



Hambling View Assessment Policy

A handwritten signature in blue ink, appearing to read 'Guy Hooper', is positioned to the right of the 'Signed by' text.

Ratified by Chair of Govs.

Signed by

Date 24th October 2024

Date	10.10.2024
Review Date	10.10.2025

Aims

- Create a dialogue between student and teacher/other adults
- Ensure continuity and progression for the learner as he/she moves through the school
- Provides the framework to measure progress against individualised targets based on the students' EHCP
- Acknowledges areas of key skill knowledge success to the student, thereby motivating them to make progress
- Identify key skill areas requiring further development for students and adults, which will be used to inform future planning
- Raise the achievement and self-esteem of students by providing them with regular, high-quality, diagnostic feedback about their work

Assessing Students' Progress against EHCP and Academic Targets

At Hambling View, each student will be assessed using the **Hambling View Personal Assessment Framework** (see Appendix 1).

As all of our students have EHCPs their progress toward their individual outcomes must be regularly assessed so that the outcomes can be updated to ensure strong progress for every learner. The Hambling View Personal Assessment Framework forms the basis of our Assessment, Tracking, and Reporting.

Each student at Hambling View will have their own Individualised Assessment Plan which includes Academic and Personal Development strands which are planned with the individual at the centre. The Plan details each student's bespoke learning intentions, designed with input from students, parents, and professionals ensures that progress against Key Focus Points is achieved by all.

Key Stage 3

Each student will have 8 Personalised Areas of Success within their Plan.

Academic Plan	Personal Development Plan
Core Skills (English and Maths)	Community and Participation (agency)
Aspiration (to do well in all endeavours)	Personal Safety (online and in the real world)
Communication (face-to-face, online, written communication)	Personal Development (confidence, skills development, independence)
Resilience (in the face of difficulty)	Personal Wellbeing (mind and body)

These Areas of Success, which have a prime focus on core skills in English and Maths, are underpinned by opportunities for 'real life' learning so that Students are gaining the skills and experience needed to reach their full potential in both accredited courses and in their personal development.

Each Plan is designed to meet the student's individual needs at their own point of learning and is assessed and reassessed against the individuals' strengths and needs to ensure that each area is specific to the student's current needs.

Each student has one Key Focus Point linked to each Area of Success and 5 Learning Intentions for each key Focus Point which will be worked toward throughout the year.

The aspirational plans will be completed within an Academic Year, between September and July. Each of the 5 Learning Intentions will be equivalent to 20% of the overall Area of Success. Each Area of Success (Academic and Personal) will be equivalent to 25%. This will allow progress to be recorded, analysed, and reported numerically, regularly throughout the year and data will be used to inform future planning and development work.

From the initial Strengths and Needs Assessment students Individualised Learning Plans are created using targets based on the Strengths and Needs Assessment. All subsequent Strength and Needs Assessments will support the review and update of the Plans.

Progress is reviewed, monitored, and moderated throughout the school year. Evidence is collected in the form of photographs, videos, work in student's books and staff comments etc. Evidence must demonstrate that a pupil has mastered a Learning Intention. The Strengths and Needs Assessment and individual planning follows the cycle outlined below:

- The 'Strengths and Needs analysis' is developed by relevant staff from previous and present staff teams and from information gathered in the process cycle including Data Drop Information.
- Plans are created, with Key Focus Points in each of the 8 'Areas For Success'. Therefore, progress can be assessed at the end of each term (three times a year.)
- Each student has an individualised Plan which covers all areas of learning and which reflects their profoundly personalised Learning Pathway
- Plans are systematically assessed by staff teams and evidence is collected and collated online throughout the school year at termly intervals and are systematically updated and shared with parents/carers.

The use of online technology enables parents to be kept up to date with 'live' achievement notifications, posted in the cloud by teachers, which they are able to access from home.

The following cycle is implemented year on year to ensure that each student's curriculum journey remains relevant each year:

1. EHCP
2. Personalised Strengths and Needs Assessment
3. Individualised Learning Plans
4. Personalised Pathway
5. Assessment
6. Annual Review

Key Stage 4

Each student will have 8 Personalised *Areas of Success* within their Plan and the process followed in Key Stage 3 remains the same, however, the academic plan is more closely aligned with progress toward qualifications and the Personal Development section with preparation for the world of work.

