



The Hampshire School

C H E L S E A

Assessment Policy

Early Years, Pre-Preparatory and Preparatory comply with this Policy and Guidance

Review of this Policy

This policy will be reviewed annually at group level, incorporating feedback from leaders around the schools through the Heads Management Meeting.

Contents

Contents

Introduction and Purpose	3
Roles and responsibilities	3
Forms of Assessment	3
Individual Needs	4
Framework for Assessment	4
Early Years	4
Year 1-6 English, Maths, Computing and Science	4
Recording Progress	4
Moderation	5
Attainment	5
Judging Attainment	5
Exemplifications to support judgements	7
Supplementing judgements with other forms of evidence	8
Target Setting	9
Fulfilling Targets	9
Reporting Assessment	9
Reporting Progress to Parents	9
Tracking Progress	9
Appendix 1: Monitoring and review of assessments	8
Appendix 2: Forms of Assessment	9
Appendix 3: School's Assessment Overview	11
Appendix 4: Methods for the collection and interpretation of data	13
Appendix 5: Target Setting and sharing targets	14
Appendix 6: Effort Grade and Attitude Descriptors	15

Assessment Policy

Introduction and Purpose

As professionals, we recognise the need for accurate and rigorous assessment of children's learning. High quality practice in assessment is the single most effective factor in supporting a child's progress. By applying rigorous assessment processes consistently, we help children develop a clear understanding of where they are in their learning, what they need to do in order to progress and the expectations of learning as they move through the school. We recognise that assessment is a vital element of careful curriculum planning. The purpose of this policy is to make clear the process and expectations for staff at The Hampshire School Chelsea.

Roles and responsibilities

Teachers are responsible for:

- (i) ensuring that they are familiar with the content of this policy
- (ii) the standards for the assessment framework
- (iii) the implementation of the assessment framework
- (iv) the day to day learning needs of the children
- (v) monitoring and evaluating the progress of the children they teach and care for

Subject leaders are responsible for:

- (i) providing clarity in the use of the documentation providing the framework of progression
- (ii) ensuring that the monitoring of the cycle and quality of assessment in their area is carried out in an accurate and timely manner (see Appendix 1 for detail on Monitoring and Reviewing Assessment)
- (iii) tracking the progress of children in their subject

Senior leaders are responsible for ensuring that there is:

- (i) a rigorous understanding of the framework and a clear cycle of CPD to ensure that staff are sufficiently trained
- (ii) time for subject leaders to monitor the quality and accuracy of assessment in their subject
- (iii) analysis of tracking data linking outcomes and areas of development to the school development plan
- (iv) providing feedback to subject leaders and teachers about overall progress and the school's next steps
- (v) detailed evaluation about progress against pupil goals

Forms of Assessment

It is critical that wherever assessment is undertaken the emphasis is on 'Assessment for Learning' rather than 'Assessment of Learning'. Below is a brief overview of each, but more detailed explanations and examples can be found in **Appendix 2** of this policy **Forms of Assessment**.

Formative

Assessment for learning is the responsibility of all teachers and is the primary tool used for making judgements about the current proficiency of a learner, the next step needed by the learner and the planning required by them to ensure that progress is made.

Assessment for learning should:

- (i) Inform planning for learning

- (ii) Provide specific 'closing the gap' feedback for pupils based on clear Success Criteria
- (iii) Promote visibility and independence in learning by involving pupils in where they are and next steps in their learning
- (iv) Support target setting for future learning

Summative

The means of discovering the proficiency of a pupil may be both formal and informal. Summative assessment is used to ensure that the relative strengths and weaknesses of the pupils are accurately and consistently assessed and to enable effective target setting and planning of next steps.

Formal summative assessment is used at the School in accordance with the assessment schedule in **Appendix 3**.

Diagnostic

Determining knowledge, skills and possible weakness.

