HOE VALLEY SCHOOL
ASSESSMENT POLICY

Person Responsible: Deputy Head Teacher
Date Adopted: September 2015
Date of last review: November 2018
Date of next review: Autumn 2019

1.   GLOSSARY

Base line Data	Any information from primary e.g. English/Maths/Science/Average Points Score (APS).
Year 7 Internal Base Line	CAT4 and National Reading tests for all students to be used to triangulate with validated KS2 data and baseline testing data to set robust targets
Data Capture	These happen termly throughout the year to measure the progress students have made between two points
HVS Target	Aspirational targets based on FFT5 targets, equating to a GCSE number grade 9 – 4. We do not set a target grade lower than a 4
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
Success criteria	Assessment criteria for students on a green self-assessment sheet that explains the detail of each GCSE number grade
Formative assessment	This is deep marking which occurs once or twice every half term depending on the number of lessons taught. Additionally, teachers will give verbal feedback every lesson lessons on which students will be expected to act to improve their work

Summative assessment	This is a formal assessment which takes place each term including the end of year exam in the Summer term. Years 8-9 complete national standardised tests in addition to this
Full data capture	This data capture happens 3 times a year and is reported to parents and governors

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:
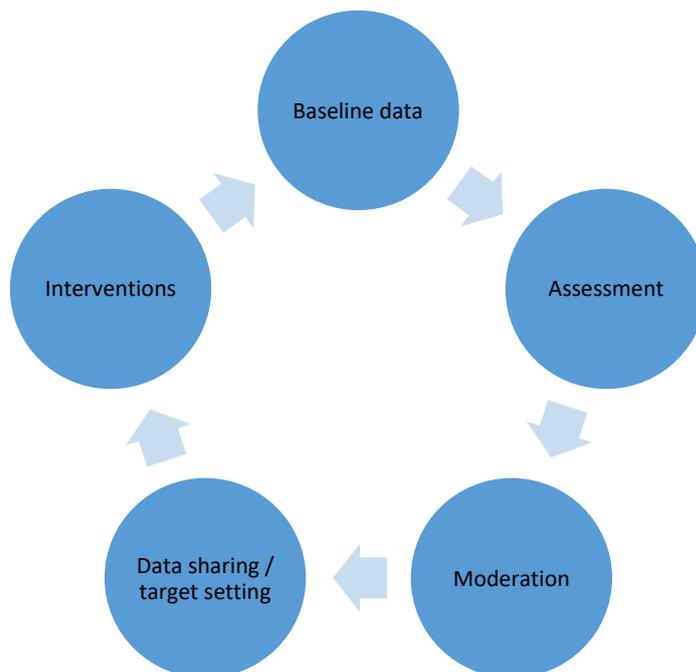
HVS has made the decision to move to GCSE numerical grades under the newly reformed GCSE grading system. This is to ensure we have clear measures of progress from the start which link to primary data as well as Progress and Attainment 8. Heads of Faculty also moderate with local Schools to ensure accurate assessment and marking takes place.

Faculties will work backwards from the assessment criteria used in the GCSE specifications to feedback to students and parents and to design our curriculum. This will allow a continuous ladder of assessment which will be particularly important in years 10 and 11 in the run up to the final public examinations.

Students will be awarded grades using the numerical GCSE criteria. For example a student with a target of grade 6 will be expected to achieve a grade 6 in years 7, 8, and 9. The criteria for this grade will be scaled down in year 7, becoming increasingly in line with the actual GCSE criteria as they progress up the School, such that a student can achieve / exceed their year 11 target grade every academic year. Year 10 and 11 will be assessed against GCSE criteria.

Late arrivals are assessed upon entry in English and Maths using CAT4 and reading tests to ascertain baseline data which can be used in conjunction with any data from the students' previous school. Subjects other than English and Maths are expected to provide current attainment data of late arrivals by the next data capture.

All staff will have access to key baseline data measure and will hold key data in their markbooks and seating plans.

Exact assessment points are at the discretion of departments. However, subjects must assess students formally at least once a term. It is the expectation that HOFs should complete a book check for a specific year group once every half time and meet with their line manager to discuss their findings. Moderation should take place post-assessments and prior to data entry.

There are 3 full data captures throughout the academic year which will include the Summer exams and the Pre Public Exams (PPE) in Year 11. Data captures should assess all work/skills developed taught in that particular term. End of year exams should assess all work/skills taught during the whole academic year.

Where possible data captures are strategically aligned with parents' evenings so that staff use the most up to date data to inform their conversations.