Strengths and Needs Assessment Focus in Key Stage 4

Year 10: Students will have a Strengths and Needs assessment as per Key Stage 3 but with an additional focus on Targets for Key Stage 4 qualifications. Data from Key Stage 3 will be used to provide pathways based on Entry Level 1,2 or 3 and Functional Skills Level 1 and 2 or GCSE.

Where a student is following a Functional Skills Level 1 or 2 course, a baseline assessment in the subject will be taken and used, alongside teacher recommendation to create a personal target for

the course. The target grades will be continually reviewed and decisions will be moderated by the Headteacher.

Year 11: As year 10 but with a review of option subjects (students may decide to develop their learning in their current options subject or choose a second options subject to study at Level 1).

Reporting To Parents

Evidence of progress will be recorded in the form of photographs, videos, staff comments and student work and there will be evidence to clearly demonstrate that students have mastered each of the Learning Intentions across a range of subject areas. Parents will have access to progress via an online platform which is available to them throughout the academic year.

Student progress against targets within each subject will be reported at three key times during the academic year:

- End of Term 2
- End of Term 4
- End of Term 6

Teachers will report to what extent the Learning Intentions is met using the following statements:

- Not yet (will be accompanied by what needs to be the focus to work toward meeting the target in the subject)
- Met
- Exceeded

Teachers will also report on Attitude to Learning using the following Grade Descriptors:

1. Unsatisfactory
2. Requires Improvement
3. Good
4. Outstanding

At each Data Drop, the data will be reviewed for each individual and where a Learning Intentions has been securely met across a range of subjects, with evidence provided, the student Individual Learning Plan will be updated and new Learning Intentions issued.

At Key Stage 4, student progress will be reported using the following statements:

- Not yet (will be accompanied by what needs to be the focus to work toward meeting the target in the subject)
- On track to meet
- Met
- Exceeded

This additional statement will allow teachers to show that students are projected as on track to meet their subject based targets by the end of the course.

Teachers will also report on Attitude to Learning using the following Grade Descriptors:

1. Unsatisfactory
2. Requires Improvement
3. Good
4. Outstanding

Progress of individuals in lessons/subjects is reviewed using the following methods:

Formative Teacher Assessment

This will routinely take place during each lesson to ensure that students understand the content of the lessons. Activities will be provided which allow students to practise and demonstrate their learning of the topics and their individualised targets. Formative assessment is an integral part of our daily routine and may include observations of pupils, questioning and planned adult-led activities so that teachers are aware of the progress that students are making in each episode of learning and can identify/clarify any misconceptions. Students work will be assessed by the teacher and books will be regularly marked.

Summative Assessment/ End of Unit Assessments

All of the following subjects will include end of topic assessments for all topics so that progress in the subjects can be tracked for individuals. This assessment data will allow the teacher to check on retention, analyse progress for the group and determine the next steps in planning for the students:

- English – Progress will be tracked against National Curriculum criteria where appropriate and this criterion will be used to develop the Focus Points for students IAP. Where this is not appropriate then progress will be tracked against learning Intentions for English in the students IAP.
- Maths (Sandwell Early Numeracy Test will be used for Baseline and providing data for maths learning Intentions and to measure progress over time for the Annual Reviews). Topic tests within the SOL will measure retention of a topic at the end of each unit.
- Science (Baseline Assessments will be completed using Activate for AQA KS2 retention assessments). Students' progress will be assessed using topic tests adapted from the Activate for AQA tests so that the tests are appropriate to the needs of the learner
- Humanities Students progress will be assessed using topic tests that have been adapted by the classroom teacher to ensure that they are appropriate for the learners.
- Computing

The assessment may take the form of a test, creation of an artifact or an assessed task. Each assessment will be given a success criteria which students will have access to ahead of the assessment. Teachers will quantify the progress within a topic using a percentage to provide numerical data that can be used for analysis. This data will not be shared with students but will be used to support the teachers planning of future episodes of learning and to identify gaps or trends for individuals and groups. Marked tests will be shared with students for the purpose of correcting errors, misconceptions and developing learning.

Teachers will be responsible for the sourcing/creation and quality assurance of assessments and each subject will undergo an assessment moderation as part of the annual curriculum review process.

