

Assessment without Levels Programme of Study Tracking in SIMS

Sheryl Everett / Helen Scott

Track Core Subjects and Strands

Subject	Strand
English: Reading	Word Reading Comprehension
English: Writing	Spelling Handwriting & Presentation Composition Vocab, Punctuation & Grammar
English: Spoken Language	Spoken Language

Track Core Subjects and Strands

Subject	Strand
Mathematics	Place Value Addition & Subtraction Multiplication & Division Addition, subtraction, multiplication & division Fractions Ratio Algebra Measurement Geometry Shapes Geometry Position & Direction Statistics

Track Core Subjects and Strands

Subject	Strand
Science	Living Things Plants Animals & humans Evolution Rocks States of Matter Light Forces & Magnets Sound Electricity Materials Earth & Space Seasonal Changes Science Working Scientifically

Track Foundation Subjects

Subject	Strand
Art & Design	Art & Design
Computing	Computing
Design & Technology	Design & Technology
Foreign Language	Foreign Language
Geography	Geography
History	History
Music	Music
PE	PE

Before you start

Ensure your Programme of Study resources have been imported by clicking on the new icon at the far right of your SIMS tool bar.



You should load into the screen below, if you do not, please contact us to arrange import of the resources.

Programme of Study Tracking

Save Undo Reports Help Close

Selection Parameters

Subject English: Reading Strand Word Reading Membership Date 26/06/2015

Term Year 1 Academic Year 2014/2015 Populate

Setting Your School Expectations

The new curriculum framework allows schools to plan the delivery of the curriculum in the most appropriate way for their individual cohorts.

While it is not essential to set out School Expectations in order to use the Programme of Study, doing so can provide useful analysis.

It can also ensure that the delivery of the Programme of Study is set at a consistent and appropriate pace across the academic year and ensures that class teachers are fully aware of your expectations of them.

Setting Your School Expectations

On the Programme of Study Screen, ensure that you have selected the Subject, Strand, Year Group and Term, then click the Populate button.

Programme of Study Tracking

Save Undo Reports Help Close

Selection Parameters

Subject English: Reading Strand Word Reading Membership Date 26/06/2015

Term Year Academic Year 2014/2015

Populate



Setting Your School Expectations

The Blue row is locked as this shows the expectations the DfE have of you over the whole academic year. The Yellow row allows you to set School Expectations on a half termly basis.

Selection Parameters (Click here to reveal panel)

PoS: Subject: English: Reading Strand: Word Reading

Show/Hide Summary Show Grade Distribution Lock Targets Export

PoS Expectations: 9						Y	Y	Y	Y	Y
School Expectations: 0						N	N	N	N	N
TP Year 1 Autumn Half Term	Summary Columns		Overall	Strengths	Next Steps	En Word Read S 1.01	En Word Read S 1.02	En Word Read S 1.03	En Word Read S 1.04	En Word Read S
Year 1 at 26/06/2015										
Students	% of PoS Expectations Achieved	% of School Expectations Achieved	CAS En Reading Word Overall	CAS En Reading Word Strengths	CAS En Reading Word Next Steps	apply phonic knowledge and skills as the route to decode words	respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	read words containing taught GPCs and 's, 'ing, 'ed, 'er and 'est

Setting Your School Expectations

To set a school expectation, simply click on the Yellow N and change it to a Y.

Selection Parameters (Click here to reveal panel)

PoS: Subject: English: Reading Strand: Word Reading

Show/Hide Summary Show Grade Distribution Lock Targets Export

PoS Expectations: 9					Y	Y	Y	Y	Y
School Expectations: 0					N	N	N	N	N
TP Year 1 Autumn Half Term	Summary Columns	Overall	Strengths	Next Steps	Y	En Word Read S 1.02	En Word Read S 1.03	En Word Read S 1.04	En Word Read S
Year 1 at 26/06/2015					N				
Students	% of PoS Expectations Achieved	CAS En Reading Word Overall	CAS En Reading Word Strengths	CAS En Reading Word Next Steps	apply phonic knowledge and skills as the route to decode words	respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	read words containing taught GPCs and 's', 'ing', 'ed', 'er' and 'est'

Setting Your School Expectations

The screen below shows that we have set Statutory Expectation 1 in Word Reading as a School Expectation for Year 1 in the first half of the Autumn Term.

Selection Parameters (Click here to reveal panel)

PoS: Subject: English: Reading Strand: Word Reading

Show/Hide ▾ Summary ▾ Show Grade Distribution Lock Targets Export

PoS Expectations: 9						Y	Y	Y	Y	Y
School Expectations: 1						Y	N	N	N	N
TP Year 1 Autumn Half Term	Summary Columns		Overall	Strengths	Next Steps	En Word Read S 1.01	En Word Read S 1.02	En Word Read S 1.03	En Word Read S 1.04	En Word Read S
Year 1 at 26/06/2015										
Students	% of PoS Expectations Achieved	% of School Expectations Achieved	CAS En Reading Word Overall	CAS En Reading Word Strengths	CAS En Reading Word Next Steps	apply phonic knowledge and skills as the route to decode words	respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	read words containing taught GPCs and 's', 'ing', 'ed', 'er and 'est e

Locking Your School Expectations

Once you have set your expectations for each half term you can lock these in place to avoid accidental changes.

You can choose to set your school expectations in advance ie: Expectations set at the start of the year for the whole academic year.

You may wish to set the expectations on a more reactive basis and set them at the start of each half term based on previous attainment.

You will need to have SIMS Permissions of Assessment Operator or Assessment Co-ordinator in order to lock or unlock the School Expectations.

Locking Your School Expectations

Once your School Expectations are set simply click the Lock Targets button at the top of the data entry screen.

PoS: **Subject: English: Reading** **Strand: Word Reading**

Show/Hide ▾ Summary ▾ Show Grade Distribution Lock Targets 

PoS Expectations: 9							Y	Y	Y	Y		
School Expectations: 1							Y ▾	N ▾	N ▾	N		
TP Year 1 Autumn Half Term ▾												
Year 1 at 26/06/2015				Summary Columns			Overall	Strengths	Next Steps			
Students	Reg Group	SEN Status	Pupil Premium Indicator	% of PoS Expectations Achieved	% of School Expectations Achieved	CAS En Reading Word Overall	CAS En Reading Word Strengths	CAS En Reading Word Next Steps	En Word Read S 1.01	En Word Read S 1.02	En Word Read S 1.03	En Word Read S 1.04
Abdullah, Tamwar	ELM	K							apply phonic knowledge and skills as the route to decode words	respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
Barrett, Anthony	ELM											
Clover, Frederick	ELM		Y									
Griffiths, Eve	ELM											
Langton, Deidre	ELM											
Polino, Vadim	ELM	A										
Scales, Prunella	ELM		Y									
Simmonds, David	ELM											

☒ [Reg Group] = 'ELM'

Edit Filter

Accessing Programme of Study – Class Teacher

Class teachers will access Programme of Study through the same route.

If you have multiple registration groups in a year group they will want to only see the pupils that they teach in the data entry screen.

To restrict the view of pupils to only those they wish to record data about they can add a registration group column and then filter to only show their class.

There are other additional information columns which can add useful context to the screen as they enter data about their pupils attainments.

Accessing Programme of Study – Class Teacher

To add an additional information column simply right click on the large grey column header at the top of the list of pupils and then left click on the Select Additional Student Columns dialogue.

