Hardenhuish School
Assessment Policy

If you would like any policy in a more accessible version, please contact the Administration Manager (admin@hardenhuish.wilts.sch.uk)

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1. Purpose and aims

Assessment is an integral part in “Inspiring to Learn and Supporting to Succeed” at Hardenhuish School. It enables pupils to understand how well they are learning, supports teachers in identifying what pupils know and understand and what they need to learn next, and provides information to support curriculum planning, intervention and reporting.

Our approach to assessment is inclusive. Assessment should enable all pupils, including those with SEND, or other barriers to learning, to demonstrate what they know, understand and can do. Differences in performance should not automatically be interpreted as differences in potential: teachers should consider whether the assessment itself, or barriers to accessing it, may have affected a pupil's performance.

The School's approach to assessment aims to:

- align with the curriculum, assessing intended knowledge, understanding and skills;
- be accessible by default;
- identify misconceptions, gaps and barriers;
- inform future teaching;
- distinguish where possible between not knowing and being unable to demonstrate knowledge because of a barrier;
- maintain high expectations;
- use multiple sources of evidence for significant judgements including reporting home expected grades;
- support proportionate intervention;
- provide actionable feedback;
- avoid unnecessary recording and workload.
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2. Forms and purposes of assessment

2.1. Formative Assessment

Formative assessment does not necessarily require the recording of a mark, grade or score. Its primary value lies in the information it provides about learning and the way in which this informs subsequent teaching. Teachers should consider whether an unexpected response indicates a gap in knowledge or whether a barrier to communication, literacy, processing, attention, memory, sensory access or another identified need may have affected the pupil's ability to demonstrate their understanding. The majority of formative assessment at Hardenhuish is live, in the moment “Checking for Understanding” such as:

- questioning;
- retrieval;
- observation including through circulation;
- discussion;
- quizzes;
- practical work;
- classwork/homework;
- examination questions.

Whole class sets of mini whiteboards are a strong tool for formative assessment and the majority of departments are using them routinely for this purpose.

2.2. In-school summative assessment

In-school summative assessment evaluates pupils' cumulative learning at appropriate points in the curriculum and informs subsequent teaching, intervention and challenge. This may include common assessments, end-of-topic or end-of-year assessments, practical assessments and internal or mock examinations.

Curriculum Teams should ensure that summative assessments:

- reflect the curriculum pupils have been taught and assess the intended knowledge, understanding and skills;
- provide appropriate challenge without creating unnecessary assessment or workload;
- are designed inclusively, with appropriate reasonable adjustments and access arrangements;
- use clear assessment criteria or mark schemes; and
- are standardised and moderated where appropriate to ensure sufficiently consistent judgements between teachers and classes.
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Moderation should be proportionate to the significance of the assessment and may include shared marking, exemplification, sampling of work or comparison of outcomes. It is not necessary to moderate every assessment or every pupil's work.

Assessment outcomes should be interpreted with professional judgement when reporting “expected grades”. A single result should not be treated as a definitive measure of a pupil's ability or potential. Where performance is unexpected, staff should consider both gaps in learning and any barriers that may have affected the pupil's ability to demonstrate what they know and can do.

For pupils/students in the final year of relevant qualifications, the School will retain an appropriate set of mock examination evidence in accordance with current Ofqual resilience guidance. Evidence may be retained as the original work or as a physical or digital copy.

3. Inclusive assessment and Access Arrangements

Accessibility should be considered when assessments are designed, rather than only after a pupil experiences difficulty accessing them. Reasonable adjustments should remove or reduce barriers without changing the knowledge, understanding or skills that the assessment is intended to measure.

3.1. Access arrangements

- staff should know relevant arrangements for their pupils;
- arrangements should be part of normal working practice where appropriate;
- they apply appropriately to internal assessment and mocks;
- pupils should not unexpectedly encounter an arrangement for the first time in a public examination;
- SEND, Curriculum and Exams staff work together;
- formal JCQ determination and administration sits in the examination’s documentation.

