

### HCAT approach to Assessment

Information for parents and carers

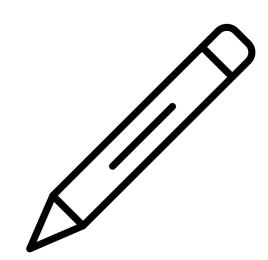






# The HCAT system is used to monitor, track and target pupil's attainment and progress through school.

**HCAT** 

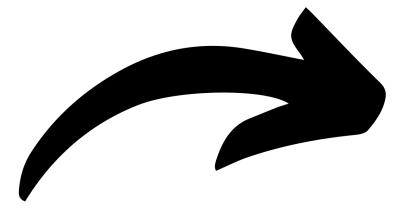




In reading, writing and maths pupils are assessed against an age-related criteria developed in line with the National Curriculum.

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

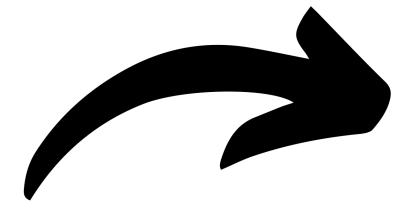
### So, what does this look like?



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)
	Emerging	1E	Assessment Point 1 (Y1)
Year 1	Developing	1D	
	Secure	<b>1</b> S	Assessment Point 2 (Y1)
	Emerging	2E	Assessment Point 1 (Y2)
Year 2	Developing	2D	
	Secure	25	Assessment Point 2 (Y2)
	Emerging	3E	Assessment Point 1 (Y3)
Year 3	Developing	3D	
	Secure	3S	Assessment Point 2 (Y3)
	Emerging	4E	Assessment Point 1 (Y4)
Year 4	Developing	4D	
	Secure	45	Assessment Point 2 (Y4)
	Emerging	5E	Assessment Point 1 (Y5)
Year 5	Developing	5D	
	Secure	5S	Assessment Point 2 (Y5)
	Emerging	6E	Assessment Point 1 (Y6)
Year 6	Developing	6D	
	Secure	6S	Assessment Point 2 (Y6)

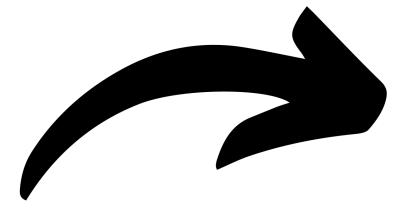
#### So, what does this look like?



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

WTS Pupil's Flight Path		Identified Level	Assessment Point
(Just Bel	(Just Below ARE)		(Colours linked to trackers)
Transition to Y1	Transition to Y1		Assessment Point 1 (Y1)
	Emerging	1E	
Year 1	Developing	1D	Assessment Point 2 (Y1)
	Secure	<b>1</b> S	Assessment Point 1 (Y2)
	Emerging	2E	
Year 2	Developing	2D	Assessment Point 2 (Y2)
	Secure	25	Assessment Point 1 (Y3)
	Emerging	3E	
Year 3	Developing	3D	Assessment Point 2 (Y3)
	Secure	3S	Assessment Point 1 (Y4)
	Emerging	4E	
Year 4	Developing	4D	Assessment Point 2 (Y4)
	Secure	4S	Assessment Point 1 (Y5)
	Emerging	5E	
Year 5	Developing	5D	Assessment Point 2 (Y5)
	Secure	<b>5</b> S	Assessment Point 1 (Y6)
	Emerging	6E	
Year 6	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		
	Emerging	1E		
Year 1	Developing	1D	Assessment Point 1 (Y1)	
	Secure	15		
	Emerging	2E	Assessment Point 2 (Y1)	
Year 2	Developing	2D	Assessment Point 1 (Y2)	
	Secure	2S		
	Emerging	3E	Assessment Point 2 (Y2)	
Year 3	Developing	3D	Assessment Point 1 (Y3)	
	Secure	3S		
	Emerging	4E	Assessment Point 2 (Y3)	
Year 4	Developing	4D	Assessment Point 1 (Y4)	
	Secure	4S		
	Emerging	5E	Assessment Point 2 (Y4)	
Year 5	Developing	5D	Assessment Point 1 (Y5)	
	Secure	58		
	Emerging	6E	Assessment Point 2 (Y5)	
Year 6	Developing	6D	Assessment Point 1 (Y6)	
	Secure	6S		
Year 7	Emerging	7E	Assessment Point 2 (Y6)	

#### **HCAT Tracker Examples**

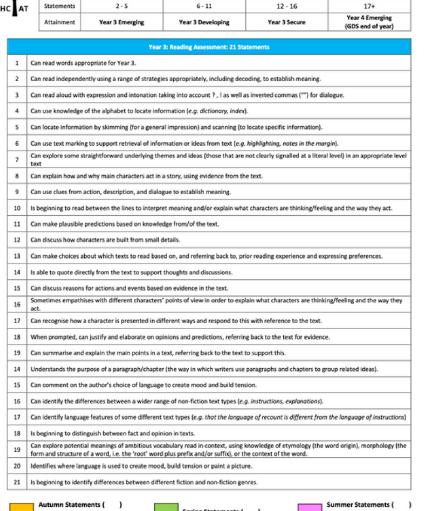
Below are some examples of the trackers used to assess reading.

