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1.0 INTRODUCTION

At Hillingdon Manor we believe that the key aim of assessment is to support pupil achievement.

Through our assessment and reporting practice, we aim to:

- Enable pupils to understand what they have to do to reach end of lesson, Unit, topic, academic year and key stage expectations.
- Allow teachers to determine what a child can/cannot do and to help them plan future support to fill any gaps in knowledge and understanding
- Help set targets and involve pupils in their own learning
- Give parents a clear idea of what their child can do and what they need to do to progress
- Provide information that can be used to evaluate teaching and learning practice
- Give pupils effective feedback so they know what they have done well and what they need to improve
- Enable all pupils to make good progress

Implementation: It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

Compliance: This policy complies with all relevant regulations and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

2.0 PRINCIPLES

The principles that underpin assessment at Hillingdon Manor are:

- **Every child can achieve:** teachers are constantly evaluating: 'What do I need to do next, to enable all children in my class to achieve?'



- The revised National Curriculum (2014 - 2015) Programmes of Study are used as the expectations for all pupils. Assessment of pupil's attainment and progress is directly linked to the curriculum followed by our school and evaluates pupils' knowledge and understanding of subject requirements.
- Assessment is used to ensure that all pupils make appropriate progress.
- All children need to understand the learning objective in each of their lessons and what they need to achieve it.
- Presentation of learning objectives are differentiated accordingly to suit individual learning styles and medium of communication i.e. through Augmentative & Alternative Communication means
- Success Criteria are shared, or formulated, at the start of each session and pupils' work is assessed against the criteria.
- Strategies are used to ensure that pupils have a secure understanding of key ideas and concepts before moving onto the next phase of learning.

3.0 CURRICULUM

Pupils accessing the National Curriculum 2014

At Hillingdon Manor School, learners will be assessed using the 'Rising Stars Progression Framework' at Key Stages 1, 2 & 3. At Key stages 4/5 learners will be assessed against progression frameworks based upon the qualification/award they are working towards achieving in each subject. For Maths and English Hillingdon Manor have produced two tier assessment framework. E Levels are used to assess pupils working toward entry level certificates. G Levels are used to assess those pupils able to access GCSE level qualifications.

Pupils not accessing the National Curriculum 2014

As of July 2016, the P-Scales (for learners not yet able to access the National Curriculum) are still applicable.

Pupils within the Early Years Foundation Stage

Learners in the EYFS & some learners in year 1/2 are assessed within the Early Years Foundation Stage. At Hillingdon Manor School, some children follow the EYFS until the second term in year 2. It is felt that the EYFS curriculum is best placed to address gaps in learning for these pupils. It is recommended that R and year 1 pupils are not assessed using P-Scale measures. (Progression Materials, Dept. of Education, 2011.) At the beginning of the third term of year 2, existing evidence will be assessed against the P-Scales or Stage 1 of the 'Rising Stars Progression Framework'.

4.0 PROGRESSION IN LEARNING

It is an expectation that every child in Key Stage 1, 2 & 3 will progress through the equivalence of 1 stage (beginning, developing, secure) in Reading, Writing, Maths and Science across an academic year. Many children at Hillingdon Manor are working below or well below their age expected attainment. For example, a child who is chronologically in year 5, could be working at a year 2 level (Stage 2 in the Rising Stars Progression Framework).

Typical expected progress in core subjects



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Beg	Beg+	Dev	Dev +	Sec	Exceeding
Below Expected				Expected Set targets and move to next stage	Above

Progression in foundation subjects is defined in the Class Markbooks on Classroom Monitor in the following way; Key stage 1, Lower Key stage 2, Upper Key Stage 2 and Key Stage 3. Expectations are that pupils will make progress across a subject Markbook in two years and three years in Key stage 3). For example, a child who is chronologically at the beginning of year 7, could begin working at Lower Key stage 2 (Years 3/4) and would be expected to become secure within the Lower Key Stage 2 Markbook by the end of year 8. **Typical expected progress in foundation subjects**