PoS: Subject: English: Reading Strand: Word Reading

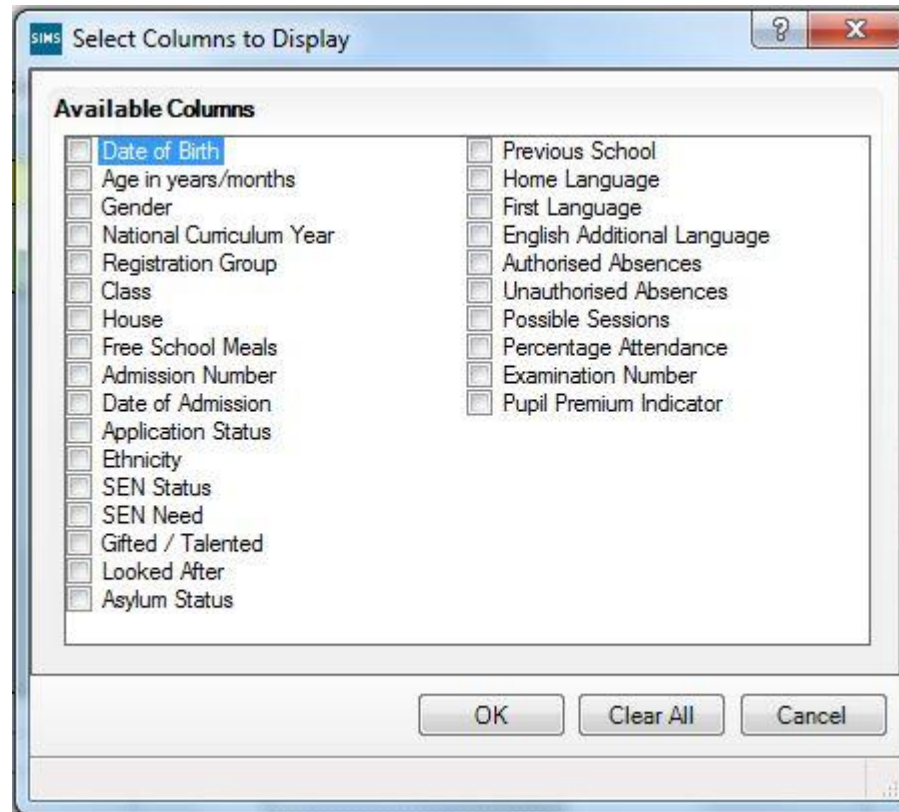
Show/Hide Summary Show Grade Distribution Lock Targets Export

PoS Expectations: 9					
School Expectations: 1					
TP Year 1 Autumn Half Term ▼	Summary Columns		Overall	Strengths	Next Steps
Year 1 at 26/06/2015					
Students	itions Achieved	ctions Achieved	Word Overall	CAS En Reading Word Strengths	CAS En Reading Word Next Steps
	% of PoS Ex	% of School	CAS En Rea		

Select Additional Student Columns

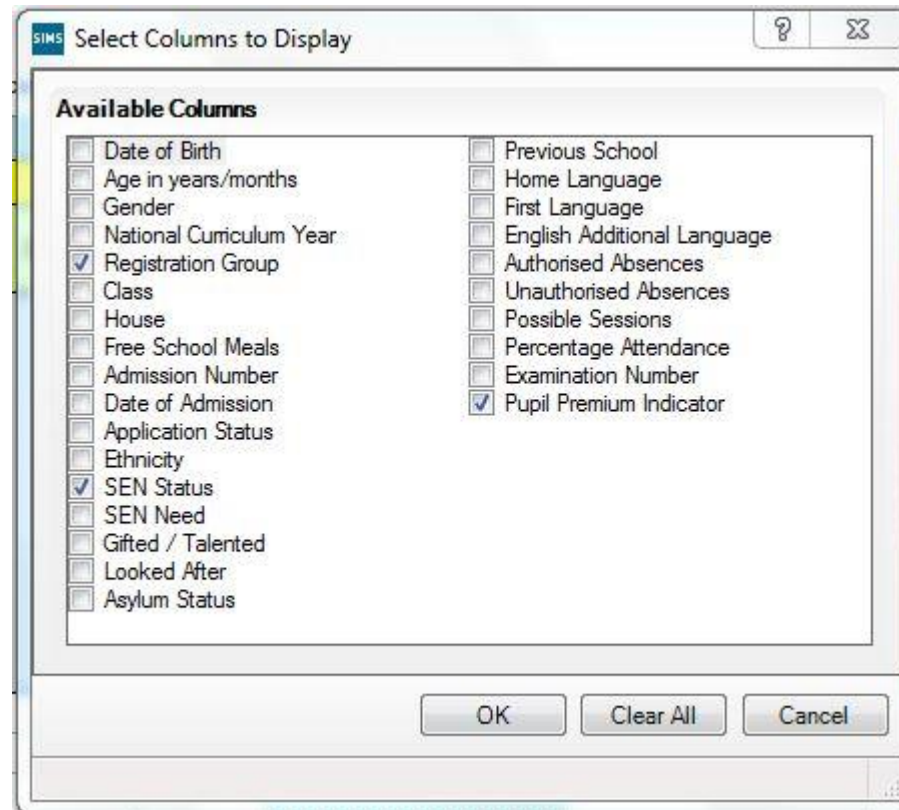
Accessing Programme of Study – Class Teacher

A pop up box will appear as below. In order to filter by Registration Group simply place a tick in the box and click OK.



Accessing Programme of Study – Class Teacher

In this example I have also chosen to display the SEN Status and the Pupil Premium Indicator.



Accessing Programme of Study – Class Teacher

Once you have made your selections and clicked OK you will be returned to the Programme of Study data entry screen and any additional information columns you have chosen to display will be shown in grey between the student names and the data entry area.

PoS: Subject: English: Reading Strand: Word Reading

Show/Hide Summary Show Grade Distribution Lock Targets Export

PoS Expectations: 9									Y	Y	Y	Y
School Expectations: 1									Y	N	N	N
TP Year 1 Autumn Half Term				Summary Columns		Overall	Strengths	Next Steps	En Word Read S 1.01	En Word Read S 1.02	En Word Read S 1.03	En Word Read S 1.04
Year 1 at 26/06/2015												
Students	Reg Group	SEN Status	Pupil Premium Indicator	% of PoS Expectations Achieved	% of School Expectations Achieved	CAS En Reading Word Overall	CAS En Reading Word Strengths	CAS En Reading Word Next Steps	apply phonic knowledge and skills as the route to decode words	respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

Accessing Programme of Study – Class Teacher

To restrict the view to a single class group, click on the filter icon which will appear when you hover over any of the column headers.

PoS: **Subject: English: Reading** **Strand: Word Reading**

Show/Hide ▾ Summary ▾ Show Grade Distribution Lock Targets Export

PoS Expectations: 9									Y	Y	Y	Y
School Expectations: 1									Y ▾	N ▾	N ▾	N
TP Year 1 Autumn Half Term ▾												
Year 1 at 26/06/2015												
				Summary Columns	Overall	Strengths	Next Steps		En Word Read S 1.01	En Word Read S 1.02	En Word Read S 1.03	En Word Read S 1.04
Students	Reg Group	SEN Status	Pupil Premium Indicator	% of PoS Expectations Achieved	% of School Expectations Achieved	CAS En Reading Word Overall	CAS En Reading Word Strengths	CAS En Reading Word Next Steps	apply phonic knowledge and skills as the route to decode words	respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

Accessing Programme of Study – Class Teacher

Simply place a tick in the box of the class you wish to enter or review data for and click OK.

