



Hambling View Assessment Policy

Ratified by Chair of Govs.

Signed by

A handwritten signature in blue ink, appearing to read 'Guy Hooper', is written over a faint, light blue circular line.

Date 10.11.2025

Date

10.11.2025

Review Date

10.11.2026

Aims

- Create a close dialogue between student and teacher/other adults
- Ensure continuity and progression for the learner as he/she moves through the school
- Provide highly personalised assessment and feedback to all students so that we are closely tracking and developing individuals
- Ensure that students target within their EHCPs are providing the focus for development in line with professional advice
- Raise the achievement and self-esteem of students by providing them with regular, high-quality, diagnostic feedback about their work
- Adapt the assessment approaches flexibly to meet the needs of individual learners

Assessing Students' Progress against EHCP and Academic Targets

At Hambling View we assess all student progress against the targets in the EHCP so that students are developing in key areas identified by professionals during their needs assessment. This ensures that all staff are targeting their overall development in all areas of need throughout their time in school.

We also assess our students across their academic subjects to ensure that they are making the best possible progress for them, in line with their identified target data.

Reporting To Parents

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

- End of Term 2
- End of Term 4
- End of Term 6 (full written school report)

Teachers will report to what extent the student's target is met in their academic subjects using the following statements:

- On Target
- Above Target
- Below Target

Teachers will report to what extent the student's ILP targets are met using the following statements:

- Not Yet
- On Track To Meet
- 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 ILP data will be reviewed for each individual and where an objective has been securely met, with evidence provided, the student targets will be updated, and new Individualised Learning Plan will be issued.

Target Setting

At Hambling View we use a range of methods to set academic targets for our young people using data from Keystage 1 and 2 formal assessments, initial assessment data gained by our teachers and contextual information shared by the professionals involved in supporting the young person.

The majority of our students are working significantly below age related expectations and some will have not engaged in formal assessments in Keystage 1 or 2 which means that target setting is not a one size fits all approach and can involve a bespoke series of assessments when they arrive with us at Hambling View.

We aim to provide each student with academic targets within the first month, where possible, and all students will be entered onto a flight path (see below) for Maths, English, Science and Humanities. Across time, students' targets are reviewed, and flight path targets can be amended where there is robust evidence for the amendment. No amendments will be made without the agreement of the headteacher in collaboration with the school SENDCO.

Where Keystage 2 assessment data exists, we will set initially using the following:

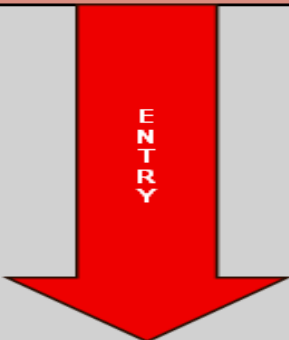
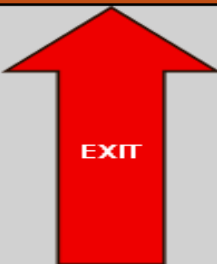
- English will be set using Keystage 2 Reading scores
- Maths will be set using Keystage 2 Maths scores
- Science will be set using Keystage 2 Maths scores
- Humanities will be set using Keystage 2 English scores.
- In Keystage 4,

Target Setting will be agreed at the annual review in Year 9 during the summer term
Target Grades in Year 10 are allocated to new subjects being studied by students. Any new subjects being studied should be based on the targets previously set in similar subjects.

Target grades for students who arrive in year 11 will be based on a range of factors including targets from previous settings, a diagnostic assessment for English and Maths and the time available to complete the best possible course for the student within the timeframe.

Student targets will be formally reviewed at least three times per year in line with reporting and students who are regularly exceeding their academic targets should be issued with a higher target: Parents will be informed in writing of any academic target change.

