

# **Hampshire Assessment Model**

## **Draft materials for discussion**

### **Hampshire Primary Assessment Conference**

**May 19<sup>th</sup> 2015**

## The Global Model for English, Mathematics, and Science

### Developmental stage

The existing elements that are developing in English, maths, science, and assessment networks have significant opportunities for alignment without losing their essential distinctiveness. Capita/SIMs model is not yet consistent with this thinking at the moment but we have opportunity to influence its development.

There is an opportunity to build explicit links with the existing model developed by Services for Young Children over the past 18 months. We have extended the principles of this approach to develop a holistic and coherent approach across the primary age range

We are developing an example of a model for assessment that is intrinsically linked into curriculum and teaching - there will be others. Schools must do their own hard thinking to make this all work well in terms of improving the quality of individual pupils', 'knowing about the 'matters, skills, and processes specified in the relevant programmes of study'. The role of this model is to provide a well thought out example to help schools on that development.

### Proposal:

It is proposed to offer schools a range of development opportunities to either:

1. Work alongside HIAS and each other in school network groups to refine and establish a **Hampshire Assessment Model**, or
  2. Draw upon the expertise and challenge of working in existing assessment and subject networks HIAS networks and/or individual school or small group consultancy to develop their own models, (**Hampshire Assessment Consultancy**)
- Fundamental to the approach is that 'key ideas' have to be understood in order for the children to successfully progress and be able to move into the next phase. Therefore, the approach is about determining how well ideas are understood and how they can be linked into other ideas. For example, the inter-relatedness of the maths model is critical for teachers to evaluate the understanding that pupils have of the key ideas
  - The approach to assessment requires that teachers move away from the model of periodic assessment and use a strategic overview to ensure that they are continuously aware of the key ideas that they need to 'take notice of'.
  - The model is not a 'best fit' model. We assess everything that we need to for every child, as determined by the school curriculum, the school's agreed progression and the lesson planned. The continuous assessment that is taking place is noticing the understanding of individual children, of each aspect within its own right and in relation to other aspects.
  - The model needs to help teachers:
    - Know about progression within domains and across domains. The inter-relatedness and application of key ideas is clear and therefore task design must develop this capacity for fluency.
    - Know when and how to engage with children to check that they understand, are 'getting it'.
    - Identify quickly which children do not have the understanding of these key ideas. Without prompt recognition the teachers will not be able to teach what is required for children to 'keep up'.

- **A programme of CPD** will need to be offered to move teachers from a mind-set of periodic assessment to continuous assessment. Key skills required by teachers, and consequently the basis of professional development opportunities, are:
  - **Analysing feedback from children** – What does their work tell you? What do their answers to questions tell you? What do their mistakes tell you? What do you need to do or say next to this child to move them on?
  - **Using the inter-relationships between objectives** – Developing teacher subject knowledge so that they understand the links between the key ideas. They need to design tasks that continuously check that children have sufficiently secure understanding, and an ability to apply learning within other areas, before trying to build on them with new learning.
  - **Gathering and moderating evidence** – Moving teachers away from the periodic testing regime and learning how to gather evidence through observation, questioning, work sampling, pupil conferencing, pupil conversation etc. There need to be opportunities to moderate the evidence that has been used to check teacher understanding of the application of key ideas, and how the child is demonstrating their grasp of them.
  - **Broadening, deepening and extending** – Developing the teachers' understanding of what it means to broaden and deepen and know when it is appropriate to extend children and build on understanding with new concepts.
  - **Confidence in the accuracy and integrity of their professional judgement**, and how to use it in the context of rich tasks and fluid planning, in a climate where accountability pressures favour "simple" and "objective" measures of pupils' progress.
- **Strategic Assessment against Milestones**
  - A key idea in our model is that teachers should continuously draw upon day to day teaching and assessment which reveals pupils' understandings and misconceptions. We then propose that they periodically focus on key parts of the curriculum, rather than looking at whole curriculum every time, and make a judgement based on tracking progress over time. It is really a time to 'stop and think' strategically about the degree of understanding that a pupil has at a point in time (against a Milestone expectation, November, February, April, End of Year Mastery May-July). It is aimed at ensuring the timely acquisition of knowledge, skills and concepts in order that as many pupils as possible have the opportunity to deepen learning rather than accelerate 'progress' superficially. The HIAS English and Mathematics teams are creating a phased approach to assessment.
  - This model represents an underpinning strategy for introducing the year group objectives in "phases". Phase 1 is introduced in September. More challenging Phase 2 objectives are introduced in November and explicitly draw upon underpinning understandings and skills from Phase 1. The most challenging aspects, Phase 3 objectives, are introduced in February in order to give time for them to be properly developed.
  - A key feature of the model is that each phase builds alongside the earlier phase and does not simply replace it. This makes sure that the fundamental phase 1 objectives are strengthened over time so that confidence is very well secured. This is seen in the capability of pupils to show accuracy, versatility and resourcefulness in applying the objectives in a range of contexts, over time, and with independence.

| Sept to Nov                               | Nov to Feb                                | Feb to April                              | ***Summer Term                                                                                                                                                        |            |
|-------------------------------------------|-------------------------------------------|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
|                                           |                                           |                                           |                                                                                                                                                                       | Y4 phase 1 |
|                                           |                                           | Phase 3 sufficiently secured (Apprentice) | Expert<br><br>Phase 1, 2 and 3 objectives: Accuracy, versatility and resourcefulness demonstrated over time, in a range of contexts and with appropriate independence |            |
|                                           | Phase 2 sufficiently secured (Apprentice) | Phase 2 Competent                         |                                                                                                                                                                       |            |
| Phase 1 sufficiently secured (Apprentice) | Phase 1 Competent/Expert                  |                                           | NAHT<br><br>KPIs<br><br>Y3                                                                                                                                            |            |
| Y2 secured                                |                                           |                                           |                                                                                                                                                                       |            |

Year 4  
  
model  
  
follows  
  
same  
  
pattern

| Key to typical expectations leading to secure cohort achievement (85%) |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                        | School identifies objectives that need consolidating or revising from previous year group(s)                                                                                                                                                                                                                                                                  | Objectives from previous year group and idiosyncratic to class                                                                                                                                                                                                                                                                                                                 |
| Phase 1                                                                | School identifies objectives from the year group curriculum that need securing early on e.g. that support contexts for learning in the autumn term including. problem solving                                                                                                                                                                                 | Common progression across schools- some cohorts or groups of pupils might progress more quickly to working with all of the curriculum expectations with a range of ‘routine and non-routine’ problem solving to develop fluency and reasoning and secure deep / mastery learning                                                                                               |
| Phase 2                                                                | School identifies statements moving learning on towards end of year expectations                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                |
| Phase 3                                                                | School identifies most challenging statements that rely on secure foundations – include these by mid-point of year, i.e. Spring 2 onwards - have to be including these by mid -point of year onwards or there will be insufficient time to secure                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                |
| Phase 4 & NAHT KPIs                                                    | Working within all aspects of the year curriculum in order to secure mastery (over time, range of contexts, with suitable independence)<br><br>Links to NAHT model and key performance Indicators (KPI)<br>NAHT KPIs could be used as a final summative holistic descriptor for each year to assess:<br>E.g. Meeting standard/ below standard/ above standard | <b>The phases are not intended to be rigidly linked to end /beginning of terms.</b> Pupils should be assessed appropriately to their capability. High attaining pupils would be working on a range of problems using the whole year group curriculum expectations earlier than ‘average attainers’. Exceptionally, Some pupils may be accessing the next year curriculum early |

This model aims to focus on those elements of the curriculum most important to the curriculum that follows. It deliberately aims to **deepen and enrich** understandings and skills (by raising the expectations of context, independence and accuracy), rather than moving quickly on to something else. This also creates the time and space to ensure that all pupils secure sufficient fluency in readiness for the next key step in learning.

