




FrogProgress Reporting

Pathway vs Snapshot

Pathway

The pathway judgement scale refers to commonly used statuses such as “emerging”, “developing”, “secure” or “not understood”, “some understanding”, “got it”.

Status Colour	Status	Value	Target 
	Emerging	0.00	
	Developing	1.00	
	Secure	2.00	

In order for a software tool to flag when children are not performing as expected, you first need to tell the software which status applies to which KPI at which point in time in the year. This detailed target setting is needed because with the pathway scale, a child will work their way up the scale throughout the year.

Setting up this data would be extremely time consuming and in reality only provide a best fit approach, unless you set it up for every child in the class!

This is not the way of FrogProgress

Snapshot

The snapshot judgement scale allows teachers to make simple judgements, relative to the point in time the judgement is being recorded. It is as simple as saying: right now, is this child on track to meet this KPI at the time expected during this academic year, or not.

Taking this approach means that a single status can be set as the target for the entire year. The logic behind this is that the child should be making expected progress (and therefore be at the target status) against every objective they have been assessed against. If they are not, there is a problem and it needs to be addressed.

Status Colour	Status	Value	Target 
	Not Where You Should Be	0.00	
	Where You Should Be	1.00	

This approach makes flagging problems at subject level really simple but does rely on the SLT in the school trusting the assessments made by their teachers. The use of exemplar standards and collaborative moderation is what is needed to support this practice.

It doesn't matter how many statuses you use, it matters what they mean! Less is more!

This is the way of FrogProgress!

Keep it simple, raise the standards, collaborate and develop trust; you can then focus on the children and not on the stats!



School Reports

School reports are design to provide SLT, staff and governors with all the information they need to support their learners. It is possible to filter all school reports to look at all objectives or just KPIs.

Newton release (April 2016) - It will be possible to filter all school reports by contextual data held against the students.

Group Learning Objective Progress Summary

School - Group Learning Objective Progress Summary									
A progress report for a specific subject, group and phase of the curriculum, grouped by Learning Objective, for a specified assessment period									
Curriculum	National Curriculum England 2014				Group	Student			
Subject	English				Assessment Cycle	2015/2016			
Phase of Curriculum	Year 1				Assessment Period	Spring 2			
Objectives	All objectives								
Learning Objectives	Not Taught		Not on Track		On Track		Got it!		
	Count	%	Count	%	Count	%	Count	%	
Listen and respond appropriately to adults and their peers	19	90%	0	0%	2	10%	0	0%	
Ask relevant questions to extend their understanding and knowledge	19	90%	0	0%	2	10%	0	0%	
Use relevant strategies to build their vocabulary	19	90%	0	0%	1	5%	1	5%	
Articulate and justify answers, arguments and opinions	21	100%	0	0%	0	0%	0	0%	
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	21	100%	0	0%	0	0%	0	0%	
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	21	100%	0	0%	0	0%	0	0%	
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	21	100%	0	0%	0	0%	0	0%	
Speak audibly and fluently with an increasing command of	21	100%	0	0%	0	0%	0	0%	

This report is designed to give a snapshot of class attainment at a specific point in time. This can be used to highlight gaps in knowledge against specific objectives.



Student Progress Summary by Subject

Student Progress Summary by Subject

Student summaries by assessment status for a subject up to the end of a specified assessment period

Subject	Art and Design
Phase of Curriculum	Year 2
Objectives	All objectives

Group	Class 2
Data	Everything up to 2015/2016 Spring 1
Assessment Period	Spring 1

Student	Not Taught		Not Where You Should Be		Where You Should Be	
	Count	%	Count	%	Count	%
Alfie Price	2	50%	1	25%	1	25%
Sarah Young	2	50%	1	25%	1	25%
Sebastian Smith	2	50%	1	25%	1	25%
Chloe Parker	2	50%	1	25%	1	25%
Ben Richards	2	50%	1	25%	1	25%
Christian Lee	1	25%	1	25%	2	50%
Laura Douglas	2	50%	1	25%	1	25%
Chad Sanchez	2	50%	1	25%	1	25%
Sarah Stephens	2	50%	1	25%	1	25%
Joshua Brooks	1	25%	1	25%	2	50%

This report is designed to give a snapshot of class attainment at a specific point in time. This can be used to highlight gaps in knowledge for a specific student.