PoS: **Subject: English: Reading** **Strand: Word Reading**

Show/Hide ▾ Summary ▾ Show Grade Distribution Lock Targets Export

PoS Expectations: 9						Y	Y	Y	Y			
School Expectations: 1						Y ▾	N ▾	N ▾	N ▾			
TP Year 1 Autumn Half Term ▾			Summary Columns	Overall	Strengths	Next Steps	En Word Read S 1.01	En Word Read S 1.02	En Word Read S 1.03	En Word Read S 1.04		
Year 1 at 26/06/2015												
Students	Reg Group	SEN Status	Pupil Premium	% of PoS Exp	% of School E	CAS En Reading Word Overall	CAS En Reading Word Strengths	CAS En Reading Word Next Steps	apply phonic knowledge and skills as the route to decode words	respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

☒ (Select All)
☐ ASH
☐ CEDAR
☒ ELM
☐ PINE

Accessing Programme of Study – Class Teacher

PoS: Subject: English: Reading Strand: Word Reading

Show/Hide Summary Show Grade Distribution Lock Targets Export

PoS Expectations: 9							Y	Y	Y	Y		
School Expectations: 1							Y	N	N	N		
TP Year 1 Autumn Half Term				Summary Columns			Overall	Strengths	Next Steps			
Year 1 at 26/06/2015												
Students	Reg Group	SEN Status	Pupil Premium Indicator	% of PoS Expectations Achieved	% of School Expectations Achieved	CAS En Reading Word Overall	CAS En Reading Word Strengths	CAS En Reading Word Next Steps	En Word Read S 1.01	En Word Read S 1.02	En Word Read S 1.03	En Word Read S 1.04
									apply phonic knowledge and skills as the route to decode words	respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
Abdullah, Tamwar	ELM	K										
Barrett, Anthony	ELM											
Clover, Frederick	ELM		Y									
Griffiths, Eve	ELM											
Langton, Deidre	ELM											
Polino, Vadim	ELM	A										
Scales, Prunella	ELM		Y									
Simmonds, David	ELM											

☒ [Reg Group] = 'ELM'

Edit Filter

Entering Data - Formative

There are a number of ways to enter data into the formative area of the screen.

If the majority of the class have the same attainment grade to be recorded you may wish to bulk enter a grade for the whole class and then edit the exceptions.

You may wish to consider the whole cohort against a single expectation or a single pupil against all expectations.

In the following slides we will look at the different ways of entering data.

Entering Data – Formative – Bulk Entry and Editing Exceptions

Right click on any of the green column headers and Click on Select Grade for Column.

PoS: Subject: English: Reading Strand: Word Reading

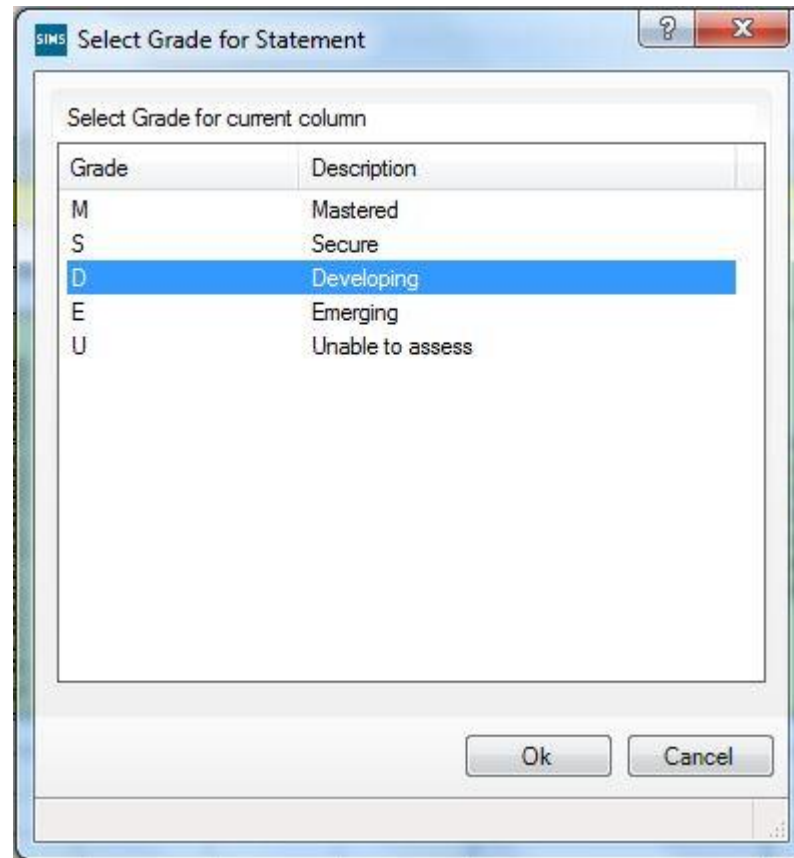
Show/Hide Summary Show Grade Distribution Lock Targets Export

PoS Expectations: 9									Y	Y	Y	Y	
School Expectations: 1									Y	N	N	N	
TP Year 1 Autumn Half Term				Summary Columns		Overall	Strengths	Next Steps	En Word Read S 1.01	En Word Read S 1.02	En Word Read S 1.03	En Word Read S 1.04	
Year 1 at 26/06/2015													
Students	Reg Group	SEN Status	Pupil Premium Indicator	% of PoS Expectations Achieved	% of School Expectations Achieved	CAS En Reading Word Overall	CAS En Reading Word Strengths	CAS En Reading Word Next Steps	apply phonic knowledge and skills as the route to decode words	respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes.	read accurately by blending sounds in unfamiliar words containing GPCs that have	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	
Abdullah, Tamwar	ELM	K											
Barrett, Anthony	ELM												
Reynon, Harvey	PINE												

Select Grade for Column
Undo Results for Column
Show Grade Distribution

Entering Data – Formative – Bulk Entry and Editing Exceptions

Double click on any of the displayed grades to record them against the whole cohort.



Entering Data – Formative – Bulk Entry and Editing Exceptions

PoS: **Subject: English: Reading** **Strand: Word Reading**

Show/Hide Summary Show Grade Distribution Lock Targets Export

PoS Expectations: 9										Y	Y	Y	Y
School Expectations: 1										Y	N	N	N
TP Year 1 Autumn Half Term				Summary Columns			Overall	Strengths	Next Steps	En Word Read S 1.01	En Word Read S 1.02	En Word Read S 1.03	En Word Read S 1.04
Year 1 at 26/06/2015													
Students	Reg Group	SEN Status	Pupil Premium Indicator	% of PoS Expectations Achieved	% of School Expectations Achieved	CAS En Reading Word Overall	CAS En Reading Word Strengths	CAS En Reading Word Next Steps	apply phonic knowledge and skills as the route to decode words	respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	
Abdullah, Tamwar	ELM	K							D				
Barrett, Anthony	ELM								D				
Clover, Frederick	ELM		Y						D				
Griffiths, Eve	ELM								D				
Langton, Deidre	ELM								D				
Polino, Vadim	ELM	A							D				
Scales, Prunella	ELM		Y						D				
Simmonds, David	ELM								D				

[Reg Group] = 'ELM'

Edit Filter

☒ [Reg Group] = 'ELM'

Edit Filter

Entering Data – Formative – Bulk Entry and Editing Exceptions

Programme of Study Tracking

Save

Reports Help

Selection Parameters (Click here to reveal panel)