## The pursuit of “mastery”

- Milestones set increasing expectations of fluency, complexity of context, and independence. Each Milestone assessment (Nov, Feb, April) should review to what extent the pupil has deepened their understanding of the previous phase. For example, November, review phase 1 objectives (including previous year group); February, phase 1 and 2 objectives; April, review phase 1,2 and 3 objectives. Each time teachers should be expecting previously reviewed phase objectives to have been more fluently used and applied. It is not assessment by ticking off and forgetting...as in lists of objectives.

This is then used to track the progress of individuals and cohorts, and gives an opportunity to re-focus on areas of relative weakness. Each Milestone sets a standard that needs to be sufficiently met in **all domains** of the subject e.g. Apprentice in place value, fractions etc., by November to be **on track** to secure Age Related Expectation. Arguably, in the past, these areas have sometimes been rushed over in a best fit level approach.
- Four **strategic** assessments (“stop and think”) consider whether the pupil **has or not yet** reached the appropriate standard to be **on track** to secure Age Related Expectations (ARE) e.g. at least Milestone 1 by November, Milestone 2 by February etc. (one page for each subject)
- In our model we have used separate terms to indicate a standard that deepens over time. There are three levels of proficiency: Apprentice, Competent and Expert.
- As time goes on, children are expected to achieve greater mastery, in other words “deepen” their grasp. By the next assessment window in February greater fluency is expected in those aspects already introduced (defined as Competent standard), whilst achieving at least Apprentice standards in the more recently introduced phase 2 elements.

Objectives have to be “sufficiently” secured at each strategic assessment for a pupil to be “on track”.

| To be “on track” at.....             | Phase 1 objectives   | Phase 2 objectives   | Phase 3 objectives      |
|--------------------------------------|----------------------|----------------------|-------------------------|
| Milestone 1 (November)               | <b>Apprentice</b>    | Not yet introduced   | Not yet introduced      |
| Milestone 2 (February)               | <b>Competent</b> and | <b>Apprentice</b>    | Not yet introduced      |
| Milestone 3 (April)                  | <b>Expert</b> and    | <b>Competent</b> and | <b>Apprentice</b>       |
| End of Year Age Related Expectations | <b>Expert</b> and    | <b>Expert</b> and    | <b>Competent/Expert</b> |

- Example:**

| Reading          |                                      | Curriculum Phase 1 (Sept to Nov) |           |        | Curriculum Phase 2 (Nov to Feb) |           |        | Curriculum Phase 3 (Feb to Apr) |           |        | Curriculum Mastery Phase (April to July) |                             |            |
|------------------|--------------------------------------|----------------------------------|-----------|--------|---------------------------------|-----------|--------|---------------------------------|-----------|--------|------------------------------------------|-----------------------------|------------|
| Subject Domain   | Next steps in learning               | Apprentice                       | Competent | Expert | Apprentice                      | Competent | Expert | Apprentice                      | Competent | Expert | Below ARE                                | At Age related Expectations | Beyond ARE |
| e.g. Place Value | November Milestone 1: Optional text? |                                  |           |        |                                 |           |        |                                 |           |        |                                          |                             |            |
|                  | February Milestone 2:                |                                  |           |        |                                 |           |        |                                 |           |        |                                          |                             |            |
|                  | April Milestone 3:                   |                                  |           |        |                                 |           |        |                                 |           |        |                                          |                             |            |
|                  | EOY ARE:                             |                                  |           |        |                                 |           |        |                                 |           |        |                                          |                             |            |

The HIAS team are developing tracking documents that complement our assessment model and also enable schools to track KPIs from NAHT but in a way that can be adopted or adapted. A preview of these materials, including the SYFS model that complements this approach, is included in this pack for your consideration. There will be an electronic version made available to schools in time for September 2015. However, we expect that they will change and adapt both before the end of term and in the networks that choose to trial and develop their thinking with us in the coming terms.

| Mathematics Aims: Fluency - Reasoning - Problem solving                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |  | Class |      |            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|-------|------|------------|
| NAHT Key Performance Indicators (KPIs) in bold                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |  | Jon   | Fred | % achieved |
| Year: 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |  |       |      |            |
| Y2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |  |       |      |            |
| Phase 1 incl Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Number and Place Value                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |  |  |       |      |            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"><li>count from 0 in multiples of 4; find 10 or 100 more or less than a given number.</li><li>recognise the place value of each digit in a three-digit number (hundreds, tens,ones)</li><li>identify, represent and estimate numbers using different representations</li><li>read and write numbers from 1 to 20 in numerals and words.</li></ul>                                                                                                                                                                                                                                                         |  |  |  |       |      |            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Addition and Subtraction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |  |  |       |      |            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"><li>add and subtract numbers mentally, including: a three-digit number and ones, three-digit number and hundreds.</li><li>estimate the answer to a calculation and use inverse operations to check answers</li></ul>                                                                                                                                                                                                                                                                                                                                                                                     |  |  |  |       |      |            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Multiplication and Division                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |  |  |       |      |            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"><li>recall and use multiplication and division facts for the 3, 4 multiplications tables.</li><li>write and calculate mathematical statements for multiplicaton and division using the multiplication tables that they know using mental and formal written methods</li></ul>                                                                                                                                                                                                                                                                                                                            |  |  |  |       |      |            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Fractions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |  |       |      |            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"><li>count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts.</li><li>recognise, find and write fraction of a discrete set of objects: unit fractions</li><li>compare and order unit fractions, and fractions with the same denominators</li></ul>                                                                                                                                                                                                                                                                                                           |  |  |  |       |      |            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Measurement- measure, compare, add and subtract:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |  |  |       |      |            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"><li>lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</li><li>measure the perimeter of simple 2-D shapes</li><li>add and subtract amounts of money</li><li>tell and write the time from an analogue clock and 12 hour clock</li><li>use vocabulary such as a.m./p.m., morning, afternoon, noon, midnight</li></ul>                                                                                                                                                                                                                                                                                  |  |  |  |       |      |            |
| Geometry: properties of shapes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |  |       |      |            |
| <ul style="list-style-type: none"><li>draw 2-D shapes and make 3-D shapes using modelling materials</li><li>identify right angles</li><li>identify horizontal and vertical lines</li></ul>                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |  |       |      |            |
| Phase 1: Individual achievement %                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |  |       |      |            |
| Phase 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Number and Place Vlaue                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |  |  |       |      |            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"><li>count from 0 in multiples of 4, <b>50 and 100</b>; find 10 or 100 more or less than a given number</li><li>compare and order numbers up to 1000</li><li>read and write numbers up to 1000 in numerals and in words</li></ul>                                                                                                                                                                                                                                                                                                                                                                         |  |  |  |       |      |            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Addition and subtraction-                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |  |       |      |            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"><li>add and subtract numbers mentally, including a three-digit number and tens</li><li>add and subtract numbers with up to three digits</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |  |  |       |      |            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Multiplication and Division                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |  |  |       |      |            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"><li></li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |  |  |       |      |            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Fractions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |  |       |      |            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"><li>recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</li><li>recognise and use fractions as numbers; unit fractions</li><li>recognise and show, using diagrams, equivalent fractions with small denominations</li><li>compare and order unit fractions.</li></ul>                                                                                                                                                                                                                                                           |  |  |  |       |      |            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Measurement- compare, add and subtract:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |  |       |      |            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"><li>lengths (m/cm/mm); mass (kg/g); volume /capacity (l/ml)</li><li>measure the perimeter of simple 2-D shapes</li><li>add and subtract amounts of money to give change, using both £ and p in practical contexts</li><li>know the number of seconds in minute, year and leap year</li></ul>                                                                                                                                                                                                                                                                                                             |  |  |  |       |      |            |
| Geometry: properties of shapes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |  |       |      |            |
| <ul style="list-style-type: none"><li>recognise angles as a property of shape</li><li>identify right angles, recognise that two right angles make a half-turn.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |  |       |      |            |
| Phase 2: Individual achievement %                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |  |       |      |            |
| Phase 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Number and place value                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |  |  |       |      |            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"><li>Count from 0 in multiples of 4, 8, 50 and 100</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |       |      |            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Addition and subtraction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |  |  |       |      |            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"><li>solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |  |       |      |            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Multiplication and division                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |  |  |       |      |            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"><li>recall and use multiplication and division facts for the 4 and 8 multiplication tables</li><li>write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers</li><li>times one-digit numbers, using mental and progressing to formal written methods</li></ul>                                                                                                                                                                                                                                         |  |  |  |       |      |            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Fractions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |  |       |      |            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"><li>recognise find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</li><li>recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.</li><li>add and subtract fractions with the same denominator within one whole (eg <math>5/7 + 1/7 = 6/7</math>)</li></ul>                                                                                                                                                                                                                             |  |  |  |       |      |            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Measurement- compare, add and subtract:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |  |       |      |            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"><li>tell and write the time form an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</li><li>estimate and read time with increasing accuracy to the nearest minute</li><li>record and compare time in terms of seconds, minutes, hours and o'clock</li><li>use vocabulary such as a.m./p.m., morning, afternoon, noon, midnight</li><li>know the number of seconds in a minute and the number of days in each month, year and leap year</li><li>compare durations of events, for example to calculate the time taken by particular events or tasks</li></ul> |  |  |  |       |      |            |
| Geometry: properties of shapes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |  |       |      |            |
| <ul style="list-style-type: none"><li>draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</li><li>recognise angles as a property of shape or a description of a turn</li><li>identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn</li><li>identify whether angles are greater than or less than a right angle</li><li>identify horizontal and vertical lines and pairs of perpendicular and parallel lines</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |  |       |      |            |
| Phase 3: Individual achievement %                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |  |       |      |            |
| Y3 KPIs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |  |       |      |            |