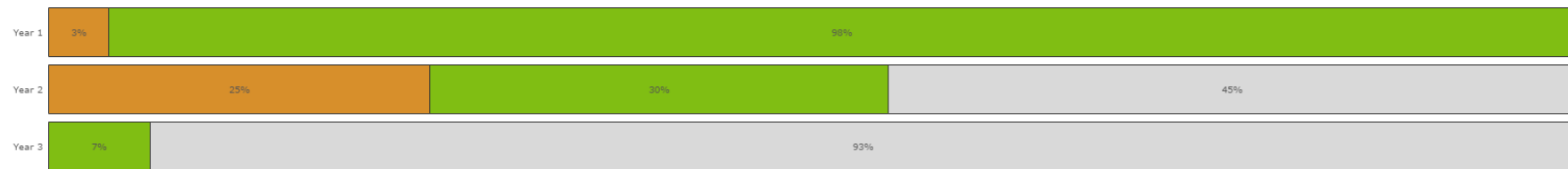
Learning Objective Coverage by Phase of Curriculum

School - Learning Objective Coverage by Phase of Curriculum

A graphical summary of coverage of learning objectives taught for a subject and group over an assessment cycle and period

Subject	Art and Design
Phase of Curriculum	Year 2
Group	Class 2
Include Prior Phase of Curriculum?	Yes
Include Next Phase of Curriculum?	Yes
Cycle	2015/2016
Period	Spring 1
Objectives	All objectives

Art and Design



This report is designed to give a snapshot of curriculum coverage for a class at a specific point in time. It can be used to check that the class are progressing through the curriculum at the desired rate.



Multi Subject Coverage by Assessment Period



This report is like a giant version of the coverage report displayed above. You can specify multiple years of the curriculum for multiple subjects and select a whole academic year. The report then gives a summary of the curriculum coverage in each period in the selected cycle for each of the subjects.

The summary row consolidates all of the subjects in to an overview (like an inverse of the subject/subject area summaries in the regular coverage report).

The summary at the bottom details the total % of objectives/children that were assessed at the target status or higher. The difference shows how this % has varied between each assessment period.

