

The image shows a login screen for National Curriculum Tests. At the top, a semi-circular rainbow arch is divided into three segments: Mathematics (blue), Science (orange), and English (yellow). Each segment contains a photograph of students in a classroom. Below the arch is a central circular logo with the letters 'SIR' in a stylized font. Underneath the logo is a 'Login here' button. To the left and right of the logo are input fields for 'Username' and 'Password'. Below the login fields, the text 'National Curriculum Tests' is displayed in a large, dark blue font, followed by the tagline 'with less marking' in a smaller, italicized font. A small square icon with a checkmark is positioned below the tagline. In the bottom right corner, there is a 'Patent applied for' notice with the 'SIR' logo and the text '© SIR Learning Systems Ltd.'. In the bottom left corner, the text 'Questions and Marking Schemes copyright QCA 1997-2002' is visible.

Mathematics Science English

Username Password

SIR
Login here

National Curriculum Tests
with less marking

Patent applied for
SIR
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Users' Guide

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1. Introduction

‘National Curriculum Tests with less marking’ is an assessment system containing end of key stage and end of year test papers created by the Qualifications and Curriculum Authority (QCA) in the three core subjects of Mathematics, English and Science.

Tests can be assigned to both students and groups of students who can then gain access by logging on to the system using their unique logon name and password. All responses to each question and results for each test are stored along with a total score. Where possible, national curriculum levels, age standardised scores and confidence bands are calculated.

The software will automatically show a student’s level in any subject and key stage at any given time, by searching through their test history. This records results from all papers attempted.

Analysis of the performance of an entire group in a specific test is immediate. Data becomes available to show progress between both years and key stages.

2. Getting Started

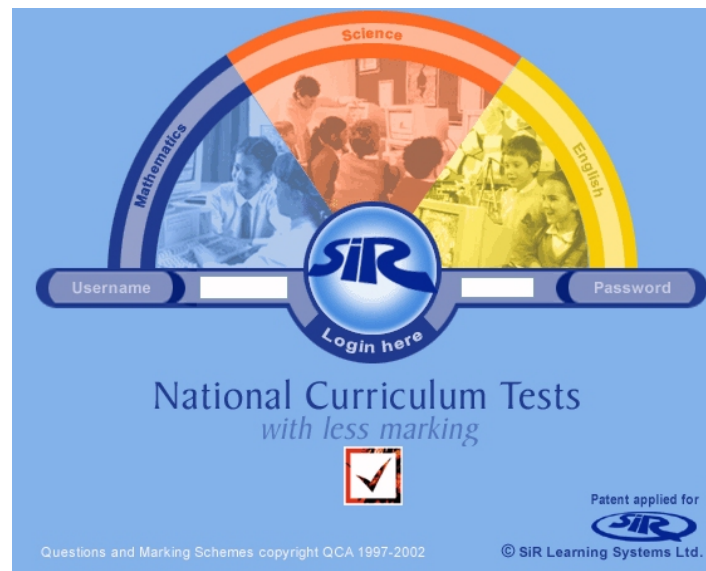
To launch the program, you will need to open your browser and type in the following URL:

<http://www.sirplc.co.uk/nctdemo/htmlfend/home/hostedhome.asp>

Your user name and password is not case sensitive.

Your School ID.

You can change your Password when you have logged in.



3. Logging in

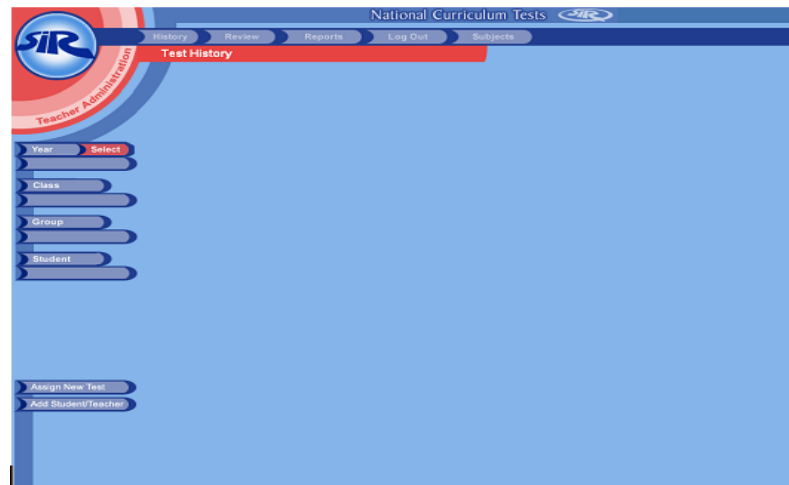
The NCT (National Curriculum Tests) software has three levels of user access, student, teacher and administrator - each access type gives different functionality to the user.

Administrators have full access to the system and can use the configuration options available in the software to customise aspects of the environment. Teacher users can create classes and groups, assign tests and view outcomes. Student users can only run test papers assigned to them by a teacher or administrator and view results of tests.

In order to logon to the software, enter a username and password and School ID in the boxes provided and click on the SiR logon in the centre of the screen.

4. Teacher and Administrator Users

When a teacher or administrator logon has been entered, a screen similar to that below will be displayed.



The main options are displayed across the top of the screen. These are as follows:

History	Displays a complete record of tests attempted by any individual student.
Review	Shows, on a single screen, the levels achieved by a student, in the three subjects.
Reports	Analyse data to illustrate single test results or to show progress between years or key stages.
Configure	Allows the software to be customised by an administrator.
Logout	Ends the session for the current teacher or administrator, and takes them back to the main logon page.
Subjects	Changes the current subject area being displayed. It can restrict test results shown in the test history to those for an individual subject.

Down the left hand side of the screen are options to allow specific students or groups of students to be selected. This enables an individual's test history to be seen, or, by choosing the relevant group or class, a test to be assigned to all its members at the same time.

If this is the first time the system has been used, you will need to enter names manually.

4.1. Creating a School Hierarchy

Initially the software will contain no student, group or teacher information. These can be entered either manually by the teacher or administrator.

To begin the process, manually, on a new system, click on the **Add Student/Teacher** button in the bottom left hand corner of the screen.

After doing this the following screen will be displayed.

The screenshot shows a web browser window titled "studentTeacher - Microsoft Internet Explorer". The main content area is a form titled "Student/Teacher Properties". At the top right of the form, there is a dropdown menu labeled "Choose from the drop-down menu" with "Student/Teacher" selected. Below this, there are two dropdown menus for "Year" (set to "Year 3") and "Class" (set to "Class 3"). Underneath, there are two more dropdown menus for "Student" (set to "Joey Black") and "Teacher" (set to "Mike"). A "Logon name" field contains "joebblack" and a "Password" field contains "joe". The form then has several text input fields: "Surname" (Black), "First Names" (Joey), "Date of Birth" (Jan 1 199), "Gender" (Male and Female radio buttons), and "Free School Meals" (Yes and No radio buttons). Below these is a "Unique Pupil Number" field. An "Access Level" section has three radio buttons: "Student Access", "Teacher Access", and "Administrator Access". At the bottom left, there is a "Disable logon" checkbox. At the bottom right, there are four buttons: "Add", "Delete", "Update", and "Close".

This default screen enables the addition of new students, or the addition or deletion of existing ones.

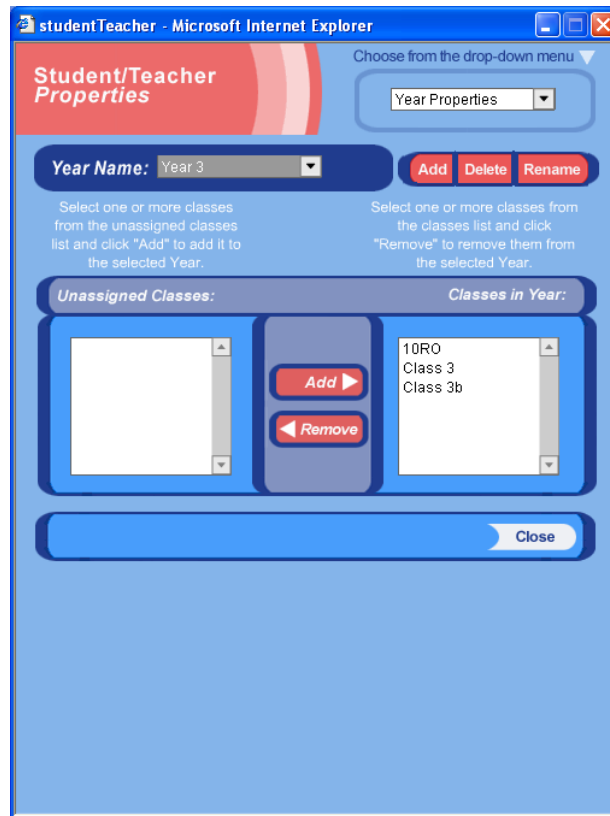
Initially a year and class must be created. Students must then be added to a class within a year group.