KS1 Markbook		Lower KS2 Markbook		Upper KS2 Markbook		Key Stage 3 Markbook		
Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Yr7	Yr8	Yr9
Expected Secure in 2 years		Expected Secure in 2 years		Expected Secure in 2 years		Expected Secure in 3 years		

5.0 TRACKING PUPIL PROGRESS

Teachers record ongoing assessments of pupils’ knowledge and understanding of curriculum objectives in their Markbooks on Classroom Monitor (our online tracking program). This is done using the following terminology:

Assessment Character	Description	Weighted score
U	Unassessed (the curriculum objective hasn’t been taught)	0
T	Target (the learning objective has been taught but it is a target)	0



A	Almost achieved (the child needs more practice applying their knowledge)	0.5
M	Met (the child has mastered the learning objective – see below)	0.9

Note: A child can progress through the Markbook without meeting some objectives, these are revisited later on i.e. Maths (Outcomes in number Sense-Stage 1.1 are the same in Stage 2.1)

Curriculum objectives are recorded as 'Met' only when a child has mastered it. In order to master an objective children must:

- Be taught the learning objective
- Practise it
- Apply it
- Be able to apply it successfully in a different context

Mastery Learning

'Mastery learning is a specific approach in which learning is broken down into discrete units and presented in logical order. Pupils are required to demonstrate mastery of the learning from each unit before being allowed to move onto the next, with the assumption that all pupils will achieve this level of mastery if they are appropriately supported. Some may take longer and need more help, but all will get there in the end.'

Commission on Assessment Without Levels – Autumn 2015

Summative Scores:

As teachers make their ongoing assessments of a pupil's knowledge and understanding of individual learning objectives, Classroom Monitor generates a summative score by taking into account the percentage of the Markbook achieved (where 'achieved' takes into account all of the weighted assessments as shown in the table above). This score is presented as an 'automatic score' (teachers can always choose to ignore this score and save a 'manual score' instead after reflection of their formative assessments. Percentage boundaries, called 'thresholds' determine the percentage of the Markbook needed to be achieved to trigger each score:

Score	Threshold	% of Markbook achieved
Exceeding	92.5%	92.5 to 110% (i.e. until 10% of the stage above is achieved)
Secure	85%	85 to 92.4%



Developing +	65%	65 to 84.9%
Developing	45%	45 to 64.9%
Beginning+	27.5%	27.5 to 44.9%
Beginning	10%	10 to 27.4%

These scores are used to help track pupil progress. Each jump (i.e. from Meeting to Exceeding) is worth the equivalent of 0.5 points. One-point progress is expected per term and three points progress expected per year. When tracking progress this information is not looked at in isolation - but alongside evidence in pupil books, ongoing assessments in the Markbooks, pupil targets and summative data. If a child is underachieving, or making limited progress, in a particular subject teachers can use the Markbooks to show what areas they need to work on.

6.0 RECORDING EVIDENCE OF LEARNING

Evidence of learning can be recorded on Classroom Monitor in the following ways;

- Photo/Video evidence
- Audio recording
- Note that describes success against the outcome
- Test paper

1 piece of evidence can cover multiple outcomes i.e. Test paper or Video recording of class discussion

Writing, Reading and Maths (number)

- 1 piece of evidence that demonstrates an outcome is 'Almost' reached- (Amber) on the Class Markbook.
- 2 pieces of evidence the demonstrates an outcome is 'Met'- Green on the Class Markbook (Two different pieces of evidence completed independently)

Science/other areas of Maths & Foundation subjects

- 1 piece of evidence that an outcome has been 'Met'-Green on the Class Markbook

Formative assessment is used to show what pupils have learned well and what they still need to work on, and identifies specific 'corrective' activities to help them do this. After undertaking these corrective activities (or alternative enrichment or extension activities for those who have already achieved mastery), formative assessments are used to evaluate further progress.



7.0 TYPES OF ASSESSMENT & THEIR PROCEDURES

There are two main types of assessment used at Hillingdon Manor:

Formative Assessment

This is used by our teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly.

