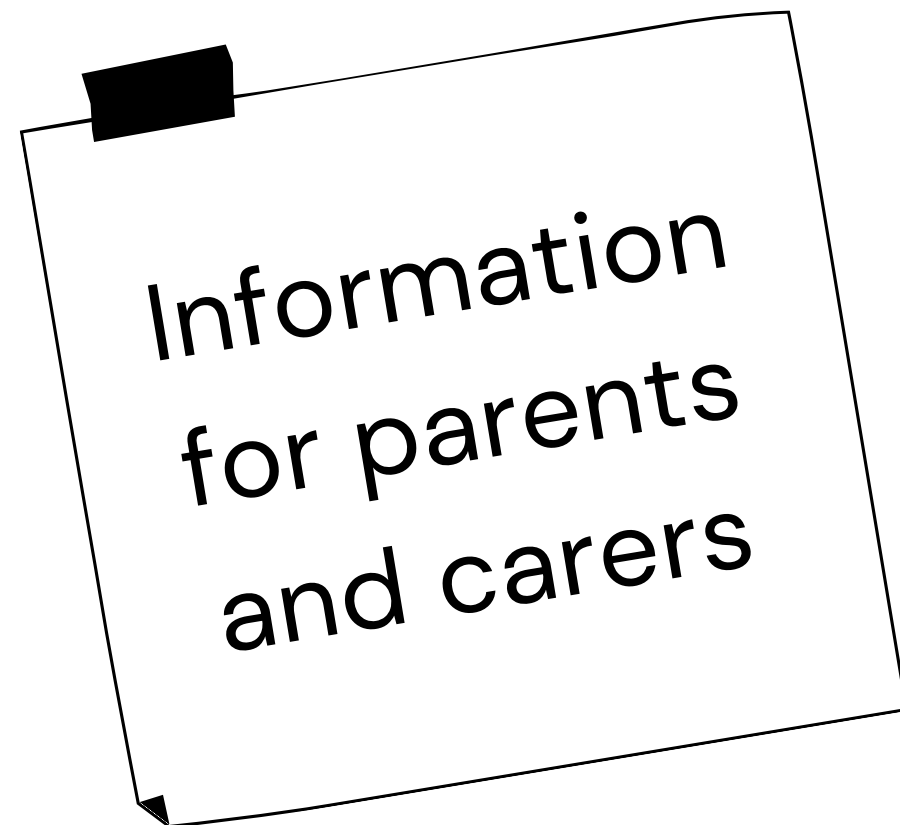


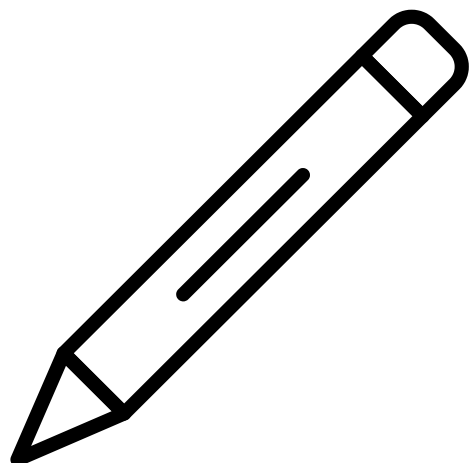
HCAT approach to Assessment





The HCAT system is used to monitor, track and target pupil's attainment and progress through school.

HCAT



In reading, writing and maths pupils are assessed against an age-related criteria developed in line with the National Curriculum.

The **HCAT Trackers allow teachers to assess how many statements pupils have achieved within their curriculum, alongside assessment data and professional judgement.**

So, what does this look like?



