



HCAT Approach To Assessment

2025/
2026

Educate. Empower. Inspire.

WHAT IS ASSESSMENT?




We assess to understand pupil progress, inform teaching and improve outcomes.

Assessment falls into different categories:

- **Formative:** ongoing, informing teaching and is usually throughout lessons.
- **Summative:** End of unit assessments/Key Stage assessments
- **National Assessments:** SATs, Phonics screening check, times table check.

The logo for HC AT features a black silhouette of a tree. The canopy of the tree is composed of various gears and icons. Some gears are white with black outlines, while others are solid black. Some of the gears contain white icons: a cat face, a dog face, a person in a suit, and a person in a hard hat. The letters 'HC' and 'AT' are written in a large, bold, black sans-serif font, positioned on either side of the tree's trunk.



Name		Class of
Reading: Assessment Year 4		
Autumn Term	WTS	0-1
Spring Term	WTS	2-6
Summer Term	WTS	2-14

The Y4 reading tracker helps teachers keep track of each child's reading progress. Teachers can use evidence from daily reading sessions and from the two main assessments during the year. If a child is working significantly below Y4 level, they can use the previous year's tracker where appropriate.

[illegible]

Here are a range of our HCAT trackers that we use to track pupils through reading, writing and maths.

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 (<i>e.g. author's bias</i>).
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 (<i>e.g. how characters behave in different ways as they interact</i>)
10	Can quote directly from the text to answer questions.
11	Can explore alternatives that could have occurred in texts (<i>e.g. a different ending</i>), 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 (<i>e.g. 'foul felon' in a newspaper report about a burglary</i>).
17	Can identify and discuss the various features of fiction genres (<i>e.g. science fiction, adventure, mystery etc.</i>).
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 (<i>e.g. use of connecting adverbs, pronouns for character continuation</i>).
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.



HCAT'S TRACKERS



Year 5: Maths Assessment: 58 Statements	
Number & Place Value	Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.
	Count forwards or backwards in steps of powers of 10 for any given number and up to 1 000 000
	Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
	Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
	Solve number problems and practical problems that involve all of the above.
	Read Roman numerals to 1000 (M) and recognise years written in Roman numerals
	Compare numbers including decimals up to 3 decimal places.
Addition & Subtraction	Add and subtract whole numbers with more than 4 digits.
	Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).
	Add and subtract numbers mentally with increasingly large numbers (<i>example 12 462- 2300 =10 162</i>)
	Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
Multiplication & Division	Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
	Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
	Establish whether a number up to 100 is prime and recall prime numbers up to 19.
	Multiply numbers up to 4 digits by a one digit using a formal written method, including long multiplication for two-digit numbers.
	Multiply numbers up to 4 digits by two-digit using a formal written method, including long multiplication for two-digit numbers.
	Multiply and divide numbers mentally drawing upon known facts.
	Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.
	Multiply and divide whole numbers and those involving decimals by 10, 100, 1000.
	Recognise and use square numbers and cube numbers, and the notation for squared (\square) and cubed (cubed).
	Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.
	Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.
	Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.
Fractions including Decimals and Percentages	Compare and order fractions whose denominators are all multiples of the same number.
	Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
	Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [<i>for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1 \frac{1}{5}$</i>].
	Add and subtract fractions with the same denominator and denominators that are multiples of the same number.
	Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
	Read and write decimal numbers as fractions [<i>for example, $0.71 = \frac{71}{100}$</i>].
	Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
	Round decimals with two decimal places to the nearest whole number and to one decimal place.
	Read, write, order and compare numbers with up to three decimal places.
	Solve problems involving number up to three decimal places.

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 (<i>e.g. dictionary, index</i>).
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 (<i>e.g. highlighting, notes in the margin</i>).
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).

Trackers are used by class teachers to 'track' pupils over time and assess gaps in knowledge. This is part of a triangulation of evidence for example pupil books, assessment scores and teacher assessment.

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 OUR EXPECTATIONS FOR ATTAINMENT AND PROGRESS?



Pupils are expected to be working within their curriculum year and with the view of meeting the expected standard (EXS) by the end of the year.

WHAT OUR EXPECTATIONS FOR ATTAINMENT AND PROGRESS?



Pupils who are not on track to achieve expected standard within their year group will be identified, with appropriate support provided to ensure they narrow to gap with their peers.

TESTBASE ASSESSMENTS



Examples of the test base assessment paper pupils use throughout

testbase
Part of the **AQA** group

Mathematics

Year 5

Arithmetic

Spring 2025

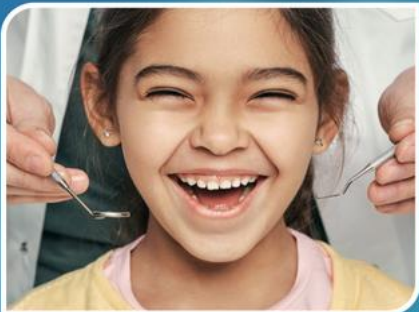
Equipment allowed: pen and/or pencil,
rubber (optional).
No calculator or other equipment allowed.

Name

Date

Total marks

5



Terrific teeth!



Nail Soup

**Reading
booklet**
English Year 4 Autumn

4

testbase
Part of the **AQA** group

English

Year 3

Grammar and punctuation

Summer 2025

This booklet contains different types
of grammar, punctuation and
vocabulary questions.
Please write your answers in this booklet.

Name

Date

Total marks

3