PoS: Subject: English: Reading Strand: Word Reading

Show/Hide Summary Show Grade Distribution Lock Targets Export

PoS Expectations: 9										Y	Y	Y	Y
School Expectations: 1										Y	N	N	N
TP Year 1 Autumn Half Term				Summary Columns			Overall	Strengths	Next Steps	En Word Read S 1.01	En Word Read S 1.02	En Word Read S 1.03	En Word Read S 1.04
Year 1 at 26/06/2015													
Students	Reg Group	SEN Status	Pupil Premium Indicator	% of PoS Expectations Achieved	% of School Expectations Achieved	CAS En Reading Word Overall	CAS En Reading Word Strengths	CAS En Reading Word Next Steps	apply phonic knowledge and skills as the route to decode words	respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	
Abdullah, Tamwar	ELM	K							D				
Barrett, Anthony	ELM								D				
Clover, Frederick	ELM		Y						D				
Griffiths, Eve	ELM			11.11 %	100.00 %				S				
Langton, Deidre	ELM			11.11 %	100.00 %				S				
Polino, Vadim	ELM	A							D				
Scales, Prunella	ELM		Y						D				
Simmonds, David	ELM								D				

[Reg Group] = 'ELM'

Edit Filter

[Reg Group] = 'ELM'

Edit Filter

Entering Data – Formative – Bulk Entry and Editing Exceptions

Programme of Study Tracking

Save Undo

Reports Help X

Selection Parameters (Click here to reveal panel)

PoS: Subject: English: Reading Strand: Word Reading

Show/Hide Summary Show Grade Distribution Lock Targets Export

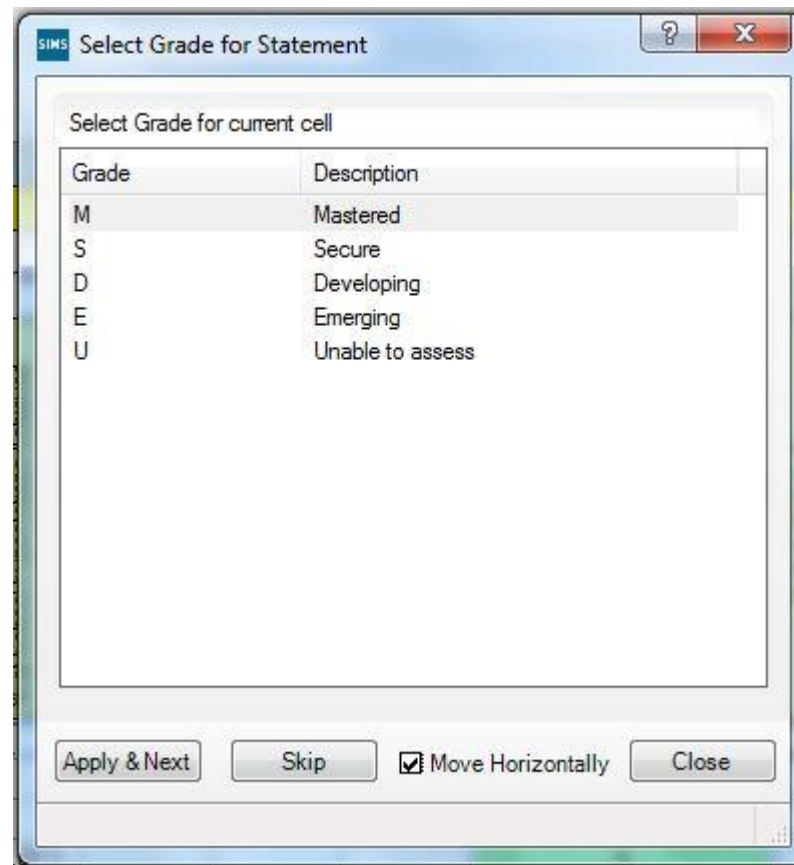
PoS Expectations: 9									Y	Y	Y	Y
School Expectations: 1									Y	N	N	N
TP Year 1 Autumn Half Term												
Year 1 at 26/06/2015												
Students	Reg Group	SEN Status	Pupil Premium Indicator	% of PoS Expectations Achieved	% of School Expectations Achieved	CAS En Reading Word Overall	CAS En Reading Word Strengths	CAS En Reading Word Next Steps	En Word Read S 1.01	En Word Read S 1.02	En Word Read S 1.03	En Word Read S 1.04
Abdullah, Tamwar	ELM	K							D			
Barrett, Anthony	ELM								D			
Clover, Frederick	ELM		Y						D			
Griffiths, Eve	ELM			11.11 %	100.00 %				S			
Langton, Deidre	ELM			11.11 %	100.00 %				S			
Polino, Vadim	ELM	A							D			
Scales, Prunella	ELM		Y						D			
Simmonds, David	ELM								D			

☒ ☒ (Reg Group) = 'ELM'

Edit Filter

Entering Data – Formative – Pupil by Pupil

A similar dialogue box is displayed, but this time with more options at the bottom.



Entering Data – Formative – Pupil by Pupil

If you wish to consider one pupil against all expectations, tick the box. If you wish to consider the whole cohort against a single expectation, leave the box unticked.

PoS: **Subject: English: Reading** **Strand: Word Reading**

Show/Hide ▾ Summary ▾ Show Grade Distribution Lock Targets Export

PoS Expectations: 9					
School Expectations: 1					
TP Year 1 Autumn Half Term ▾					
Year 1 at 26/06/2015					
Students	Reg Group	SEN Status	Pupil Premium Indicator	% of PoS Expectations Achieved	% of School Expectations Achieved
Abdullah, Tamwar	ELM	K			
Barrett, Anthony	ELM				
Clover, Frederick	ELM		Y		
Griffiths, Eve	ELM			1.11 %	100.00 %
Langton, Deidre	ELM			1.11 %	100.00 %
Polino, Vadim	ELM	A			D
Scales, Prunella	ELM		Y		D
Simmonds, David	ELM				D

✕ ☒ [Reg Group] = 'ELM'

Select Grade for Statement

Select Grade for current cell

Grade	Description
M	Mastered
S	Secure
D	Developing
E	Emerging
U	Unable to assess

Apply & Next Skip ☒ Move Horizontally Close

Y	Y	Y
N ▾	N ▾	N ▾
Word Read S 1.02	En Word Read S 1.03	En Word Read S 1.04
nd speedily with the it sound to graphemes s or groups of letters) 40+ phonemes, ing, where applicable, ative sounds for emes	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
D	E	

Edit Filter

Entering Data – Formative – Pupil by Pupil

PoS: Subject: English: Reading Strand: Word Reading

Show/Hide Summary Show Grade Distribution Lock Targets Export

PoS Expectations: 9

School Expectations: 1

TP Year 1 Autumn Half Term

Year 1 at 26/06/2015

Summary Columns

Students Reg Group SEN Status Pupil Premium Indicator % of PoS Expectations Achieved % of School Expectations Achieved

Abdullah, Tamwar ELM K 1.11 % 100.00 %

Barrett, Anthony ELM Y 1.11 % 100.00 %

Clover, Frederick ELM A 1.11 % 100.00 %

Griffiths, Eve ELM Y 1.11 % 100.00 %

Langton, Deidre ELM A 1.11 % 100.00 %

Polino, Vadim ELM Y 1.11 % 100.00 %

Scales, Prunella ELM Y 1.11 % 100.00 %

Simmonds, David ELM Y 1.11 % 100.00 %

☒ [Reg Group] = 'ELM'