The flightpath of an **expected** child's journey through HCAT levels

Age Related Pupil's Flight Path		Identified Level	Assessment Point (Colours linked to trackers)
Transition to Y1		TS	(For WTS pupils)
Year 1	Emerging	1E	Assessment Point 1 (Y1)
	Developing	1D	
	Secure	1S	Assessment Point 2 (Y1)
Year 2	Emerging	2E	Assessment Point 1 (Y2)
	Developing	2D	
	Secure	2S	Assessment Point 2 (Y2)
Year 3	Emerging	3E	Assessment Point 1 (Y3)
	Developing	3D	
	Secure	3S	Assessment Point 2 (Y3)
Year 4	Emerging	4E	Assessment Point 1 (Y4)
	Developing	4D	
	Secure	4S	Assessment Point 2 (Y4)
Year 5	Emerging	5E	Assessment Point 1 (Y5)
	Developing	5D	
	Secure	5S	Assessment Point 2 (Y5)
Year 6	Emerging	6E	Assessment Point 1 (Y6)
	Developing	6D	
	Secure	6S	Assessment Point 2 (Y6)

So, what does
this look like?



The flightpath of a
working towards
child's journey
through HCAT levels

WTS Pupil's Flight Path (Just Below ARE)		Identified Level	Assessment Point (Colours linked to trackers)
Transition to Y1		TS	Assessment Point 1 (Y1)
Year 1	Emerging	1E	
	Developing	1D	Assessment Point 2 (Y1)
	Secure	1S	Assessment Point 1 (Y2)
Year 2	Emerging	2E	
	Developing	2D	Assessment Point 2 (Y2)
	Secure	2S	Assessment Point 1 (Y3)
Year 3	Emerging	3E	
	Developing	3D	Assessment Point 2 (Y3)
	Secure	3S	Assessment Point 1 (Y4)
Year 4	Emerging	4E	
	Developing	4D	Assessment Point 2 (Y4)
	Secure	4S	Assessment Point 1 (Y5)
Year 5	Emerging	5E	
	Developing	5D	Assessment Point 2 (Y5)
	Secure	5S	Assessment Point 1 (Y6)
Year 6	Emerging	6E	
	Developing	6D	Assessment Point 2 (Y6)
	Secure	6S	

So, what does this look like?



The flightpath of a **greater depth** child's journey through HCAT levels

GDS Pupil's Flight Path		Identified Level	Assessment Point (Colours linked to trackers)
Transition to Y1		TS	
Year 1	Emerging	1E	
	Developing	1D	Assessment Point 1 (Y1)
	Secure	1S	
Year 2	Emerging	2E	Assessment Point 2 (Y1)
	Developing	2D	Assessment Point 1 (Y2)
	Secure	2S	
Year 3	Emerging	3E	Assessment Point 2 (Y2)
	Developing	3D	Assessment Point 1 (Y3)
	Secure	3S	
Year 4	Emerging	4E	Assessment Point 2 (Y3)
	Developing	4D	Assessment Point 1 (Y4)
	Secure	4S	
Year 5	Emerging	5E	Assessment Point 2 (Y4)
	Developing	5D	Assessment Point 1 (Y5)
	Secure	5S	
Year 6	Emerging	6E	Assessment Point 2 (Y5)
	Developing	6D	Assessment Point 1 (Y6)
	Secure	6S	
Year 7	Emerging	7E	Assessment Point 2 (Y6)

HCAT Tracker Examples

Below are some examples of the trackers used to assess reading.



Name		Class of	
Transition: Reading Assessment			
Statements	7-10	11-16	17-20
Attainment	Transition Emerging	Transition Developing	Transition Secure

Transition Reading- 20 statements	
1	Can respond to familiar rhymes and stories.
2	Can recognise familiar words and signs (e.g. their own name; advertising logos).
3	Can gain simple meaning by using illustrations, when not yet able to read the text.
4	Can state simple likes/dislikes about familiar texts.
5	Can put the important parts of a story that is known to the reader in order.
6	Shows curiosity about content in stories (e.g. may begin to discuss content and answer basic questions about a story e.g. How? Why?).
7	Can understand the terms book, cover, beginning, middle, end, page, word, letter, line.
8	Knows that text runs from left to right and top downwards in English.
9	Can use their knowledge of letter/sound correspondences to help them read simple unknown words.
10	Can blend CVC words (e.g. bag, log, rip).
11	Can read and understand simple sentences.
12	Can use phonic knowledge to decode regular words and read them aloud accurately.
13	Can read some common irregular words.
14	Demonstrate understanding when talking with others about what they have read.
15	Can begin to use the meaning of simple unfamiliar stories to make predictions (e.g. suggest how a story might end).
16	Can use pictures to predict what is happening in a story.
17	Can read phonically regular words of more than 1 syllable as well as many irregular but high frequency words.
18	Uses phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.
19	Can describe the main events in the simple stories they have read.
20	Can use story language when retelling or creating stories, either orally or in writing.