4. 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. Feedback should be accessible to the pupil receiving it. Teachers should consider whether pupils are able to understand the feedback, identify the action required and act upon that advice. The form of feedback may therefore vary according to the nature of the task and pupils' needs. This may include verbal feedback, modelling, whole-class feedback, written comments, corrections, worked examples, re-teaching or opportunities to practise and demonstrate improvement.

Consistency in the purpose and quality of feedback does not require identical feedback for every pupil. 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 **M**otivating for the pupil and **M**anageable 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.

5. Rewards

Achievement, Citizenship and Effort (ACE) points, ACE Shout-outs, Letters/Postcards home, Governors Awards are all used in accordance with the Positive Behaviour Policy.

6. Target Grades

Targets are informed by prior attainment and national progress information, but they are not predictions, guarantees or ceilings. Pupils may achieve above their targets, and performance below a target should prompt supportive professional discussion rather than an automatic conclusion about effort, ability or the quality of teaching. Targets should therefore be considered alongside assessment evidence, expected grades and the pupil's individual circumstances

Target grades provide pupils, families and staff with a shared reference point for understanding progress and discussing future achievement. They help pupils recognise their potential, set meaningful goals and understand the relationship between their current performance, expected outcome and longer-term aspirations. For families, targets make progress reports more meaningful and support constructive conversations with pupils and staff about achievements, next steps, possible barriers and any support or additional challenge required.

The Data Team utilise Baselines from KS2 and CATs alongside the most recent and available national progress models from SISRA to form GCSE target grades from year 7 and form Y13 target grades from the start of Y12. We utilise the national SISRA Subject Progress Indicator (SPI) data to form individual target grades for each subject. Where KS2 SATs tests were not taken for individuals, we are able to use CAT test results for year 7 and new starters.

6.1. KS3 target ranges

Target ranges utilise the SISRA generated GCSE indicators using KS2 SATs but rounded up to the nearest whole grade. For KS3 students this forms the lowest grade in their 3-grade range. For instance, if a student has a target grade of a 4 from the SISRA indicator then their target range would be 4-5. Where KS2 SATs tests have not been taken GL assessment provide GCSE indicator grades alongside their CAT mean scores. We also compare all CAT generated GCSE indicator grades to the KS2 SATs generated SPI GCSE indicators and will take whichever gives the highest target score.

This baseline is reviewed for Core PE, Art and Music at the start of year 7 especially where target grades are not high enough. Any new starters can be reviewed within the year as appropriate utilising their CTF information and where not available CATs tests can be completed.

6.2. KS4 and KS5 NI and AT targets

The higher of either the KS2 SISRA Indicators or CATs GCSE indicators informs the Hardenhuish “National Indicator” target grade (NI) rounded up. Where Baselines have been adjusted for Music and Art those are reviewed at this point for GCSE. We then go a grade higher for their Aspirational Target grade (AT). For KS5 their GCSE APS combined with their English (the highest of lit or lang) and Maths GCSE grades form a SISRA SPI Indicator NI grade which is then increased by one grade to form the Aspirational Target (AT)

7. Reporting process

Progress Reports are published to pupils and parents twice a year, one interim report and one full report which also contains written comments from the pupil’s Tutor, and the Headteacher. The purpose of the reports is to clearly indicate the performance, effort and behaviour of pupils in all their subjects.

