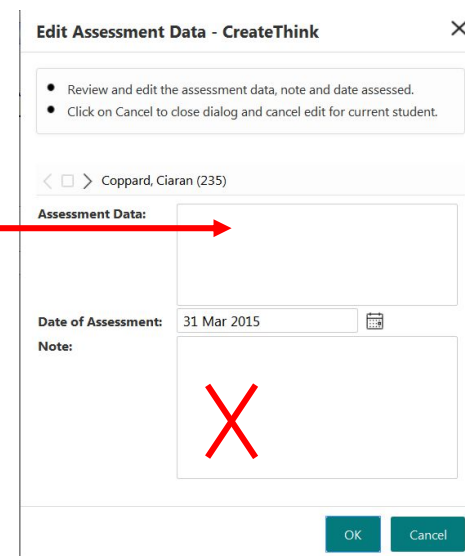## 3   Enter Learning Characteristics (for including in reports to parents)

3.1 The last unit called **Learning Characteristics**, when expanded, reveals three columns labelled  *Play & Explore*; *Active Learning* and *Creative Thinking* . Each of these three columns accepts free text for each box.
*Note: the text entered in these columns are reproduced in reports to parents (Stage 4)*



Double-click a box to bring up the text window. Type in your text in the **Assessment Data** text box only and click OK.

The blue icon denotes a comment has been entered.

**Note**: the *Date of Assessment* will default to the date that the markbook was assigned to the pupils – this does not need to be changed for each pupil!
Any entries made in the *Note* field are not considered to be part of the formal assessment for the pupil – this box is for teachers to enter any of their own notes as an *aide memoir.*

**When you have completed and checked all the EYF entries and you are satisfied that they are correct, please inform the relevant member of your admin staff so that s/he will know that the data is ready for approval and sending to the LA.**

**EYF**

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**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**