



Hardenhuish School Assessment Policy

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Manager**



Hardenhuish School

Assessment Policy

THE PURPOSE OF ASSESSMENT

The purpose of assessment is to make both **teaching and learning as effective as possible**.

- It provides a means of ensuring that teaching is clearly targeted and that any shortcomings in learning are identified and remedied.
- It provides encouragement of pupils to improve their ability to learn.
- Together these aspects make a strong contribution towards fulfilment of the School's mission statement 'Inspired to Learn and Supported to Succeed'.

1. AIMS OF THE POLICY

- To underline the importance of assessment for effective teaching and learning
- To promote a consistent approach to assessment
- To provide teams with guidelines to support their own assessment policy and procedures, e.g. use of base-line data, marking, testing, recording, target-setting, reporting and giving feedback.
- To acknowledge that a wide range of methods of assessment is appropriate to facilitate progress in a pupil's learning
- To acknowledge the importance of on-going formative assessment as well as regular summative assessment
- To promote assessment as an important means of reflecting on teaching, schemes of work and materials, so that, when necessary, changes can be made
- To promote assessment as a way of providing positive and constructive feedback, so that all pupils are able to gain a feeling of success relative to their ability.

1.1 How these aims are reflected in practice

- The Curriculum Administration and Assessment (CAA) office provides Curriculum Leaders, Learning Managers and individual teachers with a range of base-line data on individual pupils, classes or whole year groups (e.g. Cognitive Ability Test (CAT) scores, key stage 2 (KS2) and key stage 3 (KS3) assessment data, General Certificate of Secondary Education (GCSE) grades and attainment target grades, through the SIMS Assessment Manager program).
- All pupils should be aware of their targets, what grade they are currently working at and what they should be doing to improve, using the feedback from teachers who are using Assessment for Learning (AfL), Every Child Matters and personalising learning principles on a day to day basis.
- Teams are increasingly using Assessment Manager (and Excel) for record keeping, but also use other more traditional methods for record keeping, such as using the mark book and keeping portfolios of work. They are able to use a variety of data to help with grouping and target setting including CAT tests, Fischer Family Trust and RAISEonline data.
- Every pupil/student will be given a formal assessment at least three times a year which will be recorded in Assessment Manager, together with attitudinal measures, which will be sent home as a mail merge progress report. One of these will be accompanied by a written comment made by the Tutor, Learning Manager and Headteacher.
- Mock examinations are undertaken each year for pupils in Year 8-13 in order to develop pupils' ability to apply their learning in an examination context and also to develop revision and examination technique.
- Teams and individual teachers review schemes of work and teaching methods in the light of pupil performance.
- Setting is reviewed in each subject in the light of pupil performance in coursework, homework and in tests; as a consequence pupils may move between sets during the school year and at the end of the school year.
- Parents are kept informed about assessment and reporting arrangements, such as setting, coursework deadlines, timings of tests/exams and parents' consultation evenings.
- Parents receive feedback in formal ways, through progress reports, personalising learning days and parents' consultation evenings.

- Reports give detailed information about attendance, progress in social and academic skills, progress towards targets, awards, achievements and contribution to the life of the school. Each subject row contains a National Indicator and Aspirational Target grade for Years 10-13 or a target grade range for Years 7-9.
- Parents receive feedback in less formal ways, through the marking of exercise books, comments in the Student Diary and phone calls between home and school.

2. SYSTEMS THAT SUPPORT ASSESSMENT PROCEDURES

2.1 Non-Exam Assessment

Some GCSE and A Level courses currently contain elements of non-exam assessment (formerly known as controlled assessment on legacy courses) which are a requirement to complete the qualification. It is School policy that pupils are helped to understand and meet deadlines set. The 'KS4 Options Booklet', containing non-exam assessment deadlines, is distributed to all Year 9 pupils and their parents, and at the beginning of each year the Learning Manager for KS4 issues an update of this information to all parents.

