



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 The standard to be reached by the end of Year 2			Milestone 2 The standard to be reached by the end of Year 4			Milestone 3 The standard to be reached by the end of Year 6		
B Basic	A Advancing	D Deep	B Basic	A Advancing	D Deep	B Basic	A Advancing	D 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 The standard to be reached by the end of Year 4						Milestone 3 The standard to be reached by the end of Year 6							
B Basic		A Advancing		D Deep		B Basic		A Advancing		D Deep		B Basic		A Advancing		D Deep			
Current DOL 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**.





PROGRESS



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'

Group Report

open filters

SUBJECT
CORE SUBJECTS
Writing
Reading
Maths
Science
FOUNDATION SUBJECTS

FILTERS
None Selected
CREATE REPORT

YEAR GROUP
Year 1
Year 2
Year 3
Year 4
Year 5
Year 6

TERM
Term 1 End of Autumn Term
Term 2 End of Spring Term
Term 3 End of Summer Term

TIME MACHINE
Year 1
Year 2

Writing Year 3, Term 1 (End of Autumn Term)

PROGRESS ANALYSIS
GOOD CONCERN

CHILD	WRITE WITH PURPOSE	IMAGINATIVE DESCRIPTION	ORGANISATION	PARAGRAPHS	SENTENCES	PRESENTATION	SPELLING	PUNCTUATION	ANALYSIS	PRESENT WRITING	CURRENT DOL INDEX	CUMULATIVE DOL	FORECAST END OF MILESTONE DOL INDEX	FORECAST END OF HIS ATTAINMENT	PROGRESS
Carla-Leigh Alloups	WTS	P3/0/9	P3/0/9	P3/0/8	P3/0/9	P3/0/9	P3/0/9	P3/0/9	P3/0/8	P3/0/8	3.0	N/A	N/A	B	✓
Rebecca Applinton	GDS	1	2	1	2	3	1	2	2	1	1.6	7.2	6	GDS	✓
Alfie Armstrong	EXS	1	2	1	1	2	1	2	2	1	1.4	5.4	4.4	EXS	✓
Kalun Armstrong	WTS	1	1	1	1	3	3	1	1	1	1.6	4.6	3.6	WTS	✓
Sam Armstrong	EXS	1	5	1	1	3	1	2	2	1	1.8	5.9	4.8	EXS	✓
Nathan Atkinson	EXS	1	2	1	1	1	1	2	2	1	1.3	5.5	4.3	EXS	✓
McKenzie Barnum	WTS	1	M1/4	M1/4	M1/4	M1/3	M1/3	M1/3	M1/3	M1/3	3.3	5.9	5.2	GDS	✓
Ryan Betts	WTS	1	1	1	1	1	1	1	1	1	1	4	3	WTS	✓
Dylan Blissett	EXS	1	2	1	1	1	1	2	2	1	1.3	5.6	4.3	EXS	✓
Gabriell Cameron	EXS	1	2	1	1	1	1	2	2	1	1.3	5.3	4.3	EXS	✓
Christos Christou-Walford	EXS	1	1	1	1	1	1	1	1	1	1	5	4	EXS	✓
Joshua Cobden	EXS	1	1	1	1	1	1	1	2	1	1.1	5.1	4.1	EXS	✓
Lakeisha Conkleton	EXS	1	1	1	1	1	1	1	2	1	1.1	5.1	4.1	EXS	✓
Jason Cox	WTS		1								Pa0.1	N/A	N/A	B	!
Eden Diver	WTS	1	2	1	1	1	1	2	2	1	1.3	3.8	3.3	WTS	✓
Hannah Deblison	EXS	1	2	1	1	1	1	2	2	1	1.3	5.4	4.3	EXS	✓
Luke Forster	EXS	1	2	1	1	1	1	2	2	1	1.3	5.4	4.3	EXS	✓
Isabel Fox	EXS	1	2	1	1	1	1	2	2	1	1.3	5.4	4.3	EXS	✓
Conny Gardner	WTS	1	1	1	1	1	1	1	1	1	1	3.7	1	WTS	✓



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

office@homefields.derby.sch.uk

