



# Assessing using milestones

## 1) How do I track progression within a milestone?

We believe progression is not simply a matter of ticking off what pupils can do. Instead we are concerned with how well they can do things, their fluency and their depth of understanding. Therefore we think it is important to track two things:

- a) the **breadth** of learning (i.e. how many examples of learning we can see)
- b) the **depth** of learning (i.e. the fluency of pupils, how well they apply knowledge and skills and their depth of understanding)

Depth of learning is central to this assessment system. Progression is not simply a matter of being able to do more things. It involves:

- a) increasing levels of cognitive challenge
- b) changes to teaching methodology
- c) a changing nature of progress
- d) decreasing levels of support
- e) increasing quantity of learning
- f) activities that match the intended cognitive challenge.

We have simplified this into three stages of progress within a milestone: Basic, Advancing and Deep (BAD) learning.

The table below gives more detail on BAD learning.

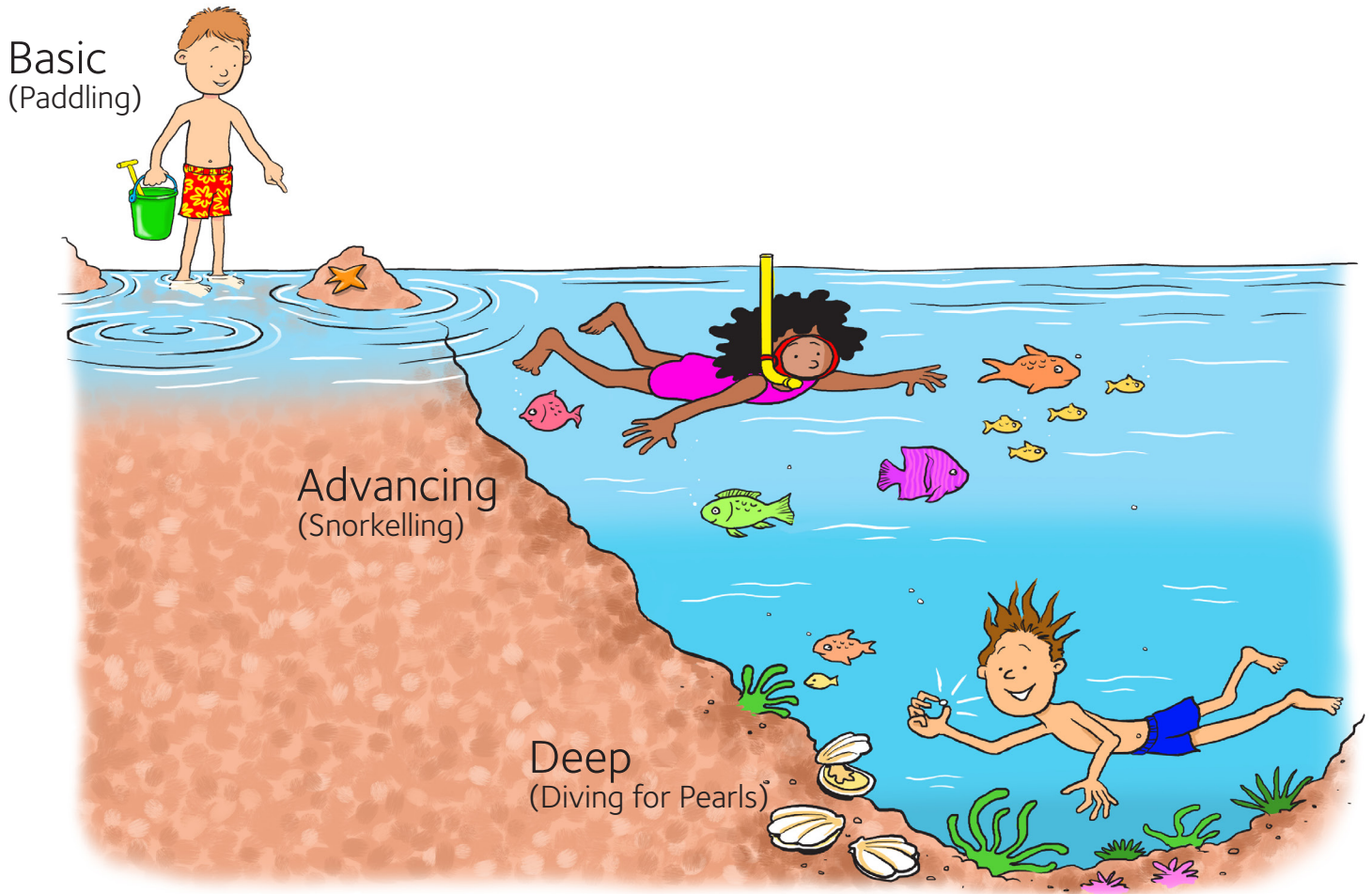
Depth of learning	Cognitive	Predominant teaching	Nature of progress	Support	Quantity*	Typically, pupils will
Basic	Low level cognitive demand. Involves following instructions.	Modelling Explaining	Acquiring, Refining	High	Some	name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.
Advancing	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Reminding Guiding	Applying, Practising	Medium	Most	apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.
Deep	Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer. Requires justification of answers.	Coaching Probing Deep questioning	Deepening Extending	Low	All	solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.