Faculties/departments ensure that pupils receive:

- a description of non-exam assessment requirements and marks available
- a clear outline of implications for late or non-submission of work
- a list of dates for non-exam assessment submission over the next year

It is important that all staff should keep to these deadlines. Pupils need to improve their time management skills under the guidance of their teachers. Tutors support subject staff to ensure pupils plan for and meet deadlines.

3. FEEDBACK POLICY

The purpose of marking and feedback is to assess and support the progress that a pupil/student is making towards the planned learning outcomes through identifying the strengths of a pupil's work and how it could be improved. Marking should also show that the pupil's work and effort is valued. We aim to do this by:

- Providing high quality written and verbal feedback. The latter may be to the whole class, small groups and individual pupils.
- Praising individual qualities and indicating how work can be improved (evidence of dialogue between teacher and pupil can be enhanced by addressing the pupil by name). It is recognised as good practice for teachers to structure written feedback using a system such as WWW (What Went Well) and EBI (Even Better If), followed by MRI (My Response Is) to give pupils the opportunity to act upon the feedback. There should be at least twice as much positive feedback (WWW) as developmental feedback (EBI). Giving pupils directed improvement and reflection time to look at feedback and complete a MRI activity is recognised as an important step after feedback is given to ensure that feedback has an impact on learning and leads to improvement. When appropriate, pupils should complete the MRI activity using green pen to highlight improvement in their learning.
- Ensuring that pupils are provided with a minimum of ten minutes DIRT (Dedicated Improvement and Reflection Time) every three lessons.
- Ensuring that work is regularly checked and reviewed, which may be once a fortnight for most subjects.
- Responding in a way that shows engagement and active response.
- Ensuring that comments are made in the context of a pupil's development.
- Ensuring that comments are understood.
- Ensuring that written comments are legible.
- Rewarding good work a merit (Year 7) or an ACE point (Year 8 to Year 11).
- Insisting that incomplete work or work done in a half-hearted way is done again.
- Using self-marking, peer marking and brief marking with a full assessment on a cycle every (new) term. In general, ongoing work will not be given a numerical mark, except in Mathematics. Grades in each subject are to be given each (new) term following a formal assessment.

It is recognised that increasingly the pupil's subject book is used as a note or rough book with the majority of assessed work being carried out on paper or on the computer, e.g. for controlled assessment. With the increased reliance on the internet and software packages as well as revision guides for review of concepts and correct information, there is less need than hitherto for pupils to record or copy. Tasks for assessment include examination practice and preparation for coursework, orals etc. As Assessment for Learning is embedded practice, many assessment tools are less formal than they used to be, but are sharper and used by staff in planning and personalising the curriculum. However all staff are required to be aware of pupil progress and difficulties, and to plan strategies for all pupils to be able to achieve to the best of their ability.

4. REWARDS

Merits for Year 7

We award merits for class work or homework of a high standard, work that shows improvement or work that shows genuine effort. There may be other reasons for awarding a merit (such as improvement in behaviour, for example). Each team has its own distinctive merit sticker bearing the subject name. The merit should be stuck in the student diary in any space found on the page displaying the week the merit was awarded. When a pupil achieves:

- 30 merits, a sticker is put in the student diary
- 60 merits, a certificate is awarded
- 100 merits, the pupil visits the Deputy Head and a letter is sent home
- 150 merits, the pupil visits the Headteacher and a letter is sent home
- 200+ merits, the pupil receives a Learning Manager's special award.

Achievement, Citizenship and Effort (ACE) points 8-Year 11

We award ACE points for class work or homework of a high standard, work that shows improvement or work that shows genuine effort. There may be other reasons for awarding a positive referral (such as improvement in behaviour, for example). ACE points are recorded by the teacher in SIMS and reported to parents on each progress report. ACE points are converted into currency and may be used by the pupil at least once a year to purchase rewards from a range of items stocked at school such as stationery and revision aids.

