

# EVIDENCING SUCCESS



AGE 11-14

**MidYIS**

**USING MIDYIS AT  
ELIZABETH COLLEGE, GUERNSEY**



Centre for Evaluation & Monitoring



Durham  
University



[www.cem.org](http://www.cem.org)

# Delivering an all-round education



Elizabeth College is a selective day school located in St Peter Port, Guernsey, and was founded in 1563 by Queen Elizabeth I. It provides a challenging and stimulating academic and extra-curricular programme for children from two through to 18 years of age. Its main aim is to provide an educational experience that is unique, friendly, supportive and caring and which turns out happy and successful young people.

Elizabeth College has been using CEM assessments for almost 20 years. The baseline, predictive and value-added data are used to understand pupils' needs, set appropriate targets and identify trends in performance over time.

## Doing good things with data

'At Elizabeth College, we encourage all staff to make effective and informed use of CEM data by making it as easily accessible and understandable as possible,' Gary Cousens, Examinations Officer, explains.

'The various types of data are made readily-available via a staff-only area of our VLE. It is divided into separate sections for the predictive data and the value-added data for both MidYIS and Alis. Where possible, the data is manipulated to make it easier to adapt it to our particular purposes.

A good example of this is the Y7 baseline spreadsheet in which:

- explanatory notes are included

- scores are colour coded to differentiate abilities
- data can be filtered by House groups (in which most subjects are taught in Y7)
- historical average scores for our cohorts are provided to put this data in context
- there is a worksheet focussed specifically on Skills scores, which is an area of particular interest to us.

We also have whole school INSET to promote the use and understanding of the raw data, as well as the conclusions that have been drawn from its analysis.'

MidYIS standardised scores				
Overall	Vocabulary	Maths	Non Verbal	Skills
142	127	150	129	132
133	127	133	122	150
129	122	131	117	120
124	134	108	112	106
117	115	117	122	92
130	122	133	104	96
117	116	115	122	116
126	120	127	119	146

*Nationally standardised scores compare student performance to national and independent school averages.*



## Setting challenging but realistic targets

‘An important way in which CEM data is used by teachers is in helping to agree to challenging but realistic targets with students in their exam classes in the first term of their courses.

For GCSE classes, both the MidYIS Y7 and Y9 predictive data is available; whilst at A-level we use the student-level chances graphs which include the probabilities of a student gaining a given grade based on both their GCSE results and the baseline test.

Having two sets of data on which the predictions are based gives us greater confidence in them when they are very similar, and raises the appropriate questions of which is likely to be more accurate when they are not.

Professional judgment, previous successes beyond the norm by a given department and the personal circumstances of the student are all added to the mix, but the data produced by CEM gives us confidence that appropriate decisions are being made.’

## Reporting progress

‘MidYIS data also informs our reporting process at KS3. It is used to try to maximise the consistency of our Standard of Learning grades across subjects. Indicative proportions of students in each cohort expected to

achieve each of the grades available are published, based on the numbers reaching various levels on the MidYIS test, as follows:

Score Range	National ranking	% in cohort	Cumulative %	Indicative grade
130+	Top 2.5%	16	16	*
120+	Top 10%	26	42	A
100+	Above average	51	93	B
50+	Below average	7	100	C

*National distribution of scores and indicative proportions of Elizabeth College students in each cohort.*

This gives departments an indication of what the typical distribution of grades would look like within a given year group – they are permitted to vary from this as they see fit, as long as they can support such a move with evidence that it is justified.

Once an individual student’s Standard of Learning grade has been determined, an indication of whether this is above, at or below their judged ability is added to the report. Clearly, the MidYIS data is again valuable here in helping to produce an informed judgment on what that level is.’

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## Identifying trends over time

'CEM data has played an important role in recent years in identifying trends over time that have either been important in forming developments in policies, or by adding evidence to support initiatives and give their value credibility.'

For example, our English department had identified proofreading as a significant weakness of our students which they wished to focus on. They created an initiative within their schemes in KS3 to try to address this issue. They took this to the other faculties to ask them to encourage proofreading in their areas also.'