7.1. Current and Expected Grades

Curriculum Leaders guide which appropriate assessments inform data entry into Arbor using the Feedback intent calendar. The same standard of performance in tests, portfolios or practical work should be given the same grade independent of teacher through clear marking guidelines and moderation. Teachers of a class report into their Arbor marksheets a “current” and “expected” grade. The current grade represents a summary of performance in relevant assessments to date using shared department mark books with no interpretation. The Expected grade is a forecast for the end of Key Stage performance taking into account the full range of skills required. The current grade may be based on a student’s relative individual strengths or weaknesses in a course and therefore the expected grade can be higher or lower than the current grade. At KS3 and KS4 the reports also reflect behaviour, effort with class and homework. The descriptors for these attributes are:

Learning Attributes	Outstanding	Good	Requires Improvement by pupil	Urgent Action needed by pupil
Behaviour	Exemplary behaviour at all times. Acts as a role model to others.	Good behaviour in line with school expectations.	Occasional incidents of poor behaviour.	Regular and repeated incidents of unacceptable behaviour.
Classroom Effort	Always focussed and tries their best. Attentive and contributes well.	Works hard. Listens to others and contributes.	Sometimes works well but easily distracted.	Lack of effort is seriously hindering progress.
Homework	Homework always completed on time to a very high standard.	Homework completed on time and to the expected standard.	Variable completion, quality and quantity of homework.	Often incomplete, handed in late or not at all.

At KS5 the attributes assessed are Classroom Effort and Independent Study. The descriptors for these attributes are:

Learning Attributes	**Outstanding**	**Good**	**Requires Improvement by student**	**Urgent Action needed by student**
Classroom Effort	Always focussed and tries their best. Attentive and contributes well.	Works hard. Listens to others and contributes.	Sometimes works well but easily distracted.	Lack of effort is seriously hindering progress.
Independent Study	Independent work always completed on time to a very high standard.	Independent work completed on time and to the expected standard.	Variable completion, quality and quantity of independent work.	Independent work often incomplete, handed in late or not at all.

The reports contain a summary of attendance, ACE points and behaviour as well as a target range for KS3, NI and AT targets for KS4 and KS5

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 to the tutor group, the school and the wider community, the pupil's interaction with peers and adults, their personal organisation, uniform and general character.

8. From Assessment to Action

We send the Progress Reports home and, alongside a wealth of related data, indicate for Year Teams, Curriculum Leaders, Teachers, SEN and Tutors any possible unmet need, testing the universal offer on a class level and individual level and testing the targeted support currently in place through all our actions. This is done in two processes following each Progress Report.

8.1. Subject and Class level Analysis

Following a data collection deadline and once data has been checked for errors Curriculum Leaders will have access to a visual comparison of Attributes and Progress. This is not for individual students but for whole cohorts and classes. For current (or mock) and expected grades progress to targets will be compared across subjects and across different classes in the same subject. Inclusion groups will be highlighted in that comparison.

Curriculum Leaders are then able to see if there are patterns across and within whole classes which might suggest improvements to the universal offer or quality first teaching. No one data collection is evidence of a lack of universal offer or quality first teaching in place, but it is appropriate to prompt questions and help guide time spent on moderation, work scrutiny, learning walks, appraisal, training and support.

8.2. The Inclusion Barrier Map

The Inclusion Barrier Map attempts a holistic overview of each individual pupil by bringing together the below potential concern flags helping staff identify pupils who may require intervention, monitoring or additional challenge, and enabling more informed conversations about progress and support.

Inclusion Barrier maps count "Concerns" from but not limited to:

- Flags for inclusion groups – SEN K or E, FSM or FSM6, Services, LAC, PLAC

- Progress Report Attributes reported as Requires Improvement or Unacceptable
- Progress if students are on average significantly below their targets in their Progress Report
- Attendance flag (below 93% attendance)
- Behaviour flag
- Literacy flag – if Reading age below chronological age and if paragraph completion is significantly below sentence completion
- Clubs and trips engagement – no engagement is a concern
- Parental engagement – if PPCE/PSCE/Tutor check-in appointments weren't made in the latest export
- Homework engagement – using homework attribute score and Satchel logins for both parent and student.

9. Pupils joining Hardenhuish

Pupils should not be subjected to additional assessment solely to generate missing data where existing information and normal classroom assessment provide sufficient evidence. For mid-year admissions or missing KS2 or CAT baselines:

- use reliable existing information first;
- previous-school information;
- national data such as GCSE or KS2 data where appropriate;
- CATs/other standardised assessments where appropriate;
- teacher assessment;
- additional baseline testing only where useful.