5. REPORTING PROCESS

Progress Reports are published to pupils and parents three times a year, two interim reports which use codes to reflect pupil performance against a range of criteria in each subject and one full report which also contains written comments from the pupil's Tutor, Learning Manager and the Headteacher. The purpose of the reports is to clearly indicate the progress being made by pupils in all of their subjects, so that good progress can be celebrated and poor progress addressed through intervention. The reports also reflect behaviour, effort with class and homework, punctuality to lessons and a pupil's level of organisation so that they are equipped to learn.

- Before completing the reports, teachers should reflect on all of the data and information from their ongoing assessment of pupil progress so that well informed judgements are reported.
- In writing the comment on the full report, tutors should consider the pupil's willingness to participate and his/her personal skills and qualities. This might include reference to their willingness to participate and contribute in the tutor group, the school and the wider community, the pupil's interaction with peers and adults, their personal organisation, uniform and general character. The Learning Manager should comment on the overall academic progress and achievement of the pupil.

6. PERSONALISING LEARNING DAYS

- The Personalising Learning Days, Parent & Pupil/Student Consultation Evenings (PPCE/PSCEs) and the issuing of reports have been set at different times of the year in the School calendar. The first contact with parents at the Personalising Learning Day is an opportunity to comment on general progress, and to set one or two achievable targets of a generic nature. The second contact with parents, whether it is the PPCE/PSCE or report, is another opportunity to comment on general progress, and to comment on the previously set targets.
- Tutors should prepare themselves for the Personalising Learning Days by using the information about tutees on recent Progress Reports and supplementary information collected on SIMS.net.
- Tutees should prepare themselves for the Personalising Learning Days by using the self-awareness sheets. This can be used as an agenda for the meeting with parents.

7. PARENTS AND PUPIL/STUDENT CONSULTATION EVENINGS (P&P/SCEs) Year 7-Year 13

General

- PPCE/PSCEs are opportunities for parents and pupils to meet with subject teachers and tutors to discuss the progress being made.
- They are organised within a reporting cycle that provides parents with information about progress during each school term. Each year group has one P&P/SCE scheduled during the year.
- P&P/SCEs are scheduled to last from 3.45 to 6.45 p.m. but may last longer than this for some members of staff depending on how many groups they teach in a particular year group. Everyone should be finished by 7.00 p.m.

7.2 Responsibility of Learning Managers

- Learning Managers work with the Events Team who notify staff of arrangements for the P&P/SCE and ask staff to confirm that they will be present on the evening and will require tea beforehand.
- Learning Manager of Y7 informs parents of parking arrangements for the evening and one-way system. It may be necessary for other Learning Managers to remind parents of these arrangements.
- Learning Managers and the Events Team issue staff with appointment sheets two weeks before the P&P/SCE. Pupils use the appointments page inside the Student Diary. Where possible, it is advisable for staff to build in some gaps when booking appointments to avoid falling behind the tight 5 minutes appointment schedule. Sometimes this proves too difficult to achieve, because of the number of people seeking appointments.
- The Peter Thompson Hall is laid out to accommodate as many staff as possible, with adjacent classrooms available if necessary.
- Learning Managers organise responsible pupils to manage signing in and signing out. This is situated in the foyer.
- The Events Team manages refreshments for the evening and organises for paid sixth form helpers who take refreshments to staff on trays.