Individual Needs

The responsibility for identifying, assessing and monitoring children with special educational needs or who are more able, gifted and talented, is the responsibility of the class teacher in conjunction with the Inclusion (SEND) or Enrichment Coordinator

The Inclusion Lead, Head of Inclusion and outside agencies are there to support the class teacher in providing a differentiated curriculum in order for the child to achieve their potential. Assessment procedure supports all the aims and practices for the SEND policy in helping each child achieve his/her own potential. Further detail on this is covered by policies for SEND and the More Able, Gifted and Talented Policy.

Framework for Assessment

Our assessment framework is designed as a dynamic system of scaffolding that supports each pupil's progress in school from Nursery to Year 8. The combination of aptitude and interest is very important to attainment and success. The school measures where the pupils are in their learning (attainment), their attitude to learning and their ability/potential. Appendix 3 details the standardised tests that provide a snap-shot of a pupil's abilities, attainments, and a forecast of potential. The scores are published to parents. Evaluation and monitoring of a pupil's overall performance is based on information from day-to-day marking of work against success criteria and lesson objectives, with next step targets to support the development of skills and concepts. The summative assessments, involving half-termly unit/module tests and internal examinations, are used to track and monitor the progress of individuals and cohorts of pupils. Pupils are prepared for externally marked assessments including the London Consortium 11+, ISEB Pre-test 11+, ISEB 13+ and entrance tests to senior independent schools.

Early Years

The school uses a baseline to assess Nursery and Reception children as they start at the School. Observations and dialogue with parents are undertaken to identify progress throughout the academic year and this is recorded on half termly Learning Journeys which record the appropriate age bands that the child has reached and the corresponding next steps. The Reception profile is completed at the end of the Reception year.

Year 1 – Year 8

Continuous informal observations of each pupil's progress and achievements as reflected in the pupil's behaviour, attitudes and responses to tasks and activities within and outside the classroom, providing an indication of assimilation, understanding and retention of key concepts and techniques.

The school uses a framework to provide clear age-related expectations in relation to the UK National Curriculum for:

- English (Reading and Writing, including spelling and grammar)
- Maths

These indicate how a pupil in a particular year group is progressing in a specific subject. They provide concrete evidence of performance and relate to specific subject knowledge and skills. They enable teachers to apply the standards consistently, because their judgements must be rooted in evidence.

Recording Progress

The school has clear procedures for recording assessment. They are designed to:

- (i) Ensure that a clear picture of each pupil's progress is developed
- (ii) Allow clear communication of progress to the pupils and their parents

The school will record the progress of each pupil against age related expectations. Methods for the collection and interpretation of data and passing on information can be found in Appendix 4 of this policy.

Moderation

Prior to inputting data, moderation meetings take place termly on a formal basis in the core subjects. The purpose of these meetings is to:

- (i) ensure consistency both between and across year groups on achievement. This requires all staff to have a thorough understanding of the framework and what constitutes a piece of work that is 'Beginning' against that which would be judged as 'Achieved'
- (ii) support staff in developing high quality formative feedback
- (iii) generate professional conversations between class teachers and all levels of leadership.
- (iv) support staff in developing a thorough understanding of what the different standards of work, for example through regular sharing of expectations in planning meetings and the development of portfolios of exemplar work

Attainment

The following ability banding is used by the School.

Ability	Definition
Exceeding	The pupil has exceeded the expectation on the performance indicator, they are able to use the skills developed in different contexts, applying the relevant skills, knowledge or understanding at their own initiative and independently. Please refer to Pupil Asset exemplifications to assist in making the judgement.
Achieved	The pupil fulfils all aspects of the criteria within their work, and is able to apply the concepts independently, confidently and consistently within a lesson related to this area
Improving	Although they can employ the skill, <ul style="list-style-type: none"> - They are not fully independent the child needs some adult intervention to initiate or employ the skill, this may be through the form of scaffolding - this is not consistent - does not perform elements of the criteria e.g. number bonds to 20 makes mistakes when adding two single digit numbers to go across ten
Beginning	The skills, concept or body of knowledge has been taught but is not applied consistently or appropriately, without direct adult support; or the child is operating well below the targeted indicator, e.g. number bonds to 20, but the child only knows bonds to 10

Not Achieved	An area that has either not been covered in the curriculum, or in which the child has shown no evidence of the indicator
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The thresholds for the different levels of attainment are contained in the tables below which give the percentage band and weighting attached to each score.

