



# HOE VALLEY SCHOOL

## ASSESSMENT POLICY

Person Responsible: Deputy Head Teacher  
Date Adopted: September 2015  
Date of last review: Autumn 2025  
Date of next review: Autumn 2026

### 1. BASELINE DATA

Hoe Valley School (HVS) believes that it is crucial to understand students' starting points when planning and delivering a curriculum. To this end, baseline data is gathered to aid in target setting and monitoring of student progress.

In Years 7-11, baseline data is typically provided by the primary schools, based on KS2 SATs data (Average Points Score/English/Maths) which are then used alongside CAT4 and NGRT tests to set target grades and identify students in need of further support through the Lexia or Functional Maths programmes.

In Year 11 there is no data from primary schools, due to the impact of the pandemic on standardised testing. The baseline data for these students has been created through completion of the CAT4 and NGRT tests (which provide a retrospective KS2 indicator).

Students who join HVS in-year, will sit CAT4 tests upon entry to enable us to gather baseline data.

All staff will have access to key baseline data measures via Edulink mark sheets, in the form of targets.

We work with FFT to set GCSE Target Grades based on baseline data. The relevant grades are shared with students when they begin their Year 9 courses and are used internally to identify areas and students where intervention may be required. Target grades are set to FFT5. We do set internal target grades below 4 if indicated by FFT5, but a Grade 4 will be used for the purposes of reporting to parents & the student themselves to ensure all students are setting aspirational targets for themselves.

Students in Year 12 and 13 are set target grades through use of the national LVA (Level 3 Value Added) model. These grades are calculated using the 4Matrix data analysis software. L3VA shows how well students have progressed compared to students nationally with similar prior attainment at KS4.

Any student who joins the school without GCSE prior attainment will be baselined tested in school to establish a GCSE level and target grades will be set from this starting point.

## 2. SUMMATIVE ASSESSMENT

Hoe Valley School (HVS) believes that both formative and summative assessment play a crucial role in students reaching and exceeding their potential. As a school, we have several measures in place to ensure that both formative and summative assessment is methodical and effective.

The school follows this termly data cycle:



### 2.1– Key Stage 3 (Year 7 and 8)

Students in Year 7 and 8 are set a summative assessment termly. This assessment will include content from the recent unit(s) of study, as well as some content from longer ago in order to strengthen students’ retrieval skills. This is in line with the principles of Cognitive Science which underpin all teaching and learning at HVS.

There is no designated assessment week in which these assessments need to take place; it is up to Heads of Faculty to work with the teachers in their teams to choose an appropriate time to assess at least once each term.

At the end of each term, teachers will be asked to provide data on the students they teach, using the assessment score as well as their judgement about 'Effort' and 'Prep'. Further information can be found below (3. Reporting to Parents).

## **2.2– Key Stage 4 (Years 9-11)**

Students in Years 9-11 are studying GCSE or vocational equivalent courses. Their summative assessments should reflect this and be designed in a way to prepare students for their final exams. They should be marked against the appropriate criteria to ensure students are aware of their strengths and weaknesses, and to enable robust data collection and analysis.

There is no designated assessment week in which these assessments need to take place; it is up to Heads of Faculty to work with the teachers in their teams to choose an appropriate time to assess at least once each term. Additionally, mock exams will be sat by Year 11 prior to Christmas, with a second round running in February if necessary. This will be decided year on year depending on the outcomes in the November mocks. Furthermore, Year 9 and 10 students will sit a round of formal summer exams in the Founders' Hall at the end of the year in order to prepare them for their Year 11 experience.

At the end of each term, teachers will be asked to provide data on the students they teach. They will be asked to provide a Currently Working At (CWAT) grade which is a holistic grade based on all of the assessed work students have done up until the point of collection. This should be seen as a 'best fit' of their recent work, rather than being linked to one specific piece of work. Additionally, teachers of students in Years 9-11 will be asked to provide a Predicted Grade. This is a teacher professional judgement of where they feel the student in question will be at the end of the course being studied (i.e. a prediction of the most likely final result at the end of Year 11). Additionally, teachers will provide a judgement about 'Effort' and 'Independent Study' (formerly Prep). More information can be found below (3. Reporting to Parents).