Some schools choose to track each strand of the domains of each subject. This granular approach may be better suited to analysing the progress of children who are not on track, or for moderation activities around a small sample of pupils. However, teachers need to have an awareness of the full scope of these objectives for day to day teaching but perhaps not for daily tracking. Considerations of workload and usability may make such an approach unwieldy and unhelpful. The aggregation of these individual records does not easily translate into establishing whether or not a pupil is securely on a learning journey to “mastering” all the domains. They are learning and making progress but are they sufficiently “on track”?

## EYFS tracking progress

|                                             |                                                     |                                                    |             |                                               |                |                                                |  |                                            |                       |                   |                          |                       |                   |                           |                       |                   |                 |                  |                            |                  |          |
|---------------------------------------------|-----------------------------------------------------|----------------------------------------------------|-------------|-----------------------------------------------|----------------|------------------------------------------------|--|--------------------------------------------|-----------------------|-------------------|--------------------------|-----------------------|-------------------|---------------------------|-----------------------|-------------------|-----------------|------------------|----------------------------|------------------|----------|
| <b>Name:</b>                                |                                                     |                                                    | <b>DOB:</b> |                                               | <b>Gender:</b> |                                                |  | <b>Class:</b>                              |                       |                   |                          |                       |                   |                           |                       |                   |                 |                  |                            |                  |          |
| <b>Age in months at on entry assessment</b> |                                                     | <b>Age in months at periodic assessment 1</b>      |             | <b>Age in months at periodic assessment 2</b> |                | <b>Age in months at end of Rec. assessment</b> |  | <b>Development Matters Age/Stage Bands</b> |                       |                   |                          |                       |                   |                           |                       |                   |                 |                  |                            |                  |          |
|                                             |                                                     |                                                    |             |                                               |                |                                                |  | <b>22-36m (emerging)</b>                   |                       |                   | <b>30-50m (emerging)</b> |                       |                   | <b>40-60+m (emerging)</b> |                       |                   | <b>ELG</b>      |                  | <b>KS1 POS (exceeding)</b> |                  |          |
|                                             |                                                     |                                                    |             |                                               |                |                                                |  |                                            |                       |                   |                          |                       |                   |                           |                       |                   |                 |                  |                            |                  |          |
| <b>Area of Learning and development</b>     |                                                     |                                                    |             | <b>Aspect</b>                                 |                |                                                |  | <b>Entering (C)</b>                        | <b>Developing (B)</b> | <b>Secure (A)</b> | <b>Entering (C)</b>      | <b>Developing (B)</b> | <b>Secure (A)</b> | <b>Entering (C)</b>       | <b>Developing (B)</b> | <b>Secure (A)</b> | <b>Expected</b> | <b>Level 1 C</b> | <b>Level 1 B</b>           | <b>Level 1 A</b> |          |
| <b>PRIME AREAS</b>                          | <b>Personal, Social &amp; Emotional Development</b> | <b>Self-Confidence &amp; Self-Awareness</b>        |             |                                               |                |                                                |  |                                            |                       |                   |                          |                       | X                 |                           |                       |                   | X               | <b>3</b>         |                            |                  |          |
|                                             |                                                     | <b>Managing Feelings &amp; Behaviour</b>           |             |                                               |                |                                                |  |                                            |                       |                   |                          |                       |                   |                           | X                     |                   |                 | X                | <b>3</b>                   |                  |          |
|                                             |                                                     | <b>Making Relationships</b>                        |             |                                               |                |                                                |  |                                            |                       |                   |                          |                       |                   |                           |                       | X                 |                 | X                | <b>3</b>                   |                  |          |
|                                             | <b>Physical Development</b>                         | <b>Moving &amp; Handling</b>                       |             |                                               |                |                                                |  |                                            |                       |                   |                          |                       |                   |                           | X                     |                   |                 |                  | X                          |                  | <b>4</b> |
|                                             |                                                     | <b>Health &amp; Self-Care</b>                      |             |                                               |                |                                                |  |                                            |                       |                   |                          |                       |                   |                           |                       | X                 |                 |                  | X                          |                  | <b>4</b> |
|                                             | <b>Communication &amp; Language</b>                 | <b>Listening &amp; Attention</b>                   |             |                                               |                |                                                |  |                                            |                       |                   |                          |                       |                   |                           |                       | X                 |                 |                  | X                          |                  | <b>4</b> |
|                                             |                                                     | <b>Understanding</b>                               |             |                                               |                |                                                |  |                                            |                       |                   |                          |                       |                   |                           |                       |                   |                 |                  |                            |                  |          |
| <b>Speaking</b>                             |                                                     |                                                    |             |                                               |                |                                                |  |                                            |                       |                   |                          |                       |                   | X                         |                       |                   | X               |                  | <b>4</b>                   |                  |          |
| <b>SPECIFIC AREAS</b>                       | <b>Literacy</b>                                     | <b>Reading</b>                                     |             |                                               |                |                                                |  |                                            |                       |                   |                          |                       |                   |                           | X                     |                   |                 |                  | X                          | <b>5</b>         |          |
|                                             |                                                     | <b>Writing</b>                                     |             |                                               |                |                                                |  |                                            |                       |                   |                          |                       |                   |                           |                       | X                 |                 |                  |                            | X                | <b>5</b> |
|                                             | <b>Mathematics</b>                                  | <b>Numbers</b>                                     |             |                                               |                |                                                |  |                                            |                       |                   |                          |                       |                   |                           |                       |                   |                 |                  |                            |                  |          |
|                                             |                                                     | <b>Shape, Space &amp; Measures</b>                 |             |                                               |                |                                                |  |                                            |                       |                   |                          |                       |                   |                           |                       |                   |                 |                  |                            |                  |          |
|                                             | <b>Understanding the World</b>                      | <b>People &amp; Communities</b>                    |             |                                               |                |                                                |  |                                            |                       |                   |                          |                       |                   |                           |                       |                   |                 |                  |                            |                  |          |
|                                             |                                                     | <b>The World</b>                                   |             |                                               |                |                                                |  |                                            |                       |                   |                          |                       |                   |                           |                       |                   |                 |                  |                            |                  |          |
|                                             |                                                     | <b>Technology</b>                                  |             |                                               |                |                                                |  |                                            |                       |                   |                          |                       |                   |                           |                       |                   |                 |                  |                            |                  |          |
|                                             | <b>Expressive Arts &amp; Design</b>                 | <b>Exploring &amp; Using Media &amp; Materials</b> |             |                                               |                |                                                |  |                                            |                       |                   |                          |                       |                   |                           |                       |                   |                 |                  |                            |                  |          |
| <b>Being Imaginative</b>                    |                                                     |                                                    |             |                                               |                |                                                |  |                                            |                       |                   |                          |                       |                   |                           |                       |                   |                 |                  |                            |                  |          |

