



Hardenhuish School

Assessment Policy

If you would like any policy in a more accessible version, please contact the Administration Manager
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1. 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'.

2. 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 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 prior attainment.

2.1. How these aims are reflected in practice

- The Exams Administration and Assessment (EAA) 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 Arbor system).
- All pupils should be aware of what they should be doing to improve, using the feedback from teachers who are using adaptive teaching including checks for understanding and ensuring their lessons are accessible by default principles on a day-to-day basis.
- Teams are increasingly using electronic mark books 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, and SISRA data.
- Every pupil/student will be given a formal assessment at least three times a year which will be recorded in Mark books, together with attitudinal measures, which will be sent home as a progress

report. One of these will be accompanied by a written comment made by the Tutor, and Headteacher.

- Mock examinations are undertaken each year for pupils in Year 8-13 in order to develop pupils' ability to retrieve and apply their learning in an examination context and also to develop revision and examination techniques. Pupils/students should be encouraged to treat mock exams as seriously as the real exams.
- Teams and individual teachers review schemes of learning 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, tutor check-ins and pupil and parent consultation evenings. The dates of these are published on the school calendar at the start of the academic year. In unforeseen circumstances these could be re-scheduled.
- 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 also receive feedback in less formal ways, through the marking of exercise books and phone calls between home and school.

3. MMM feedback

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. The school recognises that marking contributes significantly to teachers' workload and so encourages staff to use a range of strategies and systems to provide effective feedback in a time efficient manner. In summary, the school is committed to making feedback:

Meaningful and motivating for the pupil and manageable for the teacher.

Central to this is the Feedback Intent Calendar for each curriculum area, which sets out the timing and type of feedback that will be provided for key pieces of work for each year group. The two key aims of the Feedback Intent Calendar are to: (1) Improve the consistency in the quality and timing of feedback for pupils within the same subject; (2) Help to alleviate pressure points in marking load for staff by distributing feedback points across the year in order to support staff wellbeing. Additionally, Curriculum leaders plan a mixture of self-marking, peer marking and brief marking in accordance with impact and workload.

Furthermore, we aim to:

- Provide high quality written and verbal feedback this may be to the whole class, small groups and individual pupils.
- Praise individual qualities and indicate 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).
- Giving pupils directed improvement and reflection time (DIRT) to look at feedback and complete a suitable 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 DIRT activity using a different coloured pen to highlight improvement in their learning.
- Ensure that work is checked, reviewed, and feedback provided in accordance with the Feedback Intent Calendar and explained for each curriculum area.
- Respond in a way that shows engagement and active response.
- Ensure that comments are made in the context of a pupil's development.
- Ensure that comments are understood.
- Ensure that written comments are legible.
- Reward good work with ACE points or raffle tickets (Sixth Form).
- Have an agreed department method for ensuring students and pupils show pride in their bookwork without the expectation for "tick and flick" marking. This may include termly presentation checklists, or peer checks.
- In general, ongoing work will not necessarily be given a numerical mark, except in Mathematics. Grades in each subject are to be given each (new) term following a formal assessment.

4. Rewards

4.1. Achievement, Citizenship and Effort (ACE) points

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 Arbor and can be seen live by parents through their Arbor account. Each event logged will be allocated a number of points. These are collected electronically and can be 'cashed in' at a cash-in event for rewards such as stationery, educational equipment, dictionaries, calculators etc or charity contributions. The number of ACEs can also be attributed to entries in Year Group raffles with the chance of winning vouchers.

4.2. ACE Shout-outs, Letters/Postcards home

ACE Shout-outs cause an automated email home with a personalised comment. Additionally, a letter or postcard home acknowledging particularly good/helpful/supportive behaviour is another way positive behaviour can be encouraged. Pupils rate it highly in terms of what they value or say is effective.

Copies of letters home should be logged on CPOMs if they are not sent through Arbor.

4.3. Governors Awards

These flashes are given to pupils each year in recognition of continued effort and hard work and are linked to the Progress Checks that are conducted three times each year, and other achievements (ACEs).

4.4. Governors Awards are given in Celebration Assemblies for Years 7-10.

Additional awards are presented in public Awards Evenings for Years 11 and 13. Attendance by staff at one of the public events each year will be expected as part of directed time.

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 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 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.

6. Parents and pupil/student consultation evenings (PPCEs/SCEs) Year 7 - 13

6.1. General

- 6.1.1. PPCE/PSCEs are opportunities for parents and pupils to meet with subject teachers and tutors to discuss the progress being made.
- 6.1.2. 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.
- 6.1.3. P&P/SCEs are scheduled to last 3 hours between 3.30 to 7:30 p.m. and these take place on TES Parents Evening with parents/carers being able to book 5-minute appointments with each of their young person's teachers online.

6.2. Responsibility of Learning Managers

- 6.2.1. 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.
- 6.2.2. If staff are conducting their appointments from home, they need to block out any travel time on their TES Parents evening system to prevent parents from booking appointments during this time.