Thresholds used for Internal Teachers' Assessments

	Thresholds (%)	National
Exceeding	89-100	Above average
Achieved	76-88	Above average
Improving +	64-75	Average
Improving	51-63	Average
Beginning+	26-50	Below Average Range
Beginning	0 - 25	Below Average Range

Standard Age Scores (SAS) and Associated Descriptors/Banding

Description	Very Low	Below Average		Average			Above Average		Very High
GL SAS Bands	<74	74-81	82-88	89-96	97-103	104-111	112-118	119-126	>126
	Well below expected	Well Below Expected	Below Expected	Just Below Expected	Expected	Just Above Expected	Above Expected	Above Expected	Well Above Expected
Mapped CATs scores	<68	68-76	77-81	82-89	90-97	98-109	110-121	122-130	131+
Percentile: (NPR)	1 - 2	3 - 4	5 - 10	11-24	25- 49	50-74	75 - 90	91-98	99-100

Judging Attainment

In order to make a judgement about a child's level of attainment, the following cycle is typical:

- (i) Using the framework to plan from pupils' starting points
- (ii) Teaching subject content
- (iii) Tracking
- (iv) Informal and formal summative assessment
- (v) Moderation of work
- (vi) Input of data onto an excel spreadsheet and/or the School's educational database for data analysis

Supplementing judgements with other forms of evidence

The school also uses other sources of data to ensure that pupils' relative strengths and weaknesses are accurately and consistently assessed. These include:

- (i) cognitive ability tests to compare the strengths of pupils within particular year groups
- (ii) spelling and reading age tests
- (iii) subject related tests from GL Assessment which give an age standardised score

These do not provide a comprehensive view of any given pupil's strengths, but is another form of evidence that can help inform professional judgement.

Target Setting

Target setting supports assessment by:

- (i) Providing learners with clear goals and next steps
- (ii) Ensuring clarity in expectations for the next time period
- (iii) Establishing a focus for planning, differentiating and resourcing lessons
- (iv) Enabling recognition of each child on their achievements

Fulfilling Targets

Marking of children's work reflects progress towards targets and independent work that achieves the target is highlighted. A target is deemed to have been achieved if three pieces of independent work on separate dates show achievement of the target. See **Appendix 5** for further information on Target Setting.

Reporting Progress to Parents

In reporting achievement, the following scale will be used within each year, these parallel the descriptions for progress used internally

- Beginning
- Improving
- Achieved
- Exceeding

In reporting progress, the following scale will be used:

- Working towards year goal
- Working at year goal
- Working above year goal

In addition, the following information will be reported upon at different stages:

- Effort
- Reading and spelling age
- Cognitive Ability Scores
- Expected Targets
- Hampshire Pupil Profile reflecting the School's Five Core Values
- 11+ and 13+ progress towards expected outcomes

Tracking Progress

The School will need entry point data to establish the capability of a child on starting the school whatever age they join. The purpose of this is to identify the future potential of a child to ensure that their individual progression is effectively identified. Data used as benchmarking includes:

- Reliable baseline assessments for Early Years

- Prior attainment
- Standardised testing data e.g. CAT4 (the scores can be converted into an age level, or used to derive a prediction for future attainment)

The School will use the benchmark to create end of term/year targets.

Appendix 1

Monitoring and review of assessments

Leaders, managers and teachers are responsible for the monitoring and review of assessment processes and data.

