

The Hamble School – Assessment Policy

Assessment is a fundamental part of teaching and learning and The Hamble School uses assessment data and practices to; inform teaching, engage learning and drive up standards. Assessment is a term which encompasses a wide range of formal and informal activities including both summative and formative information.

Summative assessment (external and internal exams) has a place in providing a summary of achievement. Formative assessment ie Assessment for Learning (AfL) practices are used in all classrooms to impact on both motivation and attainment.

Key Principles

The Hamble School uses prior and current assessment data as an integral part of improving standards.

- Prior and initial assessment data is used effectively to inform teaching, set targets, group students where appropriate and as a starting point for monitoring progress.
- Ongoing assessment is conducted to inform teaching, empower and motivate students, monitor progress of individuals/key groups/cohorts, prepare students for terminal assessment and inform parental reporting.
- Assessment data is reported to communicate achievement and progress with parents, to engage learners and parents, and to inform leaders (including governance) of whole school progress.

Use of Prior and Initial Assessment Data

Key Stage 2 assessment data

With the implementation of the new Key Stage 2 (KS2) national curriculum first examined summer 2016 prior assessment data now varies per year group. The Hamble School receives and uses KS2 prior assessment data as follows:

- Year 8 – 11: National Curriculum Levels in English, maths and Science (teacher assessment only).
- Year 7: New KS2 SATs (scaled scores 80 – 120) in Grammar, Punctuation & Spelling, Reading and Mathematics.

This data is used to group Year 7 students appropriately, with those with the highest attainment gaining access to the Express Stream designed to offer the highest levels of cognitive challenge in their learning to accelerate student's progress.

Students from Year 8 – 11 who have attained an average KS2 level greater than 4 and those in Year 7 who have a scaled score higher than 110 are identified as “KS2 High Attainers”. This group are tracked throughout the school and specific actions are in place to ensure they continue to make high attainment.

All teachers have access to every student’s KS2 prior assessment data as are responsible for using this data where appropriate in planning learning and assessing progress. This data contributes to the data used by school leadership in assessing whether students are making expected or greater progress during lesson observation, book scrutiny and data analysis.

Cognitive Ability Tests (CATs)

Cognitive Ability Tests (CATs) assess a student’s ability to reason with and manipulate different types of material through a series of Verbal, Non-Verbal, Quantitative and Spatial Ability tasks. Together, the four tests provide teachers with a comprehensive profile of a pupil’s reasoning abilities, and as such the core abilities related to learning.

The Year 7 cohort of 2016/17 are the first to undertake these tests. All teachers have access to student’s CAT data and are responsible for using it to understand students learning strengths to inform planning. This data contributes to the data used by school leadership in assessing whether students are making expected or greater progress and ensuring student grouping is maximising the progress that can be made.

Baseline Testing

Baseline testing is carried out to assess the prior knowledge and starting positions of all students in Year 7 & 8. Directors of Learning/Subject Leaders are responsible for the implementation of suitable assessments to capture subject specific prior knowledge. These are conducted during a calendared fortnight at the beginning of the Autumn term. All subject teachers have access to their student’s baseline assessment data and are responsible for using it in planning learning and assessing progress. These assessments will also act as the foundation assessment that supports teacher’s first judgment of progress for Progress Report 1.

Target Setting

These three sources of initial assessment are used to triangulate students starting points and allow teachers to plan lessons to suit the needs of the students. We set target grades using prior assessment data to stretch and challenge students to achieve their best. We set targets that ensure that all pupils achieve the best possible grades based on our knowledge of their starting point, likely trajectory and

individual needs and interests. Full details are given in the school *Target Setting Policy*.

On-going Assessment Processes

In-class Assessment for Learning and Marking

The following assessment strategies are part of The Hamble School's *Teaching, Learning & Assessment Policy* and teachers are responsible for providing regular opportunities in their lessons:

- Differentiated starter task
- Differentiated objectives
- Questioning to engage all students
- Regularly checking progress
- Extended writing

These strategies of on-going assessment are used to adapt teaching during the lessons, to inform students of their progress and prepare students for the terminal assessments ahead.

In addition to this the following are assessed and communicated through use of a pro forma for book marking:

- Attitude to learning
- Spelling, punctuation and grammar
- Current grade (where appropriate)
- Details of strength in their work
- Curriculum and literacy targets

Full details of marking of students work are given in the school *Teaching, Learning & Assessment Policy*.