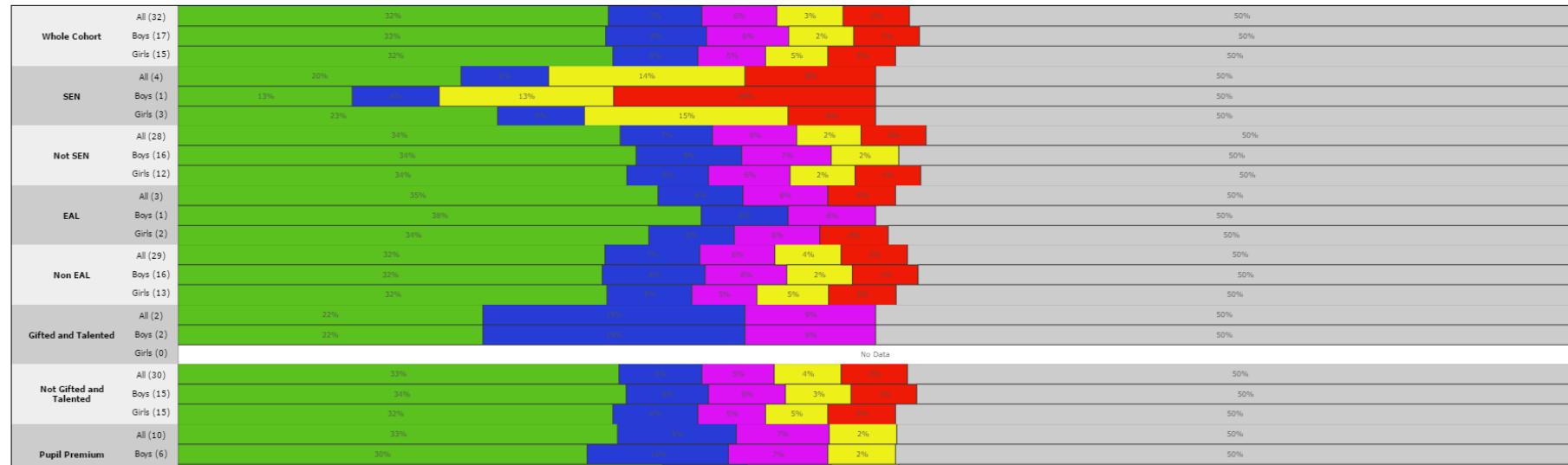


Coverage Summary by Contextual Group

School - Learning Objective Coverage by Contextual Group

This report provides a summary of end of year attainment for a given subject and phase broken down by contextual groups within a school

Group	Year 2
Subject	Mathematics
Phase of Curriculum	Year 2
Assessment Cycle	2015/2016
Assessment Period	Autumn 2
Objectives	KPIs only



This report is designed to give a snapshot of curriculum coverage for a class at a specific point in time. It can be used to check that the specific cohorts in the class are progressing through the curriculum at the desired rate.

****Under development at the moment and will be released in April 2016****



Assessment Period Summary



This report provides a high level summary of the % of the class that are deemed as 'on track'* during each assessment period in the year. The report shows class progression throughout the year.

*A child is deemed as on track if: All of the latest judgements for all objectives that have been taught** to the selected class, for the selected subject, have been assessed at the target status or higher.

**An objective is deemed as being taught once 50% or more of the selected class have been assessed against it.



LO Export Report

This report gives you a raw csv export of all of the judgement/evidence events held in your system.

