**How to use the Question Level Analysis spreadsheets with mock KS2 reading papers**

**Intention of the question-level analysis tool**

These Excel spreadsheets are intended for class teachers to use to carry out question-level analysis on their own pupils’ performance in practice reading papers. This will enable teachers to identify which reading domains and which question types are proving most challenging for their pupils.

**How to enter data into the question-level analysis tool**

Teachers need to start by creating a personalised spreadsheet for each class by saving a copy under the class name. It is important to use the correct spreadsheet for the year of the paper used for practice in class (2023 and 2024 are currently available).

Only one sheet within the tool is editable directly. Look at the tabs at the bottom of the page to find the editable sheet, **‘Enter data here’**. This page can carry data entry for up to 32 pupils within a class. Do not try to enter data for more than 32 pupils.

The teacher should type the pupils’ names into the first column, and then enter the number of marks achieved for each question, including a 0 when a pupil has attempted to answer the question but has answered incorrectly.

* **Crucially, when a pupil has not attempted the question, the teacher should enter -1 for that question (this would be marked N on the paper, but the spreadsheet function needs a number to work properly).**

Even this front page alone can be useful: the inbuilt formulas will add up the number of marks achieved by each pupil and convert these to standardised scores and colour code these to show at a glance how close to success each pupil is. Please note that the amber colour includes pupils with standardised scores between 96 and 102, indicating that even a pupil who has scored just above 100 in the mock test might need to be considered a pupil who is ‘close to’ or ‘not quite secure’.

The spreadsheet for the 2023 paper also has a column that shows what the pupil’s standardised score would have been, had the paper been marked using 2024’s much tougher conversion tables. **This is not a real score** because the standardised score tables are generated based on national performance in the test and are therefore specifically linked to the difficulty of the test itself, but can give teachers a nudge to think about whether a pupil’s score might have indicated a different outcome if tougher boundaries had been used. This can be a useful indicator of a pupil who might need additional support to make them really secure.

**Using the question-level analysis tool for a whole class, a group or an individual pupil**

The page is designed to work for as many or as few pupils as the teacher wishes and will calculate percentages accurately based on the number of pupils whose names are entered on the ‘Child Name’ column (delete any ‘Child X’ from the list and leave the box blank if the row is not being used).

The tool can be used to analyse the performance of a whole class, but this requires entry of quite a lot of data and is a decision for the teacher as it can be time-consuming. If the teacher wishes to look more closely at pupils within a particular group, it might be appropriate only to enter the data for these pupils. Alternatively, a teacher might wish to explore the performance of a single pupil.

**How to explore an individual child’s performance in the practice test**

Even if only entering one pupil’s data into the spreadsheet, teachers have to use the **‘Enter data here’** sheet. To explore an individual child’s performance, click to the **‘Explore individually here’** sheet using the tabs at the bottom of the page.

In the top left corner of the sheet, there is a cell (Cell A2) that has a built-in drop-down menu. In that cell, teachers will automatically see the name of the child at the top of the list on the **‘Enter data here’** sheet – on the unfilled sheet, it will say ‘Child 1’. Use the drop-down menu to select the child in focus. Their marks will then appear in the rows, showing which questions they attempted, and the marks achieved for each question.

Now that the focus pupil has been selected, the data on the **‘Individual child data tables’** and **‘Individual child visual charts’** pages is based on that child’s performance.

As the spreadsheet has a number of pages, click on the right and left arrows at the bottom left of the screen to scroll along through the pages.

**How to explore class performance in the practice test**

The pages **‘Class data tables’** and **‘Class visual charts’** will allow teachers to explore patterns across the class in the same way, without any further action.

**What to look for in the analysis pages**

Whether exploring the performance of an individual child, the whole class or a small group of pupils, teachers can use the tool to look for areas of strength and areas that are proving problematic. Teachers can look at the visual charts for at-a-glance data or can dig deeper with the tables on the data analysis pages.

National data for comparison is useful because it shows which questions are more difficult generally. Look for places where the gap between national data and pupil or class data is wider to identify issues.

**Look at patterns of questions attempted, in comparison to the national data for question attempts:**

* Are pupils avoiding particular question type, perhaps because they are less familiar?
* Are pupils attempting fewer questions within a particular domain, suggesting that they are less comfortable with this aspect of reading?
* Is there a pattern of attempts that suggests the pupil or a group of pupils is running out of time or energy in the test?

**Look at patterns of marks achieved, in comparison with national:**

* Are pupils gaining or missing out on marks in a particular question type?
* Are pupils gaining or missing out on marks in a particular domain?
* Are pupils gaining or missing out marks within a particular type of text (fiction or non-fiction)?

**Look at the combination of marks and attempts:**

* Which questions are pupils answering but getting wrong? Are these in a particular section of the paper, or a particular domain?
* Are pupils achieving enough marks to secure EXS within texts 1 and 2? If not, are they attempting enough questions within text 3?

**What to do with the information gained**

The important thing is to make a plan that is informed, but not dictated, by question-level analysis. The patterns noted in the analysis tool can guide teachers to emphasise particular areas within whole class teaching or individual support.

For example:

* *Lower than expected attempts from a group of pupils in text 3 might suggest that this group of pupils needs some fluency work to ensure that they are reading and understanding rapidly enough and with enough stamina to get to the end of the test. An 8-week small group intervention focusing on fluency is likely to be helpful in improving pace and comprehension for these pupils.*
* *Lower than expected attempts and marks within domain 2d focusing on questions that require pupils to write in a one-part answer (in comparison with better performance in the ‘tick one’ or ‘matching’ questions) might prompt the teacher to look back at the answers to these questions to work out where the misconceptions are, then work on these across a series of lessons, gradually reducing the amount of discussion and scaffolding for these over time.*
* *A pupil is close to achieving EXS, but has struggled with seemingly straightforward 2a ‘find and copy one word’ and ‘write in one part’ vocabulary questions within texts 1 and 2 that would have made the difference. This pupil might benefit from some explicit coaching on how to clarify unfamiliar vocabulary in context, and some work on root words and affixes to help build their vocabulary knowledge.*
* *A vulnerable pupil has attempted the first few questions in text 1 but has lost confidence after the first question that requires them to find and write in two pieces of evidence, suggesting that they have become overwhelmed and stuck with the first really challenging question. This pupil might benefit from some support on strategies for regulating their emotions and building resilience within test conditions. Learning strategies that allow them to move past questions that have stumped them and find where the next question picks up within the text would be helpful.*
* *Pupils across the attainment range in the class have struggled with questions 8, 25 and 34, none of which caused particular problems for the national cohort. The teacher looks back at these questions and notices that the information needed is in the middle of a long paragraph in each case, so draws attention to this with the class plans some focused practice on finding information that is ‘buried’ within the text.*
* *A vulnerable pupil has struggled more than the teacher expected in text 1 of the 2024 paper. They also struggled with text 2 in the 2023 paper, suggesting that factual texts are more challenging for them. The teacher plans for the pupil to explore and become familiar with a range of interesting non-fiction texts in different formats, and listens to the pupil read one or two non-fiction texts aloud in order to work out where the issues lie and address these.*