By following the four steps below in the order they are given, a complete hierarchy can be constructed for the school.

When all amendments to years, classes, groups and students have been completed click on the **Close** button.

4.1.1. Year Groups

To amend year groups, click on the box at the top right hand side of the screen and click on **Year Properties**. A screen similar to that below should be displayed.



Click on **Add** and enter the name of the year that is to be added followed by the **OK** button.

The year group will now be displayed on the screen next to the Year Name label. If this is the first time the software has been used there will be no classes. To add new classes into the year group see the next section.

The names of existing year groups can be deleted or edited as required.

To delete a year group, select the relevant one by clicking on the box next to the *Year Name* label. Click on the **Delete** button followed by **Yes** to confirm your action, or **No** to retain that Year Group. If a Year is deleted, the action will not remove all classes within that year group from the system. They will be set to unassigned so that they can be added to other years if required. To delete classes see the next section.

To amend the name of a year group, select the year name and click on **Rename**. Edit the name of the year and click the **OK** button to save it.

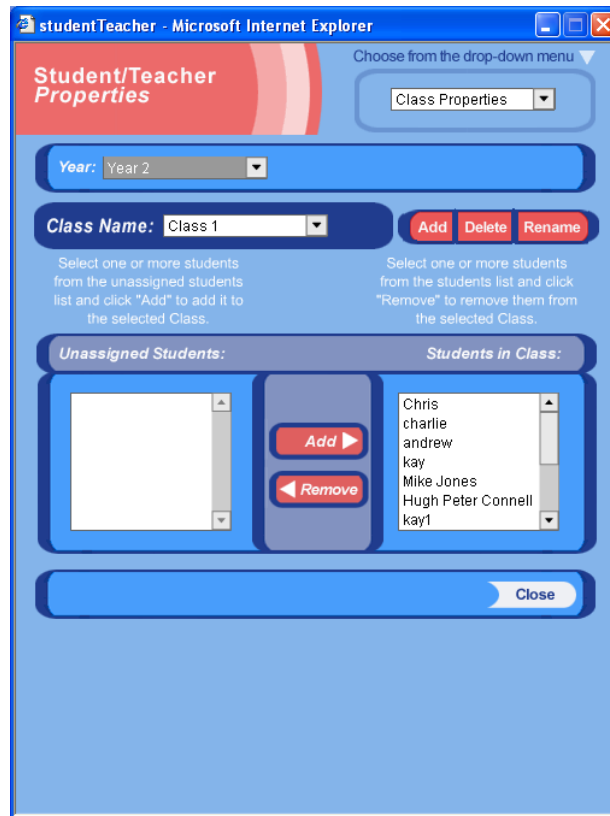
This section of the system allows classes within a year group to be moved from year to year if required. It is important to note, however, that if a class is not included within a year, a teacher will not be able to assign tests to, or see the results of, the students within that class. Therefore, it is recommended that this is only a temporary measure while changing the year to which they belong.

To move a class **out** of a year select the relevant year as before. A list of all the classes in that year will be displayed in the right hand box. Select the class to move from the year and click on the **<Remove** button. The class will now move from the right hand box to the left hand box.

To move a class back into a year group, select the required target year. A list of all the existing classes will again be displayed in the right hand box. Now select the class to move into the year from the left hand box and click on the **Add>** button. The class will move from the left hand box to the right hand box.

4.1.2. Classes

To amend classes, click on the box at the top right hand side of the screen and select **Class Properties**. A screen similar to that below will be displayed.



Firstly, it is necessary to choose the year group into which the class will be placed. Click on the box next to the *Year* label and select the required one.

Click on the **Add** button to enter the name of the class followed by the **OK** button.

The class will now be displayed on the screen next to the Class Name label, in the box to its right hand side. If this is the first time the software has been used there will be no students. To add new students into the class see the next section.

Existing class names can be deleted or amended if required.

To delete a class, select its name by clicking on the

To change the name of a class, select the required class as before and click on **Rename**. Edit the name of the class and click the **OK** button to save it.

This section allows students within a class to be moved from class to class if required. If, however, a student is not assigned to a class, a teacher will not be able to assign tests to them or see any results, so it is recommended that this is only a temporary measure while changing the class to which they belong.

To move a student **out** of a class, select the relevant class. A list of all the students in that class will be displayed in the right hand box. Highlight the person you want to move from the class and click on the **<Remove** button. The student will now move from the right hand box to the left hand box.

To move a student back into a class, choose the target class. A list of all the students in that class will be displayed to the right. Now select the student to be moved into the class shown on the left and click on the **Add>** button. The student's name will move from the left hand box to the one on the right.

4.1.3. Students and Teachers

With the students and teachers window displayed, it will be necessary to select the right Year and Class for that student. Click on the box next to the *Year* label and highlight the required year group. Click on the box next to the *Class* label and similarly choose the class.

There are fields for the new student's details; logon name, surname, first name, date of birth and gender. All the others are optional but the use of a password is advised. If a student has already been selected, overwrite these details with the new ones.

When all fields have been entered, click on the **Add** button and the new student will be added to the selected year and class.

Please note that a user who has teacher access rights can only add students into the software. An administrator user must be used in order to create teachers.

Existing student names can be deleted or details can be amended if required.

To delete a student from the system, select the relevant name by clicking on the box next to the Student Name label and choosing that student. Click on the **Delete** button followed by **Yes** to confirm the action, or **No** to retain the student. If a student's name is deleted, the results of any tests that person has attempted will also be lost.

To amend a student's details, select their name as before and edit these details on the screen. When all changes have been completed, click the **Update** button to save the new information.

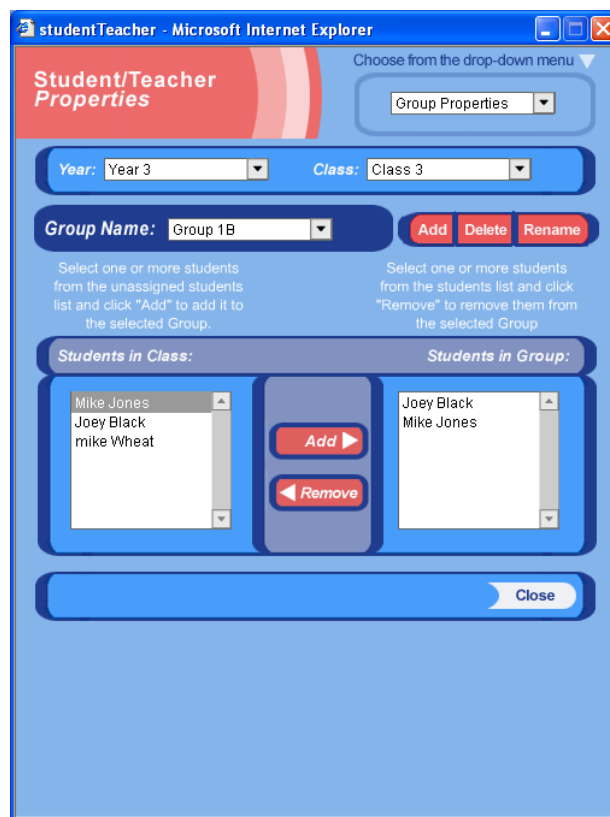
If the current user is an administrator, there will be an extra box on the screen containing a list of teachers and administrators. An administrator can amend the details of existing teachers or administrators in the same way as for students, by selecting one of them from this list of names.

4.1.4. Groups

If required, groups may also be set up within a class. This allows for subsets of students to be assigned specific tests, and analysis of their performance or progress within that group.

Students who have been assigned to a class will stay assigned to that class, even if they are part of a group. Similarly, a student may be included in more than one group.

To amend groups, click on the box at the top right hand side of the screen and click on **Group Properties**. A screen similar to that below should be displayed.



Selection of the Year and Class into which the group is to be added is the first task. Click on the box next to the *Year* label and select the required year group. Next click on the box next to the *Class* label to choose the class.

Clicking on the **Add** button allows you to enter the name of the group to be added and the **OK** button saves the action.

The group's name will now be displayed on the screen to the right of the Group Name label.

Existing groups' names can be deleted or amended if required.

To delete a group, select its name by clicking on the box next to the *Group Name* label and highlighting the relevant one. Click on the **Delete** button followed by *Yes* to confirm deletion, or *No* to keep the group as before. Note that if a group name is deleted, all students within that group will be retained; they will stay as part of the class and any other groups to which they previously belonged.

To change the name of a group, select that group's name as before and click on **Rename**. Edit the name of the group and click the **OK** button to save it.

This section also allows students within a class to become part of group if required.

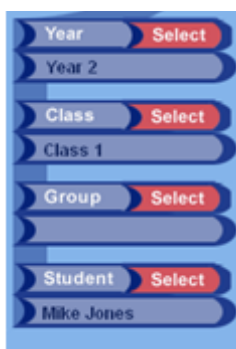
To make a student part of a group, select the appropriate group name. A list of all the students in that group will be displayed in the right hand box. Highlight the student to be moved, from the list in the left hand box, and click on the **Add>** button. The student will now move from the left hand box to the right hand box.