Every time an judgement is recorded we keep a log of it, so even if only one judgement is displayed in student tracker for an assessment period, we may have more stored. There is a parameter on this report to control if all or just the latest judgements are exported.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
1	First Name	Last Name	Pupil Number (UPN)	Curriculum	Subject	Subject Area	Year	LO/KPI Name	LO/KPI Flag	Event Type	Description	Detail	Date Recorded	Assessor First Name	Assessor Surname	Academic Year	Term		
2	Joshua	Brooks		National Curri	Mathematics	Geometry - pc	Year 2	Uses mathematical vocabulary f	Is KPI	Status Update	On Track	1	22/06/2016 07:36	Ramsey	Bond	2015/2016	Autumn 1		
3	Dorothy	Burke		National Curri	Mathematics	Geometry - pc	Year 2	Uses mathematical vocabulary f	Is KPI	Status Update	On Track	1	22/06/2016 07:36	Ramsey	Bond	2015/2016	Autumn 1		
4	Alexander	Burton		National Curri	Mathematics	Geometry - pc	Year 2	Uses mathematical vocabulary f	Is KPI	Status Update	On Track	1	22/06/2016 07:36	Ramsey	Bond	2015/2016	Autumn 1		
5	Hannah	Cooper		National Curri	Mathematics	Geometry - pc	Year 2	Uses mathematical vocabulary f	Is KPI	Status Update	On Track	1	22/06/2016 07:36	Ramsey	Bond	2015/2016	Autumn 1		
6	Theresa	Curtis		National Curri	Mathematics	Geometry - pc	Year 2	Uses mathematical vocabulary f	Is KPI	Status Update	On Track	1	22/06/2016 07:36	Ramsey	Bond	2015/2016	Autumn 1		
7	Julia	Day		National Curri	Mathematics	Geometry - pc	Year 2	Uses mathematical vocabulary f	Is KPI	Status Update	On Track	1	22/06/2016 07:36	Ramsey	Bond	2015/2016	Autumn 1		
8	Laura	Douglas		National Curri	Mathematics	Geometry - pc	Year 2	Uses mathematical vocabulary f	Is KPI	Status Update	On Track	1	22/06/2016 07:36	Ramsey	Bond	2015/2016	Autumn 1		
9	Raymond	Fisher		National Curri	Mathematics	Geometry - pc	Year 2	Uses mathematical vocabulary f	Is KPI	Status Update	On Track	1	22/06/2016 07:36	Ramsey	Bond	2015/2016	Autumn 1		
10	Thomas	Flores		National Curri	Mathematics	Geometry - pc	Year 2	Uses mathematical vocabulary f	Is KPI	Status Update	On Track	1	22/06/2016 07:36	Ramsey	Bond	2015/2016	Autumn 1		
11	Albert	Gilbert		National Curri	Mathematics	Geometry - pc	Year 2	Uses mathematical vocabulary f	Is KPI	Status Update	On Track	1	22/06/2016 07:36	Ramsey	Bond	2015/2016	Autumn 1		
12	Beverly	Guzman		National Curri	Mathematics	Geometry - pc	Year 2	Uses mathematical vocabulary f	Is KPI	Status Update	On Track	1	22/06/2016 07:36	Ramsey	Bond	2015/2016	Autumn 1		
13	Joe	Hall		National Curri	Mathematics	Geometry - pc	Year 2	Uses mathematical vocabulary f	Is KPI	Status Update	On Track	1	22/06/2016 07:36	Ramsey	Bond	2015/2016	Autumn 1		
14	Christian	Lee		National Curri	Mathematics	Geometry - pc	Year 2	Uses mathematical vocabulary f	Is KPI	Status Update	On Track	1	22/06/2016 07:36	Ramsey	Bond	2015/2016	Autumn 1		
15	Pamela	Marshall		National Curri	Mathematics	Geometry - pc	Year 2	Uses mathematical vocabulary f	Is KPI	Status Update	On Track	1	22/06/2016 07:36	Ramsey	Bond	2015/2016	Autumn 1		
16	Ruby	Marshall		National Curri	Mathematics	Geometry - pc	Year 2	Uses mathematical vocabulary f	Is KPI	Status Update	On Track	1	22/06/2016 07:36	Ramsey	Bond	2015/2016	Autumn 1		
17	Nancy	Matthews		National Curri	Mathematics	Geometry - pc	Year 2	Uses mathematical vocabulary f	Is KPI	Status Update	On Track	1	22/06/2016 07:36	Ramsey	Bond	2015/2016	Autumn 1		
18	Gregory	Morrison		National Curri	Mathematics	Geometry - pc	Year 2	Uses mathematical vocabulary f	Is KPI	Status Update	On Track	1	22/06/2016 07:36	Ramsey	Bond	2015/2016	Autumn 1		
19	Craig	Owens		National Curri	Mathematics	Geometry - pc	Year 2	Uses mathematical vocabulary f	Is KPI	Status Update	On Track	1	22/06/2016 07:36	Ramsey	Bond	2015/2016	Autumn 1		
20	Chloe	Parker		National Curri	Mathematics	Geometry - pc	Year 2	Uses mathematical vocabulary f	Is KPI	Status Update	On Track	1	22/06/2016 07:36	Ramsey	Bond	2015/2016	Autumn 1		
21	Jack	Powell		National Curri	Mathematics	Geometry - pc	Year 2	Uses mathematical vocabulary f	Is KPI	Status Update	On Track	1	22/06/2016 07:36	Ramsey	Bond	2015/2016	Autumn 1		
22	Alfie	Price		National Curri	Mathematics	Geometry - pc	Year 2	Uses mathematical vocabulary f	Is KPI	Status Update	On Track	1	22/06/2016 07:36	Ramsey	Bond	2015/2016	Autumn 1		
23	Ben	Richards		National Curri	Mathematics	Geometry - pc	Year 2	Uses mathematical vocabulary f	Is KPI	Status Update	On Track	1	22/06/2016 07:36	Ramsey	Bond	2015/2016	Autumn 1		

This report has been created to give schools flexibility to create excel based reports to meet their specific requirements.