Select Grade for Statement

Select Grade for current cell

Grade	Description
M	Mastered
S	Secure
D	Developing
E	Emerging
U	Unable to assess

Apply & Next Skip ☐ Move Horizontally Close

Y	Y	Y
N	N	N
Word Read S 1.02	En Word Read S 1.03	En Word Read S 1.04
nd speedily with the t sound to graphemes s or groups of letters) 40+ phonemes, ing, where applicable, ative sounds for emes	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
D	E	D
		E
		D
		E

Edit Filter

Entering Data – Formative – Pupil by Pupil

PoS: **Subject: English: Reading** **Strand: Word Reading**

Show/Hide Summary Show Grade Distribution Lock Targets Export

PoS Expectations: 9									Y	Y	Y	Y
School Expectations: 1									Y	N	N	N
TP Year 1 Autumn Half Term												
Year 1 at 26/06/2015												
Students	Reg Group	SEN Status	Pupil Premium Indicator	% of PoS Expectations Achieved	% of School Expectations Achieved	CAS En Reading Word Overall	CAS En Reading Word Strengths	CAS En Reading Word Next Steps	En Word Read S 1.01	En Word Read S 1.02	En Word Read S 1.03	En Word Read S 1.04
									apply phonic knowledge and skills as the route to decode words	respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
Abdullah, Tamwar	ELM	K							D	D	E	D
Barrett, Anthony	ELM								D			E
Clover, Frederick	ELM		Y						D			D
Griffiths, Eve	ELM			11.11 %	100.00 %				S			E
Langton, Deidre	ELM			11.11 %	100.00 %				S			
Polino, Vadim	ELM	A							D			
Scales, Prunella	ELM		Y						D			
Simmonds, David	ELM								D			

☒ [Reg Group] = 'ELM'

Edit Filter

Quick Analysis of the Cohort

Right click on any of the column headers and click Show Grade Distribution.

PoS: Subject: English: Reading Strand: Word Reading

Show/Hide Summary Show Grade Distribution Lock Targets Export

PoS Expectations: 9									Y	Y	Y	Y
School Expectations: 1									Y	N	N	N
TP Year 1 Autumn Half Term				Summary Columns		Overall	Strengths	Next Steps	En Word Read S 1.01	En Word Read S 1.02	En Word Read S 1.03	En Word Read S 1.04
Year 1 at 26/06/2015												
Students	Reg Group	SEN Status	Pupil Premium Indicator	% of PoS Expectations Achieved	% of School Expectations Achieved	CAS En Reading Word Overall	CAS En Reading Word Strengths	CAS En Reading Word Next Steps	apply phonic knowledge and skills as the route to decode words	respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
Abdullah, Tamwar	ELM	K							D	D	E	D
Barrett, Anthony	ELM								D			E
Clover, Frederick	ELM		Y						D			D
Griffiths, Eve	ELM			11.11 %	100.00 %				S			E
Langton, Deidre	ELM			11.11 %	100.00 %				S			
Polino, Vadim	ELM	A							D			
Scales, Prunella	ELM		Y						D			

Select Grade for Column
Undo Results for Column
Show Grade Distribution

Quick Analysis of the Cohort

The box below will appear. Change the radio buttons to see quick analysis of the data entered in that column.

The image shows three overlapping screenshots of the 'View Grade Distribution' window in SIMS. The first two screenshots show the radio button options: 'Percentage of Results', 'Percentage of Students', and 'Count of Students'. The third screenshot shows the 'Count of Students' option selected, displaying a table with grades S and D, their frequencies (2 and 6), and cumulative frequencies (2 and 8).

Grades	Frequency	Cumulative Freq
S	2	2
D	6	8

Quick Analysis of the Cohort

At the top of the Programme of Study data entry screen there are options to display Summary Rows and Summary Columns.

PoS: Subject: English: Reading Strand: Word Reading

Show/Hide Summary Show Grade Distribution Lock Targets Export

PoS Expectation Show Summary Rows

School Expectation ☒ Show Summary Columns

TP Year 1 Autumn Half Term

Year 1 at 26/06/2015

Students	Reg Group	SEN Status	Pupil Premium Indicator	Summary Columns		Overall	Strengths	Next Steps	En Word Read S 1.01	En Word Read S 1.02	En Word Read S 1.03	En Word Read S 1.04
				% of PoS Expectations Achieved	% of School Expectations Achieved	CAS En Reading Word Overall	CAS En Reading Word Strengths	CAS En Reading Word Next Steps	apply phonic knowledge and skills as the route to decode words	respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
Abdullah, Tamwar	ELM	K							D	D	E	D
Barrett, Anthony	ELM								D			E
Clausen, Frederick	ELM								D			D

Quick Analysis of the Cohort

With Summary Columns active you get instant feedback on each pupils progress towards Secure/Mastery of both the whole Programme of Study and the currently set School Expectations.

PoS: Subject: English: Reading Strand: Word Reading

Show/Hide Summary Show Grade Distribution Lock Targets Export

PoS Expectations: 9									Y	Y	Y	Y	
School Expectations: 1									Y	N	N	N	
TP Year 1 Autumn Half Term				Summary Columns		Overall	Strengths	Next Steps	En Word Read S 1.01	En Word Read S 1.02	En Word Read S 1.03	En Word Read S 1.04	
Year 1 at 26/06/2015													
Students	Reg Group	SEN Status	Pupil Premium Indicator	% of PoS Expectations Achieved	% of School Expectations Achieved	CAS En Reading Word Overall	CAS En Reading Word Strengths	CAS En Reading Word Next Steps	apply phonic knowledge and skills as the route to decode words	respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	
Abdullah, Tamwar	ELM	K							D				
Barrett, Anthony	ELM								D				
Clover, Frederick	ELM		Y						D				
Griffiths, Eve	ELM			11.11 %	100.00 %				S				
Langton, Deidre	ELM			11.11 %	100.00 %				S				
Polino, Vadim	ELM	A							D				
Scales, Prunella	ELM		Y						D				
Simmonds, David	ELM								D				

[x] [Reg Group] = 'ELM'

Edit Filter

Quick Analysis of the Cohort

With Summary Rows active you get instant feedback on the progress of the whole selected cohort towards Secure/Mastery of each expectation.

PoS: Subject: English: Reading Strand: Word Reading

Show/Hide Summary Show Grade Distribution Lock Targets Export

PoS Expectations: 9									Y	Y	Y	Y
School Expectations: 1									Y	N	N	N
TP Year 1 Autumn Half Term												
Year 1 at 26/06/2015												
Students	Reg Group	SEN Status	Pupil Premium Indicator	% of PoS Expectations Achieved	% of School Expectations Achieved	CAS En Reading Word Overall	CAS En Reading Word Strengths	CAS En Reading Word Next Steps	En Word Read S 1.01	En Word Read S 1.02	En Word Read S 1.03	En Word Read S 1.04
									apply phonic knowledge and skills as the route to decode words	respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
Total Number of Pupils				8	8	8	8	8	8	8	8	8
Total Number of Results				2	2	1	0	0	8	1	1	4
Number Achieving Skill									2	0	0	0
% Achieving Skill									25.00 %	0.00 %	0.00 %	0.00 %
Number NOT Achieving Skill									6	8	8	8
% NOT Achieving Skill									75.00 %	100.00 %	100.00 %	100.00 %
Number Mastered Skill									0	0	0	0
% Mastered Skill									0.00 %	0.00 %	0.00 %	0.00 %

☒ [Reg Group] = 'ELM'

Edit Filter

Entering Data - Summative

You also have the ability to record a summative judgement of how well each pupil is progressing towards meeting all of the expectations inside a strand.