To remove a student from a current group, select the appropriate group. A list of all the students in that group will be displayed in the right hand box. Now choose the student you wish to remove from the right hand box and click on the **<Remove** button. The student will now be removed from the right hand box, and thus the current group.

4.2. Selecting a Student

Before a test can be assigned to a student, or results of their tests displayed, that student's name must be selected on the left hand side of the screen, being so made the 'active' student.

In order to do this, the year, class and group in which they are held must be highlighted. Please note that if an individual is not deliberately placed in a class or group, they will not be available for selection.



Click on the red **Select** button next to the *Year* label and a window will be displayed showing all Year Groups defined in the software. To select one, click on it with the left hand mouse button.

The year that has been chosen will now be displayed underneath the red **Select** button and *Year* label. A red **Select** button will have appeared next to the *Class* label. In the same way as the Year Group was selected, a class can now be chosen by clicking on this **Select** button.

If there are any groups defined within the class, the **Select** button next to the *Group* label will now turn red to allow selection of a specific group within that class.

When the correct combination of Year Group, Class and Group has been highlighted, a red **Select** button should be seen next to the *Student* label. Click this now to bring up a list of individuals and choose one in order to make that the 'active' student.

If a Class, Group or Student has previously had any tests assigned to them, their selection will result in display of those tests. If this is the first time the software has been used then this area will remain blank.

In summary, whenever a red **Select** button appears, clicking on it causes a new Year Group, Class, Group or Student to be displayed.

4.3. Assigning Tests

Tests can be assigned to students, groups, classes or an entire year group if required.

Tests are assigned slightly differently to different target groups. Should you wish to assign to a single student, go to the next section. For instructions on assigning to a year, class or group, go to section 4.3.2.

Two requirements can be fulfilled when going through the test assignment procedure. The intention may be for the student to do the test on the computer, which will result in its being marked by the system, or it can be assigned **and** immediately given a score by the teacher. This is to allow for scores from previously completed tests to be entered, but also for the teacher to add their own marks for tests that cannot be attempted on the computer, such as KS3 English tests or writing papers.

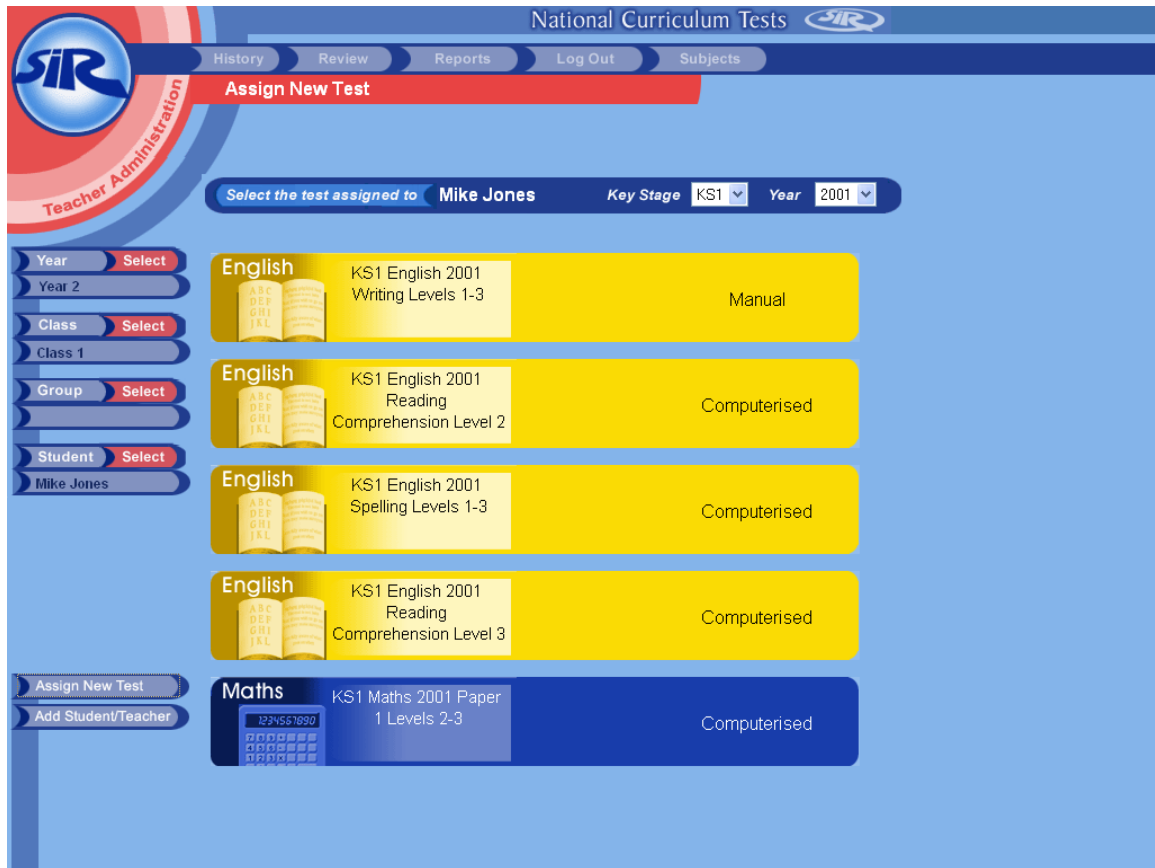
4.3.1. Assigning a Test to a Student

Assigning a test is a two-stage process; firstly the appropriate test must be selected, and then the parameters for assigning the test need to be decided.

In order to assign a test to a specific student, their name must first of all be selected and so displayed on the left hand side of the screen. See section 4.2 for details of how to do this.

Click on the *Assign New Test* button in the bottom left hand corner of the screen.

A list of tests available for assignment will now be displayed.



Two options on this screen allow a subset of tests to be displayed; these are in the form of drop down boxes to allow specific key stages and years to be easily selected. Colour coding facilitates recognition of test papers. Wherever tests are displayed, for the purpose of assignment or for viewing of results, each subject has a specific colour to distinguish it from the other subjects. English papers are yellow, mathematics papers are blue and science papers are orange.

For example, if a KS3 Mathematics Paper 2 from year 2001 is to be assigned, click on the year box and select 2001 and then click on the Key Stage box and select KS3. All the tests for 2001 at KS3 will now be displayed. Scroll down the list looking for blue test papers until Mathematics Paper 2 is displayed and then locate the required tier.

If a test can be assigned to the student only along with its score (for example, a past paper that is not available to be taken on the computer) the word 'Manual' will be seen next to the test name. Otherwise 'Computerised' will signify that the test can be administered, and completed, on the computer.

As the mouse pointer is moved over a test paper, it will highlight. To choose that test for assignment, click on it with the left mouse button.

Once a test has been selected in this way, the second stage is to enter the parameters for assigning the test. These are the dates between

which the test can be attempted, the number of sessions in which the test can be taken and the completed test score, if necessary.

By entering a value for the number of sessions, work can take place on the test more than once between the two dates specified. All responses from each session are stored and retrieved on subsequent attempts. At the end of a test it will be marked and the software will automatically calculate a score, and level if applicable.



If the selected test paper can be assigned and given a score immediately, an option to do this will be available. If the test cannot be taken on the computer this option will appear by default and a score must be entered before the assignment can take place.

A time limit for completion of the test can be set for each one assigned. In order to give the student as much time as they need to finish, leave the limit at the default value of 'Unlimited'. To set a time limit click on the box next to 'Set Timer' and choose the required duration of the test.

The questions in the test are displayed at the bottom of the screen along with any Programme of Study information, if available. Next to each question is a box that allows that question to be omitted from the test when it is assigned. Selecting one or more of the questions can configure the test so that specific topics are left out, or kept in, as required.

Note that by doing this, the software will not be able to calculate level indicators and the results of the test will not be used in any calculation of overall levels or progression.

When all the parameters have been entered and any questions omitted, click on the **Assign** button at the bottom of the screen.

Alternatively, click on the **Select New Test** button to select a different test for assigning.

When one assignment has been completed, the screen to select a new test will again be displayed. This allows further assignments if required. If no more tests are to be assigned, click on the **History** button at the top of the screen, when the newly assigned test will be displayed at the top of the list.

4.3.1.1. Manually Entering Test Scores

It may be necessary to enter test scores from a test paper that has been attempted in its paper-based format. To do this follow the instructions for assigning a test as in section 4.3.1, but when the screen is displayed for entering the dates between which the test can be attempted, click on the **Make Test Manual** button and enter the total marks achieved for the test. When the **Assign Test** button is clicked, the test will go straight into the students' test history as a completed test, rather than a test that is to be attempted on the computer.