Please date all recorded judgements and additional information entries

(This format has been adapted from the Totton Schools original tracker)

- In Early Years, a tracking sheet captures the learning journey of children through the developmental stages towards the Early Learning Goals and entry into Key Stage 1 expectations. The scoring mechanism plots steps of progress. It is important to note that for children whose on entry judgement is anywhere in the 40-60 band, if they achieve the ELG, they 'score' 3 points. This is because Ofsted clearly define expected/typical progress as being from 40-60 to ELG. The sub-divisions (entering/developing/secure) are a Hampshire (and many other LAs) adaptation. 3 steps/points of progress represent a minimum expected or typical progress.
- "Entering", "developing" and "secure" are appropriate descriptors to apply to assessing against age and stage bands.

| Communication and Language | Listening and attention | Age/stage bands |       |   |   |    |       |    |    |    |       | Number at expected or greater |    |    |     |    |               |  |
|----------------------------|-------------------------|-----------------|-------|---|---|----|-------|----|----|----|-------|-------------------------------|----|----|-----|----|---------------|--|
|                            |                         |                 | 22-36 |   |   |    | 30-50 |    |    |    | 40-60 |                               |    |    | ELG |    | Exceeding KS1 |  |
|                            |                         | Entry           | 1     | 2 | 1 | 9  | 12    | 15 | 14 | 6  | 0     |                               | 0  | 0  | 0   | 0  | 20            |  |
|                            |                         |                 | 4     |   |   | 36 |       |    | 20 |    |       |                               |    |    |     |    |               |  |
|                            |                         | Aut             | 0     | 0 | 2 | 10 | 12    | 14 | 12 | 10 | 0     |                               | 0  | 0  | 0   | 22 |               |  |
|                            |                         |                 | 2     |   |   | 36 |       |    | 22 |    |       |                               |    |    |     |    |               |  |
|                            |                         | Spr             | 0     | 0 | 1 | 8  | 8     | 12 | 4  | 5  | 12    |                               | 7  | 3  | 31  |    |               |  |
|                            |                         |                 | 1     |   |   | 28 |       |    | 21 |    |       |                               |    |    |     |    |               |  |
|                            |                         | Sum             | 0     | 0 | 0 | 0  | 8     | 8  | 2  | 4  | 4     |                               | 24 | 10 | 34  |    |               |  |
|                            |                         |                 | 0     |   |   | 16 |       |    | 10 |    |       |                               |    |    |     |    |               |  |

| Communication and Language | Listening and attention | Age/stage bands |      |     |       |       |      |       |       |      |     | Percentage at expected or greater |                      |       |
|----------------------------|-------------------------|-----------------|------|-----|-------|-------|------|-------|-------|------|-----|-----------------------------------|----------------------|-------|
|                            |                         | 22-36           |      |     | 30-50 |       |      | 40-60 |       |      | ELG |                                   | Exceeding and/or KS1 |       |
|                            |                         | Enty            | 1.7  | 3.4 | 1.7   | 15    | 20   | 25    | 23.3  | 10   | 0   |                                   | 0                    | 0     |
|                            |                         |                 | 6.8% |     |       | 60.0% |      |       | 33.3% |      |     |                                   |                      |       |
|                            |                         |                 |      |     |       |       |      |       |       |      |     |                                   |                      |       |
|                            |                         | Aut             | 0    | 0   | 3.4   | 16.6  | 20   | 23.3  | 20    | 16.6 | 0   |                                   | 0                    | 0     |
|                            |                         |                 | 3.4% |     |       | 59.9% |      |       | 36.6% |      |     |                                   |                      |       |
|                            |                         |                 |      |     |       |       |      |       |       |      |     |                                   |                      |       |
|                            |                         | Spr             | 0    | 0   | 1.7   | 13.3  | 13.3 | 20    | 6.7   | 8.3  | 20  |                                   | 11.7%                | 5.0%  |
|                            |                         |                 | 1.7% |     |       | 46.6% |      |       | 35.0% |      |     |                                   |                      |       |
|                            |                         |                 |      |     |       |       |      |       |       |      |     |                                   |                      |       |
|                            |                         | Sum             | 0    | 0   | 0     | 0     | 13.3 | 13.3  | 3.3   | 6.6  | 6.6 |                                   | 40.0%                | 16.7% |
|                            |                         |                 | 0    |     |       | 26.6% |      |       | 16.7% |      |     |                                   |                      |       |

| % of children at expected or greater. |                                            |                                    |          |        |               |        |               |        |               |
|---------------------------------------|--------------------------------------------|------------------------------------|----------|--------|---------------|--------|---------------|--------|---------------|
| Area of Learning and Development      |                                            | Aspect                             | On entry | Autumn | Gain since OE | Spring | Gain since OE | Summer | Gain since OE |
| PRIME AREAS                           | Communication and language                 | Listening and attention            | 33.3%    | 36.6%  | +3.3%         | 51.7%  | +18.4%        | 56.7%  | +23.4%        |
|                                       |                                            | Understanding                      |          |        |               |        |               |        |               |
|                                       |                                            | Speaking                           |          |        |               |        |               |        |               |
|                                       | Physical development                       | Moving and handling                |          |        |               |        |               |        |               |
|                                       |                                            | Health and self-care               |          |        |               |        |               |        |               |
|                                       | Personal, social and emotional development | Self-confidence and self-awareness |          |        |               |        |               |        |               |
|                                       |                                            | Managing feelings and behaviour    |          |        |               |        |               |        |               |
|                                       |                                            | Making relationships               |          |        |               |        |               |        |               |
| SPECIFIC AREAS                        | Literacy                                   | Reading                            |          |        |               |        |               |        |               |
|                                       |                                            | Writing                            |          |        |               |        |               |        |               |
|                                       | Mathematics                                | Numbers                            |          |        |               |        |               |        |               |
|                                       |                                            | Shape, space & Measures            |          |        |               |        |               |        |               |
|                                       | Understanding the world                    | People and communities             |          |        |               |        |               |        |               |
|                                       |                                            | The World                          |          |        |               |        |               |        |               |
|                                       |                                            | Technology                         |          |        |               |        |               |        |               |
|                                       | Expressive arts and design                 | Exploring and using media          |          |        |               |        |               |        |               |
|                                       |                                            | Being imaginative                  |          |        |               |        |               |        |               |

1. Cohort tracking gives an indication of the progress made across the age stage bands and emphasises the importance of increasing numbers of pupils reaching those bands over time e.g. “catching up”



## November Milestone assessment report (Page 1 of 4)

|        |     |     |      |         |        |    |
|--------|-----|-----|------|---------|--------|----|
| Name:  |     |     | DOB: | Gender: | Class: | Y3 |
| FSM/PP | SEN | LAC | EAL  |         |        |    |

| Supporting fluency, clarity, accuracy, and coherence | Year 3 Reading Domains      | Milestone |   |   |     | Notes for Action |
|------------------------------------------------------|-----------------------------|-----------|---|---|-----|------------------|
|                                                      |                             | 1         | 2 | 3 | ARE |                  |
|                                                      | Comp: Clarify               |           |   |   |     |                  |
|                                                      | Comp: Monitor and summarise |           |   |   |     |                  |
|                                                      | Comp: Select and retrieve   |           |   |   |     |                  |
|                                                      | Reason and explain          |           |   |   |     |                  |
|                                                      | Themes and conventions      |           |   |   |     |                  |
|                                                      | Inference                   |           |   |   |     |                  |
|                                                      | Language for effect         |           |   |   |     |                  |

| Subject                                                          | % domains  | On Track?       |
|------------------------------------------------------------------|------------|-----------------|
| Reading                                                          | 100%       | Yes             |
| Writing                                                          | 75%        | Close to        |
| Mathematics                                                      | 71%        | no              |
| <b>Overall</b>                                                   | <b>82%</b> | <b>Close to</b> |
| 100% of domains = securely on track and above (green)            |            |                 |
| 75%+ of domains = close to but not yet securely on track (Amber) |            |                 |
| Below 75% of domains = requires acceleration in progress (Blue)  |            |                 |

