



HOE VALLEY SCHOOL ASSESSMENT POLICY

Person Responsible: Assistant Head Teacher
Date Adopted: September 2015
Date of last review: Autumn 2020
Date of next review: Autumn 2021

1. GLOSSARY

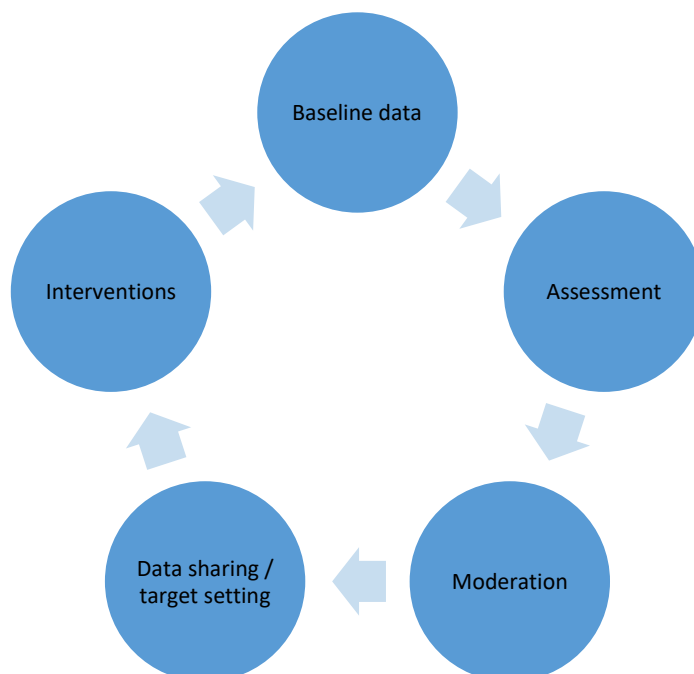
Base line Data	For years 8 to 11 the baseline data remains any information from primary e.g. English/Maths/Science/Average Points Score (APS). For Year 7 this data will come from the CAT4 and NGRT assessments run at the start of the school year due to the absence of KS2 data as a result of the pandemic.
Year 7 Target grades	This year's lack of KS2 data has provided an opportunity to utilise classroom teacher input in the Year 7 target grades, which should result in more accurate targets for each student in the subjects they study.
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.
HVS Target	Aspirational targets based on balance between FFT5, FFT20 and teacher inputted 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	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. Years 7-9 complete national standardised tests in addition to this.

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.

In addition Middle Leaders will have logins for use of the 4Matrix programme, in order to track the progress of students and research groups.

Exact assessment points are at the discretion of departments. However, subjects must assess students formally at least once a term. 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 Mock Exams in Year 11. The times of these Data captures have been adjusted as a result of Years 8 to 11 entering lockdown in March 2020, in order to keep the information fed back to parents, students and other stakeholders timely and relevant. Data captures should assess all work/skills taught in that particular term. End of year exams should assess all work/skills taught during the whole academic year.

All students/parents will receive an online snap shot report card report once every term. Students in Year 9, 10 and 11 will be provided with a Target grade (Year Target) between 9 - 4 and a currently working at 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.

Students in Year 7 and 8 will be provided with a Target grade (Year Target) between 9 -4 and a currently working at grade which will say if the students is working above target, on target, working towards target or below target.

The currently working at 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 grade for each assessment period.

They will also receive an effort 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.

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. This correspondence should be logged on Behaviourwatch.

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. FORMATIVE ASSESSMENT

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

4. ANALYSIS OF WHOLE SCHOOL DATA

It is the responsibility of the Assistant 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:

- Currently working at grades versus target grades
- Currently working at 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
- Action plans for over and underachievement are in place

EXAMPLE OF GREEN STUDENT SELF-ASSESSMENT SHEET

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	<ul style="list-style-type: none"> • 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 <i>sein</i> and <i>haben</i> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.....