4.3.2. Assigning a Test to a Year Group, Class or Group

Assigning a test to a Year Group, Class or Group is almost identical to that of assigning it to a student. The only difference is that an individual is not selected on the left hand side of the screen; instead only the Year Group, Class or Group that you intend to receive the test should be selected. Click on the **Assign New Test** button at the bottom left hand side of the screen and follow the instructions in 4.3.1 as for assigning a test to an individual student.

When assigning is concluded, click on the **History** button at the top of the screen to see all new test assignments for that Year, Class or Group. Each individual that is in the chosen section will have those tests available to him or her the next time they logon to the software.

4.4. Viewing Results

The results of any tests attempted are automatically stored within the software and can be retrieved by the teacher. These include not only the overall score, and level where applicable, but also individual responses to each question.


4.4.1. The Student History

A complete record of test attempts by a student can be viewed by following the instructions in section 4.2. A full list is displayed as soon as the student's name is selected. Alternatively click on the ***History*** button at the top of the screen.

4.4.2. Viewing Individual Test Scores

Each entry in the student's history is colour coded; mathematics tests are blue, English are yellow and science tests are orange. Information showing the name of the test, whether or not it has been attempted and, if it has, the score achieved, is displayed for each test.

Details of the individual's performance in each test are available. Move the mouse over one of the tests and click on it with the mouse. A screen similar to that shown overleaf will be displayed.

National Curriculum Tests 

History Review Reports Configure Log Out Subjects

Test History > Test Details > Responses

KS3 Maths 2000 Paper 1 Levels 4-6

Date: 12/09/02 Score: 60 /60

Time: Age Standardised Score: Confidence Band:

Teacher Administration

Year **Select**

Year 2

Class **Select**

Class 1

Group **Select**

Student **Select**

ian

Assign New Test

Add Student/Teacher

Edit Student/Teacher

Responses	Comments	Attainment	
Question 08B	3/2/6c, 3/4/5b	1/1	Kay & 1.5
Question 09[1]	3/2/2e	1/1	4.50
Question 09[2]	3/2/2e	1/1	45
Question 09[3]	3/2/2e	1/1	35
Question 09[4]	3/2/2e	1/1	5
Question 10A	3/2/3a	2/2	288 &
Question 10B	3/2/3a	2/2	500 &
Question 11A	3/2/5b, 3/2/2a	1/1	7+5t
Question 11B	3/2/5b, 3/2/2a	1/1	3b+17
Question 11C	3/2/5b, 3/2/2a	1/1	4d+3
Question 11D	3/2/5b, 3/2/2a	1/1	4m
Question 12A	3/2/3c, 3/2/4b, 3/2/5h	1/1	5 & -3
Question 12B	3/2/3c, 3/2/4b, 3/2/5h	1/1	-5 & 3
Question 12C	3/2/3c, 3/2/4b, 3/2/5h	1/1	-4 & -2
Question 12D	3/2/3c, 3/2/4b, 3/2/5h	1/1	-5
Question 13A	3/4/4d	1/1	4/5

This screen will show when the test was taken, the overall score achieved, the age standardised score and confidence band information, if relevant.

If there is no age standardised score and confidence band data for the test, N/A will be seen in here. Similarly if the age of the student doing the test falls outside of the age standardised score range, ERR will be seen in here.

Below this are the marks achieved for each question along with the actual response entered by the student. Where the questions are mapped into the National Curriculum or the National Numeracy Framework, details will be displayed next to each one.

4.4.2.1. Viewing Individual Questions

When details of an individual's performance in a test are being displayed as in section 4.4.2, it is possible to investigate the actual answers to all questions. Questions appear as they were seen by the student in the test, along with their responses to it.

In order to do this, click on one of the questions in the *Questions* column and a new screen will appear, similar to that below.

The screenshot displays the 'KS3 Maths' interface. On the left, a sidebar contains a 'Comments' section with a text input box and 'Update' and 'Close' buttons. The main area is split into two sections. The top section, titled '11. Write each expression in its simplest form.', lists four algebraic problems: (a) $7 + 2t + 3t$ with answer $7+5t$ (1 mark); (b) $b + 7 + 2b + 10$ with answer $3b+17$ (1 mark); (c) $(3d + 5) + (d - 2)$ with answer $4d+3$ (1 mark); and (d) $3m - (-m)$ with answer $4m$ (1 mark). A note indicates 'maximum 4 marks.' The bottom section, titled 'Programmes of Study', shows 'Ma2 Number and algebra' and '5. Equations, formulae and identities'. It states 'Pupils should be taught to:' and lists 'Use of symbols' and a specific learning objective: '5b) understand that the transformation of algebraic expressions obeys and generalises the rules of arithmetic; simplify or transform algebraic expressions by collecting like terms [for example, ITEM 9], by multiplying a single term over a bracket, by taking out single term common factors [for example, ITEM 10], and by expanding the product of two linear expressions including squaring a linear expression [for example, ITEM 11]; distinguish in meaning between the words 'equation', 'formula', 'identity' and 'expression'.

It will show the question along with the student's answer, in the top right hand section of the screen. If the question has been mapped into the National Curriculum or the National Numeracy Framework, the full text of the relevant information can be seen in the bottom section.

Should the teacher wish to make any comments specific to this attempt to complete the question there is the facility to do so in the box on the left hand side of the screen. Once the comment has been entered, click on the **Update** button to save it. The student will then be able to see this comment the next time they access their personal test history.

To return to the screen showing the test responses click on the **Close** button.

4.4.2.2. Overriding the Computer-generated Scores

There may be instances where the computer is not able to mark the question, or where, in the opinion of the teacher, the scores that have been calculated are incorrect. In any of these cases it is very easy to input marks for an individual question, or to override the scores awarded by the software.


In order to do this, the individual question must be selected in the same way as in section 4.4.2.1 above.

In the top left hand corner of the screen the current mark for this question is displayed. If it is to be overridden, click on the box below the *score* label and a list of possible values will appear. Click on the marks that are to be awarded and these will transfer onto the screen. The total score for the test, the level, age standardised score and confidence band will be automatically re-calculated.

Click on the **Close** button to see the revised test marks.

4.4.3. Viewing Comments

When an individual test has been selected from the test history, one of the options available is to display or add comments for the test, either as a whole, or for individual questions.



Date	Who	Question	Comment	Delete
26/09/02	Mark Lewis Teach	02	Remember that multiplication is repeated addition.	<input type="checkbox"/>
26/09/02	Mark Lewis Teach	01	I think you have mixed up addition and multiplication.	<input type="checkbox"/>

New Comment For

To do this, click on the **Comments** button in the centre of the screen, and a list of current comments and their origin will be displayed.

To add a new comment, type it in the box at the bottom of the screen,

selecting the question number concerned, or the whole test, and clicking on the **Add** button.

One or more of the existing comments can be deleted, if required, by checking the appropriate boxes on the right hand side of the screen in the **Delete** column. Clicking on the **Delete** button at the bottom of the screen concludes the action.

4.4.4. Viewing Attainment

For those tests whose questions have been mapped into the National Curriculum, it is possible to see those Programmes of Study and their elements that are covered by that test. At the same time one is given an indication of the degree of understanding by the student through the appearance of a tick or cross.

By clicking on the **Attainment** button in the centre of the screen, for a test whose questions are mapped, a picture similar to that below will be displayed.

Attainment 2		KS3																		
		a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s
1																				
2		✓		□		✓														
3		✓	✓		✓	✓		✓			✓	✓								
4		✓	✓																	
5																				
6					✗															

A table shows, within the Attainment Targets and at that Key Stage, which Programme of Study statements are covered by the questions in the test. Each block on the screen covers one Attainment Target, and each block shows the numbers down the left hand side and the individual elements across the top.

The student's performance in the test results in a range of possible indicators appearing.

A white empty box will indicate that the PoS is covered on the test paper, but none of the relevant questions were attempted by the student.

A white box with a cross inside it will indicate that of the questions covering this PoS, the student failed to answer any correctly.

A white box that is partially filled will indicate that of the questions linked to this PoS, the student answered some correctly and some incorrectly.

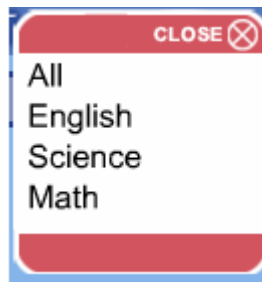
A white box with a tick inside of it will indicate that the student answered correctly all of the questions linked to this PoS.

Moving the mouse pointer over one of the boxes shows a full description of that PoS.

4.4.5. Changing the Subject

It is possible to show test papers from a single subject in the test history.