| Fluency, clarity, accuracy, coherence | Year 3 Writing Domains   | Milestone |   |   |     | Notes for Action |
|---------------------------------------|--------------------------|-----------|---|---|-----|------------------|
|                                       |                          | 1         | 2 | 3 | ARE |                  |
|                                       | Transcription            |           |   |   |     |                  |
|                                       | Handwriting              |           |   |   |     |                  |
|                                       | Composition              |           |   |   |     |                  |
|                                       | Vocab, Gram, Punctuation |           |   |   |     |                  |

| Solving problems & working across domains using: | Year 3 Mathematics Domains  | Milestone |   |   |     | Notes for Action |
|--------------------------------------------------|-----------------------------|-----------|---|---|-----|------------------|
|                                                  |                             | 1         | 2 | 3 | ARE |                  |
|                                                  | Number and Place value      |           |   |   |     |                  |
|                                                  | Addition and subtraction    |           |   |   |     |                  |
|                                                  | Multiplication and division |           |   |   |     |                  |
|                                                  | Fractions                   |           |   |   |     |                  |
|                                                  | Measurement                 |           |   |   |     |                  |
|                                                  | Geometry                    |           |   |   |     |                  |
|                                                  | Statistics                  |           |   |   |     |                  |

## Intervention Programme Nov-Feb

E.g. the profile of achievement suggests that the pupil needs to make accelerated progress in the phase one aspects of multiplication/division and composition in writing. Unless this is secured, future progress in more demanding objectives, including in other aspects of maths and writing, will be compromised. The pupil's weakness in geometry is less acute but nonetheless needs to be reinforced. The teacher would consider how to address these needs through adaptation of quality first teaching and intervention...perhaps taking place during some of the time devoted to handwriting or reading comprehension where progress is more secure? Arguably, taking time to catch up in areas of relative weakness is more important than pushing ahead in areas of relative strength?

- All subjects summarised on one sheet showing whether or not the pupil has securely reached **Milestone 1** (Green), is close to securing (Amber) or needs to make significant progress to catch up (blue). It allows for any exceptional performance (purple) e.g. the child has reached **Milestone 2** by November (instead of February). There is a version used at each strategic "stop and think" assessment period that builds the picture over time.
- Could be used to support pupil progress meetings, discussions with parents, pupils etc. and prioritise any catch up programme.

| Cohort Tracker |                                   |       |          |        |       |                 |               |              |                 |
|----------------|-----------------------------------|-------|----------|--------|-------|-----------------|---------------|--------------|-----------------|
| Y3             | YEAR 3 Achievement in Phase bands |       |          |        |       | Cohort size= 35 |               |              |                 |
|                | On Entry (Y2)                     | Below | Expected | Beyond | ARE/+ | Cohort profile  | 10 SEN= 28.6% | 3 EAL= 8.6 % | 16 Boys= 45.7%  |
|                |                                   | 7     | 26       | 2      | 28    |                 | 14 PP= 40 %   | 2 LAC= 5.7%  | 19 Girls= 54.3% |
|                |                                   | 20%   | 74%      | 6%     | 80%   |                 |               |              |                 |

| Mathematics | November Milestone | Below (securing Y2)                                   | Expected (Phase 1) | Beyond (Phase 1 and 2) | Phase 1,2 and 3                           | Working within Y4                         | On track ARE | On track entering Y4 | Number on track ARE or exceed |
|-------------|--------------------|-------------------------------------------------------|--------------------|------------------------|-------------------------------------------|-------------------------------------------|--------------|----------------------|-------------------------------|
|             |                    | 5                                                     | 28                 | 2                      | 0                                         | 0                                         | 28           | 2                    | 30                            |
|             | February Milestone | Below (Y2/ Phase 1 only)                              |                    | Expected (Phase 1 + 2) | Beyond (Phase 3)                          | Working within Y4                         | On track ARE | On track entering Y4 | Number on track ARE or exceed |
|             |                    | 3                                                     |                    | 29                     | 3                                         | 0                                         | 29           | 3                    | 32                            |
|             | March Milestone    | Below (Phase 1+2 only)                                |                    |                        | Expected (Phase 1,2 & 3)                  | Beyond (Phase 3S or Y4)                   | On track ARE | On track entering Y4 | Number on track ARE or exceed |
|             |                    | 3                                                     |                    |                        | 27                                        | 5                                         | 27           | 5                    | 32                            |
|             | Summer Milestone   | Below (Emerging or Developing fluency Phase 1, 2 & 3) |                    |                        | Expected (Secure fluency phase 1, 2, & 3) | Beyond (Secured Y3 and Working within Y4) | Secure ARE   | Secure and Above ARE | End of Year 3 ARE+            |
|             |                    | 2                                                     |                    |                        | 28                                        | 5                                         | 28           | 5                    | 33                            |

| Y3 Mathematics | YEAR 3             |                                                       | Cohort size= 35 Achievement in Phase bands |                        |                                           |                                           |              |                      |                               |
|----------------|--------------------|-------------------------------------------------------|--------------------------------------------|------------------------|-------------------------------------------|-------------------------------------------|--------------|----------------------|-------------------------------|
|                | November milestone | Below (securing Y2)                                   | Expected (Phase 1)                         | Beyond (Phase 1 and 2) | Phase 1,2 and 3                           | Working within Y4                         | On track ARE | On track entering Y4 | Number on track ARE or exceed |
|                |                    | 14.3%                                                 | 80.0%                                      | 5.7%                   | 0.0%                                      | 0.0%                                      | 80.0%        | 5.7%                 | 85.7%                         |
|                | February Milestone | Below (Y2/ Phase 1 only)                              |                                            | Expected (Phase 1 + 2) | Beyond (Phase 3)                          | Working within Y4                         | On track ARE | On track entering Y4 | Number on track ARE or exceed |
|                |                    | 8.6%                                                  |                                            | 82.9%                  | 8.6%                                      | 0.0%                                      | 82.9%        | 8.6%                 | 91.4%                         |
|                | April Milestone    | Below (Phase 1+2 only)                                |                                            |                        | Expected (Phase 1,2 & 3)                  | Beyond (Phase 3S or Y4)                   | On track ARE | On track entering Y4 | Number on track ARE or exceed |
|                |                    | 8.6%                                                  |                                            |                        | 77.1%                                     | 14.3%                                     | 77.1%        | 14.3%                | 91.4%                         |
|                | Summer Milestone   | Below (Emerging or Developing fluency Phase 1, 2 & 3) |                                            |                        | Expected (Secure fluency phase 1, 2, & 3) | Beyond (Secured Y3 and Working within Y4) | Secure ARE   | Secure and Above ARE | End of Year 3 ARE+            |
|                |                    | 5.7%                                                  |                                            |                        | 80.0%                                     | 14.3%                                     | 80.0%        | 14.3%                | 94.3%                         |