Autumn Statements () Assessment Score: Spring Statements () Summer Statements () Assessment Score:



Name		Class of	
Reading: Assessment Year 3			
Statements	2 - 5	6 - 11	12 - 16
Attainment	Year 3 Emerging	Year 3 Developing	Year 3 Secure
			Year 4 Emerging (GDS end of year)

Year 3: Reading Assessment: 21 Statements	
1	Can read words appropriate for Year 3.
2	Can read independently using a range of strategies appropriately, including decoding, to establish meaning.
3	Can read aloud with expression and intonation taking into account ?, / as well as inverted commas (") for dialogue.
4	Can use knowledge of the alphabet to locate information (e.g. dictionary, index).
5	Can locate information by skimming (for a general impression) and scanning (to locate specific information).
6	Can use text marking to support retrieval of information or ideas from text (e.g. highlighting, notes in the margin).
7	Can explore some straightforward underlying themes and ideas (those that are not clearly signalled at a literal level) in an appropriate level text
8	Can explain how and why main characters act in a story, using evidence from the text.
9	Can use clues from action, description, and dialogue to establish meaning.
10	Is beginning to read between the lines to interpret meaning and/or explain what characters are thinking/feeling and the way they act.
11	Can make plausible predictions based on knowledge from/of the text.
12	Can discuss how characters are built from small details.
13	Can make choices about which texts to read based on, and referring back to, prior reading experience and expressing preferences.
14	Is able to quote directly from the text to support thoughts and discussions.
15	Can discuss reasons for actions and events based on evidence in the text.
16	Sometimes empathises with different characters' points of view in order to explain what characters are thinking/feeling and the way they act.
17	Can recognise how a character is presented in different ways and respond to this with reference to the text.
18	When prompted, can justify and elaborate on opinions and predictions, referring back to the text for evidence.
19	Can summarise and explain the main points in a text, referring back to the text to support this.
14	Understands the purpose of a paragraph/chapter (the way in which writers use paragraphs and chapters to group related ideas).
15	Can comment on the author's choice of language to create mood and build tension.
16	Can identify the differences between a wider range of non-fiction text types (e.g. instructions, explanations).
17	Can identify language features of some different text types (e.g. that the language of recount is different from the language of instructions)
18	Is beginning to distinguish between fact and opinion in texts.
19	Can explore potential meanings of ambitious vocabulary read in context, using knowledge of etymology (the word origin), morphology (the form and structure of a word, i.e. the 'root' word plus prefix and/or suffix), or the context of the word.
20	Identifies where language is used to create mood, build tension or paint a picture.
21	Is beginning to identify differences between different fiction and non-fiction genres.

Autumn Statements () Assessment Score: Spring Statements () Summer Statements () Assessment Score:



Name		Class of	
Reading: Assessment Year 4			
Statements	2 - 6	7 - 14	15 - 21
Attainment	Year 4 Emerging	Year 4 Developing	Year 4 Secure
			Year 5 Emerging (GDS end of year)