You can record comments regarding Strengths and Next Steps in relation to each strand. These comments can be used simply as an aide memoire for class teachers or, if you wish, they can be used to populate your reports to parents/carers.

If you choose to use the comments for end of year reports bespoke templates can be created which are personalised to your school. These can include attendance information and other data that is stored in your SIMS Database.

Entering Data - Summative

Summative columns sit between the pupil data, progress towards expectations and formative data entry columns, allowing the class teacher to take all the relevant factors into account when recording their judgements

PoS: Subject: English: Reading Strand: Word Reading

Show/Hide Summary Show Grade Distribution Lock Targets Export

PoS Expectations: 9									Y	Y	Y	Y		
School Expectations: 1									Y	N	N	N		
TP Year 1 Autumn Half Term														
Year 1 at 26/06/2015														
Students	Reg Group	SEN Status	Pupil Premium Indicator	% of PoS Expectations Achieved	% of School Expectations Achieved	CAS En Reading Word Overall	CAS En Reading Word Strengths	CAS En Reading Word Next Steps	En Word Read S 1.01	En Word Read S 1.02	En Word Read S 1.03	En Word Read S 1.04		
Abdullah, Tamwar	ELM	K							D					
Barrett, Anthony	ELM								D					
Clover, Frederick	ELM		Y						D					
Griffiths, Eve	ELM								D					
Langton, Deidre	ELM								D					
Polino, Vadim	ELM	A							D					
Scales, Prunella	ELM		Y						D					
Simmonds, David	ELM								D					

</

☒ [Reg Group] = 'ELM'

Edit Filter

Entering Data - Summative

PoS: **Subject: English: Reading** **Strand: Word Reading**

Show/Hide Summary Show Grade Distribution Lock Targets Export

PoS Expectations: 9									Y	Y	Y	Y
School Expectations: 1									Y	N	N	N
TP Year 1 Autumn Half Term												
Year 1 at 26/06/2015												

View/Edit Result History...

View/Create Comment... F4

Select Grade for Cell

☒ [Reg Group] = 'ELM'

Edit Filter

Entering Data - Summative

PoS: **Subject: English: Reading** **Strand: Word Reading**

Show/Hide Summary Show Grade Distribution Lock Targets Export

PoS Expectations: 9									Y	Y	Y	Y	
School Expectations: 1									Y	N	N	N	
TP Year 1 Autumn Half Term				Summary Columns		Overall	Strengths	Next Steps	En Word Read S 1.01	En Word Read S 1.02	En Word Read S 1.03	En Word Read S 1.04	
Year 1 at 26/06/2015													
Students	Reg Group	SEN Status	Pupil Premium Indicator	% of PoS Expectations Achieved	% of School Expectations Achieved	CAS En Reading Word Overall	Reading Word Strengths	Reading Word Next Steps	apply phonic knowledge and skills as the route to decode words	respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	
Abdullah, Tamwar	ELM	K				1D			D	D	E	D	
Barrett, Anthony	ELM								D			E	
Clover, Frederick	ELM		Y						D			D	
Griffiths, Eve	ELM			11.11 %	100.00 %				S			E	
Langton, Deidre	ELM			11.11 %	100.00 %				S				
Polino, Vadim	ELM	A							D				
Scales, Prunella	ELM		Y						D				
Simmonds, David	ELM								D				

Select Grade for Column

Undo Results for Column

Show Grade Distribution

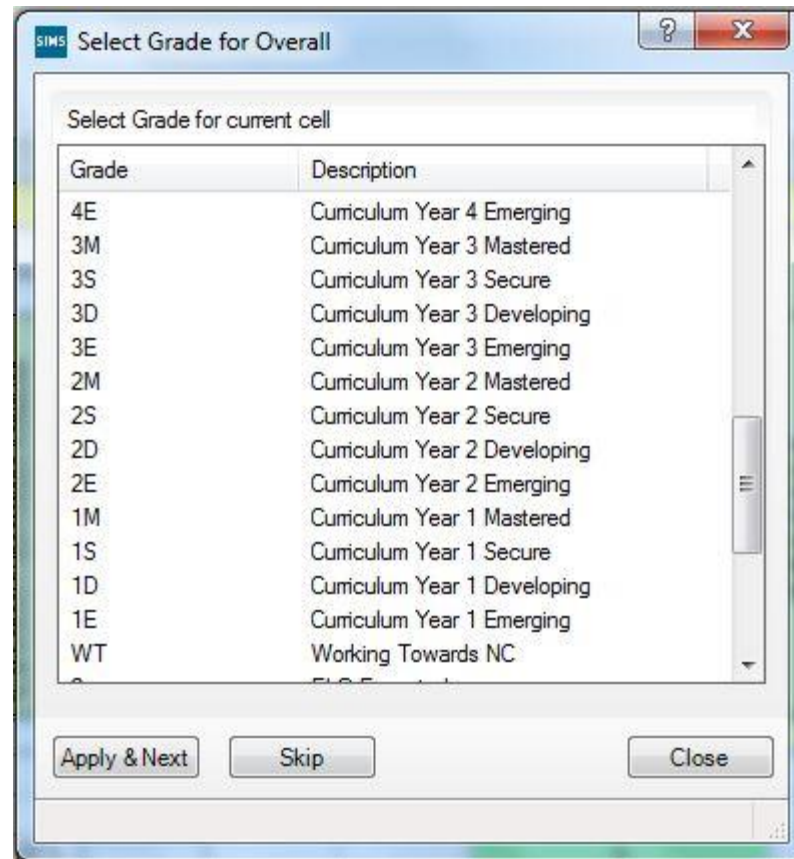
[Reg Group] = 'ELM'

Edit Filter

Select Grade for Column
Undo Results for Column
Show Grade Distribution

Edit Filter

Entering Data - Summative



The screenshot shows a software window titled "SIMS Select Grade for Overall". Inside, there is a section "Select Grade for current cell" containing a table with two columns: "Grade" and "Description". The table lists various curriculum grades from 4E down to WT. At the bottom of the window are three buttons: "Apply & Next", "Skip", and "Close".

Grade	Description
4E	Curriculum Year 4 Emerging
3M	Curriculum Year 3 Mastered
3S	Curriculum Year 3 Secure
3D	Curriculum Year 3 Developing
3E	Curriculum Year 3 Emerging
2M	Curriculum Year 2 Mastered
2S	Curriculum Year 2 Secure
2D	Curriculum Year 2 Developing
2E	Curriculum Year 2 Emerging
1M	Curriculum Year 1 Mastered
1S	Curriculum Year 1 Secure
1D	Curriculum Year 1 Developing
1E	Curriculum Year 1 Emerging
WT	Working Towards NC

Entering Data - Summative

PoS: **Subject: English: Reading** **Strand: Word Reading**

Show/Hide ▾ Summary ▾ Show Grade Distribution Lock Targets Export

PoS Expectations: 9									Y	Y	Y	Y
School Expectations: 1									Y	N	N	N
TP Year 1 Autumn Half Term				Summary Columns		Overall	Strengths	Next Steps	En Word Read S 1.01	En Word Read S 1.02	En Word Read S 1.03	En Word Read S 1.04
Year 1 at 26/06/2015												
Students	Reg Group	SEN Status	Pupil Premium Indicator	% of PoS Expectations Achieved	% of School Expectations Achieved	CAS En Reading Word Overall	CAS En Reading Word Strengths	CAS En Reading Word Next Steps	apply phonic knowledge and skills as the route to decode words	respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
Abdullah, Tamwar	ELM	K				1D			D	D	E	D
Barrett, Anthony	ELM											E
Clover, Frederick	ELM		Y									D
Griffiths, Eve	ELM			11.11 %	100.00 %							E
Langton, Deidre	ELM			11.11 %	100.00 %				S			
Polino, Vadim	ELM	A							D			
Scales, Prunella	ELM		Y						D			
Simmonds, David	ELM								D			

View/Edit Result History...

