Hampshire Services
HIAS SCHOOL IMPROVEMENT

SERVICES FOR SCHOOLS

Hampshire Assessment Model

An Introduction

Hampshire County Council

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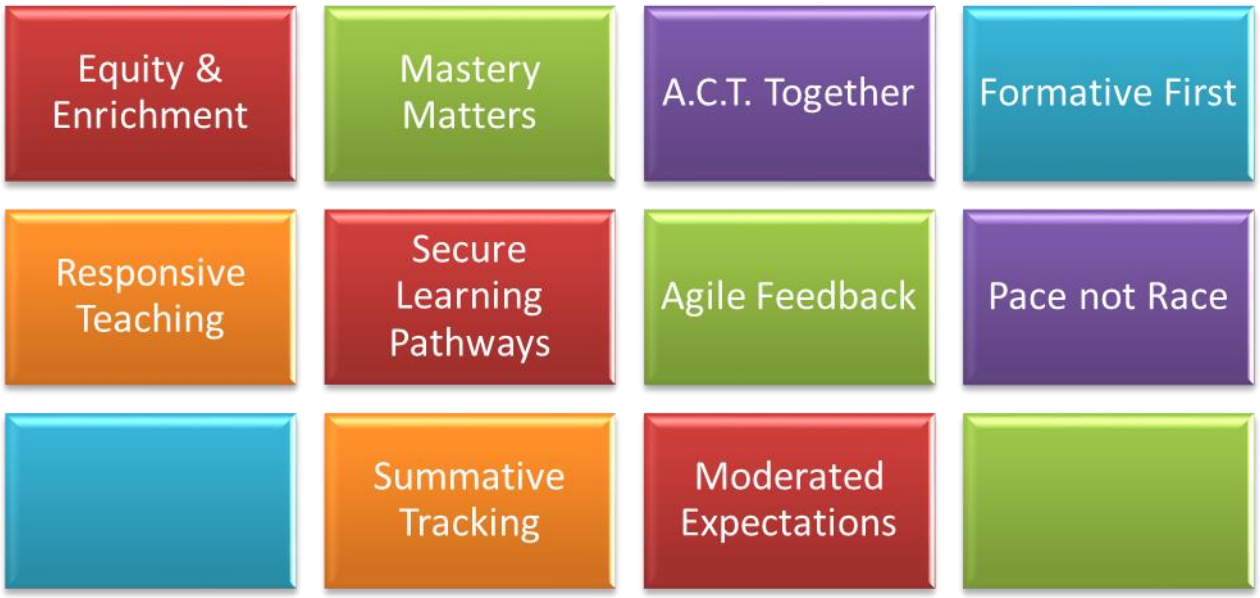
Introduction

At the heart of the changes to the national system for assessment is a desire to raise expectations and standards for all. The challenge is for schools and other educational professionals to move away from a linear understanding of attainment and progress and an acceptance that gaps in understanding are ‘ok’ as long as you have enough ‘bits’ of knowledge to achieve expectations (previously levels).

The following principles, which underpin the Hampshire Assessment Model, state that this best-fit approach is not acceptable and that children should demonstrate their capacity to apply all aspects of the national curriculum with sufficient fluency, independence and resilience given their age and the expectations of their year group.

Principles

- ‘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
- 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’.
- Because it is not a ‘best fit’ model teachers assess everything they 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

The model is designed, not as a progression document for planning the curriculum but as a way to help organise the curriculum objectives in reading, writing and mathematics to aid teachers' formative and summative assessment. The domains from the National Curriculum have been used as 'bricks' with the objectives within each domain put into a suggested order for accumulative strategic assessment at milestones through the year. These domains enable teachers to assess progress within and across the subject, taking account of the inter-relationship of concepts.

The Hampshire English and mathematics teams have created a phased approach to assessing the curriculum objectives. Phase 1 objectives are assessed from September until the end of the year. More challenging Phase 2 objectives are assessed from November and explicitly draw upon underpinning understanding and skills from Phase 1. The most challenging aspects, Phase 3 objectives, are assessed from 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.

