

# Homefields Primary School

## Assessment

Working together to inspire every pupil to:
Step in to their learning adventure.
Step up to achieve their potential.
Step out and let their creativity shine.
Step together in friendship and respect.
Step forward and follow their dreams.



At Homefields Primary School, we assess the children's progress and attainment, building on from the Foundation Stages assessments (EYFS), through to Year 6. In EYFS, children's progress is tracked against the EYFS developmental stages. These stages incorporate the Early Learning Goals, which are assessed at the end of Reception.

From Year 1 through to Year 6, we use the 'Chris Quigley Depth of Learning' tracking system.

This system focusses on our skills based creative curriculum, which we are passionate about at Homefields.



The skills based curriculum assessment is divided into four main areas:

- EYFS learning goals (Reception)
- Milestone 1 The expected attainment by the end of Year 2.
- Milestone 2 The expected attainment by the end of Year 4.
- Milestone 3 The expected attainment by the end of Year 6.

The milestones provide assessment criteria for each learning objective to ensure the skills are being advanced, systematically and gradually from Year 1 through to Year 6.

In each milestone, pupils demonstrate three levels of understanding of the content:

- Basic
- Advancing
- Deep

These three levels of understanding represent cognitive domains.







The diagram below shows progression through these cognitive domains within each milestone.

Essential Opportunities												
Learning Objectives												
	Milestone 1			Milestone 2		Milestone 3						
	lard to be re e end of Yea	•		lard to be r e end of Yea	•	The standard to be reached by the end of Year 6						
В	A	D	В	A	D	В	A	D				
Basic	Advancing	Deep	Basic	Advancing	Deep	Basic	Advancing	Deep				

The children gain skills and confidence as they develop through the milestones. There are plenty of opportunities to develop and refine their skills to help them on their journey to becoming 'deep' learners.



#### Basic – with high support

name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.

#### Advancing – with some support

apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.

#### Deep – with little support

solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.





Each of the cognitive domains; Basic, Advancing and Deep, are split into two, which gives quantification of a pupil's depth of learning.

This is called the Depth of Learning (DOL) Index

		Essential Opportunities																
	Learning Objectives																	
	Milestone 1 The standard to be reached by the end of Year 2						Milestone 2					Milestone 3						
							The standard to be reached					The standard to be reached						
							by the end of Year 4						by the end of Year 6					
	<b>B</b> Basic		A [		)	В		A		D		B		A		D		
			Advancing		Deep		Basic		Advancing		Deep		Basic		Advancing		Deep	
Current <b>DOL</b> Index	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
Cumulative DOL Index	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18

### The current Depth of Learning Index:

This shows a pupil's current level of understanding of the milestone content.

## The cumulative Depth of Learning Index:

This shows a pupil's **current** depth of learning along with his or her **previous** depth of learning from earlier **milestones**.





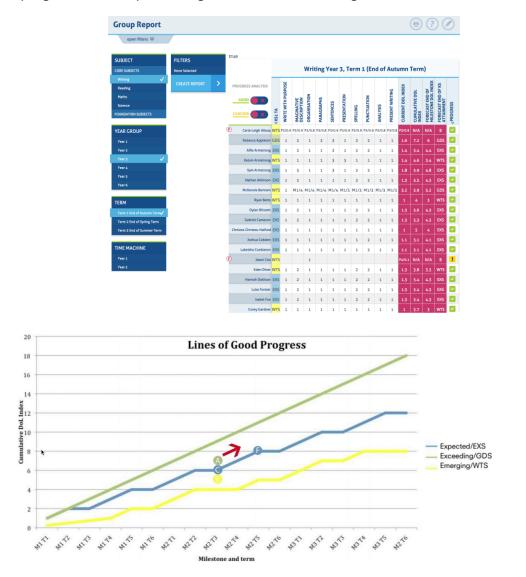






The progress of each individual child is then carefully monitored and tracked using the DOL tracking assessment system.

The children's progress is then plotted against the 'lines of Progress'



If you have any questions about the assessment system, please send an email to:



office@homefields.derby.sch.uk