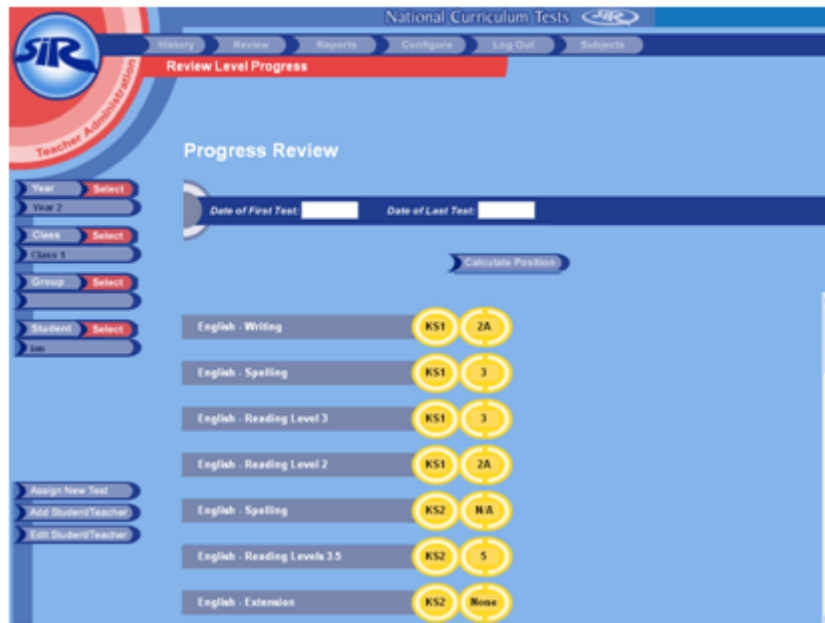
To do this click on the **Subjects** button at the top of the screen; this will display a window containing a list of all the subjects within the software.



Select Mathematics, English or Science to display tests for that subject only, or choose All to revert to the default setting of showing, in the test history, tests in all the subject areas.

4.4.6. The Student Review

A student's review is accessed by clicking on the **Review** button at the top of the screen, whilst the name of that student is selected on the left hand side.



By default it shows the current levels the student has attained across all subjects and key stages. This information is produced from the results of any tests that have been taken by the student and is calculated using the standard QCA Level Threshold tables.

The review can also be used to show the position of the student at any particular point in time. It could, for example, be used to give a snapshot of the student at the end of a given term or year. To do this, enter the start and finish date of the time period in the two boxes on the screen. The position of the student at the end date will be calculated based on the results of all tests attempted between the two.

4.5. Reports

A number of standard reports are available within the software. They enable test results to be analysed and can show student progression between years and key stages.

To access these reports, click on the **Reports** button at the top of the screen.

Currently, four reports are available. These are,

The Test Analysis Grid	Based on the QCA Test Analysis grid, this shows the results for individuals in a class or group in one specific test. It shows the marks achieved by each student, question by question, and provides information on areas of strength and weakness by indicating the Programme of Study involved. Calculation of the overall performance by that group on each question in the test, shows which topics or PoS are best or least understood.
The Test Analysis Chart	This chart shows performance by a class or group on a specific test by giving a breakdown of the number of students who correctly answered each question. Options are available that allow comparative data related to gender to be displayed.
The Progress Graph	Progress graphs compare current test marks with attainment during previous years or key stages. Based on the Autumn Package progression graphs, these show student achievement based on average points scores from previous year or key stage tests. Where appropriate, national data is used to plot quartile and median lines on the graphs. Progression can then be seen, for each student in the group, relative to national averages.
The Progress Charts	Progress charts, which are also based on the Autumn Package data, show the same information as Progress Graphs but in a bar chart format. They group together those students who have similar, previous average points scores, enabling a quick comparison of relative performance.

4.5.1. The Test Analysis Grid

The Test Analysis Grid, based on the Test Analysis Grid produced by the QCA for the KS1 Mathematics Test, gives immediate feedback on the results in an individual test by a year group, class or a smaller group of students.

In order for this grid to be used, a test paper must have previously been assigned to a year, class or group and have been attempted by one or more of the students. (See section 4.3.2 for details of assigning to a year, class or group)

To use the report, click on the **Reports** button at the top of the screen and select the Test Analysis Grid option from the displayed menu. A screen similar to that below will be displayed.

The screenshot shows the 'Test Analysis Grid' interface. At the top, there is a navigation bar with 'History', 'Review', 'Reports', 'Log Out', and 'Subjects'. Below this, the title 'Test Analysis Grid' is displayed. The main area contains several sections: 'Select from the details below' with 'Year' (2001) and 'Key Stage' (KS3) dropdowns; 'Subject' (KS3 Maths 2001 Extension Paper Level 8) dropdown; 'Group Type' with radio buttons for 'Year Group', 'Class', and 'Group'; and a table with columns 'Group Name', 'Date Range', and 'Current Status'. The table shows one entry: 'Year 2', '05/09/02', and '4 / 4 Students have completed this test'. At the bottom, there are buttons for 'Assign New Test' and 'Add Student/Teacher'.

Select the test for which you would like a report. Do this by firstly choosing the *Year* and *Key Stage* from the drop down boxes on the screen, and then selecting the required test from the *Subject* drop down box.

Determine either the Year Group, Class or Group for the report by clicking on one of the *Group Types*.

A full list of all of the reports that can be run for the selected test will now be displayed in the bottom part of the screen. This will show the Year Group, Class or Group name, the dates when the test was set and an indicator as to how many students have attempted the test.

If a narrower range of results is required, modify the dates next to the name of the Year Group, Class or Group in the list to set the limit.

Click on the appropriate Year Group, Class or Group and after a pause the Test Analysis Grid will be displayed.

Down the left hand side of the screen will be displayed all the students who have been assigned or have taken the test along with their level achieved, if applicable. The main body of the screen shows the marks achieved in each question by each student. On the right hand side of the screen is the total score by each student and the total number of questions that they omitted.

Along the bottom of the screen are the total number of marks that were achieved for each question by all the students along with a percentage value indicating the proportion of students who answered the question correctly.

Where there are more students or questions than can fit onto the screen, use the left and right or up and down arrows to show more of each.

Where the questions have Programmes of Study mapped to them, the information can be retrieved in full by moving the cursor over the question numbers.

To obtain a printout of the report, click on the ***Print Report*** button at the top of the screen. Otherwise click on the ***Close Reports*** button to be returned to the screen from which another report can be selected.

4.5.2. The Test Analysis Chart

The Test Analysis Chart gives immediate feedback on the results of an individual test by a year group, class or a group of students.

In order for this chart to be used, a test paper must have previously been assigned to a year group, class or group and have been attempted by one or more of the students. (See section 4.3.2 for details of assigning to a year, class or group)

To use the report, click on the ***Reports*** button at the top of the screen and select the Test Analysis Chart option from the displayed menu. The Test Analysis Chart properties screen will now be displayed.

Now, select the test on which you wish to produce the report. Do this by initially selecting the *Year* and *Key Stage* from the drop down boxes on the screen, and then choosing the required test from the *Subject* box.

An additional options section allows the report to be customised in order to show exactly the set of data required. Click on the box next to the *Additional Options* label and select the data that is to be displayed. Overall, adds together both the boys' and girls' scores. Male, shows the scores from only the boys. Female, displays the scores from only the girls. Male and Female, shows both the boys' and girls' scores separately and Male, Female and All displays three bars, one each for boys, girls and an overall percentage.

Select your choice of Year Group, Class or Group on which to run the report by clicking on one of the *Group Types*.

A full list of all of the reports that can be run for this test will now be displayed in the bottom part of the screen. It will show the Year Group, Class or Group name, the dates when the test was attempted and an indicator as to how many students have attempted the test.

If a narrower range of results is required, modify the dates next to the name of the Year Group, Class or Group in the list and data will be taken from only the period specified.

Click on the Year Group, Class or Group and after a pause the Test Analysis Chart will be displayed.

The bar chart shows the percentage of students who answered each question correctly. The Y-axis ranges from 0 to 100 percentages and the X-axis shows each question. The bars show the percentage of students who answered the question correctly and the number of bars displayed will depend upon the additional options that were previously selected.

A key on the screen will indicate what each bar shows.

Moving the mouse pointer over a bar on the graph will show in figures what is represented by each bar, and if any Programme of Study Information is mapped for a question, this will be displayed also.

To get a printout of the report, click on the **Print Report** button at the top of the screen, otherwise click on the **Close Reports** button to be returned to the point from which another Test Chart report can be selected.

4.5.3. The Progress Graph

The progress graph is intended to show progression between two successive key stages - for example from KS1 to KS2 or KS2 to KS3, between years, for example from Year 3 to Year 4 - or between key stages and years, for example, KS1 to year 4.

For this graph to be used, test papers must have previously been attempted for both years, so in the case of running a progress graph for students going from KS1 to Year 3, tests must have been completed for all KS1 tests in Maths and English and the specific test in Year 3, such as the written mathematics test.

To use this report, click on the **Reports** button at the top of the screen and select the Progress Graph option from the displayed menu. The report options will now be displayed.