The monitoring timetable will include:

- Work and marking scrutiny by the subject leaders
- Lesson observation of teachers
- Moderation within a subject or department
- Moderation between schools and Local Authorities where possible or available
- Moderation of English and Maths standards across departments, subject areas and phases
- Line-management meetings between subject leaders, senior leaders and the Head
- Termly reviews with the School's Director
- Review meetings with staff from other schools

Data reviews will consider:

- Levels of Progress and Achievement for different groups
- Correlations between Potential, Achievement, Progress and Attitudes (PASS)
- The relationship between **P**otential **A**ttainment **P**rogress and **A**ttitudes (PAPA)
- Differences between target Progress and Achievement
- Reasons for greater than expected progress/ less than expected progress

Appendix 2

Forms of Assessment

Formative

Assessment for learning is the responsibility of all teachers and is the primary tool used for making judgements about the current proficiency of a learner, the next step needed by the learner and the planning required by them to ensure that progress is made.

Assessment for learning should:

- Inform planning and be annotated on weekly plans
- include strategies to ensure that learners understand the goals they are pursuing and the criteria that will be applied in assessing their work
- Identify the point of learning for children and thus make choices about the concepts they wish to teach children as their next steps, and communicate these intentions to children
- Inform target setting to ensure pupils are clear about their next steps
- Promote commitment to learning goals by engaging pupils in understanding how they can improve through use of success criteria
- Motivate learners to improve by providing positive and constructive feedback and allowing opportunities for improvement
- Provide feedback to children as to their next steps thus making learning visible to the children in our schools, as well as to their parents
- Engage pupils in the setting of personal learning goals
- Develop strategies for self-assessment so that pupils can become reflective, independent learners
- Create tasks and activities that will support children in advancing their learning
- Allow children to engage in and control the development of their own learning and self-regulate their own steps; the essence of lifelong learning
- Share their observations and experiences with colleagues to improve the impact of their practice as teachers on the learners in their classroom
 - Inform Planning for Learning; a teacher's planning should be flexible to respond to initial and emerging ideas and skills consider the pathways through which each child will access their learning
 - Ensure learners should receive constructive guidance about how to improve. Learners need information and guidance in order to plan the next steps in their learning. Teachers should: pinpoint the learner's strengths and advise on how to develop them, be clear and constructive about any weaknesses and how they might be addressed; provide opportunities for learners to improve upon their work.

Summative

The means of discovering the proficiency of a pupil may be both formal and informal. Summative assessment is used to ensure that the relative strengths and weaknesses of the pupils are accurately and consistently assessed and to enable effective target setting and planning of next steps.

Informal summative assessment may take many and varied forms. Some examples include:

- (i) plenary activities
- (ii) spelling /mental maths tests
- (iii) sports or music demonstrations
- (iv) oral discussion
- (v) marking of books/work

Formal summative assessment is used at the School in accordance with the assessment schedule in Appendix 1. It includes:

- internal testing at the end of a module / period of learning
- external 11+ and 13+ examinations

Diagnostic

Determining knowledge, skills and possible weakness. This would include the use of pre-assessment such as

- CAT4, PTM, PTS and PTE
- internal testing such as spelling/ reading ages, reading, writing and maths assessments prior to embarking on a topic

Prior to learning taking place in order to identify

- areas children are secure in and might not need teaching
- gaps in knowledge that need supporting

Appendix 3

	September	October 1 st Week	October	November	December	January	February	March	April	May	June	July
EYFS	Baseline Assessment	Teacher Observations and assessment of individual pupil progress. Half-termly recording of progress in Learning Journals										Reception Profile
Year 1		NfER VR NfER NVR		<i>Reports</i> <i>Draft Autumn Record of Achievement (HPP)</i>	Parents' Evening PASS + End of Term Assessment		NGRT NGST		<i>Subject Teacher Meeting</i>	<i>Draft Spring Record of Achievement</i> + End of Term Assessment	Progress in English (PTE), Maths (PTM) and Science (PTS) Parents' Evening	<i>Reports End of Year Record of Achievement (HPP)</i>
Year 2		CAT4		<i>Reports</i> <i>Draft Autumn Record of Achievement (HPP)</i>	Parents' Evening PASS + End of Term Assessment		NGRT NGST		<i>Subject Teacher Meeting</i>	<i>Draft Spring Record of Achievement</i> + End of Term Assessment	Progress in English (PTE), Maths (PTM) and Science (PTS) Parents' Evening	<i>Reports End of Year Record of Achievement (HPP)</i>
Year 3		CAT4		<i>Reports</i> <i>Draft Autumn Record of Achievement (HPP)</i>	Parents' Evening PASS + End of Term Assessment		NGRT NGST	School Exams in English, Maths and Science	<i>Subject Teacher Meeting</i>	<i>Draft Spring Record of Achievement</i> + End of Term Assessment	Progress in English (PTE), Maths (PTM) and Science (PTS) End of Year Exams (revision week prior to half-term) Parents' Evening	<i>End of Year Record of Achievement (HPP)</i>