- Green**= Pupils who are working at or close to the expected milestone as recorded on the individual tracking. They will have secure achievement in at least 75% of domains within this standard. They are **on track** to secure Age Related Expectations (ARE) by the end of the school year
- Blue**= Pupils who are in need of significant acceleration in progress to meet ARE by end of school year
- Purple**= Pupils who are working well beyond typical standards and on track to begin working within next year's standards before the end of the school year
- Separate sheets for each subject

|                     |                       |                       |                           |                 |                      |                 |                 |                                  |
|---------------------|-----------------------|-----------------------|---------------------------|-----------------|----------------------|-----------------|-----------------|----------------------------------|
| ALL                 | Below<br>(securingY2) | Expected<br>(Phase 1) | Beyond<br>(Phase 1 and 2) | Phase 1,2 and 3 | Working within<br>Y4 | On track<br>ARE | On track<br>Y4E | Number on track<br>ARE or exceed |
|                     | 14.3%                 | 80.0%                 | 5.7%                      | 0.0%            | 0.0%                 | 80.0%           | 5.7%            | 85.7%                            |
| Boys                | Below<br>(securingY2) | Expected<br>(Phase 1) | Beyond<br>(Phase 1 and 2) | Phase 1,2 and 3 | Working within<br>Y4 | On track<br>ARE | On track<br>Y4E | Number on track<br>ARE or exceed |
|                     | 18.8%                 | 81.3%                 | 0.0%                      | 0.0%            | 0.0%                 | 81.3%           | 0.0%            | 81.3%                            |
| GAP<br>(ALL)        | -4.5%                 | 1.3%                  | -5.7%                     | 0.0%            | 0.0%                 | 1.3%            | -5.7%           | -4.5%                            |
| Girls               | Below<br>(securingY2) | Expected<br>(Phase 1) | Beyond<br>(Phase 1 and 2) | Phase 1,2 and 3 | Working within<br>Y4 | On track<br>ARE | On track<br>Y4E | Number on track<br>ARE or exceed |
|                     | 10.5%                 | 78.9%                 | 10.5%                     | 0.0%            | 0.0%                 | 78.9%           | 10.5%           | 89.5%                            |
| GAP<br>(ALL)        | 3.8%                  | -1.1%                 | 4.8%                      | 0.0%            | 0.0%                 | -1.1%           | 4.8%            | 3.8%                             |
| SEN<br>state.       | Below<br>(securingY2) | Expected<br>(Phase 1) | Beyond<br>(Phase 1 and 2) | Phase 1,2 and 3 | Working within<br>Y4 | On track<br>ARE | On track<br>Y4E | Number on track<br>ARE or exceed |
|                     |                       |                       |                           |                 |                      |                 |                 |                                  |
| GAP<br>(ALL)        |                       |                       |                           |                 |                      |                 |                 |                                  |
| SEN                 | Below<br>(securingY2) | Expected<br>(Phase 1) | Beyond<br>(Phase 1 and 2) | Phase 1,2 and 3 | Working within<br>Y4 | On track<br>ARE | On track<br>Y4E | Number on track<br>ARE or exceed |
|                     |                       |                       |                           |                 |                      |                 |                 |                                  |
| GAP<br>(ALL)        |                       |                       |                           |                 |                      |                 |                 |                                  |
| No SEN              | Below<br>(securingY2) | Expected<br>(Phase 1) | Beyond<br>(Phase 1 and 2) | Phase 1,2 and 3 | Working within<br>Y4 | On track<br>ARE | On track<br>Y4E | Number on track<br>ARE or exceed |
|                     |                       |                       |                           |                 |                      |                 |                 |                                  |
| GAP<br>(ALL)        |                       |                       |                           |                 |                      |                 |                 |                                  |
| Pupil<br>Premium    | Below<br>(securingY2) | Expected<br>(Phase 1) | Beyond<br>(Phase 1 and 2) | Phase 1,2 and 3 | Working within<br>Y4 | On track<br>ARE | On track<br>Y4E | Number on track<br>ARE or exceed |
|                     |                       |                       |                           |                 |                      |                 |                 |                                  |
| GAP<br>(ALL)        |                       |                       |                           |                 |                      |                 |                 |                                  |
| No Pupil<br>premium | Below<br>(securingY2) | Expected<br>(Phase 1) | Beyond<br>(Phase 1 and 2) | Phase 1,2 and 3 | Working within<br>Y4 | On track<br>ARE | On track<br>Y4E | Number on track<br>ARE or exceed |
|                     |                       |                       |                           |                 |                      |                 |                 |                                  |
| GAP<br>(ALL)        |                       |                       |                           |                 |                      |                 |                 |                                  |
| LAC                 | Below<br>(securingY2) | Expected<br>(Phase 1) | Beyond<br>(Phase 1 and 2) | Phase 1,2 and 3 | Working within<br>Y4 | On track<br>ARE | On track<br>Y4E | Number on track<br>ARE or exceed |
|                     |                       |                       |                           |                 |                      |                 |                 |                                  |
| GAP<br>(ALL)        |                       |                       |                           |                 |                      |                 |                 |                                  |
| No LAC              | Below<br>(securingY2) | Expected<br>(Phase 1) | Beyond<br>(Phase 1 and 2) | Phase 1,2 and 3 | Working within<br>Y4 | On track<br>ARE | On track<br>Y4E | Number on track<br>ARE or exceed |
|                     |                       |                       |                           |                 |                      |                 |                 |                                  |
| GAP<br>(ALL)        |                       |                       |                           |                 |                      |                 |                 |                                  |
| EAL                 | Below<br>(securingY2) | Expected<br>(Phase 1) | Beyond<br>(Phase 1 and 2) | Phase 1,2 and 3 | Working within<br>Y4 | On track<br>ARE | On track<br>Y4E | Number on track<br>ARE or exceed |
|                     |                       |                       |                           |                 |                      |                 |                 |                                  |
| GAP<br>(ALL)        |                       |                       |                           |                 |                      |                 |                 |                                  |
| No EAL              | Below<br>(securingY2) | Expected<br>(Phase 1) | Beyond<br>(Phase 1 and 2) | Phase 1,2 and 3 | Working within<br>Y4 | On track<br>ARE | On track<br>Y4E | Number on track<br>ARE or exceed |
|                     |                       |                       |                           |                 |                      |                 |                 |                                  |
| GAP<br>(ALL)        |                       |                       |                           |                 |                      |                 |                 |                                  |

1. Tracking progress and gap for significant sub-groups. % of children that achieve (or are close to) the expected milestone. This measures the % of children therefore that can be *reasonably* deemed to be **on track to ARE**
2. The gap is always the difference between what is achieved by all pupils and each sub-group, prompting a focus on thinking how such gaps can be closed wherever possible.

The collection of milestone data in each domain of a subject enables progress gains in areas previously of relative weakness to be highlights.

| Mathematics<br>Key stage 2: Year 3 |                             | On entry | November Milestone | Gain since OE | February Milestone | Gain since OE | March Milestone | Gain since OE | EOY ARE | Gain since OE |
|------------------------------------|-----------------------------|----------|--------------------|---------------|--------------------|---------------|-----------------|---------------|---------|---------------|
| Solving problems using:            | All domains of mathematics  | 80%      | 85.7%              | +5.7%         | 91.4%              | +11.4%        | 91.4%           | +11.4%        | 94.3%   | 14.3%         |
|                                    | Number and Place value      | 80%      | 85%                | +5%           |                    |               |                 |               |         |               |
|                                    | Addition and subtraction    | 90%      | 90%                | +0%           |                    |               |                 |               |         |               |
|                                    | Multiplication and division | 70%      | 85%                | +15%          |                    |               |                 |               |         |               |
|                                    | Fractions                   | 70%      | 85%                | +15%          |                    |               |                 |               |         |               |
|                                    | Measurement                 | 85%      | 85%                | +0%           |                    |               |                 |               |         |               |
|                                    | Geometry                    | 90%      | 90%                | +0%           |                    |               |                 |               |         |               |
|                                    | Statistics                  | 85%      | 85%                | +0%           |                    |               |                 |               |         |               |

1. This analyses the security of pupils' achievement in each domain, collecting information by recording at the strategic "stop and think" (drawing upon professional judgement against each milestone).
2. It demonstrates the progress made by the school in closing any gaps e.g. the Year 3 teacher has focused on improving achievement in multiplication, division and fractions, dependent upon deepening some pupils' understanding of place value. Expected further progress has been made in other domains but **not at the expense of securing the weaker aspects**.
3. In this case, a gain of 0% means that the cohort **have made expected progress** against the new Year 3 milestone (which is more demanding than the End of Year 2 KPI) and, since the standards are already high (85%+), the profile of achievement has therefore strengthened because pupils are **keeping up**. If standards were too low (<85%), then a gain of 0% would show that achievement was not yet improving sufficiently for some pupils to **catch up** in areas of need, despite many children making expected progress.
4. The profiling in domains can assist with identifying professional development needs for a teacher, team, or the whole school. If progress gains are less than hoped for it may well point to the need for further professional development to deepen subject knowledge and pedagogy. High gains may indicate where practice is stronger and can be used to support across the school.