7.3 Responsibility of staff

- Curriculum Leaders should ensure that new staff are happy about the content and handling of parent interviews and, if necessary, provide advice/support.
- Staff prepare themselves for these evenings, with appropriate information, including a copy of the pupils' targets/report, and perhaps evidence of work. If the P&P/SCE is scheduled early in the year, staff should be able to explain the (SMART) target(s) they have set for the pupil. If the P&P/SCE is later in the year, staff should be able to discuss progress made towards the (SMART) target(s) they had set.
- Staff who complete their appointments before 6.45 p.m. are not required to stay until 6.45 p.m. They may leave once they have seen the last of their appointments.
- Staff who complete their appointments, except for the odd one who did not appear at their appointed time, should check whether the person has signed in. If the person hasn't signed in, or if the person is more than half an hour late for their appointment, the member of staff may leave.
- At the end of the evening staff are asked to return their nameplate to the box in the foyer and, if they are last to leave their room, switch off the lights and close the windows.
- If, in exceptional circumstances, staff are unable to attend a P&P/SCE, they need to speak to a member of the Leadership Team beforehand. The Leadership Team will then inform the Learning Manager and Curriculum Leader to say they have been given permission. In such circumstances the member of staff and/or Curriculum Leader, must inform parents, so that an alternative consultation can be arranged if necessary.

8. PUBLIC EXAMINATIONS

It is believed that pupils are more likely to achieve their best in their public examinations if they and their parents are clear about all that is involved. To that end, all parents and pupils are issued with the KS4 Options Information booklet in Year 9. This booklet:

- Explains the courses and assessment requirements for all the GCSE subjects being offered by the School
- Sets out what pupils need to do in order to do well in their GCSEs
- Gives details of non-exam assessment deadlines in each subject
- Explains the agreement between home and School for paying for pupils' examination entries (see below), and
- Explains the School's examination entry policy (see below).

8.1 Entry conditions for public examinations

Pupils are automatically entered for examinations in all their subjects, unless

- They have not completed elements of the course, such as non-exam assessment
- Their attendance has been poor
- Their behaviour has been inappropriate in previous examinations.

If pupils are unlikely to achieve a pass grade at GCSE (G or above) then instead of being entered for an examination in which they might struggle it is possible that they will be entered for an entry level or level 1 qualification if available for that course.

If pupils begin to fall behind with important controlled assessment, parents are notified at once by the subject teacher. If there is no improvement, the subject teacher should discuss the next course of action with the Curriculum Leader. The Learning Manager and/or Deputy Headteacher must be consulted before a decision is made to cancel the entry for an examination. If approval for cancellation is given by the Learning Manager then the Curriculum Leader should write to the parents informing them of the cancellation of entry. The letter should be copied to the Learning Manager and Examinations Manager.

8.2 Examination fees

The School will pay the complete cost of pupils' examination entries. These entries have to be made in February when there is still an important part of the course to be completed. If pupils fail to complete an examination course for which they have been entered with the parents' agreement, then parents will be expected to reimburse the School. This will also apply to pupils who fail to turn up for an examination, unless a Doctor's note explaining the absence is handed to the Examination Manager. The School reserves the right to withhold examination results and certificates until payment has been made for examinations missed.

8.3 Resits

Students will pay for all resits, subject entry or modules. If a student wishes to take a resit they have to pay the appropriate fee before the entry will be made by the Examinations Manager. Financial support may be given to those students eligible for Pupil Premium funding or the Sixth Form Bursary.

8.4 Private entries

The school will accept private entries from ex Hardenhuish students/pupils, if this is convenient, and an appropriate charge will be made.

8.5. Special Needs Provision for examinations

- The aim in providing special needs support is to ensure the best possible experience for the pupil whilst balancing the requirements of external regulations.
- At KS3 special needs support is assigned as appropriate for pupils at SEN Support on the Code of Practice.
- At KS4 special arrangements are automatically applied for statemented (EHCP) pupils who have specific learning difficulties (SpLD), pupils with moderate learning difficulties (MLD) and pupils in the withdrawn English group. For example, these pupils are given a reader or extra time. The special arrangements may involve the pupil having to sit their examinations in a room on their own.

8.6 Pupils who qualify for special provision other than special needs

- The School can ask the examination board for special consideration to be shown to pupils who are unwell before or during the exam period or who suffer exceptional circumstances such as bereavement. In such situations parents must provide a medical note.