All students/parents will receive an online snap shot report card report once every term. They will be provided with a Target grade (Year Target) between 9 -1 and a current grade which will range between 9+ to 1-. The + symbol represents a firm understanding by a student at this grade and with some minor adjustments they may have the potential to move up into the next grade. If the grade does not have a symbol after it the student has demonstrated a sound understanding at this grade. If the grade is followed by a – symbol this represents that the student needs to continue to develop at this grade as they could have the potential to fall back in to the grade below. The current grade is a grade which is collated from formal and informal assessments which have been moderated within the faculty. The current grade will also be reflective to the effort and attitude grades for each assessment period.

They will also receive an effort grade, attitude to learning grade and a grade for prep effort based on a scale of A-D.

Classwork effort descriptors	
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.

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

Attitude descriptors	
A	Learns with independence and enthusiasm. Uses teachers' and students' comments to improve work and make progress. Always takes part in class discussions and is a leading or organising voice in group work.
B	Generally good attitude and contribution in lessons. Reflects well on written feedback and completes appropriate improvement tasks. Responsive to staff instruction first time.
C	Inconsistent attitude including low level disruption that can impede learning. Sometimes reflects on the written feedback given and makes improvements. May need to be asked to start work more than once.
D	Poor attitude and disruption occurs frequently which inhibits progress. Often fails to reflect on the written feedback given and so does not learn from this. Behaviour in lessons can, on occasion, affect the learning of others.

If a student is identified as a cause for concern or below, parents/carers must be notified prior to the report and informed of intervention strategies put in place to support the student. As always, there should be a log of this correspondence on Arbor.

After each report has been published, students will receive a new green self-assessment sheet from their subject teachers which will be stuck into their exercise books. These green sheets will indicate the assessment grade and target grade with success criteria to help students progress to the next level. (Appendix 1)

Staff will receive a formal data tracking report for every subject that identifies the progress and attainment made by all students indicating individual performance, group and cohort performance. This data is then discussed within faculty meetings and in line management. Where a student is not making expected progress, it is the class teacher's responsibility to put into place intervention strategies within the classroom. The teacher will record their interventions on the intervention tracking sheets which will then be shared with Heads of Faculties and Line managers.

Students will also sit the Progress Test in English and Maths provided by GL Assessment (or equivalent) in the Spring term of Year 9. 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.

3. MARKING

3.1. How do I feedback to students?

High quality feedback should take place every lesson, every day. This may be teacher, peer or self-assessment and may be written or spoken. The focus is always on 'what do I do next to improve' and on ensuring students engage with, and act on, feedback. We never 'tick and flick' or mark work unless it is meaningful in moving the student forwards.

All staff should be aware of Austin's butterfly as a model in terms of the importance of critique and feedback: https://www.youtube.com/watch?v=hqh1MRWZjms

The first lesson of each half term for each subject involves going through the green self-assessment sheet. This is standardised across the School at KS3 and goes through the success criteria for each level between G1-G9 for that unit, there is more flexibility in the approach at KS4 as faculties have adapted the format of the green sheets based on the specific specifications they are following. Students return to this after each assessment to review their progress.

A significant piece of work should be marked by teachers in red pen twice every half term for subjects with 2 or more lessons a week, and once a half term for all other subjects. One of these pieces of deep marking may be the assessment. There should be an opportunity for students to respond to teacher's written feedback by way of

answering questions or evidencing improvements to their work in green pen. Pink and green highlighters should be used to identify good work and to indicate areas for development.

TICKLED PINK

work will be highlighted pink to indicate 'good / excellent' progress

and

GREEN FOR GROWTH

to indicate where a student needs to develop their work further - students should then correct this in their green pen.

Where work has been completed online, teachers should feedback using the highlighter and comment tools available across the Google Platform.

Teaching Assistants will feedback to students as appropriate using a purple pen.

Each faculty will share the success criteria for each programme of study with students via the green self-assessment sheet. It is a requirement that these are displayed in students' books (Appendix 1).

To ensure a consistent approach, all staff are expected to correct students' written English using the agreed literacy codes. In conjunction with green and pink highlighting the following literacy codes must also be used.

SP	Incorrect spelling
GR	Incorrect grammar
P	Punctuation error or improvement
^	Missing word(s)
T	Wrong tense
ST	Writing style (too informal etc)
//	New paragraph needed
??	Writing does not make sense
the	Needs a capital letter

It is a requirement that teachers provide information on the progress students are making; targets for improvement; the students' grade for work completed; and an opportunity for parents and students to comment on their progress. It is the responsibility of the HOF to ensure consistency and a high standard of marking within their faculty. Standardisations and book checks should feature regularly on the faculty agenda and Book Look self evaluation form should be completed on BlueSky by each HoF for every teacher every other half term.