Students in Year 9 will also sit the Progress Test in English and Maths provided by GL Assessment (or equivalent) in the Spring term. This will provide externally verified measures of progress for our students in English and Maths against the CAT4 tests and reading tests that the students sat in Year 7

## **2.3 Key Stage 5 (Years 12-13)**

Students in Years 12-13 are studying A level or BTEC level 3 courses. Their summative assessments should reflect this and be designed in a way to prepare students for their final exams. They should be marked against the A level or BTEC criteria to ensure students are aware of their strengths and weaknesses, and to enable robust data

collection and analysis. To ensure rigour, teachers should adopt a marking approach that mimics that of formal examiners.

Assessments are sat at appropriate times within each subject to accurately assess learning. Additionally, end of year 12 exams are sat in June, followed by a set of mock exams in Year 13.

At the end of each term, teachers will be asked to provide data on the students they teach. They will be asked to provide a Currently Working At (CWAT) grade which is a holistic grade based on all of the assessed work students have done up until the point of collection. This should be seen as a 'best fit' of their recent work, rather than being linked to one specific piece of work. Additionally, teachers of students in Years 12-13 will be asked to provide a Predicted Grade. This is a teacher's professional judgement of where they feel the student in question will be at the end of the course being studied (i.e. a prediction of the most likely final result at the end of Year 13). Following the end of Year 12 exams and also at the end of the first term of Year 13, teachers will also provide a PUG (predicted UCAS grade) to be used for university and other post 18 applications. Finally, teachers will provide a judgement about 'Effort' and 'Prep' in every term. More information can be found below (3. Reporting to Parents).

### **3. REPORTING TO PARENTS**

Students/parents at HVS receive an online 'snapshot' report once a term. These look slightly different at KS3 and 4. Please see below for further information.

If a student is identified as a cause for concern, parents/carers must be notified prior to the report and informed of intervention strategies that are being put in place to support the student. This correspondence should be logged.

#### **3.1 – Key Stage 3 (Year 7 and 8)**

Following each data capture, reports will be sent home to parents of Year 7 and 8 students. These reports will provide parents with the percentage score that their child received in the recent summative assessment, as well as the class average percentage for reference. This is in line with our knowledge-rich curriculum and our belief that Year 7 and 8 study is designed to provide the foundation of knowledge to enable students to be active citizens as well as to study GCSE courses.

Additional columns will contain information about Effort and Prep grades. Please see 3.3.

#### **3.2 – Key Stage 4 (Years 9-11)**

Following each data capture, reports will be sent home to parents of students in Years 9-11. For each examined subject being studied, the target grade will be provided as a point of comparison for parents.

Additionally, teachers will provide a Currently Working at (CWAT) grade. A CWAT grade is a holistic grade that reflects the grading student work has received over the course of the assessment period. It should be considered a 'best-fit' of the work students have done over the course of the term, and should be reflective of the grading criteria that would be applied in the final exams. The CWAT grade is a 'fine grade'; teachers will identify a numerical GCSE grade (eg 5) and use + and – to identify how secure the student is within that grade.

- The number followed by + indicates this is a very secure student and they are close to moving into the next grade.
- The number alone (no + or -) suggests that this is a secure grade and the student is in the middle of this band.
- The number followed by – indicates that this grade is not secure and the student is at risk of slipping into the grade below.

Teachers of Year 9 to 11 students will also be asked to provide a predicted grade (a professional judgement of what the student is likely to achieve in Year 11). This will be shared with parents in the report.

### **3.3 – Key Stage 5 (Years 12-13)**

Following each data capture, reports will be sent home to parents of students in Years 12-13. For each examined subject being studied, the target grade will be provided as a point of comparison for parents.

Additionally, teachers of Years 12 and 13 students will also be asked to provide a predicted grade (a professional judgement of what the student is likely to achieve at the end of Year 13). This will be shared with parents in the report.

Finally, following the end of Year 12 exams and also at the end of the first term of Year 13, teachers will also provide a PUG (predicted UCAS grade) to be used for university and other post 18 applications. This will also be shared with parents.