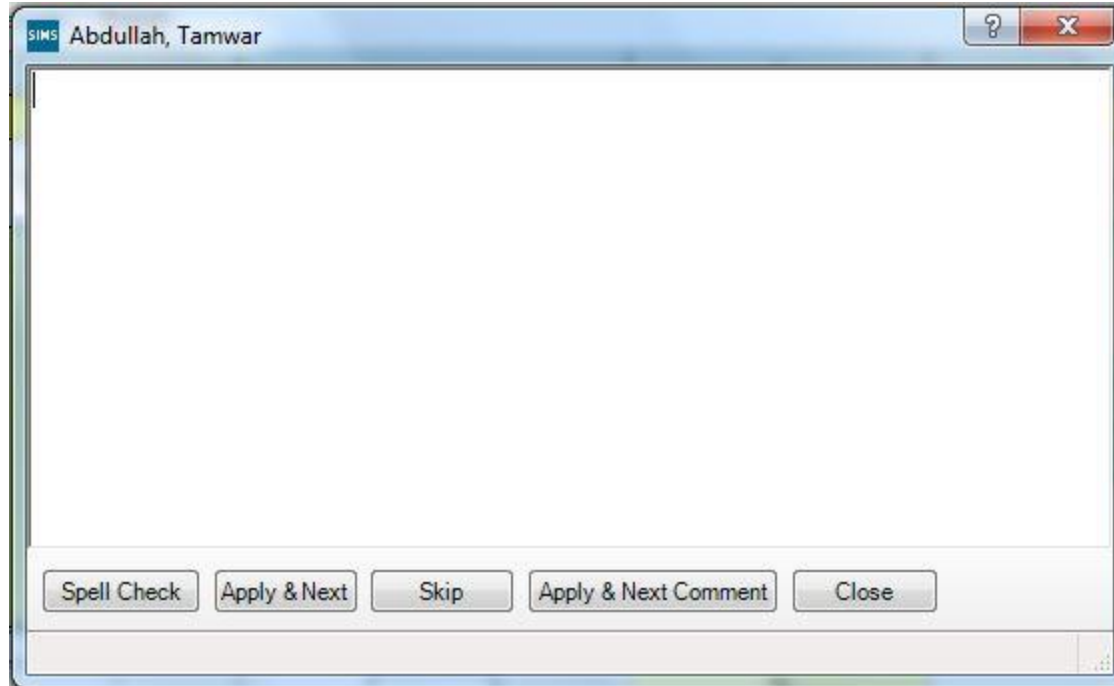
View/Create Comment..... F4

Select Grade for Cell

☒ [Reg Group] = 'ELM'

Edit Filter

Entering Data - Summative



A screenshot of a software window titled "SIMS Abdullah, Tamwar". The window has a large empty text area for data entry. At the bottom, there are five buttons: "Spell Check", "Apply & Next", "Skip", "Apply & Next Comment", and "Close". The window also features standard Windows-style window controls (minimize, maximize, close) in the top right corner.

Entering Data – Next Half Term

When you move into the next half term you don't lose sight of the data you have already entered.

You will either reenter the Programme of Study from the screen below and select a different half term.

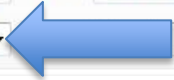
Programme of Study Tracking

Save Undo Reports Help Close

Selection Parameters

Subject English: Reading Strand Word Reading Membership Date 26/06/2015

Term Academic Year 2014/2015 Populate



Entering Data – Next Half Term

If you are still inside the Programme of Study Data Entry screen you can select your next half term by clicking on the red box showing which half term you are currently in and selecting the appropriate term from the drop down list.

PoS: Subject: English: Reading Strand: Word Reading

Show/Hide Summary Show Grade Distribution Lock Targets Export

PoS Expectations: 9						Y	Y	Y	Y			
School Expectations: 1						Y	N	N	N			
TP Year 1 Autumn Half Term			Summary Columns	Overall	Strengths	Next Steps	En Word Read S 1.01	En Word Read S 1.02	En Word Read S 1.03	En Word Read S 1.04		
Year 1 at 26/06/2015												
Students	Reg Group	SEN Status	Pupil Premium Indicator	% of PoS Expectations Achieved	% of School Expectations Achieved	CAS En Reading Word Overall	CAS En Reading Word Strengths	CAS En Reading Word Next Steps	apply phonic knowledge and skills as the route to decode words	respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

Entering Data – Next Half Term

If you are still inside the Programme of Study Data Entry screen you can select your next half term by clicking on the red box showing which half term you are currently in and selecting the appropriate term from the drop down list.

PoS: Subject: English: Reading Strand: Word Reading

Show/Hide Summary Show Grade Distribution Lock Targets Export

PoS Expectations: 9							Y	Y	Y	Y		
School Expectations: 0							N	N	N	N		
TP Year 1 Autumn Term				Summary Columns		Overall	Strengths	Next Steps	En Word Read S 1.01	En Word Read S 1.02	En Word Read S 1.03	En Word Read S 1.04
TP Year 1 Autumn Half Term												
TP Year 1 Autumn Term												
TP Year 1 Spring Half Term												
TP Year 1 Spring Term												
TP Year 1 Summer Half Term												
TP Year 1 Summer Term												
Students	Reg Group	SEN Status	Pupil Premium Indicator	% of PoS Expectations Achieved	% of School Expectations Achieved	CAS En Reading Word Overall	CAS En Reading Word Strengths	CAS En Reading Word Next Steps	apply phonic knowledge and skills as the route to decode words	respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

Entering Data – Next Half Term

Any data entered previously is indicated by a slice of colour. It will continue to count in the Summary Rows and Columns until it is changed so if a pupil has not made progress there is no need to reenter the previous formative judgement.

PoS: Subject: English: Reading Strand: Word Reading												
Show/Hide Summary Show Grade Distribution Lock Targets Export												
PoS Expectations: 9									Y	Y	Y	Y
School Expectations: 0									N	N	N	N
TP Year 1 Autumn Term												
Year 1 at 26/06/2015												
Students	Reg Group	SEN Status	Pupil Premium Indicator	% of PoS Expectations Achieved	% of School Expectations Achieved	CAS En Reading Word Overall	CAS En Reading Word Strengths	CAS En Reading Word Next Steps	En Word Read S 1.01	En Word Read S 1.02	En Word Read S 1.03	En Word Read S 1.04
									apply phonic knowledge and skills as the route to decode words	respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
Abdullah, Tamwar	ELM	K				D			D	D	E	D
Barrett, Anthony	ELM								D			E
Clover, Frederick	ELM		Y						D			D
Griffiths, Eve	ELM			11.11 %					S			E
Langton, Deidre	ELM			11.11 %					S			
Polino, Vadim	ELM	A							D			
Scales, Prunella	ELM		Y						D			
Simmonds, David	ELM								D			

Analysing Data

The Programme of Study area contains a number of built in “One Click” analysis reports.