Year 4: Reading Assessment: 26 Statements	
1	Can understand the use of intonation, tone, volume and action to convey meaning.
2	Can skim and scan to identify key ideas in the text and summarise what I have read.
3	Can locate information quickly and effectively from a range of sources by using techniques such as text marking and using indexes.
4	Can read between the lines, using clues from action, dialogue and description to interpret meaning and/or explain what characters are thinking/feeling and the way they act – make a prediction.
5	Can understand and explain different characters' points of view.
6	Can infer meaning, using evidence from the text and wider experiences.
7	Can identify the point of view from which a story is told and how this affects the reader's response (e.g. author's bias).
8	Can discuss messages, moods, feelings and attitudes using the clues from the text using inference and deduction skills.
9	Can identify relationships between characters, explaining the effects this has on the reader (e.g. how characters behave in different ways as they interact)
10	Can quote directly from the text to answer questions.
11	Can explore alternatives that could have occurred in texts (e.g. a different ending), referring to text to justify their ideas.
12	Can refer to the text: to support opinions and elaborate; sum up what you find/discuss/think about; make your point/state your thoughts and ideas; find evidence in and/or around the text to support your views; clarify your thinking by elaborating on and justifying your views, using additional evidence and linking to wider knowledge/experiences.
13	Can talk with friends about books and listen to others, in order to share book recommendations and widen understanding of the world.
14	In most level-appropriate texts, can discuss how and why the text affects the reader and refer back to the text to back up point of view.
15	Can justify preferences in terms of authors' styles and themes.
16	Can talk about the author's choice of language and its effect on the reader in non-fiction texts (e.g. 'foul felon' in a newspaper report about a burglary).
17	Can identify and discuss the various features of fiction genres (e.g. science fiction, adventure, mystery etc.).
18	Can compare the structure of different stories to discover how they differ in pace, build-up, sequence, complication and resolution.
19	Can identify the ways in which paragraphs are linked (e.g. use of connecting adverbs, pronouns for character continuation).
20	Can discuss how an author builds a character through dialogue, action, description.
21	Can talk about how a character could be seen in different ways, depending on how the author chooses to portray them.
22	Can clarify the meanings of ambitious words and/or phrases in context (appropriate book).
23	Can talk about the effects of different words and phrases to create different images and atmosphere.
24	Can understand that figurative language creates images.
25	Can use the organisation devices in non-fiction to retrieve and record information.
26	Can compare and talk about the structures and features of a range of non-fiction texts.

Autumn Statements () Assessment Score: Spring Statements () Summer Statements () Assessment Score:



Name		Class of	
Reading: Assessment Year 5			
Statements	2 - 5	6 - 11	12 - 16
Attainment	Year 5 Emerging	Year 5 Developing	Year 5 Secure
			Year 6 Emerging (GDS end of year)

Year 5: Reading Assessment: 21 Statements	
1	Can understand the impact sophisticated punctuation: semi-colon, colon, dashes, brackets and apostrophe for possession has whilst reading and can maintain fluency and accuracy whilst reading aloud.
2	Can skim and scan texts to gain a simple understanding of the text or locate key words/information.
3	Can decide on the quality and usefulness of a range of texts and explain clearly to others.
4	Can retrieve and collate key ideas and information from a range of sources.
5	Is beginning to evaluate how messages, moods, feelings and attitudes are conveyed in poetry, prose and non-fiction, referring to the text.
6	Can infer messages, moods, feelings and attitudes across a text in level-appropriate texts (e.g. how a message can be inferred through referring back to different points in the text where things have been implied).
7	Can identify and discuss implicit and explicit point of view in some texts at an appropriate level.
8	Can confidently identify the point of view of some texts and how these impact the reader.
9	Can work out the meaning of unknown words from the way they are used in context.
10	Can explain and predict a character's motives throughout a story and use evidence from the text to back up opinions.
11	Can refer to the text to: support predictions and opinion; sum up what you find/discuss/think about; make your point/state your thoughts and ideas; find evidence in and/or around the text to support your views; clarify your thinking by elaborating on and justifying your views, using additional evidence and linking to wider knowledge/experiences.
12	Can comment on the success of texts in provoking particular responses (e.g. anger, sadness).
13	Can explore texts to: support and justify predictions and opinions; sum up what you find/discuss/think about; make your point/ state your thoughts and ideas; find evidence in and/or around the text to support your views; clarify your thinking by elaborating on and justifying your views, using additional evidence and linking to wider knowledge/experiences.
14	Can discuss the message a text has about our society, a particular culture, or traditions from the past.
15	Can explain the structural devices an author has used to organize a text (e.g. going beyond the superficially obvious in fiction, such as decisions about plot structure or flash forwards/back; in non-fiction, looking at devices and decisions the writer has made in multi-genre texts).
16	Can recognise which character the writer wants the reader to like or dislike and what techniques are used to achieve this.
17	Can evaluate the success of a text providing evidence that refers to language, theme and style.
18	Can sometimes recognise the use of irony and comment on the writer's intention (e.g. sarcasm, insincerity, mockery).
19	Can identify the purpose, audience and organisation of different fiction/non-fiction texts and evaluate the success of each of these elements.
20	Can discuss the difference between literal and figurative language and can discuss the effects of imagery.
21	Can accurately distinguish between fact and opinion within non-fiction texts.

