



Online Reporting

Position Statement - June 2009





Introduction

At the BETT show in January 2008, Jim Knight (then Minister of State for Schools and Learners), first introduced the expectation that all maintained schools move towards providing 'Online Reporting.' A timeline was introduced with targets defined:

- >> All secondary schools providing parents with online reports by September 2010; and
- >> All primary schools meeting the requirement by September 2012.

Definition of Online Reporting from Becta*:

'Online reporting means parents have secure online access to information on their child's progress, achievement, attendance, behaviour and special educational needs, when and where they please. This means an improvement to the way you communicate with parents.

It will enable parents to get closer to and support their child's learning, enabling them to work with you as equal partners in improving learning for their child.

Where schools enable parents to have more meaningful conversations with their children about their school work, the gains are significant, leading to improvements in achievement, with no extra burden on the teacher.'

An expectation exists within Becta that Online reporting will work toward providing real time information to all users i.e. students, teachers and parents. This however does not form a part of the initial targets set out in 2008.

In line with Becta's targets, Fronter has spent time working with:

- >> Local Authorities and Schools - to gather expectations around Online reporting
- >> MIS providers - to understand what is technically possible with regards to data extraction and reporting

Position Statement

The Fronter learning platform provides a central user portal for all members of the school community. From the learning platform, students, teachers and parents are able to access and effectively take part in the learning process – viewing all information relevant to the users, collected from inside or outside the platform (in the case of the school's Managed Information System). It is for this reason that Fronter has placed the learning platform at the centre of our solution for Online reporting and will provide the solution well in advance of the September 2010 deadline.

Fronter is committed to providing a cost effective solution that allows schools to meet the DCSF expectations for 'Online reporting'.

Fronter is aware that schools will require the opportunity to implement a solution prior to September 2010 (and September 2012 for Primary Schools). To this end Fronter intends to provide a substantive solution before June 2010, which will be agnostic towards the MIS schools have chosen to implement.



Fronter will be providing more information about our Online reporting solution to customers this summer, so that by the end of June, customers will be able to understand Fronter's solution and progress so far.

The solution can be explained by considering the development in 2 parts:

- >> Data extraction
- >> Viewing reports in Fronter

Data Extraction

Fronter is developing a solution for extracting data stored within the MIS (all the main types of MIS that maintained schools use will be accommodated) via a local installed application. The data extracted will depend upon what has been populated within the MIS, however in most instances this will include information regarding:

- >> Summative assessment
- >> Session attendance
- >> Behaviour
- >> Special Education Needs

The regularity with which the data is extracted will be defined by the customer, but there is no expectation at this time that this will be dynamic i.e. real time. This has been partly defined by Local Authorities and Schools expectations around assessment, where it has been recognised that most data from the MIS does not need to be immediately available within Fronter.

Reporting through Fronter

As part of our Autumn 2009 release, Fronter is launching a new tool called the Goal tool. This tool has already been presented to Fronter Reference Group members and LA working parties to much acclaim. The Goal tool utilises data and a user friendly interface and system to report pupil progress and achievement, thus tackling the more difficult aspects of tracking learner progress and presenting data extracted from the MIS system.

In addition to the Goal tool, Fronter contains a series of sophisticated, yet intuitive tools to support formative assessment i.e. tracking pupil progress and achievement. Assessment collected by these tools can be presented, summarised, and commented on within the Individual Learning Plan tool (ILP), by students, teachers and soon parents. The ILP forms part of the standard Fronter learning platform package.

The individual Learning Plan tool, combined with Fronter's ability to present data extracted from the MIS, facilitates tracking of both summative and formative assessment going far beyond the targets laid out by Becta. Fronter believes that this approach to assessment for learning and parental engagement ensures that Becta's Online reporting targets are not only achieved but are presented with a natural progression thereafter. Further development of both the Goal and ILP tool is anticipated in order to continue working towards raising pupil achievement and parental engagement.

Summary

Fronter is committed to providing not just sufficient functionality to meet the expectations of Online reporting but to actually surpass those expectations and deliver a Learning Environment that underpins education and supports improvements in Learning and Teaching.



- >> Parents will be able to view useful reports regarding their children.
- >> Teachers will be able to take advantage of MIS data in the classroom and at home when designing lessons and / or courses
- >> Students will be able to see data within the Learning Environment from the MIS as schools prescribe.

Schools will find that Fronter meets their needs and supports the different contexts within which they work.

For schools considering using SIMS Learning Gateway further information is available regarding the collaborative work that Fronter and Capita are doing. This is available separately on request.

Further details and updates will be made available periodically in line with our commitment to keeping Fronter schools and Local Authorities abreast of the developments.