Summative assessment

This is used to evaluate how much a pupil has learned at the end of a teaching period (end of a Unit/Topic, term or academic year).

Day-to-Day Formative Assessments

This type of assessment is embedded across all lessons. Teachers assess pupils' understanding of a topic and identify where there are gaps. This tells the teacher what to focus on in future lessons and prompts them to adapt their teaching approach to improve pupils' understanding.

- Strategies used will vary according to the subject and learning objective taught – these include:
- Use of rich question and answer sessions to evaluate pupil understanding and identify gaps or misconceptions
- Use of whiteboards, flip charts and number fans to get instant feedback of understanding
- Mini-plenaries to determine understanding at regular intervals
- Short re-cap quizzes or recall of facts
- In mathematics lessons, teachers often focus on the wrong answers (which can be used to explore concepts in greater depth and to identify and address any misconceptions)
- Observational assessment
- Scanning/taking a picture of work for pupil attainment and progress
- Recording (Video/audio) of work for pupil attainment and progress
- Self (or peer) assessment at the end of every lesson based on individual learning objectives and Success Criteria
- 1:1 or group discussions with pupils
- Next step marking and feedback

Assessment in the Early Years

Throughout Early Years, practitioners use Development Matters and Early Learning Goals (ELGs) as part of their daily observation, assessment and planning. On-going formative assessment is at the heart of effective early years practice. Key workers make regular observations of how children act and interact and take photographs and make notes of what they can do to help identify where they may be in their own



developmental pathway. Teachers collect this evidence and enter it on Classroom Monitor and indicate on the pupil's Markbook that they have 'Almost achieved' this area of learning. The member of staff will then need to log-in to Classroom Monitor to change the assessment to 'Met' when it has been fully mastered:

Assessment Character	Description
U	Unassessed (the curriculum objective hasn't been taught)
T	Target (the learning objective has been taught but it is a target)
A	Almost achieved (the child needs more practice applying their knowledge)
M	Met (the child has mastered the learning objective)

Classroom Monitor generates a summative score by taking into account the percentage of the Markbook achieved. This score is presented as an 'automatic score' (teachers can always choose to ignore this score and save a 'manual score' instead after reflection of their formative assessments. These scores are 'Beginning', 'Developing' and 'Secure' for each month band - followed by Early Learning Goal (ELG): Emerging, Expected and then Exceeding.

These scores are used to help track pupil progress. Each jump (i.e. from Developing to Secure) is worth the equivalent of 1 point. One-point progress is expected per term and three points progress expected per year. When tracking progress this information is not looked at in isolation - but alongside evidence in pupil books, ongoing assessments in the Markbooks, observations, notes and summative data. If a child is underachieving, or making limited progress, in a particular area teachers can use the Markbooks to show what areas they need to work on and this informs future planning.

Reception Baseline Test

During their first few weeks in Reception pupils take the CEM Baseline assessment test. This gives a standardised score that can be used to track progress across the school (see further information below).

EYFS Profile

In the final term of Reception (UEYs) the EYFS Profile is completed for each child. This provides parents, carers and practitioners with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The profile reflects on ongoing observation (as described above), records, discussions with parents and carers and adults working with the child. Each child's level of development is assessed against the early learning goals (ELGs) on our Classroom Monitor program.

- Practitioners must indicate whether pupils are:



- Meeting expected levels of development
- Exceeding expected levels
- Not yet reaching expected levels (emerging)

Procedures - Nationally Standardised/Non standardised Summative Assessment

Early Years – Reception Baseline Test

This baseline assessment gives a standardised score that can be used to track progress across the school. Our school is using the CEM Base program that uses a mixture of tasks and observational assessments. Many Children entering Reception at Hillingdon Manor are unable to access the Baseline assessment. If they use any mode of Alternative & Augmentative Communication they should not take part in the test. For Children who are unable to take the Baseline assessment, they will be assessed against the EYFS age bands across a three-week period to identify the most suitable starting point.