| Mathematics<br>Key stage 2:<br>Year 3 |                             | KPI                                                                                                                                                                                                                  | November<br>Milestone | Gain<br>since OE | February<br>Milestone | Gain<br>since OE | March<br>Milestone | Gain<br>since OE | EOY<br>ARE | Gain<br>since OE |
|---------------------------------------|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|------------------|-----------------------|------------------|--------------------|------------------|------------|------------------|
| Solving problems using:               | Number and Place<br>value   |                                                                                                                                                                                                                      | 33.3%                 |                  |                       |                  |                    |                  |            |                  |
|                                       |                             |                                                                                                                                                                                                                      |                       |                  |                       |                  |                    |                  |            |                  |
|                                       |                             |                                                                                                                                                                                                                      |                       |                  |                       |                  |                    |                  |            |                  |
|                                       | Addition and<br>subtraction |                                                                                                                                                                                                                      |                       |                  |                       |                  |                    |                  |            |                  |
|                                       |                             |                                                                                                                                                                                                                      |                       |                  |                       |                  |                    |                  |            |                  |
|                                       | Multiplication and division | <ul style="list-style-type: none"> <li>recall and use multiplication and division facts for the 3, 4 multiplications tables.</li> </ul>                                                                              | 36.6%                 | +3.3%            | 51.7%                 | +18.4%           | 56.7%              | +23.4%           | 77.0%      | +40.4%           |
|                                       |                             | <ul style="list-style-type: none"> <li>write and calculate mathematical statements for multiplication and division using the multiplication tables that they know using mental and formal written methods</li> </ul> |                       |                  |                       |                  |                    |                  |            |                  |
|                                       | Fractions                   |                                                                                                                                                                                                                      |                       |                  |                       |                  |                    |                  |            |                  |
|                                       |                             |                                                                                                                                                                                                                      |                       |                  |                       |                  |                    |                  |            |                  |
|                                       | Measurement                 |                                                                                                                                                                                                                      |                       |                  |                       |                  |                    |                  |            |                  |
|                                       |                             |                                                                                                                                                                                                                      |                       |                  |                       |                  |                    |                  |            |                  |
|                                       | Geometry                    |                                                                                                                                                                                                                      |                       |                  |                       |                  |                    |                  |            |                  |
|                                       |                             |                                                                                                                                                                                                                      |                       |                  |                       |                  |                    |                  |            |                  |
|                                       |                             |                                                                                                                                                                                                                      |                       |                  |                       |                  |                    |                  |            |                  |
|                                       | Statistics                  |                                                                                                                                                                                                                      |                       |                  |                       |                  |                    |                  |            |                  |
|                                       |                             |                                                                                                                                                                                                                      |                       |                  |                       |                  |                    |                  |            |                  |

1. If schools are choosing to track each Key Performance Indicator then a tool will be available to show a fine analysis.

| Subject     | Year Group or class | Milestone strategic assessment | Below (securing previous year expectations) | Achieved expected Milestone | Securely beyond expected Milestone | Number on track to achieve or exceed ARE+ | ACTION? |
|-------------|---------------------|--------------------------------|---------------------------------------------|-----------------------------|------------------------------------|-------------------------------------------|---------|
| Reading     | Y3                  | On year Entry                  | 20%                                         | 74%                         | 6%                                 | 80%                                       |         |
|             |                     | November (Milestone 1)         | 14%                                         | 80%                         | 6%                                 | 85.7%                                     |         |
|             |                     | Gain OE                        | 6%                                          | 6%                          | =                                  | 6%                                        |         |
| Writing     | Y3                  | On year Entry                  | 20%                                         | 74%                         | 6%                                 | 80%                                       |         |
|             |                     | November (Milestone 1)         | 14%                                         | 80%                         | 6%                                 | 85.7%                                     |         |
|             |                     | Gain OE                        | 6%                                          | 6%                          | =                                  | 6%                                        |         |
| Mathematics | Y3                  | On year Entry                  | 20%                                         | 74%                         | 6%                                 | 80%                                       |         |
|             |                     | November (Milestone 1)         | 14%                                         | 80%                         | 6%                                 | 85.7%                                     |         |
|             |                     | Gain OE                        | 6%                                          | 6%                          | =                                  | 6%                                        |         |

1. Repeated at each strategic assessment point showing achievement against relevant milestone (e.g. Milestone 2 by February, Milestone 3 by April and End of Year Age Related Expectations in July (ARE)).
2. Accountability focuses on sustaining 85%+ at each milestone point (content grows in demand each time) or closing the gap if achievement is below 85%.

**High level summary for Governors (Subject specific version)**

|             |      |                        |     |     |    |       |         |
|-------------|------|------------------------|-----|-----|----|-------|---------|
| Mathematics | EYFS | On year Entry          | 20% | 74% | 6% | 80%   | Action: |
|             |      | November (Milestone 1) | 14% | 80% | 6% | 85.7% |         |
|             |      | Gain OE                | 6%  | 6%  | =  | 6%    |         |
| Mathematics | Y1   | On year Entry          | 20% | 74% | 6% | 80%   | Action: |
|             |      | November (Milestone 1) | 14% | 80% | 6% | 85.7% |         |
|             |      | Gain OE                | 6%  | 6%  | =  | 6%    |         |
| Mathematics | Y2   | On year Entry          | 20% | 74% | 6% | 80%   | Action: |
|             |      | November (Milestone 1) | 14% | 80% | 6% | 85.7% |         |
|             |      | Gain OE                | 6%  | 6%  | =  | 6%    |         |
| Mathematics | Y3   | On year Entry          | 20% | 74% | 6% | 80%   | Action: |
|             |      | November (Milestone 1) | 14% | 80% | 6% | 85.7% |         |
|             |      | Gain OE                | 6%  | 6%  | =  | 6%    |         |
| Mathematics | Y4   | On year Entry          | 20% | 74% | 6% | 80%   | Action: |
|             |      | November (Milestone 1) | 14% | 80% | 6% | 85.7% |         |
|             |      | Gain OE                | 6%  | 6%  | =  | 6%    |         |
| Mathematics | Y5   | On year Entry          | 20% | 74% | 6% | 80%   | Action: |
|             |      | November (Milestone 1) | 14% | 80% | 6% | 85.7% |         |
|             |      | Gain OE                | 6%  | 6%  | =  | 6%    |         |
| Mathematics | Y6   | On year Entry          | 20% | 74% | 6% | 80%   | Action: |
|             |      | November (Milestone 1) | 14% | 80% | 6% | 85.7% |         |
|             |      | Gain OE                | 6%  | 6%  | =  | 6%    |         |

## Science assessment and tracking

Assessing and tracking science in primary schools is different than for Mathematics and English for two key reasons:

1. The nature of scientific knowledge is different
2. Schools have less time for teaching and developing science than they do English and Maths and the models of teaching, assessing and tracking must reflect this reality.