The Hampshire School Chelsea
Assessment Policy

Year 4		CAT4		<i>Reports</i> <i>Draft Autumn Record of Achievement (HPP)</i>	Parents' Evening	PASS + End of Term Assessment		NGST NGST	School Exams in English, Maths and Science	Subject Teacher Meeting	Draft Spring Record of Achievement + End of Term Assessment		Progress in English (PTE), Maths (PTM) and Science (PTS) End of Year Exams (revision week prior to half-term) Parents' Evening	<i>Reports</i> <i>End of Year Record of Achievement (HPP)</i>	
Year 5		CAT4		<i>Reports</i> <i>Draft Autumn Record of Achievement (HPP)</i>	Parents' Evening	PASS + End of Term Assessment		NGRT NGST	School exams in English, Maths and Science	Subject Teacher Meeting	Draft Spring Record of Achievement + End of Term Assessment		Progress in English (PTE), Maths (PTM) and Science (PTS) End of Year Exams (revision week prior to half-term) Parents' Evening	<i>Reports</i> <i>End of Year Record of Achievement (HPP)</i>	
Year 6		CAT4	Senior School Transcripts	<i>Reports</i> External ISEB Pre-test 11+ Exam for entry at 13+ End of Half-term assessment in English and Maths. <i>Draft Autumn Record of Achievement (HPP)</i>	Parents' Evening	PASS + End of Term Assessment	Mock 11+ Examination in English and Maths. External ISEB 11+ Exam (mid-January) London Consortium 11+ (early January)	NGRT NGST	Assessment in English, Maths and Science	Subject Teacher Meeting	Draft Spring Record of Achievement + End of Term Assessment		Progress in English (PTE), Maths (PTM) and Science (PTS) End of Year Exams in English, Maths, Science, French, History, Geography and RE (revision week prior to half-term) Parents' Evening	<i>Reports</i> <i>End of Year Record of Achievement (HPP)</i>	
Year 7		CAT4	Senior School Transcripts <i>Mock senior school entrance assessment</i>	<i>Reports</i> <i>Draft Autumn Record of Achievement HPP</i>	Parents' Evening	PASS + End of Term Assessment	External ISEB 12+	NGRT NGST	<i>Mock senior school entrance assessment in CE subjects</i>	Subject Teacher Meeting	Draft Spring Record of Achievement + End of Term Assessment		Progress in English (PTE), Maths (PTM) and Science (PTS) End of Year Exams (in CE	<i>End of Year Record of Achievement (HPP)</i>	

			<i>in CE subjects (after half-term)</i>						<i>(after half-term)</i>				<i>subjects (after half-term)</i> (revision week prior to half-term)		
Year 8		CAT4	Senior School Transcripts	<i>Reports</i> Draft Autumn Record of Achievement HPP	Parents' Evening	End of Term Assessment	CE Mock Exams	NGRT NGST	CE Mock School Exams	Subject Teacher Meeting	Draft Spring Record of Achievement + End of Term Assessment	ISEB CE 13+ French Listening/Speaking (May)	ISEB 13+ CE Exams (4 days) Parents' Evening	<i>Reports Record of Achievement (HPP) Graduation</i>	