The required type of report must be selected. In the box next to *Range*, choose the one that is to be generated by selecting the previous and current years from which data is to be analysed.

If a report going to or from a key stage has been selected, the software will need to know from which year the national results should be taken. This enables the correct information to be plotted in order to show students' progression compared with national data for that year.

By clicking on the box next to the *Select Test* label, a full list of all tests available in the selected year will be displayed. This is the second year of the item selected in the *Select Range* drop down box, for example if Year 3 to Year 4 were selected in the *Select Range* drop down box then the *Select Test* box will show all tests available for Year 4.

Choose one of the tests from the box and click on one of the group types to show the report for either a whole year group, a class or a group.

To run the report, click on the **Generate Report** button.

There may be a slight delay as all the data is retrieved and then the progress graph screen will be displayed.

The X-axis is labelled the average point for the previous year's tests and the Y-axis is the raw score for the test that has been recently attempted. For example, when running a report showing progress from Year 3 to Year 4, the average points score for year 3 would be displayed along the X-axis and the raw score for the year 4 test would be displayed along the Y-axis. The title on the graph will indicate the specific test paper for which the raw scores are being shown.

Where available, national data for upper and lower quartile and the median is plotted and results in green and blue lines going across the graph.

Student values are plotted onto the graph as a circle with a cross through it. By moving the mouse pointer over these a window will be displayed giving exact details of the student, or students if more than one achieved that score, along with the raw score and the average point score.

Any points below the lower quartile indicate students who are not progressing adequately at this stage. Students above the upper quartile have progressed more, since the previous occasion, than is within the range for the country. Students between the two quartiles are in line with the national average for progression between their raw scores on this occasion and previous average points scores.

To obtain a printout of the report, click on the ***Print Report*** button at the top of the screen, or, to be returned to the screen from which another Progress Graph can be selected, click on the ***Close Reports*** button.

More information about how these graphs are generated and how to interpret them can be found in the Autumn Package section of the DfES website at <http://www.standards.dfes.gov.uk/performance/ap/>.

4.5.4. The Progress Chart

The progress chart shows, for students with similar attainment in previous years, the distribution of their attainment in a later year, i.e. from KS1 to KS2 or KS2 to KS3, between years, i.e. from Year 3 to Year 4 - or between key stages and years, i.e. from KS 1 to year 4.

For this graph to be generated, test papers must have been previously attempted for both relevant years, so in order to create a progress chart for students going from KS1 to Year 3, tests must have been completed for all KS1 tests in Maths and English and the specific test, such as the written mathematics test, in Year 3.

To use this report, click on the ***Reports*** button at the top of the screen and select the Progress Charts option from the menu.

The required type of report must be selected. In the box next to *Range*, determine the one that is to be generated by selecting which previous and current years' data is to be analysed.

If a report going to or from a key stage has been selected, the software will need to know from which year's key stage paper the results should be taken.

By clicking on the box next to the *Select Test* label, a full list of all available tests in the selected current year will be displayed. This is the second one of the two years chosen in the *Select Range* drop down box. If Year 3 to Year 4 had been selected, then the *Select Test* box will show all tests available for Year 4.

Select one of the tests from the box and click on the group type for whom you wish to show the report, either a class or a smaller group.

To run the report, click on the **Generate Report** button.

There may be a slight delay as all the data is retrieved and then the progress chart will appear.

The report includes a number of charts that show students' attainment in the selected test, grouped by similar average points scores in previous years.

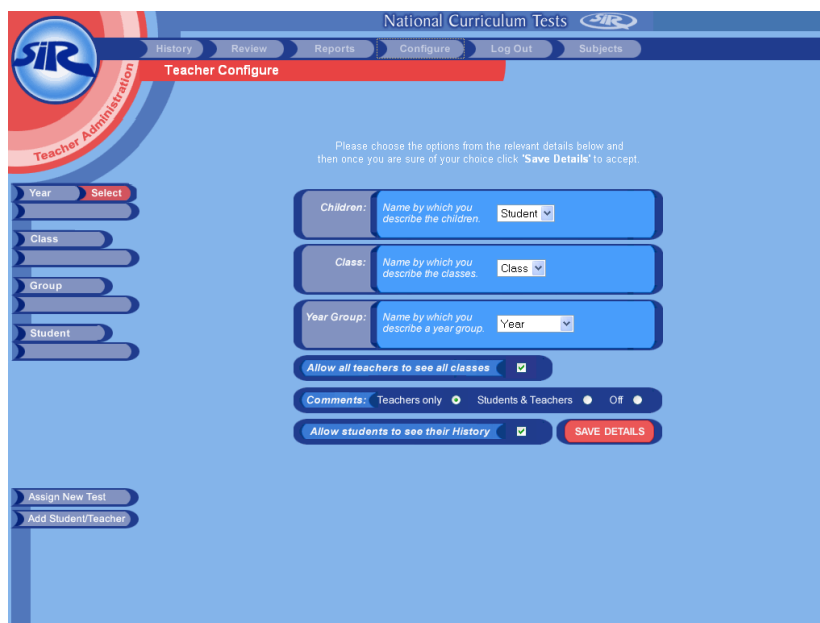
Up the y-axis of each graph is a percentage scale and along the x-axis are all the available levels that could have been achieved for the recent test. Each chart is given a heading which indicates the range of scores from the earlier results. The bars show the percentage of students who achieved each level on the latest test.

To produce a printout of the report, click on the **Print Report** button at the top of the screen, or, to be returned to the screen from which another Progress Graph can be selected, click on the **Close Reports** button.

More information about how these charts are generated and how to interpret them can be found in the Autumn Package section of the DfES website at <http://www.standards.dfes.gov.uk/performance/ap/>.

4.6. Configuring the System (Administrator Only)

By clicking on the **Configure** button at the top of the screen, a screen similar to that below will be seen.



The screenshot shows the 'Teacher Configure' interface for National Curriculum Tests. At the top, there is a navigation bar with buttons for 'History', 'Review', 'Reports', 'Configure', 'Log Out', and 'Subjects'. The main header area includes the 'SIR' logo and 'Teacher Administration' text. Below this, a red banner reads 'Teacher Configure'. A central instruction states: 'Please choose the options from the relevant details below and then once you are sure of your choice click 'Save Details' to accept.' The configuration options include: 'Year' (a 'Select' button), 'Class' (a button), 'Group' (a button), and 'Student' (a button). Three dropdown menus are provided: 'Children' (with a 'Student' dropdown), 'Class' (with a 'Class' dropdown), and 'Year Group' (with a 'Year' dropdown). There are three checkboxes: 'Allow all teachers to see all classes' (checked), 'Comments' (set to 'Teachers only'), and 'Allow students to see their History' (checked). A 'SAVE DETAILS' button is located at the bottom right of the configuration area. On the left side, there are buttons for 'Assign New Test' and 'Add Student/Teacher'.

The configuration system will allow the administrator to set-up a number of different options to allow the software to be tailored to individual needs.

The names of fields can be changed to fit in with school-specific nomenclature. Options allow alternative names to be selected for students, classes, groups and year groups.

If privacy is an issue and teachers wish to see only the results from their own classes, this can be facilitated through choice of access rights.

The comments section can be configured, or turned off completely if required. It can also be set to vary the permission to add and view comments by teachers and students. Thus, the software can be configured to allow only teachers to add comments, and for students to see them, or not.

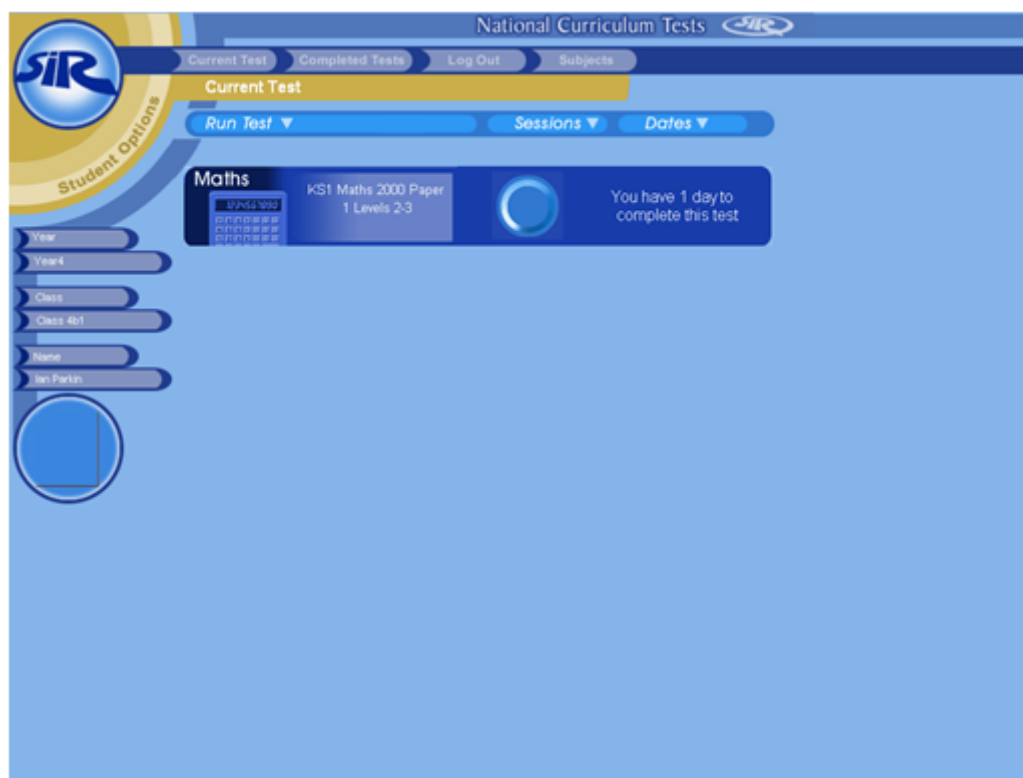
The student's results' history can be switched off so that individuals see only new tests assigned to them. This will prevent them from seeing scores and marks achieved in individual questions. The teacher will still have full access to results and responses for any tests.