Using the data in your SIMS database it can provide you with an overview of the attainment and progress of your whole cohort, individual classes, and vulnerable groups such as Pupil Premium, EAL, SEN vs the “none” equivalents.

The information SIMS uses to identify which pupils are in a “vulnerable” group is that which much be recorded for your school census, reducing the administrative burden of tracking these pupils.

Analysing Data

Demo only

This functionality will not be available in school until after the Summer Upgrade has been applied.

Producing Reports

Also built into SIMS is a Programme of Study Strand tracking report which shows graphically the progress a pupil is making against both School Expectation and national expectations.

You can build bespoke reports using the summative comments for each strand and any of the grades that have been entered in the summative or formative sections of the Programme of Study. You can also include key information from SIMS such as attendance statistics and prefilling parent/carer information on reply slips.

Custom report templates can be uploaded to the pupil's linked documents area, allowing easy sharing of information between staff. If you are using SIMS Learning Gateway reports can also be shared there with parents/carers.

Producing Reports – Subject/Strand Report

Year 1 Report for 2014/2015

Abdullah, Tamwar Reg: ELM Attendance: 72.4%

Subject: English: Reading

Strand: Word Reading



Programme of Study Expectations:



School Term Expectations:



Strengths:

Tamwar is great at explaining the plot of a book to an adult.

Next Steps:

Tamwar needs to listen to the whole question before attempting to answer.

Producing Reports – Bespoke Report for Core Subjects using Summative Levels & Comments from Programme of Study



WATERS EDGE PRIMARY SCHOOL
HEADTEACHER: MRS G GROSVENOR

Annual Report to Parents – Summer 2015

Name: Harvey Beynon

Class: PINE

English	Reading: Word Reading	Reading: Comprehension	Writing: Spelling	Writing: Handwriting & Presentation	Writing: Composition	Writing: Vocab, Punctuation & Grammar	Spoken Language: Spoken Language	<i>Strengths:</i> Cras enim nunc, vestibulum non nunc et, venenatis tincidunt ante. Cras semper mauris id porttitor fringilla. Nullam rhoncus pharetra felis at lobortis. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nulla lorem nisi, porta sed interdum a, ultricies vel mauris. Phasellus et congue leo.
	1S	1S	1S	1S	1S	1S	1S	<i>Next Steps:</i> Nullam maximus diam et mollis placerat. Donec ultrices libero non dignissim scelerisque. Sed vel ligula viverra, fringilla justo nec, molestie erat. Sed quis lobortis massa, at pulvinar lorem. Sed volutpat facilisis mauris id laoreet. Curabitur egestas mattis aliquet. Mauris at sollicitudin nisi, eget laoreet diam.

Producing Reports – Bespoke Report for Core Subjects using Summative Levels & Comments from Programme of Study

Attendance Summary

Overall Attendance %: 72.4	Authorised Absences: 0	Number of Sessions Late: 0
Possible Sessions: 348	Unauthorised Absences: 0	Total Minutes Late: 0

Class Teacher General Comment

Nulla consectetur, mi eu porttitor lacinia, ipsum turpis ullamcorper sem, nec commodo lacus ante nec sapien. Integer leo erat, mollis nec ante sit amet, tristique suscipit mauris. Aliquam gravida nec eros nec varius. Nunc sollicitudin dui quis metus vestibulum viverra. Ut orci libero, ullamcorper at risus id, ultrices efficitur purus. Vivamus consequat tristique leo ac ultricies. Fusce tempor arcu eget risus consequat faucibus. Etiam ornare consectetur elit eget rhoncus. Cras sodales arcu non condimentum varius. Donec est enim, ornare ac blandit id, vulputate sit amet augue. Fusce nibh metus, mattis at est sed, euismod accumsan lacus. Mauris sit amet efficitur sapien. Fusce quis varius odio.

Mr O. Joyner

Headteacher Comment

Aenean et turpis lobortis, volutpat mauris at, hendrerit erat. Phasellus interdum dolor enim, ac consectetur diam facilisis ultricies. Nunc non facilisis tortor. Morbi auctor magna nisi, nec ornare ante porta at. Nam ultrices at ante sit amet tincidunt.

Mrs G Grosvenor

WATERS EDGE PRIMARY SCHOOL
HAVELOCK ROAD JUNIOR DEPARTMENT, WOLVERTON, EAST TOWN, EASTSHIRE, SI3 7ND

Producing Reports – Bespoke Report for Core and Foundation Subjects Using Comments from Programme of Study



WATERS EDGE PRIMARY SCHOOL
HEADTEACHER: MRS G GROSVENOR

Annual Report to Parents – Summer 2015

Name: Harvey Beynon

Class: PINE

English: Reading

Strengths

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Ut bibendum, ligula non rhoncus venenatis, tortor leo finibus ligula, in dictum dolor velit ut dolor. Integer luctus fermentum sem vitae eleifend. Curabitur ut neque vitae enim pharetra tempor. Integer euismod augue nunc, id

Next Steps

Vivamus mattis tellus neque, ut scelerisque nunc sagittis vel. Sed viverra semper massa, nec elementum velit ornare non. Integer quis venenatis nisl. Suspendisse condimentum nec risus vitae suscipit. Suspendisse faucibus neque at euismod.

Producing Reports – Bespoke Report for Core and Foundation Subjects Using Comments Only from Programme of Study

Attendance Summary

<i>Overall Attendance %:</i>	72.4	<i>Authorised Absences:</i>	0
<i>Possible Sessions:</i>	348	<i>Unauthorised Absences:</i>	0

Class Teacher General Comment

Nulla consectetur, mi eu porttitor lacinia, ipsum turpis ullamcorper sem, nec commodo lacus ante nec sapien. Integer leo erat, mollis nec ante sit amet, tristique suscipit mauris. Aliquam gravida nec eros nec varius. Nunc sollicitudin dui quis metus vestibulum viverra. Ut orci libero, ullamcorper at risus id, ultrices efficitur purus. Vivamus consequat tristique leo ac ultricies. Fusce tempor arcu eget risus consequat faucibus. Etiam ornare consectetur elit eget rhoncus. Cras sodales arcu non condimentum varius. Donec est enim, ornare ac blandit id, vulputate sit amet augue. Fusce nibh metus, mattis at est sed, euismod accumsan lacus. Mauris sit amet efficitur sapien. Fusce quis varius odio.

Mr O. Joyner

Headteacher Comment

Aenean et turpis lobortis, volutpat mauris at, hendrerit erat. Phasellus interdum dolor enim, ac consectetur diam facilisis ultricies. Nunc non facilisis tortor. Morbi auctor magna nisi, nec ornare ante porta at. Nam ultrices at ante sit amet tincidunt.

Mrs G. Grosvenor

Further Information and Next Steps

All resources provided today will be made available on SchoolsWeb for you to produce additional copies for your staff.

The Bucks CC SIMS team will be running a series of workshops to support your staff with their initial data entry into the new system. We also operate a telephone support line with remote access to your PCs to allow us to log on and support their data entry if they are not able to attend a workshop.

If you would prefer bespoke on site training as part of your INSET or CPD programme we can also provide this, please contact Sheryl Everett to discuss your requirements.

Further Information and Next Steps

If you are interested in bespoke report templates to produce your end of year reports to parents then please contact Helen Scott to discuss your requirements.

If you do not yet have access to SIMS in the classroom please contact us or your hardware support team to discuss this.

**Thank you for your time,
any questions?**