6.3. Responsibility of staff

- 6.3.1. Curriculum Leaders should ensure that new staff are happy about the content and handling of parent interviews and, if necessary, provide advice/support.
- 6.3.2. Staff prepare themselves for these evenings, with appropriate information, including a copy of the pupils' targets/report, and perhaps evidence of work.
- 6.3.3. If parents were unable to make an appointment on Teams, and request it, staff should make contact through a phone call at a mutually convenient time agreed with the parent in the days following.
- 6.3.4. 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 through a personalised booking system available through the Events Team.

7. Examinations and non-exam assessment

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).

7.1. Non-Exam Assessment

- 7.1.1. Some General Certificate of Secondary Education and Advanced Level courses contain elements of non-examination assessment, which must be completed for the qualification.
- 7.1.2. All pupils are expected to understand and meet the deadlines set for these components.
- 7.1.3. Detailed procedures for the conduct, task setting, supervision, authentication, marking, and security of these components are set out in the Non-examination Assessment Policy.
- 7.1.4. If a candidate believes there has been an irregularity in the process leading to the final mark for internally assessed work, they should consult the procedures outlined in the Appeals Against

Centre's Decision Regarding Post Results Services and Review Of Internal Assessed Marks Procedure

7.2. Entry conditions for public examinations

- 7.2.1. Pupils are automatically entered for examinations in all their subjects.
- 7.2.2. A pupil's entry for an examination may be cancelled if they have failed to complete elements of the course (such as non-examination assessment), their attendance has been poor, or their behaviour has been inappropriate in previous examinations.
- 7.2.3. In situations where entry cancellation is considered, the subject teacher, Curriculum Leader, Learning Manager, and/or Deputy Headteacher with responsibility for examinations and assessment must be consulted.
- 7.2.4. The definitive procedure and consultation steps for examination entry, amendment, or withdrawal are managed through the Examinations Process and Contingency Procedure.

7.3. Examination fees

The School will pay the complete cost of pupils' examination entries. These entries must 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 Officer. The School reserves the right to withhold examination results and certificates until payment has been made for examinations missed.

7.4. Resits

- 7.4.1. Students/pupils are required to pay for all resits, subject entries, or modules.
- 7.4.2. Financial support and exceptions, particularly regarding core subjects (English, mathematics, and science) where dedicated curriculum time is provided, are detailed in the Examinations Process and Contingency

7.5. Procedure for Private entries

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

7.6. Special Needs Provision for examinations

- 7.6.1. The School recognises its duties towards disabled candidates as defined under the terms of the Equality Act 2010. The goal in providing support is to ensure the best possible experience for the pupil while balancing the requirements of external regulations.
- 7.6.2. The School ensures the administration of Exams Access Arrangements is in line with statutory guidance. This includes making reasonable adjustments to the service provided to disabled candidates.
- 7.6.3. All detailed procedures regarding the identification, testing, application, evidence gathering, and implementation of access arrangements are outlined within the Examinations Disability Policy and the Examinations Process and Contingency Procedure.

7.7. Pupils who qualify for special provision other than special needs

- 7.7.1. The School can apply to the awarding body for Special Consideration to be shown to candidates who are unwell before or during the exam period, or who suffer exceptional circumstances such as bereavement.
- 7.7.2. The candidate must support any such claim with appropriate evidence, such as a medical note, within five school days of the exam.
- 7.7.3. Full guidelines for eligibility, evidence requirements, and the application process are contained within the Examinations Process and Contingency Procedure and the Appeals Against Centre's Decision Regarding Post Results Services and Review of Internal Assessed Marks Procedure.

7.8. Public Examinations Administration

- 7.8.1. The administration of all external and internal examinations (including mock examinations) is managed by the Examinations Officer and relevant staff to ensure efficiency and compliance with external regulations.

7.8.2. All operational matters, including rooming, invigilation (which may be conducted by external staff), staff responsibilities (including the presence of Curriculum Leaders and Learning Managers), and contingency planning, must adhere to the regulations and guidance provided by Ofqual, the Joint Council for Qualifications, and awarding organisations.

The detailed procedures for the preparation, conduct, and security of public examinations, including rules for staff who view examination papers, are fully outlined in the Examinations Process and Contingency Procedure.

7.9. Internal Examinations

7.9.1. Internal examinations, apart from those in Year 8-9, are line managed by the Examinations Officer in consultation with the Curriculum Leaders and Learning Managers.

7.9.2. Year 10-13 Mocks are timetabled by the Examination Officer.

7.9.3. Times of internal examinations, reports and parents' evenings are shown in the School calendar.

7.9.4. 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 Officer should be consulted if a faculty or department wishes to be excused giving pupils a formal examination.

7.10. Internal Examination administration

7.10.1. 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 Officer. 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.

7.10.2. Finalised timetables and special needs support details are then published.

7.10.3. Most examinations take place in The Sports Hall and The House. The Examinations Officer 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.

7.10.4. The Learning Manager and Pastoral Manager of the relevant year group is expected to assist with the start and finish of exams for their year group.

7.10.5. External invigilators are used to supervise only Year 11-and Year 13 mock examinations. Use of external invigilators are consistent with the principles of the external exams and are specified in the Examinations Process and Contingency Procedure.