



ChrisQuigley
Education

depthoflearning.com

**Depth of Learning
Information for Inspectors**

Depthoflearning.com provides users of the Chris Quigley Education *Essentials* curriculum a way of tracking:

- a) progress from starting points
- b) a forecast of whether pupils will meet or master end of key stage expectations.

It provides this information for individuals, cohorts, and any particular pupil groups (for example pupils form a minority ethnic background or those who receive funding from the pupil premium).

Background information about the Essentials curriculum

The *Essentials* curriculum exceeds requirements of the English National Curriculum 2014. Content has been categorised as:

Coverage

(Breadth of study)

Objectives

(Common to all areas of coverage & common to all groups)

Milestones

(Progress measures)

Coverage (for example, writing a story) is monitored by the leaders to ensure suitable curriculum breadth but it is not the basis for assessment.

Objectives (for example, to use imaginative description) are common to all types of coverage and the same objectives appear in each Milestone. They are not designed to be achieved instead understanding of them is advanced across the primary years. They form the assessment foci in depthoflearning.com.

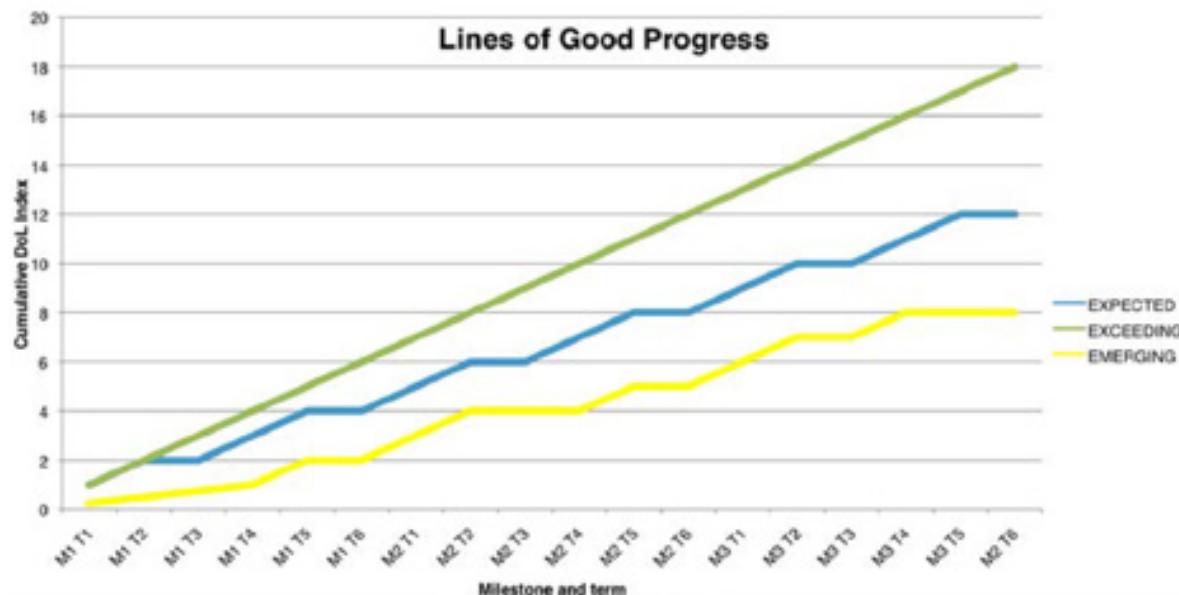
Milestones (there are currently three milestones which form curriculum expectations. Milestone 1 for years 1 & 2, Milestone 2 for years 2 & 3, Milestone 3 for years 5 & 6). Expectations have been categorised as 'processes' and 'outcomes'. (For example, sitting at a table, holding a pencil correctly is a process whereas transcribing letters accurately, neatly and consistently is an outcome). Both processes and outcomes are taught and formatively assessed but only outcomes are tracked in depthoflearning.com.

The Milestones meet, and in some cases exceed, the requirements of the National Curriculum programmes of study. Year groups are not used as the basis of assessment as the National Curriculum attainment targets are only for the end of key stage.

Defining progress

Progress is defined as the increasing depth of understanding pupils have in each of the key learning objectives. Three cognitive domains: Basic, Advancing and Deep describe pupils' depth of understanding. depthoflearning.com uses a unique system called the Depth of Learning Index to translate these cognitive domains into a quantitative figure for pupils' understanding of the curriculum.

Expectations for 'good progress', which show the depth of understanding that is required each term, form the basis for tracking. The shape of these 'Lines of Good Progress' depends on the starting points of pupils. Below is a graph which illustrates the Lines of Good Progress from three starting points: Emerging, Expected and Exceeding at the end of EYFS.



If a pupil is on their 'Line Of Good Progress' they are making good progress. If they fall below the line, the system will show they are making less than good progress. However, this may not be significant so it should only be interpreted negatively if the pupil is 1 point below their expectation of good progress.

If a pupil is on their Line Of Good Progress, this is used to forecast ahead to the end of the key stage. If they are above or below their line, the variance is taken into account for the forecast.

These Lines of Good Progress show high expectations for pupils and use the following rationale:

1. The demands of the curriculum are in themselves a high expectation
2. Pupils who are at a good level of development at 5 years old should be at a good level of development at 7 and 11 years old. This means the national expectations (in Advancing cognitive domain)
3. Depth of understanding will not be gained in a steady, linear route as was the assumption in the old 'levels' system.

"Leaders have developed a robust and coherent system for checking pupils' progress in all year groups. They check the progress of individual and groups of pupils carefully. This system is now being shared across the Local Authority because it is such an effective way of measuring pupils' achievement. "

Mrs Lizzie Field, Head Teacher, Park Mead Primary School, East Sussex