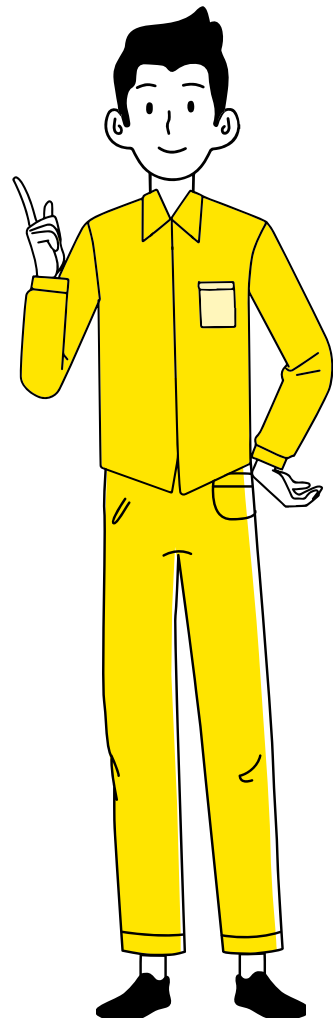
Autumn Statements () Assessment Score: Spring Statements () Summer Statements () Assessment Score:

Transition Tracker: Used as the steps between FS2 and Y1.

Year 3, 4 and 5 Reading Tracker examples

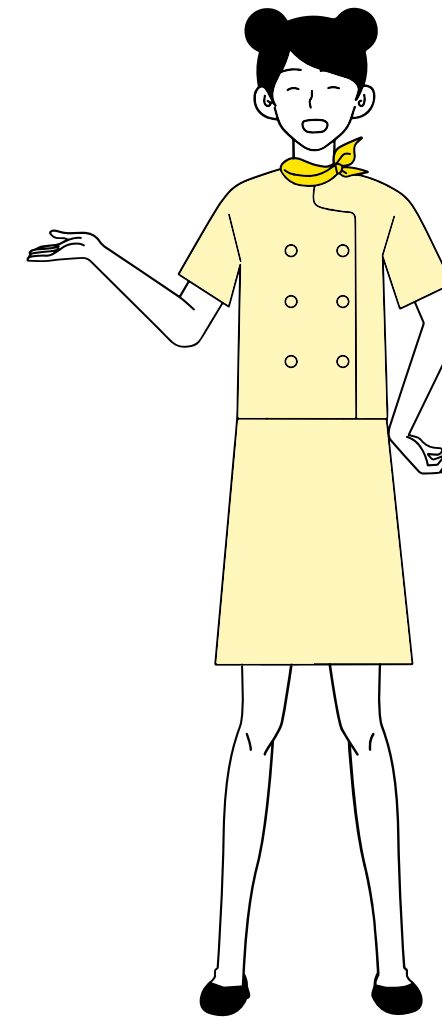
How will this be reported to you?