There are four data entry points in the year, described as milestones. These are opportunities for teachers to 'stop and think', drawing together the day to day assessments that have been undertaken over the previous 2-3 months. Teachers will assess how well children demonstrate their understanding at three different levels of proficiency, working as an apprentice by the first milestone it is assessed; sufficiently competent by the second milestone; and as an expert by the third or fourth milestone. By the end of the year all children are expected to be working as an expert in virtually all objectives. The children will be deemed to be working at Age Related Expectations (ARE) if they are assessed as expert/competent at the end of the year in all of the NAHT Key Performance Indicators. They are deemed to be 'on track' for ARE at the key milestones as long as they are demonstrating the expected proficiency for each objectives in each of the phases.

The definition of 'on track' at each milestone changes because the children are expected to demonstrate an increasing fluency, independence and resilience as the phases progress.

‘On track’ in November means:

- Apprentice in phase 1 objectives

‘On track’ in February means:

- Competent in phase 1 objectives and Apprentice in phase 2 objectives

‘On track’ in April means:

- Expert in phase 1 objectives, Competent in phase 2 objectives and Apprentice in phase 3 objectives

Meeting ARE at the end of the year means:

- Expert in phase 1 and 2 objectives, expert or competent in phase 3 objectives.

To be “on track” at…..	Phase 1 objectives	Phase 2 objectives	Phase 3 objectives
Milestone 1 (November)	**Apprentice**	Not yet assessed	Not yet assessed
Milestone 2 (February)	**Competent**	**Apprentice**	Not yet assessed
Milestone 3 (April)	**Expert**	**Competent**	**Apprentice**
End of Year Age Related Expectations	**Expert**	**Expert**	**Competent/Expert**

The model is designed to help teachers:

- Recognise 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’.

Teachers are able to use professional judgement if they believe that a child is not sufficiently secure at the expected level of proficiency in a domain to classify the child as ‘close to’. This means that whatever gap is assessed it can be closed by the next milestone as well as the expected deepening of understanding of all other objectives. A child cannot be deemed to be ‘close to’ at two concurrent milestones.

Continuous Assessment

The model determines that teachers should continuously draw upon day to day teaching and assessment which reveals pupils' understanding and misconceptions. Teachers periodically focus on key parts of the curriculum, rather than looking at the whole curriculum every time, and make a judgement about each domain based on tracking progress over time. The milestones are a time to 'stop and think' strategically about the degree of understanding that a pupil has within each domain at that point in time.

Special Educational Needs

Using the domains teachers can develop a bespoke map for individual children, for example those with special educational needs. The expectations for children can be set so that if there is an area in which a child is not going to meet the expectations of their peers, due to a special educational need, it is only in that domain that they are assessed differently. This will mean that for many children with SEN there is an expectation that they will achieve ARE in virtually all areas and it is only in those areas where there is a specific need where they will not. A tracking tool has been developed to work alongside the Hampshire Assessment Model to support the bespoke journey that may be planned for children with special educational needs.

Working Beyond

Few children are expected to be working beyond expectations in all domains. We would expect some children to work beyond in some domains and schools will report on children as working 'beyond' expectations if up to 50% of the domains are exceeded and 'securely beyond' if more than 50% of domains are being exceeded at the expected level.

Summative assessment

Opportunities to ‘stop and think’ are given at four points during the year. These milestones are when the teacher can record whether the child is ‘securely on track’ to meet the end of year expectations within each domain. To be ‘secure’ the depth of understanding and the application of skills needs to grow as the year progresses. Recording the depth of understanding rather than the linear acquisition of a number of objectives is essential to the model.

The tracking software tools enable schools to run reports for individuals, groups and carry out domain analysis.