Year 1 Phonics Screening Check

This check demonstrates how well a child can use the phonics skills they've learned up to the end of Year 1 and identifies pupils who need extra phonics help. It consists of 40 words and non-words that a student reads 1:1 with a teacher. Each child is scored against a national standard – children who do not meet the expected level in Year 1 are given extra phonics support and then repeat the test near the end of Year 2.

Half-termly moderation/assessment tests (Optional)

The Rising Stars Frameworks are accompanied by half-termly assessment tests in the core subjects. Teachers may choose to use these tests with pupils that they think are capable of completing. It is up to the Teacher to determine whether or not the paper is completed under exam conditions. Many pupils at Hillingdon Manor will go on to sit examinations at Ks4/5, so where possible, it is good practice to expose children to these situations.

Baseline on Entry (Whole School)

Key Stage 2 & 3:

New students enter the school at various points throughout the academic year. Some students do not have attainment information on entry. Depending on the student, a baseline assessment test may be used to determine starting point. For those unable to access test papers an informal assessment should be used to determine 'best fit' within a stage of the Rising Stars Progression Framework or against the P-Levels. (EYFS/KS1 will use EY Baseline/band assessment as previously stated)

Key Stage 4 & 5:

In the first instance, the school will seek to obtain attainment information from a student's previous setting. Parental liaison will also assist in providing a context for a new learner's abilities. All new students will be assessed in literacy and numeracy using the BKSB initial assessment tool, which is in the form of an online digital test. This will provide an estimated level giving insight as to whether a pupil is ready for placement in a GCSE course, or whether an entry level/functional skills course is most appropriate. In situations where pupils are unable to access the online test, an informal assessment will be used to determine 'best fit' for placement on an appropriate course.



8.0 REPORTING

Reporting not only fulfils legal requirements but also is vital part of our relationship with parents and the wider community, serving to support and extend pupil progress.

Reporting to Parents

Two parent evenings per academic year: these meetings focus on the curriculum – what pupils can do and what they need to do to improve (targets). We give parents a copy of curriculum objectives and targets so that they can support their child's learning at home.

The Annual Review-This meeting will focus on progress made towards outcomes as stated in the pupils Education, Health & Care plans. This is monitored using the pupil's Individual Education Plans (IEPs). Proposed IEPs are also introduced at these meetings. A member of the Local Authority is invited to attend these meetings in addition to the parents, class teacher and therapists (If required). The meeting is usually chaired by the head teacher or a member of SMT.

Reporting to Directors

The Head Teacher's Report to Directors

Reporting to Pupils

Through our formative assessment strategies pupils get instant feedback on a daily basis.

Our next step marking informs pupils of what they have done well and what they need to do to improve. Pupils are actively encouraged to respond to teacher's comments, questions and commands in their marking.

Reporting to the Local Authority

A draft copy of the Annual Review document is sent to the Local Authority before the Annual Review Meeting with the final draft being sent once the meeting has taking place.

9.0 MANAGEMENT & EVALUATION OF ASSESSMENT

A member of the SMT has been assigned the role of Assessment coordinator and has responsibility for maintaining this Assessment Policy and reviewing or updating it as necessary.

Termly lesson observations by the SMT are used to monitor the effectiveness of formative assessment strategies used in class. This team also carries out termly book scrutiny with curriculum coordinators to evaluate the effectiveness of next step marking and target setting.

At the end of every term, the SMT hold Pupil Progress Meetings with teachers to analyse the attainment and progress made by pupils. The main aim of these meetings is to identify pupils who are underachieving and to put support in place to fill the gaps. Intervention includes adapting whole class planning, pre-learning, booster groups, catch-up programmes etc. Teachers are asked to bring copies of their ongoing assessments as annotated in books. Progress made as noted on Classroom Monitor will also be discussed.



