Submission of Voluntary 2021 NCER Perspective Lite Primary Outcome Collection
https://perspective.angelsolutions.co.uk/perspective/login.aspx

Excel Template Instructions

This document is intended for use by Enfield schools that have opted to submit 2021 primary outcomes to the Local Authority in order to obtain reporting and access to Local/National[1] comparisons. Schools that decide to do so will be able to make use of Perspective Lite functionality (Reports (Nova) and Insight) to gain access to analysis.

IMPORTANT NOTES:
- Submission of 2021 Primary Outcomes to the Local Authority is **NOT statutory**. The LA is providing the service for the benefit of schools that have opted to submit.
- Schools may submit one, some or all of: EYFSP (old or new framework), Phonics, KS1 and KS2.
- For all assessments, results are based on Teacher Assessment (possibly informed by any testing the school opts to undertake) and should reflect the **current** judgement of the pupil's attainment.
- EYFSP, Phonics, KS1 and KS2 files schools wish to submit must only be sent to the LA – DFE do not want or require them (this is a change to the usual process).
- In line with STA and DFE guidance the Local Authority will not use data gathered in this exercise for **any** form of accountability or risk assessment. Collection is purely for the benefit of the schools who do so. [2]

Populating the supplied spreadsheet

1) Open the spreadsheet. The spreadsheet includes a macro and so – depending on IT policies in your school – when you open the file you may be asked to "enable editing" and then "enable content", something similar to below, click the Enable Editing button and then the Enable Content button when they appear. [3]
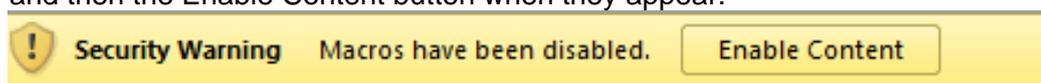
2) Please **do not** amend the structure or features within the spreadsheet – that will prevent the creation of the export files needed by the LA to import into Perspective Lite. If there's a reason you are unable to work with the spreadsheet as presented, please use the contact details below.

3) Please do not separate the workbook into separate sheets for different teachers to complete. This will prevent the macros from working to generate the export file. If you need to have them completed separately then instead take a copy of a relevant sheet

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[1] Emerging national comparisons in 2021 will be based only on schools who opt to submit to LAs who make the facility available.

[2] Unless otherwise specified by the school, results for Children Looked After will be made available through the LA systems to the Virtual School that is the Corporate Parent for that pupil (including those outside this LA)

[3] Some schools may have IT policies that entirely block the use of macros and will not allow them to be enabled. If this is the case for your school then you can instead send the whole spreadsheet back to the contact email address below, but this must be done securely.

for a teacher, allow them to complete it and then transfer that information back into the original sheet.

4) Update the requested information on the 'Information and Instructions' tab
   a. Name of school.
   b. Confirm that Local Authority Number shows 308
   c. Input your 4 digit establishment number
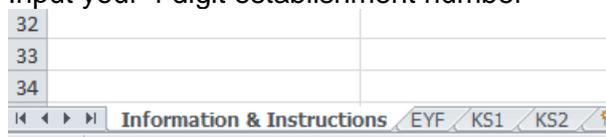
5) Your school should only use ONE of the EYF tabs
   i. EYF – Schools using the 'old' EYFS framework.
   ii. EYF2 – Schools who are early adopters of the 'new' 2021 framework.

6) Go to each of the assessment tabs (EYF or EYF2, PHO KS1, KS2) in turn that the school wishes to submit. You do not need to submit every assessment. On each page:
   a. You can input the pupil results at your leisure, save and return to the file at a later time – there is no need to complete all of this process in one go.
   b. Ensure that the first row under the headers is populated with a pupil. A file for that assessment will only be created if the second row is complete i.e. don't leave a blank row at the top of the pupil list.
   c. Input **all** the requested pupil details (Forename, Surname, UPN, DOB and Gender) These are required to ensure pupils can be matched to contextual information and previous results.
   d. Input the results by assessment area/subject. Appendix 1 of this document shows the available codes that you can input and what each field means.