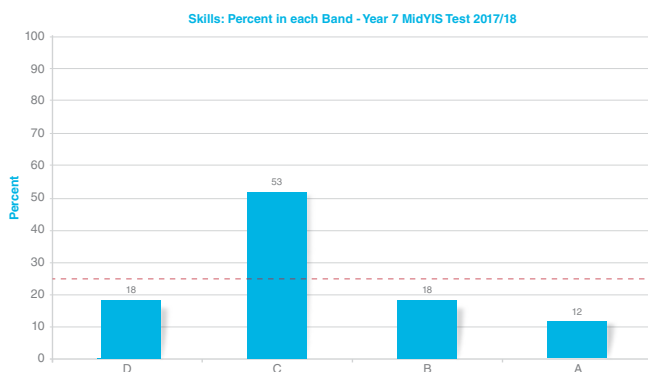
## Skills scores

'One of the most striking features of our Y7 MidYIS data has been that the Skills scores of our cohorts are consistently much lower than the scores attained in the other three sections of the baseline test.'

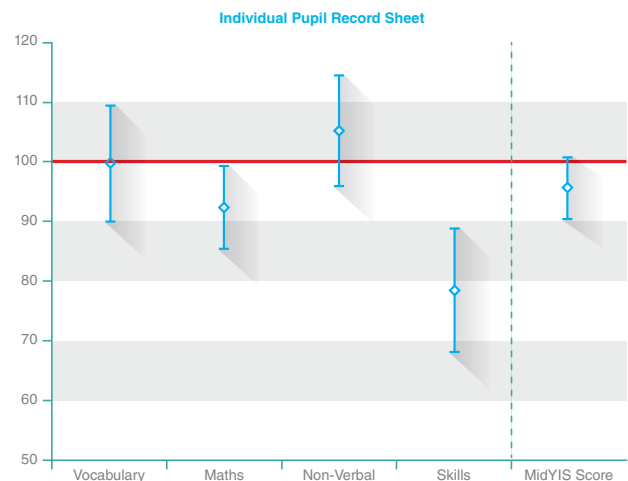
The Skills section includes assessments of students' proofreading and abilities in perceptual speed and accuracy, and in the last four years, average Skills scores have been between 6.9 and 12.7 points lower than the average Overall score, confirming that our boys were relatively weak in this area.

CEM data was useful in reinforcing that proofreading was an issue which it was important to address, and helped to ensure that the English Faculty initiative has been well supported. We are now seeing a much stronger performance on the proofreading section of the Y9 MidYIS assessment than that achieved in Y7.

The time spent analysing the MidYIS data has been a particularly rewarding example of how CEM data can be effective in identifying specific areas of weakness, in supporting an initiative to address it and in demonstrating its efficacy.'



Band graphs help to monitor your intake and gives you a measure of the level of ability your pupils have as a year group.



Individual Pupil Record sheets provide a visual breakdown of students' relative strengths and weaknesses, helping you quickly pin point which pupils need extra support to get them on track.



## Sharing best practice

We have a number of initiatives to ensure CEM data is used well and is effective in informing teaching and learning. My main recommendations to other schools for making the most of CEM data would include:

- Use INSET/presentations to ensure all staff from Directors, SLT, Academic middle-management and all teachers are able to access and interpret CEM data and can identify key trends.
- Use the CEM data with predicted grades/mock exam results to determine expected value-added in January before the June exams: you can then determine the accuracy of predicted grades by subject when the results are published.
- Make CEM value-added data easily available to HoDs to include in their report/meeting with SLT regarding results.
- Use CEM data to inform the setting of target grades by subject teachers and students.
- Use the MidYIS scores as a starting point for the expected performance of students in terms of report grades to assess the level of progress being made.
- Make the data useful to subject teachers by extracting and presenting it in user-friendly worksheets.



Find out more about MidYIS: [cem.org/midyis](http://cem.org/midyis)

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Working to promote evidence-based practice  
through tracking curriculum learning, feedback,  
diagnosis, and provision of next steps advice.

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