10. Parents and pupil/student consultation evenings (PPCEs/PSCEs) Y7 - 13

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 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.

10.1. Responsibility of Learning Managers

10.1.1. Learning Managers work with the Events Team who notify staff of arrangements for the PPCE/PSCE and ask staff to confirm that they will be present on the evening.

10.1.2. 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.

10.2. Responsibility of Curriculum Leaders and Teachers

10.2.1. Curriculum Leaders should ensure that new staff are happy about the content and handling of parent interviews and, if necessary, provide advice/support.

10.2.2. Teachers prepare themselves for these evenings, with appropriate information, including a copy of the pupils' targets/report, and perhaps evidence of work.

10.2.3. If parents were unable to make an appointment, and request it through the waiting list, staff should make contact to offer feedback via email or phone call.

10.2.4. 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 the Events Team on TES Parent meeting.

11. Examinations and non-exam assessment

Formal examinations, mock examinations and non-examination assessment form part of Hardenhuish's wider approach to assessment. Mock and internal examinations enable pupils to demonstrate cumulative learning, develop retrieval, revision and examination skills, and provide evidence to inform teaching, intervention and reporting.

Pupils are normally entered for the public examinations associated with their courses. Any proposed amendment or withdrawal of an examination entry will be managed in accordance with the School's examinations procedures and following appropriate consultation.

The School normally meets the cost of a pupil's initial examination entries. Arrangements relating to resits, private entries and charges are set out in the School's examinations procedures.

11.1. Mock Exams

Mock examinations support pupils/students in preparing for public examinations and provide evidence of current attainment and areas for development. For pupils/students in the final year of GCSE, AS and A level qualifications, mocks will also provide appropriate evidence of student performance in accordance with current Ofqual resilience guidance.

Where mocks are intended to provide such evidence:

- Curriculum Leaders will ensure that
  - assessments cover an appropriate range of taught content and assessment objectives and, wherever possible, use or reflect awarding-body materials;
  - assessments are marked using awarding-body mark schemes and guidance where appropriate, with appropriate standardisation or moderation to support consistency;

- one suitable set of mock examination evidence is retained securely by the curriculum area, either as the original work or as a physical or digital copy, in accordance with current Ofqual guidance.
- If locked exam papers are used for mocks no copy is taken by the student physically or digitally.

- Exams and Exams Access Arrangements Team will ensure that
  - assessments are completed under exam-like conditions, including appropriate supervision and time limits;
  - reasonable adjustments that are expected to apply in the summer examinations are, wherever possible, also applied, with any exceptions recorded;
  - relevant circumstances that may have adversely affected a pupil's/student's performance are recorded;
- Year teams will ensure that pupils/students are informed that the assessment may be retained and used as evidence should examinations not be able to proceed as planned;

Pupils/students may receive feedback and may be given the original work where a complete copy has been retained by the School.

11.2. Non-Examination Assessments

Non-examination assessments are conducted in accordance with awarding-body and JCQ requirements. Detailed arrangements for task setting, supervision, authentication, marking, moderation, use of artificial intelligence and the security of assessment materials are contained within the School's **Non-examination Assessment Policy** and related examinations policies.

All examination administration, including entries, access arrangements, reasonable adjustments, special consideration, invigilation, examination security, contingency arrangements and the administration of public and mock examinations, is governed by the School's **Examinations Process and Contingency Procedure and associated examinations policies**.

12. Linked policies and procedures:

Positive Behaviour Policy; Examinations Process and Contingency Procedure; Non-examination Assessment Policy; Examinations Disability Policy; Appeals Against Centre's Decision Regarding Post Results Services and Review of Internally Assessed Marks Procedure; Special Educational Needs Policy; Artificial Intelligence Policy; Cyber Security Policy; Cyber Security (Exams) Policy; Examinations Process and Contingency Procedure