Students	Stage	Number Place Value M1 Year 1 Milestone 1	Addition Subtraction M1 Year 1 Milestone 1	Multiply Division M1 Year 1 Milestone 1	Fractions M1 Year 1 Milestone 1	Measurement M1 Year 1 Milestone 1	Geometry M1 Year 1 Milestone 1	% Domains Not M1 Year 1 Milestone 1	% Domains Close M1 Year 1 Milestone 1	% Domains Secure M1 Year 1 Milestone 1	% Domains Beyond M1 Year 1 Milestone 1	% Domains Close+ M1 Year 1 Milestone 1	Maths On Track M1 Year 1 Milestone 1	Maths Notes for Action M1 Year 1 Milestone 1
ABHRA, Neel		B	B	B	B	B	B	0	0	0	100	100	B	
ANDREWS, Josef		B	B	B	S	S	S	0	0	50	50	100	B	
BALINSKI, Iwa		B	B	S	S	S	S	0	0	67	33	100	S	
CARLSON, Billy		B	S	S	S	S	S	0	0	83	17	100	S	
CONSTANTINOU, Jonny		S	S	S	S	S	S	0	0	100	0	100	S	
DICALVI, Pasquale		B	B	B	S	S	C	0	17	33	50	100	C	
ENLAI, Cheng		S	S	S	S	C	C	0	33	67	0	100	C	
GOWDA, Biji		S	S	S	C	C	B	0	33	50	17	100	C	
HENDERSON, Jack		S	S	C	C	C	C	0	67	33	0	100	C	
LUDMITAS, Klara		S	C	C	C	C	C	0	83	17	0	100	C	
MILLER, Harvey		C	C	C	C	C	C	0	100	0	0	100	C	
PARKER, Henry		N	C	S	C	C	C	17	67	17	0	83	C	
SELBY, Izzie		N	N	S	C	C	C	33	50	17	0	67	N	
STEVENS, Tom		N	N	N	C	C	C	50	50	0	0	50	N	
WILLIAMS, Eloise		N	N	B	S	B	B	33	0	17	50	67	N	

From this data a number of reports can be generated that can support the analysis of groups, cohorts, subjects and individual pupils. The report below can be generated for individual pupils at each milestone and be used for different audiences, including parents.

	Year 1 Reading Domains	Milestone 1	2	3	EoY	KPI	Notes for Action
							The latest version of notes for action will show
Supporting fluency, clarity, accuracy, coherence	Word reading	C	C	C	C	C	
	Themes and conventions	C	C	C	C	C	
	Comprehension: Clarify	N	C	C	C	C	
	Comprehension: Monitor and summarise	C	C	C	C	C	
	Comprehension: Select and retrieve	C	C	C	C	C	
	Comprehension: Reason and explain	C	C	C	C	C	
	Language for effect	C	C	C	C	C	
	Inference	C	C	C	C	C	

Subject	% domains	On track?	Standards met?
Reading	88%	C	Y
Writing	100%	C	Y
Mathematics	100%	S	Y

% domains indicates the percentage of domains for each subject that are at least close to being on track for the latest assessment snapshot. The final column shows if the performance standard have been met at the end of the year.

	Year 1 Writing Domains	Milestone 1	2	3	EoY	KPI	Notes for Action
Supporting fluency, clarity, accuracy, coherence	Transcription	C	N	N	C	C	
	Handwriting	C	S	S	N	C	
	Composition: Composition and effect	C	S	S	S	C	
	Composition: Text structure and organisation	C	S	S	S	C	
	Composition: Sentence structure	C	S	S	S	C	
	Vocabulary, grammar and punctuation	C	S	S	N	C	

Intervention Programme

	Year 1 Maths Domains	Milestone 1	2	3	EoY	KPI	Notes for Action
Solving problems and working across domains using:	Number and place value	B	B	B	B	S	
	Addition and subtraction	B	B	B	B	S	
	Multiplication and division	S	S	S	S	C	
	Fractions	S	S	S	S	C	
	Measurement	S	S	S	S	B	
	Geometry	S	S	S	S	B	

Supporting Materials

- Maths assessment phase models Y1-6
- Reading assessment phase models Y1-6
- Writing assessment phase models Y1-6

- HAM Mathematics Assessment Video Clips
- HAM Writing Exemplification Years 1, 3, 4, 5
- HAM Reading Exemplification Years 1, 3, 4, 5
- HAM Reading Video Exemplification Years 1, 3, 4, 5

- Data tracking spreadsheets
- NAHT KPI Spreadsheets
- EYFS tracking documents
- SEND tracking documents