Curriculum Export

The reports gives you a csv export of all the curriculums held on your system for the selected subject.

G32 Use spoken language to develop understanding through speculating hypothesising imagining and exploring ideas								
A	B	C	D	E	F	G	H	
Key Stage	Year	Version Name	Active	Subject	Subject Area	LO/KPI Name	KPI	
1	Key Stage 1	Year 1	National Curriculum England 2014	Y	English	Spoken language	Listen and respond appropriately to adults and their peers	N
2	Key Stage 1	Year 1	National Curriculum England 2014	Y	English	Spoken language	Ask relevant questions to extend their understanding and knowledge	N
3	Key Stage 1	Year 1	National Curriculum England 2014	Y	English	Spoken language	Use relevant strategies to build their vocabulary	N
4	Key Stage 1	Year 1	National Curriculum England 2014	Y	English	Spoken language	Articulate and justify answers arguments and opinions	N
5	Key Stage 1	Year 1	National Curriculum England 2014	Y	English	Spoken language	Give well-structured descriptions explanations and narratives for different purposes including for expressing feelings	N
6	Key Stage 1	Year 1	National Curriculum England 2014	Y	English	Spoken language	Maintain attention and participate actively in collaborative conversations staying on topic and initiating and responding to comments	N
7	Key Stage 1	Year 1	National Curriculum England 2014	Y	English	Spoken language	Use spoken language to develop understanding through speculating hypothesising imagining and exploring ideas	N
8	Key Stage 1	Year 1	National Curriculum England 2014	Y	English	Spoken language	Speak audibly and fluently with an increasing command of Standard English	N
9	Key Stage 1	Year 1	National Curriculum England 2014	Y	English	Spoken language	Participate in discussions presentations performances role play/improvisations and debates	N
10	Key Stage 1	Year 1	National Curriculum England 2014	Y	English	Spoken language	Gain maintain and monitor the interest of the listener(s)	N
11	Key Stage 1	Year 1	National Curriculum England 2014	Y	English	Spoken language	Consider and evaluate different viewpoints attending to and building on the contributions of others	N
12	Key Stage 1	Year 1	National Curriculum England 2014	Y	English	Spoken language	Select and use appropriate registers for effective communication	N
13	Key Stage 1	Year 2	National Curriculum England 2014	Y	English	Spoken language	Listen and respond appropriately to adults and their peers	N
14	Key Stage 1	Year 2	National Curriculum England 2014	Y	English	Spoken language	Ask relevant questions to extend their understanding and knowledge	N
15	Key Stage 1	Year 2	National Curriculum England 2014	Y	English	Spoken language	Use relevant strategies to build their vocabulary	N
16	Key Stage 1	Year 2	National Curriculum England 2014	Y	English	Spoken language	Articulate and justify answers arguments and opinions	N
17	Key Stage 1	Year 2	National Curriculum England 2014	Y	English	Spoken language	Give well-structured descriptions explanations and narratives for different purposes including for expressing feelings	N
18	Key Stage 1	Year 2	National Curriculum England 2014	Y	English	Spoken language	Maintain attention and participate actively in collaborative conversations staying on topic and initiating and responding to comments	N
19	Key Stage 1	Year 2	National Curriculum England 2014	Y	English	Spoken language	Use spoken language to develop understanding through speculating hypothesising imagining and exploring ideas	N
20	Key Stage 1	Year 2	National Curriculum England 2014	Y	English	Spoken language	Speak audibly and fluently with an increasing command of Standard English	N
21	Key Stage 1	Year 2	National Curriculum England 2014	Y	English	Spoken language	Participate in discussions presentations performances role play/improvisations and debates	N
22	Key Stage 1	Year 2	National Curriculum England 2014	Y	English	Spoken language	Gain maintain and monitor the interest of the listener(s)	N
23	Key Stage 1	Year 2	National Curriculum England 2014	Y	English	Spoken language	Consider and evaluate different viewpoints attending to and building on the contributions of others	N
24	Key Stage 1	Year 2	National Curriculum England 2014	Y	English	Spoken language	Select and use appropriate registers for effective communication	N
25	Key Stage 1	Year 2	National Curriculum England 2014	Y	English	Spoken language		N