8.7 Public Examinations Administration

- Most examinations take place in The Sports Hall, and The House. The Examinations Manager is supported by Curriculum Leaders or their deputies, who are expected to attend the start of external examinations for their curriculum area. External invigilators conduct the examination under the direction of the Examinations Manager. All pupils should carry their SmartCard to identify themselves in the exam room.
- The performance of pupils/students is aided by an orderly start to the examination. This can be effected by the Curriculum Leader and/or their deputies assisting the Learning Manager and the Examinations Manager in loading the exam room.
- The Learning Manager of the relevant year group is expected to assist with the start and finish of exams for their year group (KS4 Learning Manager for GCSE and the Sixth Form Learning Manager for AS/A Level, or Pastoral Manager).
- Members of staff supporting the Examinations Manager at the beginning of exams should understand that if they look at the examination paper then, under Joint Council for Qualifications (JCQ) examination regulations, they have to remain in the exam room for one hour after the 'official scheduled start of the examination' (9 am for morning exams and 1 pm for afternoon exams) whether or not the exam started at that time at Hardenhuish School.
- A teacher of the examination subject has to be on call for the duration of the examination in case a problem occurs which requires specialist knowledge. This is generally done by mobile phone. The Examinations Manager will identify the names of the on call staff for each examination, after consultation with the Curriculum Leader. This person needs to ensure that the Examinations Manager has clear details of how and where they can be contacted e.g. by letting her know the mobile phone number which they can be contacted on.
- When a problem occurs with an examination and a member of staff in that subject area is called to consider the problem, only that question or section of question under scrutiny is to be looked at. When a decision on how to proceed is made, the exam should be stopped and all pupils/students affected told the solution proposed. The Examinations Manager will report the problem, and the subsequent instructions given to candidates, to the exam board.
- In general teaching staff are not required to invigilate; however, in exceptional circumstances, staff maybe notified that they are allocated to invigilation. Staff must ensure that they inform the person in charge of the examination if they are unable to carry out the invigilation.

- If staff are nominated to act as an invigilator for a public examination, they must read the "Instructions to Invigilators" issued by the examination board. **It is essential that the examination be conducted in accordance with these instructions.**
- Contingency planning for exams administration is the responsibility of the Deputy Headteacher responsible for examinations. In the event that the Examinations Officer is absent during the examination cycle, the Exams Assistant and Senior Invigilator will assume responsibility for running examinations, in conjunction with the Deputy Headteacher responsible for examinations. This will be carried out in line with the guidance by Ofqual, JCQ and awarding organisations.

8.8 Internal Examinations

- Internal examinations, apart from those in Year 8-9, are line managed by the Examinations Manager in consultation with the Curriculum Leaders and Learning Managers.
- Year 10 and 11 Mocks are timetabled by the Examination Manager.
- Times of internal examinations, reports and parents' evenings are shown in the School calendar.
- Formal tests and examinations are an important part of school life in order to assist staff in monitoring pupil progress and also in enabling pupils to acquire examination technique. The Examinations Manager should be consulted if a faculty or department wishes to be excused giving pupils a formal examination.

8.9 Internal Examination administration

- Curriculum Leaders are asked to forward group seating requests, preferred length of exam slot and numbers of pupils involved in each mock exam to the Examinations Manager. It is essential that requests for information are met according to stated deadlines. The aim is to publish an examination timetable, including names of subject staff on call, at least one week before the first examination.
- Finalised timetables and special needs support details are then published.
- Most examinations take place in The Sports Hall and The House. The Examinations Manager is supported by Curriculum Leaders or their deputies, who are expected to attend the start of examinations for their curriculum area. External invigilators conduct the examination under the direction of the Examinations Manager.
- The Learning Manager of the relevant year group is expected to assist with the start and finish of exams for their year group.
- External invigilators are used to supervise Year 10 and 11 mock examinations.