

## The PpiT 'Philosophy'

In any system for tracking pupils' progress, and especially electronic systems, there are balances to be struck, for example:

1. Between ease of use and complexity
2. About how much and which data to record
3. Between teacher involvement and SMT control of the system

Careful consideration needs to be given to these when planning a tracking system for your school.

### 1. Ease of use and complexity

PpiT was designed by teachers, rather than by programmers to ensure that it works the way teachers work. Its 'interface' is intuitive and it is the only electronic system which fully integrates age-related attainment, progress, targets, intervention – and soon APP benchmarking. The use of colour makes data very easy to interpret and the software attractive to use.

It provides all the analysis and report features that SMT need, and avoids unnecessary complexity. Our close professional connections with a several local authorities and many schools help ensure that PpiT is continually being updated and developed.

### 2. How much and which data to record

Record keeping can very quickly 'proliferate' often at the expense of planning. A good example is the use of APP – which can easily generate into 'box ticking' by recording APP benchmarks for all pupils and for all assessment focii. This is to miss the point about how APP is designed to be used. Unfortunately, some tracking systems and programmes assume this and also encourage the unnecessary electronic recording of other assessment data.

PpiT is designed around good assessment and management practice. It enables recording of key data needed for tracking, and the soon to be introduced APP facility is designed around how APP is intended to be used, with a focus on benchmarking groups of pupils and setting next steps targets rather than record keeping.

### 3. Teacher involvement and SMT control

The greater the involvement of teachers in tracking, the bigger the impact on pupils' attainment and progress is likely to be. For this to take place, teachers need to feel they have ownership of the process.

PpiT facilitates involvement of teachers not just in recording assessment data, but in using the data to set targets, plan intervention and also easily analyse the progress of their pupils, the impact of intervention etc. It is far easier to use than many other systems and 'looks like' existing school records and planning.

It will soon be available 'on-line' enabling user access from any computer anywhere, but with the facility for school administrators to control access.

**We keep our costs low to ensure that PpiT is very competitively priced. Our aim is to ensure that PpiT is the most useful, easy to use and best value for money tracking software available.** See next page for a list of features.

## PpiT Specification

### Tracking attainment

- Attainment above or below age related expectations is highlighted termly and yearly for each pupil in each speaking and listening, reading, writing, mathematics and science. Individual pupil targets are similarly highlighted.
- Data can be recorded half-termly, termly and yearly as levels and sub-levels; individual and average point scores are calculated automatically.
- English aggregate levels can be calculated automatically using a variety of user selected methods.
- EYFS data can be recorded as attainment within age-related bands and as points.
- P levels and 'W' can be recorded.

### Tracking progress

- Automatic colour coding shows actual termly and yearly progress, and targeted progress for each pupil for each subject area. Colours indicate whether progress is below, at or above expected levels.

### Target setting

- Individual pupil targets can be calculated automatically for 12 months, 24 months and from any from any start year to any finish year (this makes it easy, for example to set targets for the percentages attaining Level 4+ in English and mathematics); all targets can be adjusted individually as required.

### Intervention

- Pupils are automatically identified for intervention each term when their attainment is below age-related expectations or their progress is weak.
- Cohort and class provision maps are partially populated automatically and interventions, targets and support added via editable intervention menus; the design of the maps is such that they can replace IEPs for many pupils.

### Reports

- Individual pupil reports show attainment, progress, attainment and other targets, expected levels, intervention and other support

### Analyses

- Attainment, progress and targets can be analysed by levels and point scores
- A wide variety of analyses are possible using the built-in and very easy to use analysis facilities, for example
  - Actual and targeted progress between any combinations of terms, years or key stages
  - % forecasted to attain level 4 in English and mathematics, from any start year and also actually attaining this performance measure.
  - % meeting, exceeding or not meeting targets
  - % working above, at or below age-related levels of attainment
  - Impact of intervention in specific areas on attainment and progress
- All analyses can be done for classes and cohorts and user specified groups and by variables such as attendance, EAL, ethnicity, intervention, attainment groupings, gender etc
- Data can be displayed as tables, editable graphs, bar charts and our exclusive and very useful progress grids

### Data import and export

- Data can be readily imported from other sources such as SIMS, Integris, Excel spreadsheets etc.
- Individual pupil records and data are matched via UPNs

### COMING SOON

APP benchmarking for individuals and groups, with integration of APP into levelling and next steps targets

On-line reporting to parents

Tracking in core subjects