4.7. Logging Out

To leave the software, click on the *Logout* button at the top of the screen.

5. Student Functions

When a student logon has been entered a screen similar to that below will be displayed.



The main options are displayed across the top of the screen. These are as follows,

Current Tests	Shows to the student all tests assigned that have not yet been completed. In effect these are tests that are currently in progress or have yet to be attempted.
Completed Tests	Displays the student's test history, including all tests that have previously been completed and checked, if necessary, by the teacher.
Logout	Takes the current student out of the software and back to the main logon page.
Subjects	Changes the current subject indicated, allowing the student to limit tests displayed in the Current and Completed tests sections to one subject area.

Down the left hand side of the screen are details of the student who is currently logged on to the system.

5.1. Current Test

Any tests that have been assigned to a student and not attempted, or those that are in the process of being completed when more than one session has been allowed, are displayed in the Current Test section.

This is the screen that is displayed immediately after a student has logged on to the software, but it can be re-visited at any time, if required, by clicking on the *Current Test* button at the top of the screen.

The tests for each subject are shown in a different colour, mathematics tests are blue, English tests are yellow and science tests are orange.

The full name of each test is shown along with the year that the test paper was first issued and the tier or levels that it covers. If more than one session has been allowed for its completion, this will be displayed to the right hand side of the title, followed by an indicator of how long the student has left.



5.1.1. Running a Test

To run a test from the Current Test section, move the mouse pointer over the chosen item and it will become highlighted. Click the left hand mouse button and the title page for the test will be displayed, similar to the one shown below.

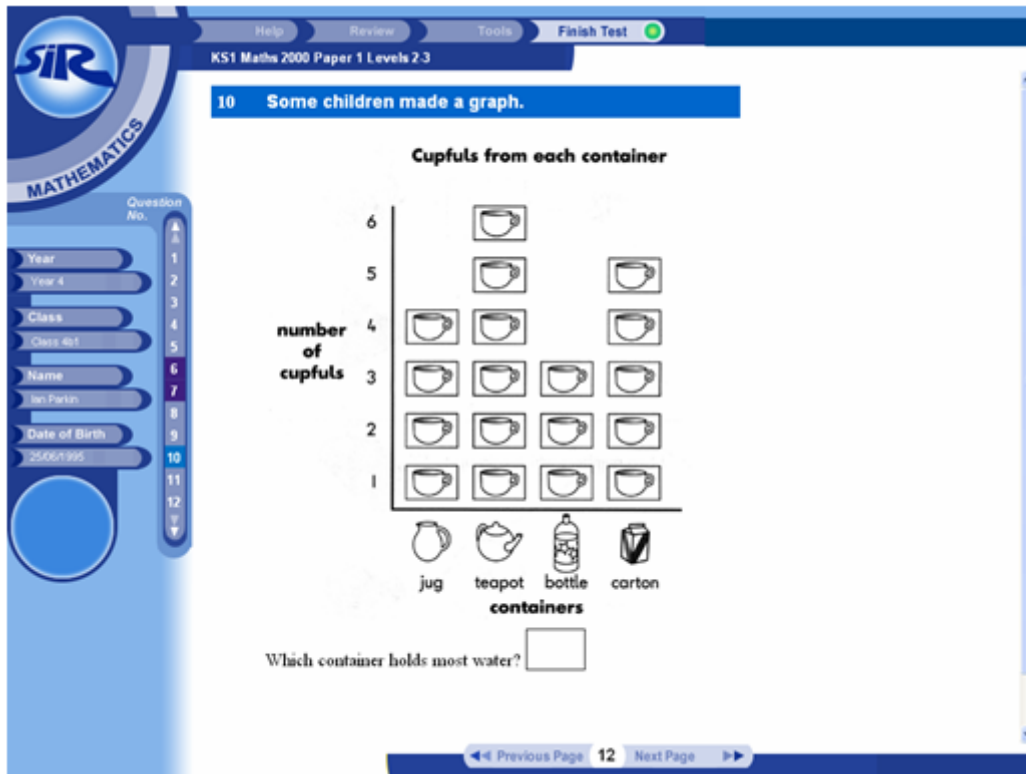


Three options are available from a test's title page,

Instructions	Gives information on how to proceed through a test and how to answer the questions. When the instructions are visible, the option will change to 'Title Page' so that this page can be re-visited if required. It is useful when there are audio instructions on that first page so that the student can listen to them before starting the test.
Cancel	Aborts this attempt at the test and returns the student to the Current Test section.
Start Test	Begins the test.

5.1.2. Navigating the Test

When a test has been started, by clicking on the Start Test button from the test's title page, a screen that is split into five main areas will appear. This is the test screen and displays each individual question, options to navigate between pages and questions, information for the student about taking the test and an area containing the main options.



To the left of the screen is the student information.

At the bottom of the screen are navigation buttons to go to the next or previous page within a test.

The main area of the screen is used to display each page of the test. In some tests this area may again be split into two parts. In the case of some English Reading tests a reading booklet is displayed along with the questions. The top half will contain the reading booklet and the bottom half the questions. The reading booklet is navigated by its own set of next and previous page buttons just above it.

Between the question area and the student area is a Question Number selector that allows the student to select and go to any specific question in the test. Click on a question number to go to that question, or, if the number cannot be seen, click on the up or down arrows above and below the numbers to display the whole range.

There are separate page and question number selectors because in some tests there will be more than one question per page and in others each question has a separate page. This allows an individual choice as to how they move through the test.

On the top of the screen are the main options for the test. These are as follows,

- | | |
|-------------|---|
| Help | Displays screens of information to guide the student in answering the questions or to navigate the test screen. The same information that was available from the test title page, via the Instructions button, is shown when this option is selected. |
| Review | Shows the student at a glance which questions have been attempted and which have not. This represents a simple method of checking to see if all questions have been done. |
| Tools | Provides help, for example a calculator or some Mathematical equations, in tests that have such tools assigned to them. |
| Finish Test | Allows the student to finish the test or the current session. |

5.1.3. Answering the Questions

Each page of the test contains questions that need to have input from the student. Within the software a number of different types of questions can be presented. The majority of the questions require either a numeric or text answer, others are multiple-choice questions where a number of possible answers are displayed for the student to choose one or more. Another type of question involves mouse entry where the mouse must be used to move objects around the screen, draw lines or plot co-ordinates in order to answer the question

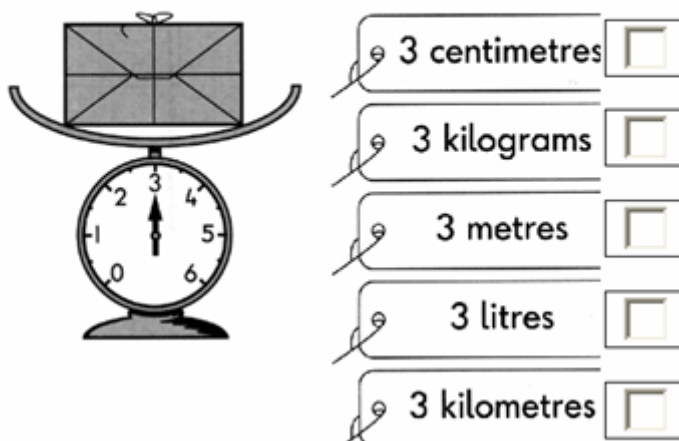
Each type of question is described in more detail below and in the online help available within the software. Here, examples of each type are given and can be used for practice prior to attempting the test itself.

5.1.3.1. Multiple Choice

A multiple choice question will display more than one potential answer to a question on the screen. The student will be instructed to select one or more of the options in order to answer the question. Marks will be deducted if more alternatives are chosen than those required to answer the question correctly.

16 How much does this parcel weigh?

Match the correct label to the parcel.