Role of the Assessment Coordinator

- To keep up-to-date with the latest assessment notifications through ongoing CPD
- Contributing to Action Plans and the SDP - through work with the SMT
- Leading school development in assessment, recording and reporting
- Planning assessment arrangements - alongside all curriculum coordinators
- Ordering/purchasing non-statutory tests and other assessment materials/resources
- Analysis of data to inform Pupil Progress Meetings
- Analysis of data to produce end of year whole school progress report that will inform English & Maths Action plans

10.0 MODERATION & STANDARDISATION

Moderation is important to ensure a consistent approach to assessment across the school. When teacher assessments are carried out, it is important that there is evidence recorded to justify judgments made.

At Hillingdon Manor the following takes place:

- Termly Moderation of Reading, Writing and Mathematics assessments made on Classroom Monitor (at whole staff meetings ks1/2/3 teachers)
- Early Years staff meet regularly with SMT to moderate work for the EYFS profiles
- Moderation between subject specialists at KS4/5

11.0 IMPLEMENTATION

All teachers are kept up to date with developments in assessment practice through weekly staff meetings. Teachers are expected use PPA time to ensure assessment in Classroom Monitor is kept up-to-date.

This Policy was written by the SMT but was reviewed and adapted by all teachers as part of a staff meeting to ensure effective buy-in and to help build strong links to teaching and learning.

A copy of this Policy is available on our school website and all parents were invited to share their views when it was first developed. At the start of every academic year each teacher explains the use of assessment as a part of a Parents' Information Meeting. During our annual curriculum afternoon we give up-dates to parents and carers on our current practice.

All pupils are made aware of the curriculum objectives they are expected to achieve by the end of the year. These form the basis of the target sheets that they stick into the front of their books. Pupils are involved in self-assessing their learning every lesson and they are actively involved in the target setting process.

This Policy is updated (at least) annually based on moderation and recent developments.

12.0 BOOKWORK & MARKING

All subject teachers must use a workbook for each pupil as the main device in which learning is recorded and assessed. Where a workbook is not practical due to the nature of a subject, it is expected that teachers will have an alternative that best suits the learning needs of their pupils.

This section outlines the expectations of teachers regarding pupil workbooks.



Presentation

- All tasks in workbooks must have a title, date and clear learning objective identified.
- Mark making should be in green pen (not red).
- Books should be neat and worksheets trimmed and glued in (not stapled).
- Correction of spelling, punctuation and grammar (SPaG) should be evident across all subjects.

Feedback

- Within a two-week period, it is expected that there be at least three examples of quality formative marking. Formative marking should clearly indicate at least two 'next step' suggestions for a pupil to improve.
- Marking criteria should be clear where the lesson objective is broad (e.g. 'to improve our use of figurative language' should quantify expectations: 'five examples of figurative language techniques in your story').
- Mark-making is left to the discretion of the teacher.
- Praise should not dominate comments on the page. Comments such as 'very good' or 'great work' should not be the focus of marking. Teachers should promote an ideology by which 'where to go next' is the most important and valuable feedback that a pupil can receive.

Advice for teachers: presentation

Teachers are encouraged to make the identification of the learning objective a routine component of lessons so that pupils are aware of what they are being assessed; the recording of this lesson objective in books is confirmation that this is taking place in lessons. Red pen is often associated with wrongness or negativity, by using green pen we hope to promote an environment where mistakes are embraced as part of the learning process. The importance of presenting work neatly is an essential life skill. Pupils should be proud of their workbooks and we want to promote this through embedding a culture of neatness and organisation. Teachers should enforce this. The new National Curriculum has an enhanced focus on spelling, punctuation and grammars across all subjects; our marking should reflect this.

Advice for teachers: feedback

Formative marking should relate specifically to the learning objective and marking criteria. Teachers are encouraged to not only support pupils with SPaG, but provide feedback that explains what they need to do next to improve their grade. Ticks for correct answers and dots for incorrect answers is a generic and acceptable marking style, although some teachers may choose to mark using a style that is specific to their subject or teaching. There is evidence to suggest that ego-boosting comments like 'well done' are ineffective. To mark effectively, teachers should emphasise what needs to be done in order to grow and improve as a learner.