Individual Reports

Individual reports are designed to support clear communication between the school and parents. It is possible to filter all individual reports to look at all objectives or just KPIs.

Student Progress Summary by Assessment Period

Individual - Student Progress Summary by Assessment Period							
This report gives detail of all the objectives the selected student was assessed against in each assessment period within a selected cycle, subject and year of the curriculum							
Student		Joshua Brooks		Subject		Art and Design	
Assessment Cycle		2014/2015					
	Learning Objective	Assessment Cycle 2014/2015					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 LO's	To use a range of materials creatively to design and make products	Not Taught	Not Where You Should Be	Where You Should Be	Where You Should Be	Where You Should Be	Where You Should Be
	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Where You Should Be	Where You Should Be	Where You Should Be	Where You Should Be	Where You Should Be	Where You Should Be
	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Not Taught	Not Where You Should Be	Not Where You Should Be	Where You Should Be	Where You Should Be	Where You Should Be
	About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	Not Taught	Not Taught	Not Taught	Where You Should Be	Where You Should Be	Where You Should Be
Year 2 LO's	To use a range of materials creatively to design and make products	Not Taught	Not Taught	Not Taught	Not Taught	Not Taught	Where You Should Be
	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Not Taught	Not Taught	Not Taught	Not Taught	Not Taught	Where You Should Be

Key		
Not Taught	Not Where You Should Be	Where You Should Be

This report is designed to report to parents of students that may be working on multiple phases of the curriculum for a single subject.

The report lists all objectives that the child has been assessed against during each assessment period (half term) within the selected academic year. The report can be run at any time during the year, printed and shared with parents.



Continuum Progress Summary by Assessment Period

Individual - Continuum Progress Summary by Assessment Period

This report gives detail of all the objectives the selected student was assessed against in each assessment period within a selected cycle, subject and year of the curriculum

Student	Raymond Fisher	Subject	ITP Reading
Phase of Curriculum	SEN Support and Competencies	Assessment Cycle	2015/2016
Objectives	KPIs only		

	Subject Area	Learning Objective	Assessment Cycle 2015/2016					
			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Continuum	Attitude Towards Reading	Band 1	On Track	On Track	On Track	On Track	On Track	On Track
Continuum	Attitude Towards Reading	Band 2	Not on Track	On Track	On Track	On Track	On Track	On Track
Continuum	Attitude Towards Reading	Band 3	Not on Track	Not on Track	Not on Track	Not on Track	Not on Track	Not on Track

Key

Not Taught	Not on Track	On Track
Got It!		