In some instances, it would not be appropriate to provide a formal assessment for a student with Complex Needs. If this is the case for any student, due to their individual barriers, this will be signalled at the point of the strengths and needs assessment and in these cases, collating evidence that shows the progress that has been made and using the What Went Well (WWW) or Even Better If (EBI) (WWW/EBI) marking procedures and reporting progress against Individual Learning Intention will be sufficient.

At the end of Year 9, in preparation for the students individual Annual Review, the progress and assessment data of the individual will support decision about the individualised Pathway for student at Key Stage 4.

Marking of Students Work

Marking will be used to track learning/progress over time and to shape future episodes of learning as well as for the purpose of summative assessment. Teachers are responsible for knowing and reporting on the progress of students in line with our reporting calendar.

Teachers will mark students work at least every 8 lessons (or once a term for subjects who only have one lesson per week). End of topic assessment work can be included in this marking cycle.





Feedback from each marking and assessment episode will include a statement of WWW (What Went Well) to show students the specific things that they have done well and should replicate, and an EBI (Even Better If) task that is designed by the teacher to either develop an idea, correct misinformation etc.

Feedback will also include statements related directly to the students individual Passports so that students are aware of the progress that they are making on their individual targets.

Sufficient time must be allocated within the next lesson following marking, to allow students to reflect and complete their EBI tasks.

Marking procedures:

- Teachers will mark work regularly using a red pen.
- WWW and EBI comments will be shared with students during marking phases to ensure that students know how to progress their learning.
- EBI comments will include a task or activity to rectify mistakes and/or add depth to learning.
- Students are expected to respond to their EBI comment in purple pen.
- Teachers will check the purple pen responses for accuracy (triple impact)
- There will be a strong literacy focus to all marking episodes and the following marking codes will be used:

Mistake code	Means?	
Ca	Capital letter	
Sp	Spelling	
P	Punctuation	
WW	Wrong word	

Moderation of Students' Work

Through robust internal moderation we ensure that learning intentions facilitate our young people in making outstanding progress year on year which is personal to them. The Learning Intentions for outstanding progress is highly personal to our students and so in our moderation process we

will be ensuring that each pupil receives a bespoke approach and subsequently makes outstanding progress according to their starting point.

Our Moderation processes help us to increase the dependability of the assessment information that we gather for each student:

- Each students' S&N Analysis is internally moderated by staff at the beginning of each new academic year to ensure that progression of next learning needs has been appropriately identified.
- Work in books is moderated to ensure that students are producing high quality work across all subject areas and that expectations among staff are high for all learners.

Moderation meetings include:

- A collaborative exploration of the progress made against coverage statements between colleagues.
- Reflective questioning devised to extend and challenge the class team's approach and systems.
- An exploration of further interventions, approaches to teaching and learning and strategies which could be used to support a student.
- Moderation of students work in books and assessments

The moderations of assessment will also take place during Subject reviews throughout the academic year.

Links with other policies

- Assessment Policy
- Equal Opportunities Policy
- Sex and Relationships Policy
- Teaching and Learning Policy

Academic Framework
Core Skills (English and Maths)
English Maths Reading Vocabulary Qualification(s)

Academic Framework
Aspiration (to do well in all endeavours)
Motivation / Engagement / Ambition Attention Independent Learning Skills Achievement / Vocational Qualifications Careers

Academic Framework
Communication (face-to-face, online, written communication)
Verbal/Non-Verbal Presenting Listening Online communication Writing

Academic Framework
Resilience (in the face of difficulty)
Sensory Integration (tolerating environmental conditions) Managing Change and Transitions Regulating Emotions / Managing stress Developing Interdependence (stuckability) Being 'ok' with mistakes Problem Solving

Personal Framework

Community Participation (agency)

Social Integration (ie. Joining a club)
Social Project (ie. Being part of an event)
Local Community (ie. Travel training, directions etc)
Global Participation (recycling, fundraising, awareness raising,)
Student Council

Personal Framework

Personal Safety (online and in the real world)

Being safe online (ie. strangers, exploitation etc)
Safety in the community
Sex And Relationship Education
Drug and Alcohol Awareness
Accessing help and advice

Personal Framework

Personal Development (confidence, skill development, independence)

Leadership Skills
Time and Resource Management
Confidence Building
Independent Living
Budgeting/Enterprise

Personal Framework

Personal Wellbeing (mind and body)

Personal Care
Emotional Development
Managing/Developing relationships
Personal Identity (developing a sense of self)
Mental Health