However, it must be based upon the same fundamental principles that allow teachers to:

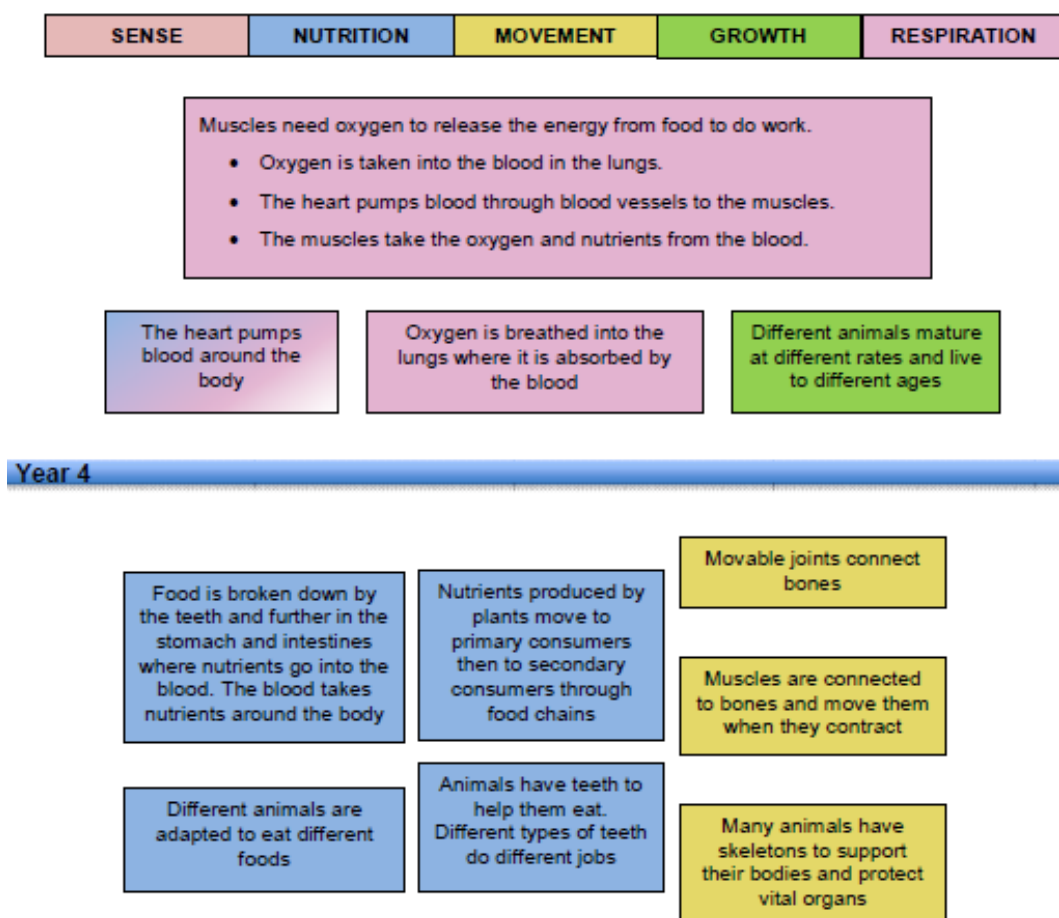
- understand the inter-relatedness and application of key ideas and design tasks that develop this capacity for fluency
- know when and how to engage with children to check that they understand, are 'getting it'
- identify quickly which children do not have the understanding of these key ideas.

The national curriculum defines what children should be able to do but not what they must understand to be able to do these things. This makes it difficult for teachers to interpret how much detail they need to include in their explanations. Take the year 6 objective:

*"Describe the ways in which nutrients and water are transported within animals, including humans."*

Are children expected to know that the blood transports nutrients, or where the nutrients come from to get into the blood, how they get into the blood, and in what form they take in the blood? It is important that teacher know what ideas they need to teach children in order that they can explain phenomena at an appropriate level of sophistication.

## Key idea: animals

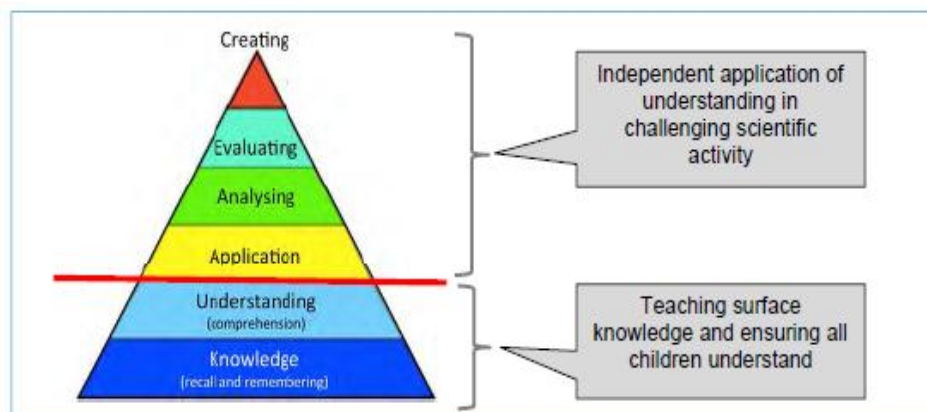


The document: **"The science National Curriculum: the Hampshire model for what should be learned and how to assess it"** describes the Key Ideas that all children need to understand. Therefore, they must be taught to be able to explain the objectives of the National Curriculum, and many more things.

If children understand the key ideas that underpin one explanation they can apply them in other areas. Simply learning the accepted explanation of one phenomenon is less powerful.



Ideas build on each other, failure to understand the last one taught makes the next one even more difficult to understand. If children are to make good enough progress they must understand what is being taught well enough every lesson to be able to access the next episode of learning. This is the minimum expectation for all children, if they fail to understand the key ideas being taught it doesn't help to label their achievement as emerging; they did not 'get it' and immediate action needs to be taken to ensure they do.



Key Ideas are the tools scientists use to make predictions, ask questions, develop hypothesis and give explanations. Lessons should be constructed around children doing these things. A child that is able to draw upon key ideas to engage in these activities independently of the teacher is demonstrating a deeper understanding of the ideas.

The red line represents what every child needs to learn in order to *keep up*.

The document **"The science National Curriculum: the Hampshire model for what should be learned and how to assess it"** describes how lessons can be planned and taught to ensure all children understand and are given opportunities to demonstrate a deeper understanding through application.

- 1 Define what the important learning is precisely.
- 2 Ensure that key knowledge and skills that underpin the important learning are taught and understood by all.
- 3 Provide opportunities for children to apply the important learning independently in challenging tasks.

The priority is to ensure all attain this understanding

This provides the challenge and stretch that demonstrates deeper learning. It also provides time for the teacher to focus on those struggling to attain the expected understanding

## Tracking

Using the Key Ideas to plan and teach allows teachers to regularly assess if a child understands or not and if they are able to apply independently. The expectation is that all children understand all key ideas when they are taught and that some will be able to apply them independently, and a simple record is kept of their achievement.

| Name      |                                                                       |    |    |    |    |    |   |    |    |    |
|-----------|-----------------------------------------------------------------------|----|----|----|----|----|---|----|----|----|
|           | These boxes could record the key idea that is being taught or applied |    |    |    |    |    |   |    |    |    |
| Plato     | ✓✓                                                                    | ✓✓ | ✓✓ | ✓  | ✓✓ | ✓✓ | ✓ | ✓  | ✓✓ | ✓✓ |
| Aristotle | ✓                                                                     | x  | ✓  | ✓  | ✓✓ | ✓  | ✓ | x  | ✓  | ✓  |
| Descartes | ✓                                                                     | ✓  | a  | a  | a  | ✓  | ✓ | ✓✓ | ✓  | ✓  |
| Confucius | ✓✓                                                                    | ✓  | ✓  | ✓✓ | ✓  | ✓✓ | ✓ | ✓  | ✓✓ | ✓✓ |
| Gove      | ✓                                                                     | ✓  | ✓  | ✓  | ✓✓ | x  | ✓ | ✓  | ✓  | ✓  |

It is strongly recommended that schools construct a long-term plan mapping out when the key ideas will be taught. If this is done schools need only keep a record of whether children are understanding and able to apply. In the example a **x** means the pupil did not understand and action needs to happen immediately to allow them to keep up. A single tick means they understood the idea but were unable to apply it solve the scientific problem of the lesson independently of the teacher. The double tick means they were able to do this.

Clearly Plato understands the important knowledge and skills and is able to apply them independently. Aristotle on the other hand is just about keeping up. As the same ideas are explored over a series of lessons the teacher may be confident that Aristotle has understood everything but may have needed a lot of support to do so. Gove seems to understand the important learning but struggles to apply it independently.

It is relatively straightforward to use this information to provide summative reports describing how well a child's understanding of the **Key Ideas** is progressing.

A full description of this approach including ideas for lessons to teach the key ideas can be found in the document **"The science National Curriculum: the Hampshire model for what should be learned and how to assess it"** which can be purchased through the link: <http://www3.hants.gov.uk/education/hias/curriculum-resources.htm>