**Timescales for Progression Through the Cognitive Domains**

* Milestone 1 – Y1 & Y2
* Milestone 2 – Y3 & Y4
* Milestone 3 – Y5 & Y6

Each milestone should be seen as containing two phases. In the first phase, pupils should repeat the content a sufficient number of times to secure fundamental foundations; in the second phase, they should apply the foundations in order to reach the ‘expected’ standard. If they reach this before the end of the second phase, they should move on to tasks that will secure greater depth. Thus, progress through the cognitive domains take two years.

It is expected that by the end of Year 1, pupils should be able to complete the BASIC tasks to secure fundamental foundations and by the end of Year 2, the ADVANCING tasks. It is also reasonable that a number of children may move on to the DEEP activities if they secure an early understanding of advancing.

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| **Milestone 1**  **Y1 & Y2** | | | **Milestone 2**  **Y3 & Y4** | | | **Milestone 3**  **Y5 & Y6** | | |
| Beginning  Y1 | Advancing  Y2 | Deep  Y2 | Beginning  Y3 | Advancing  Y4 | Deep  Y4 | Beginning  Y5 | Advancing  Y6 | Deep  Y6 |

Page 144 of the **Primary National Curriculum 2014** states:

‘While it is important that pupils make progress, it is also vitally important that they develop secure understanding of each key block of knowledge and concepts in order to progress to the next stage. Insecure, superficial understanding will not allow genuine progress: pupils may struggle at key points of transition (such as between primary and secondary school), build up serious misconceptions, and/or have significant difficulties in understanding higher-order content.’

We believe that it is therefore extremely important to secure the fundamental foundations before trying to secure greater depth.

**Cognitive Domains- Degrees of Understanding**

We refer to three degrees of understanding and thinking ‘Basic’, ‘Advancing’ and ‘Deep’.

**BASIC –** Low level cognitive demand. Involves acquisition of fundamental foundations.

**ADVANCING**– Higher level cognitive demands beyond recall. Requires application involving some degree of decision making in how to apply fundamental foundations.

**DEEP –** Cognitive demand involves non-standard, non-routine, inter-connected, multi-step thinking in problems with more than one possible solution. Requires reasoning and justification for the inventive application of fundamental foundations.

**Fundamental Foundations**

We believe that for children to secure greater depth, it is important that they first have solid fundamental foundations. Fundamental foundations should not be rushed and so the notion of ‘rapid progress’ must be dismissed. Instead the goal of repetition should be seen as both useful and necessary. This is why you will see us returning regularly to knowledge and concepts.

Foundations of Assessment

**Curriculum Breadth, Depth and Progression Principles**

We have carefully planned our curriculum to ensure progression as well as breadth and depth. These are the principles we have adhered to:

* Our topics are planned in every milestone with threads so that pupils have a chance to weave knowledge together (intra-curricular links).
* Threshold concepts and subject characteristics are returned to regularly within and through all the milestones.

For example in R.E:

EYFS- I will think about myself and others and know that people have different beliefs and celebrate special times in different ways.

MILESTONE 1-BASIC- I will have heard and recognise the word ‘theologist’ . MILESTONE 2-ADVANCING- I will know the characteristics of a ‘theologist’. MILESTONE 3-DEEPENING- I will actively use the term ‘theologist’ and apply the characteristics

* Planning ensures that we move from basic to advancing, with some children achieving deeper learning over the two years within a milestone.

**Assessment Vocabulary**

CORE SUBJECTS

* Red – Unconscious Incompetence-You don’t know that you don’t know
* Amber – Conscious Incompetence-You know that you don’t know
* Yellow – Conscious Competence- Competent but takes a lot of conscious effort
* Green - Unconscious Competence- second nature

FOUNDATION SUBJECTS: Children that know more and remember more

* Less Knowledgeable (LK)
* Closing the Gap
* More Knowledgeable (MK)