Lumen Christi Planning

Northern Ireland Curriculum

Planning for Reporting

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SIOBHAN MATTHEWSON: Well, we decided that it would be a beginning if we looked at electronic reporting and we did that as part of a bigger picture, because our long-term aim would have been to develop electronic reporting. Electronic recording of behaviour management and also electronic recording of data for future use, for predicting for students and for developing personalised learning plans.

So our initial plan was that we would use the Year 8 progress report, which was sent out to parents, normally around about October time. We want the report to look exactly like this. So how can we reverse engineer this report, and do an electronic report? And that's where we began. At that point, we looked at the tools that were available to us within our own C2K system and we thought that SIMS and Profiles would be a good starting point.

We realised though, that we didn't have the expertise required to produce the report. So, at that point, we decided collaboration would be a good way of moving the project forward. We went to C2K, we also sought some assistance from CCEA in terms of the long-term planning for structuring reports and then, what we did was, we invited C2K down to have a look at the report and to tell us what we needed to do to enable us to produce that report electronically.

We then appointed two people. One that would take over Profiles, and the other that would take over the Assessment Manager aspect of the reports. Both of those people were trained by C2K. They then did some training with the people who were going to produce the reports and those people then did the back-end work, the technical work if you like, of producing an interface for staff to work with. So, really, that took the guts of two months, and that would have had to have been done well in advance of the progress report being produced.

Subsequent to that then, we looked at comments and comment banks. We solicited heads of departments and we asked them to review their previous manual reports to look at comments that were frequently used, and to come up with comment banks. So at that point, they then did come up with the comment banks. They submitted them to the administrative staff, and the administrative staff in the school created the comment banks.

So we were beginning then to get the structure together. We had the back-end of Assessment Manager which was going to capture marks from teachers, or grades from teachers. And then we had the other side of the report, which was the Profiles side, which was going to capture comments from teachers.

So we had both of these ends then ready to go, and the next phase was training staff. So we then decided that we would do a few sessions after school, training the staff, and we brought C2K into the school, along with the two appointed people within the school, who trained the staff on an ongoing basis over a period of three weeks. And I have to say at that point in time, we realised that this was going to be much easier than we thought. Because the staff found entering the data into the mark sheets easier than they first thought, so there was a very positive attitude to the introduction of electronic reporting at that point in time. So that's where we began.

From that point on then, we realised that it was a runner, that it was something that we could roll-out across the school. Having established the process through the pilot, we used the exact same process to roll out the Key Stage 3 reports. The only difference was, at that point in time, we took account of the revised curriculum, the requirements that would be needed for the annual pupil report, and we redesigned our school report to come into line with that.

However, the training process for that was not as difficult, obviously, because the staff were skilled up and ready to go. So it worked quite well. We then looked across Key Stage 4 and 5 and we put the same process into operation and it worked. So we now have, basically, across the school, electronic reporting for every year group, and all teachers have been trained up in the use of the Assessment Manager for entering marks, and in the use of Profiles for entering comments.