\* Quantity is important where increased cognitive challenge is not possible, for example in phonic knowledge or number facts. In some cases, therefore, progress may be seen in increasing the quantity of knowledge.



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Visually, progress may be represented as:



# Setting termly expectations for the breadth and depth of learning

Before creating a tracking system it is important to set expectations. We have devised termly breadth and depth expectations for each milestone.

Milestone 1					Milestone 2				
Timescale		Breadth	Depth	Points	Timescale		Breadth	Depth	Points
Year 1	1 term	Some examples	Basic	1	Year 3	1 term	Some examples	Basic	1
	2 terms	Widespread evidence	Basic	2		2 terms	Widespread evidence	Basic	2
	3 terms	Some examples	Advancing	3		3 terms	Some examples	Advancing	3
Year 2	4 terms	Widespread evidence	Advancing	4	Year 4	4 terms	Widespread evidence	Advancing	4
	5 terms	Some examples	Deep	5		5 terms	Some examples	Deep	5
	6 terms	Widespread evidence	Deep	6		6 terms	Widespread evidence	Deep	6

Milestone 3				
Timescale		Breadth	Depth	Points
Year 5	1 term	Some examples	Basic	1
	2 terms	Widespread evidence	Basic	2
	3 terms	Some examples	Advancing	3
Year 6	4 terms	Widespread evidence	Advancing	4
	5 terms	Some examples	Deep	5
	6 terms	Widespread evidence	Deep	6

Notes:

It is expected that the vast majority of pupils reach at least the advancing stage at each milestone. (i.e. point 4)

Deep learning may not be possible for all pupils. We suggest you consider moving pupils to the next age-appropriate milestone if they reach the end of Years 2 or 4 even if they have not reached the deep stage of learning.

This is why the point score system is not continuous. If it was, it would look like these pupils had made rapid progress. Instead, we recommend that each milestone is assessed in its own right, by recording the milestone they are at, and the depth of learning within the milestone.

# The point score system (Quantitative measures of progress)

As can be seen from the tables above, the point score system relates to termly expectations. This is so learning can be quantified. It also helps to:

- differentiate levels of attainment within a milestone
- identify those who are falling behind or who are excelling
- quantify how far, in terms of time, pupils are behind or ahead of expectations.

The expectation is that the vast majority of pupils reach at least point four. In order to reach deep levels of learning they should reach point four after one term in Year 2.

## By the end of the milestone

Points	Judgement
1	<b>Emerging</b> towards expectations
2	
3	At the <b>expected</b> level of development
4	
5	<b>Exceeding</b> expectations
6	



# Using the point score system to create a Depth of Learning Index

	Writing	YEAR 1			YEAR 2		
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Prime objectives	To write with purpose	1	2	3	4	5	6
	To use imaginative description	2	3	3	5	5	5
	To organise writing appropriately	2	3	3	5	5	6
	To use paragraphs	2	3	3	4	5	6
	To use sentences appropriately	1	3	3	4	6	6
	To spell correctly	1	3	3	4	6	6
	To punctuate accurately	1	2	3	4	6	5
	To analyse writing	1	2	3	4	6	6
		M1	M1	M1	M1	M1	M1
Depth of Learning (DOL) Index Prime	<b>1.4</b>	<b>2.6</b>	<b>3</b>	<b>4.3</b>	<b>5.4</b>	<b>5.8</b>	
INTERPRETATION	On track for expected or exceeding	On track for expected or exceeding	On track for expected or exceeding	On track for expected or exceeding	On track to exceed	Exceeding	
To present writing	2	3	3	5	6	6	
To present neatly	2	3	3	5	6	6	
	M1	M1	M1	M1	M1	M1	
Depth of Learning (DOL) Index All	1.5	2.7	3	4.4	5.5	5.8	

Not all objectives are as important as others. This 'weights' assessment to the most important objectives.

Indicates which milestone a pupil is at. It is possible that a minority of pupils may be a milestone above or below the usually expected milestone. As the point system is the same for each milestone, this helps to highlight those pupils.