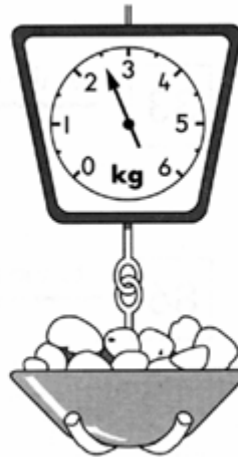


To answer a question of this type, move the mouse pointer over one of the boxes next to an answer and click with the left mouse button. Either a tick or a cross will then appear in that box. To remove the answer, click again on the box and the tick or cross will disappear.

5.1.3.2. Short Answer Questions

Short answer questions require the student to enter a concise answer into a text box, such as the answer to a mathematical function or a person's name.

23 How much do the potatoes weigh?



kg

A question may also require more than one text box to be filled in for the question to be answered. To do this move the mouse pointer over the second, and subsequent, text boxes and click with the left hand mouse button to place the cursor. Pressing the Tab key on the keyboard will, alternatively, move the cursor to the next box ready for typing.

5.1.3.3. Long Answer Questions

This type of question requires the student to enter more than just a single number or word. They may be used in conjunction with Short Answer Questions where the student is asked to expand upon the answer they have given in order to have the chance of gaining extra marks.

(c) Use the table to say how the size of the sugar grains affects the time it takes for the sugar to dissolve.

the bigger the grains the longer they take to dissolve.

2 marks

Generally this type of question can be seen in the English test papers or Key Stage 3 mathematics and science.

5.1.3.4. Extended Answer Questions

This type of question is similar to the Long Answer Questions but has a much bigger text box area for the answer to be entered. These are found generally in questions that require an essay type response such as for Key Stage 3 English papers. The software does not mark these questions automatically; instead the teacher should assess them and manually enter the marks into the program.

8. I Know a Place

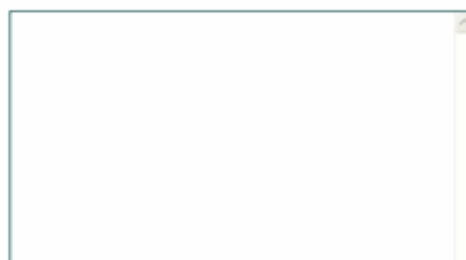
Wainwright wrote about an area he knew well so he was able to describe it clearly and also to write about some of the issues connected with it.

Choose an area you know well. This may be the area where you live or a place you have visited.

Write:

- a description of the main features of the area;
- your thoughts about the people who visit or live there;
- any issues or problems relating to the area;
- what might be done to improve it.

Remember that your answer will be marked on the quality of your writing.



5.1.3.5. Mouse Answer Questions

Questions answered by using the mouse are those that do not require a text or numeric input to a text box. Examples of this type of action include drawing lines to link boxes together, moving objects to specific locations on the screen, drawing lines or rectangles and plotting points on a graph.

7 Match each shape to its name.

undo reset

Each question will include its own specific instructions as to what is required, and each question has two buttons beneath it labelled **Reset** and **Undo**. Clicking on the Undo button to remove the last line, or replace an object that was moved, can rectify a mistake. To re-start an answer, click on the **Reset** button to remove all lines that have been constructed or negate all object movements.

In order to move an object, put the mouse pointer over it and hold down the left mouse button. Whilst still holding the button down move the mouse and the object will move as well. When it is in the correct position, release the left mouse button and move the mouse away, leaving the object where it was placed.

Lines and rectangles are drawn in exactly the same way, by clicking on the screen where the line is to start and moving the mouse pointer to the end point, still keeping the left mouse button pressed. By releasing the mouse button, the end is identified, and a line will be drawn from start to finish.

When lines need to be drawn and objects moved on the same question, it can sometimes be difficult to draw a line when an object obscures the area where the line should begin. A button next to the *Undo* and *Reset* buttons should be visible labelled *Stop Drag*, by clicking on this button all objects are frozen and cannot be selected. A line can now be drawn without any object being picked up. Click on the *Stop Drag* button a second time to allow objects to be picked up again.

For questions that require graphs to be plotted, click on the area of the graph where a point is to be placed and it will appear. Continue to do this for all required points on the graph.

5.1.4. Review Screen

The review section can be selected by clicking on the *Review* button at the top of the screen.

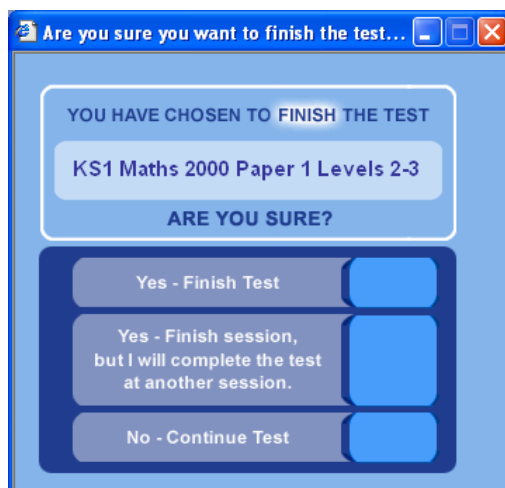
Each question number is displayed along with a colour-coded indicator to show whether it has been answered or not. The current question number will also be coloured differently to show the student's present position in the test.

To go to a different question, click on the relevant number and the review screen will automatically close to display what has been selected.

To close the review screen and go back to the current question in the test, click on the *Close* button.

5.1.5. Finishing the Test

When a test has been finished, or on reaching the end of a session, click on the **Finish Test** button at the top of the screen.



A new window will be displayed giving three options,

- | | |
|--------------------------|---|
| Yes – Finish the Test | Concludes that test. This option should be selected if the test, or the time allowed for it, has been completed and it is ready for marking. |
| Yes – Finish the Session | Closes the test. This option should be selected if the current session is finished. All entered answers will be saved but not marked. The test can be re-selected and resumed at a later time. Note that this will be possible only if the teacher has specified more than one session's duration when the test paper was assigned. |
| No – Continue Test | Negates the action. This option should be selected if the Finish Test button was clicked in error or if something is to be re-visited prior to completion. |

5.2. Completed Tests

The Completed Tests section can be accessed by clicking on the **Completed Tests** button at the top of the screen.

Completed Tests are those that have been attempted by a student and been marked, either automatically by the software, or manually by the teacher. The list will appear in exactly the same way as for the New Tests section, and have the same colour coding for the three subjects.

5.2.1. Viewing Results of a Previous Test

By clicking on one of the tests more detailed information about the result can be obtained.

Each test will show the score achieved along with the date and time of completion and, if applicable, the age standardised score and the confidence band.

Underneath this will be an area displaying initially the responses to each question and the marks attained.

To investigate a specific question click on the question number and it will be displayed in full, as it was when the test was attempted.

To view the test responses again, click on the **Close** button.

5.2.2. Viewing Comments

The **Comments** button, when clicked, will show any comments made by the teacher together with the relevant question numbers. Comments can also be seen when individual questions are displayed, as described in 5.2.1 above.

5.3. Changing the View

It is possible to display tests for an individual subject if required.

To do this, click on the ***Subjects*** button at the top of the screen. This will then display a window with each of the three subjects or All as options.

Selection of one of these options limits the accessibility of tests to the chosen subject area for the duration of the current session.

Clicking on ***All*** will again show all tests for all subjects.

5.4. Logging Out

In order to leave the software, click on the ***Logout*** button at the top of the screen.

Key Stage	Subject	Test Papers Included
KS1	Mathematics	Written Maths paper
	English	<i>Reading Comprehension papers for level 2 and 3</i> Spelling paper
KS2	Mathematics	Papers A, B, C and Mental Arithmetic
	English	Reading, Spelling & Handwriting, Writing and Reading Extension papers
	Science	Papers A, B and C
KS3	Mathematics	Papers 1 and 2 at tiers 3-5, 4-6, 5-7 and 6-8, and the Extension paper
	English	Papers 1,2 and Extension paper
	Science	Papers 1 and 2 at tiers 3-6 and 5-7
Optional and Progress Papers	Mathematics	<i>Optional Mathematics papers for years 3,4 and 5.</i> Optional Mathematics papers for years 7 and 8. Progress papers for year 7.
	English	Optional English papers for years 3,4,5, 7 and 8. Progress papers for year 7.

Appendix B – Licensing Information

Unless otherwise specified the software is Licensed for a period of twelve months. After that period the software will require re-Licensing for a further twelve months.

Updating the licence requires the administrator to call SiR to request a new licence.

Appendix C – Customer Service

SiR Learning Systems is proud of its special relationship with many satisfied customers.

If you have a problem, a question or a suggestion, please contact our Customer Services Department on:-

Telephone:	(01773) 820011
Fax:	(01773) 820206
e-mail:	technicalsupport@sirplc.co.uk
WWW page:	http://www.sirplc.co.uk

Calls from minors cannot be accepted.