Landmark assessments

Each year group have 5 calendared Landmark assessments throughout the year in each examined subject studied. These are significant assessments and Directors of Learning/Subject Leaders are responsible for the implementation of suitable assessments to capture the current progress and attainment of their students. These assessments give both summative information of the students' current progress (contributing to the next Progress Report) and are used formatively to strengthen weaknesses through a "Re-teach Fortnight" following the assessment. These are also marked and communicated to students through a whole school pro forma for consistency.

LANDMARK ASSESSMENT FEEDBACK FORM
Title of assessment:
Level/Grade:
✓ Positive features of your learning are:
(T) To improve/extend your work:
Student response:
 THE HAMBLE SCHOOL <small>ACHIEVING EXCELLENCE TOGETHER</small>

End of Year Examinations

Each year group have End of Year examinations. These are broader examinations that assess students' knowledge, skills and understanding across the entire year or key stage of study so far. Directors of Learning/Subject Leaders are responsible for the implementation of suitable assessments to capture the progress and attainment achieved by students that year.

These assessments are a vital part of the learning cycle requiring demonstration of revision skills, exam technique and breadth of understanding all of which are support by teachers in preparation for the examinations. In additional they give both summative information of the students' current progress contributing to the next Progress Report.

The process for these examinations varies by year group:

- Year 7 & 8 – English, maths and science exams conducted in the hall and foundation subjects within class.
- Year 9 & 10 – All exams conducted in the hall.
- Year 11 - Two “Pre Public Examinations” (mock exams) conducted in the hall.

Key Stage 3 & 4 Assessment Framework

Key Stage 3 (Year 7 & 8)

The Hamble School's new Key Stage 3 assessment framework uses a precise learning model for delivering the National Curriculum's knowledge, skills and understanding through the use of Learning Ladders/Walls to define the criteria for learning. The criteria is year group specific (age related) and broken down into progress statements; Emerging, Developing, Securing & Mastering. These have been devised so that a student who is *secure* by the end of the year is on course to achieve a GCSE grade 5 (a good pass) and those who have *mastered* by the end of the year is on course to achieve a GCSE grade 7 or above.

Directors of Learning/Subject Leaders are responsible for the implementation of Learning Ladders/Walls and the definition of the criteria for learning. All teachers are responsible for using the framework to inform planning, differentiate for both challenge and support, inform students of the requirements for progression and to assess students as outlined above.

Key Stage 4 (Year 9 - 11)

During Key Stage 4 students study GCSE or equivalent qualifications. Due to the reform of the GCSE qualification students are currently being assessed at KS4 in a mixture of reformed (1-9) and legacy (G-A*) GCSE grades.

- Year 11: English & mathematics – reformed. All other subjects – legacy.
- Year 10: Design technologies & media studies – legacy. All other subjects – reformed.
- Year 9: All subjects – reformed.

Directors of Learning/Subject Leaders are responsible for the implementation of new GCSE (or equivalent qualifications) specifications. All teachers are responsible for using these specifications to inform planning, differentiate for both challenge and support, inform students of the requirements for progression and to assess students as outlined above.

Parental Progress Reports

Each year group have 5 calendared Progress Reports throughout the year. The Hamble School believes that “no assessment data should be entered in isolation” and due to this, assessment data entry is calendared and conducted as departments. Directors of Learning/Subject Leaders are responsible for the

moderation and quality assurance of assessment data before entry. All teachers are responsible for providing up to date assessment data as an evidence base for reporting judgement to be made. When these processes are completed the following is reported to parents.

Key Stage 3 (Year 7 & 8)

At each parental Progress Report the following assessment information is communicated per subject area:

- Current progress statement (Emerging, Developing, Securing & Mastering)
- An area of strength in each subject
- An improvement statement to aid further progress
- Attitude to learning descriptors in Behaviour, Classwork & Homework

For further information on reporting grade descriptors see Appendix A *Year 7 & 8 Guide to Reporting*.

Key Stage 4 (Year 9 - 11)

At each parental Progress Report the following assessment information is communicated per subject area:

- Current grade (reformed or legacy)
- Predicted grade (reformed or legacy)
- Attitude to learning descriptors in Behaviour, Classwork & Homework

For further information on reporting grade descriptors see Appendix C-D *Year 9/Year 10/Year 11 Guide to Reporting*.