Completion of book looks will be monitored by the Director of Teaching and Learning as well as faculty line managers. Patterns in strengths and weaknesses across faculties and the School will also be identified in order to ensure that improvements are made where necessary.

4.   ANALYSIS OF WHOLE SCHOOL DATA

It is the responsibility of the Deputy Head 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:

- ➢ Actual grades versus target grades
- ➢ Actual grades versus teacher predictions for the end of year exams
- ➢ Case studies of students at risk of underachieving targets and the actions taken
- ➢ Patterns emerging of under and over achievement particularly looking at Pupil Premium, High Attainers, SEN, gender groups and any other required group

Meetings with Heads of Faculty each half term to ensure:

- ➢ Standardisation of marks has occurred
- ➢ Book looks show high quality marking and feedback (Appendix 2)
- ➢ Action plans for over and underachievement are in place

Year 8 Unit 1: Self, Family & School

In this unit, you will learn how to:-
- Greet each other in the target language
- Say your name and how old you are, when your birthday is and count 1-31
- Use the German alphabet to spell your name
- Name German speaking countries and other European countries in the Target Language
- Describe yourself and family members / ask who someone is and say who the members of your family are
- Say the words for 'my' and 'your' - *mein (e) / dein (e) and* use *er / sie / es* correctly
- Use *der / die / das and einen / eine / ein* correctly
- Talk about pets using colours to describe them
- Say what is in your classroom and school bag
- Give your opinion on school subjects / tell the time
- Say the days of the week and say when you have school subjects

Assessment Task / Criteria - Listening will be tested at GRADES 1-9

Grade 7,8,9	• I can understand and apply new grammatical concepts; the definite and indefinite articles • I can insert words looked up into existing structures • I can understand and use new vocabulary and structures readily • I can decipher some unfamiliar vocabulary using context • I have a good working knowledge of the present tense, including irregular verbs such as *sein* and *haben* • I can identify and correct my own mistakes • I can ask and answer several questions • I can give and justify as well as understand a simple opinion. • My spelling is very accurate
Grade 5, 6	• I can understand new grammatical concepts and applies them with some success • I can insert words looked up into existing structures • I can understand and use new vocabulary and structures readily • I can decipher some unfamiliar vocabulary using context, especially cognates • I have a fair working knowledge of at least the present tense, including some irregular verbs • I can identify and correct own mistakes with some prompting from others or my teacher • I can ask and answer several questions • I can give and justify as well as understand a simple opinion • My spelling is mostly accurate

Grade 4	• I can understand new grammatical concepts and applies them with some success within the existing context • I can adapt some existing structures • I can understand and use new vocabulary and structures within context, though not always accurately • I can decipher some unfamiliar vocabulary using context or cognates • I have a fair working knowledge of present tense, including the most common irregular verbs sein / haben • I can identify and correct some of own mistakes with some prompting from others or my teacher • I can ask and answer several questions to convey meaning • I can give and justify as well as understand a simple opinion • My spelling is often approximate
Grade 3	• I can recognise and learn a variety of words within this topic • I can decipher some cognates • I can understand some of verbs and their formation • I can correct mistakes with prompting from my teacher • I can ask / answer one or two questions • I can give and understand a simple opinion • My spelling is approximate but mostly comprehensible
Grade 1, 2	• I can recognise a small number of words within this topic • I can decipher some cognates • I am aware of what a verb is and that it should be formed correctly • I can correct mistakes with clear guidance from my teacher • I can ask and answer one or two questions • I can give and understand a simple opinion • My spelling is rarely accurate and sometimes words cannot be deciphered

Self-assessment

My target for this unit is Grade ………….. I feel that this is ambitious / fair / easy for me.

My assessment result was………………………

Key: ■ Significant development needed ■ Further development needed ■ Good practice ■ Clear strength

Book Looks - Marking and Feedback

1. Dialogue between teacher and student: Marking is consistent, frequent, relevant and meaningful. Students regularly act on feedback in green pen.

2. Quality of Learning: Learning is of a very high standard. Personalisation is evident and has an impact on student's progress. Students take great care to present their work well.

3. Success Criteria: All students engage with green sheets. Grade descriptors or markschemes are student friendly and accurate.

4. Targets for Improvement: Strategies such as WWW / EBI or pink / green highlighting are consistently used which ensures all students know how to improve.

5. Literacy and Numeracy: There is consistent feedback on student's literacy and numeracy. Students act on this feedback.

6. Quality of Prep and student completion (where relevant):

7. Use of technology and the G Suite for enhancing learning:

Overview of responses

▸ Add a note?