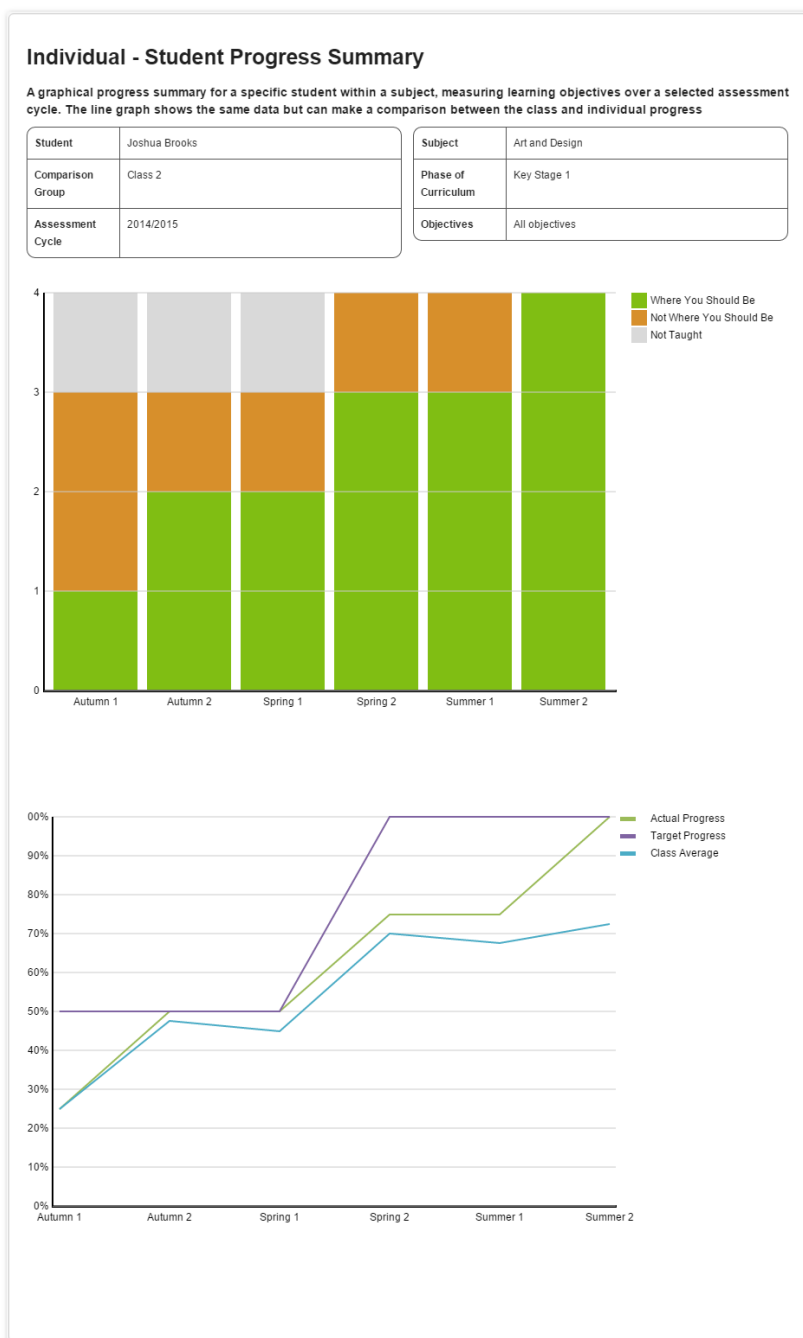
This report is designed to report to parents of students that are being assessed against a matrix style curriculum.

The report lists all objectives that the child has been assessed against during each assessment period (half term) within the selected academic year. The report can be run at any time during the year, printed and shared with parents.

The report lists subject areas first then objectives to make the matrix style of the curriculum easier to understand.



Student Progress Summary



This report is designed to report to parents of students that are working on a single phase of the curriculum for a single subject.

The report provides a bar chart summary of the number of objectives in each status during each assessment period (half term) within the selected academic year.

The graphical representation at the bottom includes three lines and is the only report to consider the numeric value defined against each assessment status:



Target

The system first works out how many objectives have been taught to the class at that point in time, then multiplies the number of KPIs that have been taught by the value of the target status to give the current target score.

This is then converted in to a % by dividing the current target score by the maximum*** number of points as per the target.

Actual

Total number of points (based upon the value of each assessment status) that the student has accumulated at that point in time.

Converted in to a % based upon the number of points accumulated/the maximum*** number of points as per the target.

Class Average (Optional)

Total number of points (based upon the value of each assessment status) that each student has accumulated at that point in time; divided by the number of students.

Converted in to a % based upon the average number of points accumulated/the maximum*** number of points as per the target.

*** Maximum = total number of objectives * value of target status

The report can be run at any time during the year, printed and shared with parents