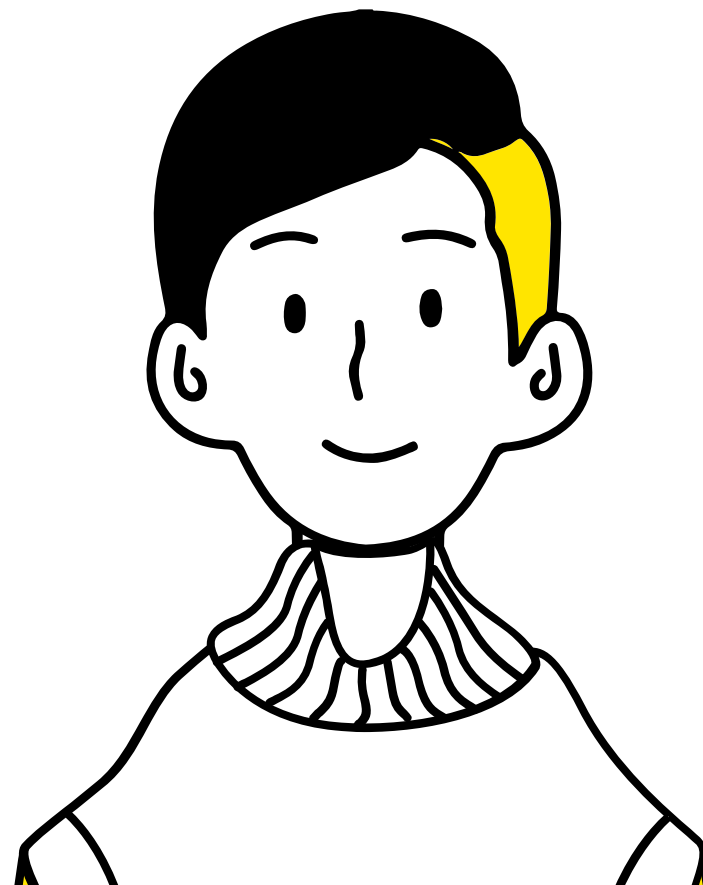
Teachers will report assessments at parents evening in the autumn and spring terms and through a full annual report in the summer.

There will be opportunity to discuss your child's progress and attainment. In addition, if you have any specific questions about assessment at any point in the year, please feel free to contact your child's class teacher.



In line with Government policy, the curriculum is designed to meet the needs of all our pupils by providing purposeful contexts which engage our pupils. It is rich, varied, imaginative and ambitious and meets the needs of individual learners but can easily be adapted for pupils with SEND. Pupils are expected to deepen and master their knowledge as opposed to quickly moving through levels.

What are our expectations for progress & attainment?

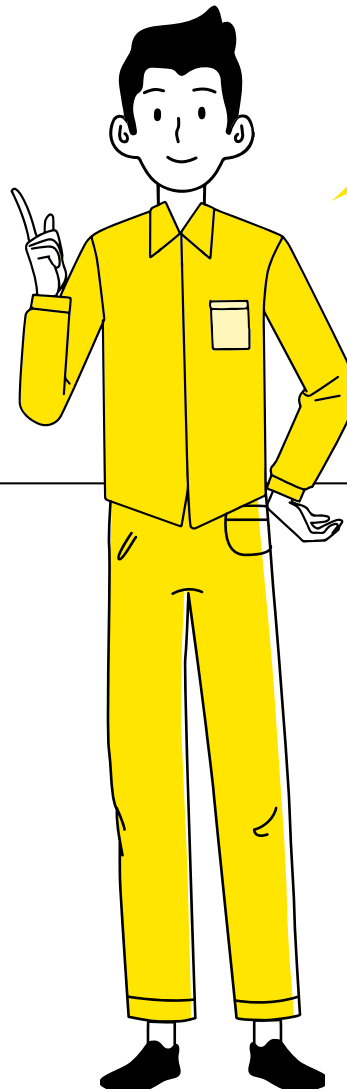




**Pupils are *expected* to be
working within their
curriculum year and with a
view of being *secure (s)* by
the end of the year.**



Pupils who are *not on track* to achieve age related expectations within their year group will be identified, with *appropriate support* provided to ensure they narrow the gap with their peers..



Inclusion, SEND and more able pupils

We are committed to inclusion and ensuring that all pupils fulfil their potential. For pupils identified with SEND and vulnerable groups, personalised curriculum plans, SEND support plans and B Squared are used in school to help monitor and track smaller steps in learning.

More able pupils will be challenged to master their curriculum year in depth for all subjects.