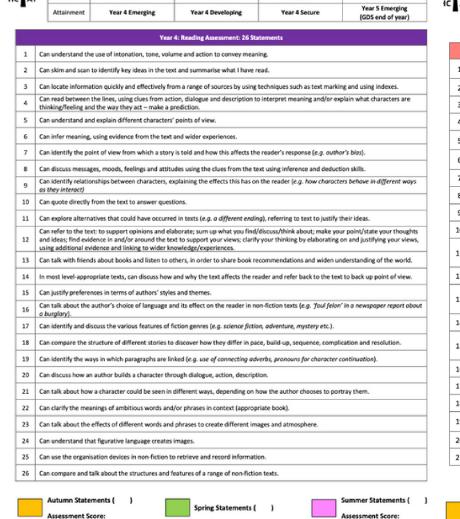




Name		Class of		
Transition: Readi	ng Assessment			
Statements	7-10	11-16	17-20	
Attainment	Transition Emerging	Transition Developing	Transition Secure	

	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.





5 referring to the text.	Secure Year 6 Emerging (GDS end of year)  ackets and apostrophe for possession ds/information.					
Attainment Year 5 Emerging Year 5 Developing Year 5 S  Year 5: Reading Assessment: 21 Statements  Can understand the impact sophisticated punctuation: semi-colon, colon, dashes, bra has whilst reading and can maintain fluency and accuracy whilst reading aloud.  Can skim and scan texts to gain a simple understanding of the text or locate key word  Can decide on the quality and usefulness of a range of texts and explain clearly to oth  Can retrieve and collate key ideas and information from a range of sources.  Is beginning to evaluate how messages, moods, feelings and attitudes are conveyed in referring to the text.	Secure Year 6 Emerging (GDS end of year)  ackets and apostrophe for possession ds/information.					
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referring to the text.						
Contraction and the first and	Is beginning to evaluate how messages, moods, feelings and attitudes are conveyed in poetry, prose and non-fiction, referring to the text.					
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 appropr	oriate level.					
8 Can confidently identify the point of view of some texts and how these impact the rea	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.	Can work out the meaning of unknown words from the way they are used in context.					
O Can explain and predict a character's motives throughout a story and use evidence from the text to back up opinions.						
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, sa	adness).					
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.						
Can discuss the message a text has about our society, a particular culture, or tradition	ns from the past.					
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/backs; 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	t 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.	The same territorial and the state of the st					
19 Can identify the purpose, audience and organisation of different fiction/non-fiction te these elements.	exts and evaluate the success of each of					
20 Can discuss the difference between literal and figurative language and can discuss the	e effects of imagery.					
21 Can accurately distinguish between fact and opinion within non-fiction texts.						

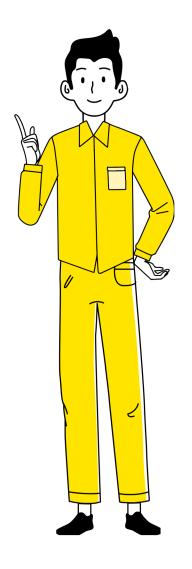
Transition Tracker: Used as the steps between FS2 and Y1.

Year 3, 4 and 5 Reading Tracker examples



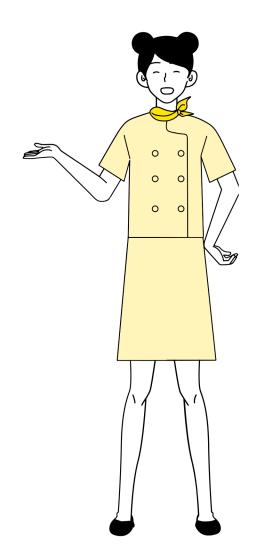
## How will this be reported to you?





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

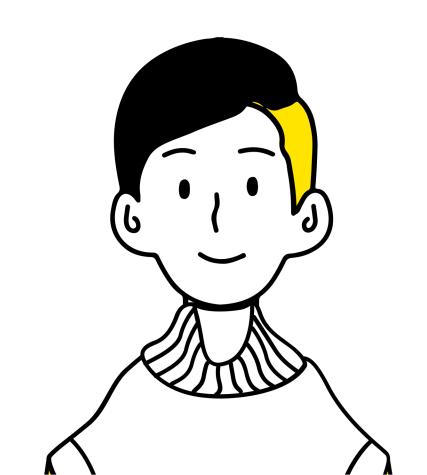
There will be opportunitiy to discuss your child's progress and attainment. In addition, if you have any specific questions about assessment at any point in the year, please feel free to contact your child's class teacher.



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. Pupild are expected to deepen and master their knowledge as apposed 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..



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.