Glossary

- **NGRT** New Group Reading Test (GL Assessment – paper and computer based, standardised score)
- **NGST** New group spelling test
- **PTE/PTM/PTS** Progress Test in English, Maths and Science (computer and paper based, standardised score)
- **ROA** Record of Achievement (the Hampshire Pupil Profile (HPP) will focus on club participation, roles in assembly, plays, music concerts and evidence of pupil's effort and progress with respect to the School's Five Core Values)

Key to publication:

Green Published to parents

Appendix 4

Methods for the collection and interpretation of data should include the following:

- Agreed marking procedures that involve the pupil as much as age allows
- Agreed and informed setting of targets in key subjects
- Observation of work both in and out of the classroom
- Oral questioning and recording of responses
- Observations of problem solving and specific investigations.
- By application of specific tests

Expected records and information passed on from one-year group to the next at the end of the Summer Term in the assessment folder:

- Group Lists (Numeracy, Literacy, GGR/Phonics/Spelling)
- Test results
- Support plans (SEND/Inclusion/Enrichment)
- Information on Gifted and Talented pupils
- Reading records

Appendix 5

Target Setting

Staff

- Agreeing Staff Progression Targets
- Whole school curricular targets for different Assessment Foci in Literacy and Mathematics for pupils are agreed through rigorous analysis of progress and attainment levels in the Summer Term.
- Curricular targets are converted into Year group targets by the Subject Leader, and year group targets are differentiated for ability groups in class (typically three or four levels – AA/A/BA/SEND).
- Once these have been established these should be agreed with staff through the appraisal process
- These should be linked to progress and attainment within their class or subject area

Pupils

- Agreeing Targets and Next Steps
- Targets are set and tracked with pupils

Sharing Targets

- School improvement curricular targets each year and displayed on the Learning Walls
- Group targets are displayed within the classroom on a Learning Wall. Children also have a laminated card with their targets so that these are available to them alongside each piece of work they complete.
- The Learning Wall should also display support materials relevant to the current targets.

Fulfilling Targets

Marking of children's work reflects progress towards targets and independent work that achieves the target is highlighted. A target is deemed to have been achieved if three pieces of independent work on separate dates show achievement of the target. Please refer to the Marking Policy for details of the symbols used to record the pupils' evaluation of their work and interventions. Assessment of progress against targets involves a range of strategies including teacher, peer and pupil self- assessment. These progressive achievements of pieces of independent work that meet the target are recorded graphically on the Learning Wall, and in their exercise books motivating pupils to reach the next step.

Appendix 6

Effort and Attitude Grade Descriptors

	Descriptor
Excellent E	Children display an excellent effort and attitude to work at all times and in all situations in line with expectation for their age group. They show excellent commitment to their studies and are especially self-motivated, taking control of their own learning. They show outstanding commitment to overcoming challenges. They always give 100% effort to any task and have a positive attitude to all of school life.
Very Good VG	Children display a very good effort and attitude to work in most situations in line with expectation for their age group. They consistently demonstrate a high degree of self-motivation. They can take control of their own learning and consistently seek to improve. Their attitude is always positive and they work well independently or collaboratively.
Good G	Children generally display a steady effort and attitude to work in line with expectations for their age group. They are consistent in completing and submitting work. They engage well with tasks and activities, persevere when finding something challenging. They are attentive and focused in class, listen carefully and collaborate well.
Inconsistent I	Children display irregular patterns of effort and an inconsistent attitude to work. They have shown they have much to offer at times but should do more. On the whole their effort falls short of expectations for their age and ability. This may be because effort is inconsistent, behaviour in class gives rise to some concern or because work is not completed to a satisfactory standard. This grade may be awarded even if effort for some work has been good.
Cause for Concern CC	Children whose effort is consistently a cause for concern will be given this level. Their attitude to work is poor and the child shows very little self-motivation to improve. Their approach to lessons is impacting on their learning, progress and achievement. They need to improve their engagement and involvement during lessons and in the wider school environment.