7) Once you have input **all** the assessments and **all** the pupils you wish to submit for your school, save the file and e-mail securely to **KIH@enfield.gov.uk**

After submission

8) Once the file has been submitted, the LA will download and process it. We will aim to process any submitted files within 5 working days of submission.
9) The LA will update you on the approximate proportion of all expected pupils at each Key Stage that have been submitted so that you can understand how complete the national, and possibly, regional comparisons are.

If you have any problems or queries about this process, please contact
francesca.falcini@enfield.gov.uk or gaya.amuwitagama@enfield.gov.uk

Appendix 1 – Fields and codes

1. Fill in the teacher assessments on the saved excel file at your leisure (save it and come back to it later if you need to):

> ## EYF (Old Framework) data entry
> Once you have input the pupil details, the EYF tab will look like the image below, columns for: Forename, Surname, UPN, DOB and Gender, followed by columns for each of the abbreviated 17 Early Learning Goals (ELGs)

The ELG column header abbreviations in each of the Areas of Learning translate as follows (and can be seen in the excel workbook by hovering over the header row)

Communication and language
- LA: Listening and attention
- U: Understanding
- S: Speaking

Physical development
- M&H: Moving and handling
- HSC: Health and self-care

Personal, social and emotional development
- SC/SA: Self-confidence and self-awareness
- MFB: Managing feelings and behaviour
- MR: Making relationships

Literacy
- R: Reading
- W: Writing

Mathematics
- N: Number
- SSM: Shape, space and measures

Understanding the world
- P&C: People and communities
- World: The world
- Tech: Technology

Expressive arts and design
- EMM: Exploring and using media and materials
- BI: Being imaginative

For each child and each of the 17 ELGs select either 1, 2, or 3 from the dropdown; the dropdown arrow will appear when you click into an empty cell (as per screenshot below):

- 1 = Emerging
- 2 = Expected
- 3 = Exceeding

➢ EYF2 (2021/New/Early Adopter Framework) data entry

Once you have input the pupil details, the EYF2 tab will look like the image below, columns for: Forename, Surname, UPN, DOB and Gender, followed by columns for each of the abbreviated 17 Early Learning Goals (ELGs)

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V
1	Forename	Surname	UPN	DOB	Gender	LA	U	S	M&H	HSC	SC/SA	MFB	MR	R	W	N	SSM	P&C	World	Tech	EMM	BI
2	Ade	Smith	A925123456789	03/06/2015	M																	
3	Alexander	Peters	B925123456789	20/04/2015	M																	
4	Brian	Simpson	C925123456789	12/05/2015	M																	
5	Brianne	Jones	D925123456789	28/08/2015	F																	
6	Dominic	Mason	E925123456789	13/06/2015	M																	
7	Fred	Whitworth	F925123456789	07/08/2015	M																	
8	Luke	Thompson	G925123456789	11/03/2015	M																	
9	Michael	Blake	H925123456789	18/12/2014	M																	
10	Mike	Baker	I925123456789	02/09/2014	M																	

The ELG column header abbreviations in each of the Areas of Learning translate as follows (and can be seen in the excel workbook by hovering over the header row)

Communication and language
- E01-LAU: Listening, Attention and Understanding
- E02-S: Speaking

Personal, Social and Emotional Development
- E03-SR: Self-Regulation
- E04-MS: Managing Self
- E05-BR: Building Relationships

Physical Development
- E06-GMS: Gross Motor Skills
- E07-FMS: Fine Motor Skills

Literacy
- E08-C: Comprehension
- E09-WR: Word Reading
- E10-W: Writing

Mathematics
- E11-N: Number
- E12-NP: Numerical Patterns

Understanding the world
- E13-PP: Past and Present
- E14-PCC: People, Culture and Communities
- E15-NW: The Natural World

Expressive arts and design
- E16-CM: Creating with Materials
- E17-BIE: Being Imaginative and Expressive

For each child and each of the 17 ELGs select either 1 or 2 from the dropdown; the dropdown arrow will appear when you click into an empty cell (as per screenshot below):

Forename	Surname	UPN	DOB	Gender	E01-LAU	E02-S	E03-SR	E04-MS
Forename1	Forename1	A658422024261	20/10/2015	M	2	2	2	2
Forename2	Forename2	A658422024262	01/09/2015	F	1	2	2	2
Forename3	Forename3	A658422024263	19/04/2016	F	2	2	2	2
Forename4	Forename4	A658422024264	05/04/2016	F		2	2	2
Forename5	Forename5	A658422024265	01/02/2016	F	2	2	2	2
Forename6	Forename6	A658422024266	03/03/2016	M	1	1	1	1
Forename7	Forename7	A658422024267	19/03/2016	M	1	1	1	1
Forename8	Forename8	A658422024268	01/05/2016	M	1	1	1	1
Forename9	Forename9	A658422024269	07/02/2016	F	2	2	2	2