### 3.4 – Effort and Prep Grades

<b>Classwork effort descriptors</b>	
A	Excellent classwork, never off task and work done to their full potential. Regularly seeks extension work and able to work independently for extended periods.
B	Good effort on most tasks and work done to their full potential. Extension work is sometimes completed.
C	Inconsistent effort in lessons, including working below their best. Content to complete classwork without attempting extension tasks.
D	Inadequate effort unless closely supervised with little evidence of work.

<b>Prep effort descriptors</b>	
A	Always completes prep tasks on time to their full potential. Completes additional tasks at home to extend learning on a regular basis.
B	Usually completes independent study tasks on time, fulfilling most of the tasks well. Extension work is sometimes completed.
C	Inconsistent effort in prep tasks with mixed quality of work. Whilst it is always completed, it is not always on time.
D	Prep tasks are rarely completed at all.

#### 4 - FORMATIVE ASSESSMENT

**Please refer to the Feedback Policy for information about Formative Assessment and Feedback.**

#### 5 - DATA ANALYSIS AND TRACKING

It is crucial that any data gathered is used effectively. Following each data capture, the following steps will be taken:

- The Deputy Head Teacher or Head of Sixth Form will share with all teaching staff a summary of outcomes in their subject. This will include headline figures at KS4 and KS5 as well as an analysis by subgroups such as PP and SEN. At KS3 this will show the proportion of students in each sub-group achieving above or below the class average score. Heads of Faculty will be expected to discuss this data with their teams in Faculty Meetings to create actions from the data. This will be fed back to line

managers in line management meetings who will, in turn, feed back to the Deputy Head Teacher or Head of Sixth Form via Leadership Meetings.

- All Year 11 and Year 13 teachers and Heads of Faculty will complete a data analysis pro-forma following each round of data collection. This process will ensure every teacher of Year 11 and 13 and Head of Faculty is clear on the strengths and weaknesses in the performance of their students, and will be in a position to enable them to plan interventions as necessary.
- Where a student is not making expected progress, it is the class teacher's responsibility, with the support of HoF and SLT) to put into place intervention strategies within the classroom.
- The Deputy Head Teacher in charge of Attainment and Progress will meet regularly with the Head Teacher, the Head of Maths and the Head of English to discuss Year 11 progress and predictions. In these meetings, key students of concern will be identified and actions agreed upon to support these students, before this will be reviewed at the next meeting.
- The Head of Sixth Form will meet regularly with the Head Teacher to discuss Year 12 and 13 progress and predictions in a similar manner to above.
- Headline data will be shared with all staff following data captures. Town Hall meetings and comparisons will be made with targets so all teaching staff are aware of the current picture and the actions that need to be made.

Furthermore, it is the responsibility of the Deputy Head and Head of Sixth Form to lead on the collation and analysis of student assessment. This includes termly data reports to the Head Teacher and to the Board of Governors including:

- Currently working at grades versus target grades
- Currently working at grades versus teacher predictions for Year 11-13 results
- Case studies of students at risk of underachieving targets and the actions taken (if relevant)
- Patterns emerging of under and over achievement particularly looking at Pupil Premium, High Attainers, SEN, gender groups and any other required group

## 6. GLOSSARY

Baseline Data	For years 7, 8 and 11 the baseline data remains any information from primary e.g. English/Maths/Average Points Score (APS). For Year 9 and 10 this data will come from the CAT4 and NGRT assessments run at the start of the school year due to the absence of KS2 data as a result of the pandemic.
Data Capture	These occur termly throughout the year to measure the progress students have made between two points. A report will always be sent home prior to the relevant

Parents' Evening to provide current and up to date information. This data is fed back to parents/carers in the form of a report, and reported to governors by the lead member of staff.

#### Feedback

This is a written comment which explicitly informs students what they need to do to achieve the target grade and asks the students a question – these should be SMART where ever possible:

Specific, Measurable, Attainable, Relevant, Time-bound.

Students respond in green pen to teacher's feedback. Further information about feedback can be found in the Feedback Policy.

#### Formative assessment

A deep marking assessment which occurs once or twice every half term depending on the number of lessons taught. Additionally, teachers will give verbal feedback every lesson, upon which students will be expected to act to improve their work.

#### Summative assessment

A formal assessment which takes place each term including the end of year exams in the Summer term. Year 9 students complete national standardised tests in addition to this.