Student Progress Flight Path

Level on Entry	End of Year 7	End of Year 8	End of Year 9	End of Year 11
				GCSE Grades 4-9
			95%	GCSE Grade 4 / Functional Skills Level 2
		95%	80%	GCSE Grades 1-3 Functional Skills Level 1
	95%	80%	60%	Entry Level 3
KS2 Greater Depth 110+	80%	60%	50%	Entry Level 2
KS2 Expected standard 97+	60%	50%	35%	Entry Level 1
KS2 Working Towards 88-96	50%	35%	20%	Bespoke package of basic skills
KS1 Greater Depth 110+	35%	20%		
KS1 Expected standard 97 - 100	20%			
KS1 Working Towards 88 - 96				
KS1 Unable to access - 88				
Students working considerably below the standard of the Key Stage 1 test will have a bespoke package aiming to lead to appropriate courses to meet their individual needs.				

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. Due to the very small class sizes, individualised verbal and interactive feedback is prioritised.

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, Where this is not appropriate, for example where students are on bespoke, personalised pathways, then progress will be tracked against robust criteria linked to the programme being studied.
- Maths - Topic tests within the SOL will measure retention of a topic at the end of each unit. Retention of the maths content will be tested each seasonal term. Testing is based on the White Rose maths scheme where students will be following the support curriculum.
- Science 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.

Topic tests results are shared with students and logged in the front of their books.

Teachers must not use KS4 qualification grade criteria to assess the work of KS3 students. Teachers should be mindful of building knowledge, skills and understanding during Years 7 to 9 so that students can draw from a wide and secure knowledge bank that will help them to perform at their expected (target) level at KS4.

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 communicated by the SENDCO and in these cases, collating evidence that shows the progress that has been made and using What Went Well (WWW) or Even Better If (EBI) (WWW/EBI) to show success and next steps toward targets.

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.

Forest School, Expressive Arts and PE will all be based on students individualised targets and progress against these targets will be constantly assessed by the subject lead and reported formally during the usual reporting process.

Computing will be assessed using descriptors from [Education For A Connected World, 2020](#) (UK Council For Child Internet Safety).

The Art curriculum will be largely therapeutic and as such will not be formally assessed although the teacher will provide opportunities for progress and development over time. In Keystage 4, students may opt to study Art as part of a more formal qualification and this will be assessed in line with the Keystage 4 exam board criteria.

Marking of Students Work

Marking is a dynamic process at Hambling View School due to the size and nature of the groups. Teachers are able to mark in real time and feedback to students within their lessons which provides instant feedback to build upon. Due to our small class sizes, we prioritise individualised verbal feedback while working directly with students

Feedback in books will ensure that challenge tasks are provided to develop or deepen students understanding and these will be provided at least once in every two week in English and Maths and every four weeks in humanities, PSHE and Computing.

Sufficient time must be allocated within lessons to allow students to complete their challenge tasks.

Marking procedures:

- Teachers will mark work regularly using a red pen.
- Challenge tasks will be provided according to the schedule laid out in this policy
- Challenge tasks will include a task or activity to rectify mistakes and/or add depth to learning.
- Students are expected to respond to their challenge tasks in purple pen.
- Teachers will check the purple pen responses for accuracy

Moderation of Students' Work

Through robust internal line management of subjects we ensure that teaching facilitates our young people in making outstanding progress year on year which is personal to them. During termly line management meetings, assessment decisions will be scrutinised and staff will provide strong rationales for assessments used and decisions made. Books looks will show that students are challenged at their own level and in line with teacher rationale.

. Links with other policies

- Equal Opportunities Policy
- Teaching and Learning Policy
- DfE Non-Statutory Guidance on Teaching Online Safety, 2023

Responsibilities of Teacher

- Mark students work according to policy
- Keep records of assessments and track student progress
- Ensure Key assessment tasks are an integral part of the learning process and students are well prepared for these
- Ensure key assessment tasks are graded according in line with flight path expectations
- Provide regular opportunities in every lesson for focussed verbal feedback to improve and develop students understanding
- Discuss any progress concerns with the Headteacher at the earliest opportunity

In addition, for KS4:

- It should be made clear to students what method of assessment is being used.
- Where Controlled Assessments are marked students should know what band they have achieved and how they can improve their next piece and how to achieve a higher grade for the next piece of work.
- Where students are taking alternative courses to GCSE e.g. Entry level, NCFE or BTec they must also have the assessment criteria made explicit and the way to improve their work made clear.