- 1 = Emerging
- 2 = Expected

➢ **Phonics data entry**

Once you have input the pupil details, the Phonics tab will look like the image below, columns for: Forename, Surname, UPN, DOB and Gender, followed by columns for NC_Year, Mark and Outcomes

For each child select the NC_Year they are currently in, input the Phonics mark (if tested) or the Outcome. Either will suffice, though if only one the Outcome is submitted than average points scores will not be available in your reporting.

- Wa – Working at
- Wt – Working towards

Forename	Surname	UPN	DOB	Gender	NC_Year	Mark	Outcome
Jonny	Briggs	A123456789011	01/06/2015	M	1		

➢ **KS1 data entry**

Once you have input the pupil details, the KS1 tab will look like the image below, columns for: Forename, Surname, UPN, DOB and Gender, followed by columns for each of the Reading, Writing and Maths subjects.

For each child and each of the 3 subjects select one of BLW, WTS, EXS or GDS from the drop downs; the dropdown arrow will appear when you click into an empty cell (as per screenshot below):

Both P Scales and the Engagement Model are available in addition to:

- BLW = Working Below the standard of the pre-key stage
- WTS = Working Towards the Expected Standard
- EXS = Working At the Expected Standard
- GDS = Working at Greater Depth within the Expected Standard

➢ **KS2 data entry**

Once you have entered the pupil details, KS2 tab will look like the image below, columns for: Forename, Surname, UPN, DOB and Gender, followed by columns for each of the Reading, Writing and Maths subjects.

For each child and each of the 3 subjects select one of BLW, WTS, EXS, GDS or HGH from the drop downs; the dropdown arrow will appear when you click into an empty cell (as per screenshot below):

	A	B	C	D	E	F	G	H
1	Forename	Surname	UPN	DOB	Gender	Reading	Writing	Maths
2	Anna	Swan	A925123456788	30/10/2008	F			
3	Emma	Thompson	B925123456788	23/01/2009	F			
4	Harriet	Harvey	C925123456788	31/01/2009	F			
5	India	Hall	D925123456788	30/08/2009	F			
6	James	Rudder	E925123456788	14/05/2009	M			
7	John	Winters	F925123456788	12/11/2008	M	HGH		
8	Kate	Sprocket	G925123456788	28/11/2008	F	GDS		
9	Laura	Flowers	H925123456788	03/09/2008	F	EXS		
10	Nancy	Stance	J925123456788	03/08/2009	F	WTS		
11	Paul	Murray	K925123456788	25/05/2009	M	BLW		
12	Rob	Robertson	L925123456788	05/04/2009	M			

Both P Scales and the Engagement Model are available in addition to:
- BLW = Working Below the standard of the pre-key stage
- WTS = Working Towards the Expected Standard
- EXS = Working At the Expected Standard
- GDS = Working at Greater Depth within the Expected Standard*
- HGH = Meeting the Higher Standard*For the purposes of this collection GDS or HGH can be used for any KS2 subject, they are interchangeable and will both map to the same Higher Standard in the analysis that will follow in Perspective Lite.

KS2 Teacher Assessments in Reading and Maths

We appreciate that making teacher assessments for Reading and Maths may not be straightforward as you will not have up to date Teacher Assessment Frameworks to refer to (as from 2018/19 schools have not been required to make statutory teacher assessment judgements in these subjects).

Based on your knowledge of each child and your assessments of their work during the (albeit disrupted) year, you could simply indicate your prediction of (if the tests had gone ahead) whether the pupil would have achieved the EXS (100+ scaled score points), GDS/HGH (110+ scaled score points) or WTS/BLW (less than 100 scaled score points) in the tests. If you only want to submit EXS and WTS for KS2 Reading and Maths that's entirely your choice. A teacher assessment would usually reflect much more evidence than the SATS tests (which are performance on a given day) but for reasons of practicality this is an approach which could be used.