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**Introduction**

The purpose of this policy is to provide a comprehensive document to share with staff, governors, other professionals, families and other interested stakeholders. The policy incorporates the vision, values and aims for assessment when using an adapted curriculum and the specialised approaches required for teaching the pupils at Hillingdon Manor School.

Due to the different pathways and curricula on offer at Hillingdon Manor, which is a broad and balanced approach that identifies and meets the variety of needs of our pupils. The curriculum, alongside specialist teaching approaches, provides consistency throughout the school, whilst recognising developmental and age-related aspects to learning. Therefore, we have adapted and created assessment systems which accurately and meaningfully allow us to support the progress of our pupils.

The policy document starts with describing the context, vision, values and aims. This underpins the fundamental need for new and adapted assessment methods to meet the needs of the pupils at Hillingdon Manor. It then describes the different forms of assessment that we use at different age milestones and for different subjects.

**Rationale for new assessment systems**

‘The commission encourages schools to make the most of the freedom to develop their own approaches to assessment and explore new methods of recording assessment information’ (*Final report of the commission on assessment without levels*)

In October 2017, The Rochford Review of statutory assessment for pupils working below national standardised testing set about listing a number of different recommendations. These recommendations were to ensure that pupils working below these levels can demonstrate attainment and progression within schools. In September 2017, the Government responded to the Rochford Review, the main change being the removal of P-levels by 2018-2019 academic year. Hillingdon Manor has already made a number of changes to assessment since 2014 and this policy aims to demonstrate how assessment



takes place, show alignments with new national expectations as well as providing transparency and expectations for staff.

## Assessment Expectations

1. The monitoring and recording of progress of Education Health & Care plans
  - i. Short Term Goals & Long-Term Outcomes (Personal Learning Intention Maps)
  - ii. Continuum of Skills Development
  
2. Assessment of progress Pre-National Curriculum-
  - i. H-scales
  - ii. Evidence for Learning
  
3. Assessment of progress in the Early Years Foundation Stage
  - i. Learning Journals
  - ii. Early Learning Goal Assessment (Evidence for Learning)
  
4. Assessment of Progress in the National Curriculum
  - i. NC framework expectations
5. Assessment of Qualifications
  - i. ASDAN
  - ii. BTEC
  - iii. GCSE
  - iv. Functional Skills
  - v. Other
  
6. Assessment of Reading
7. Moderation
8. Assessment Cycles

## 2.i H Scale

In response to the Rochford Review, the government published the new Pre Key-stage standards, which are designed for pupils who are working below the overall standard of the national curriculum. The government has highlighted that the Pre Key-stage standards are not a formative assessment tool, and schools should assess pupils with their own, more detailed assessment policy as opposed to these standards.

At Hillingdon Manor School, we believe that the fairest way to assess our pupils' progress is to use assessment scales that are tailored to the needs of the students. Therefore, teaching staff and members of the leadership team have collectively designed their very own targeting the core subjects - H scales. All the statements in the H scales are highly differentiated, tailored to our pupils' needs, and are functional. We believe that our pupils need to acquire English, Maths & Science skills and be able to apply them functionally in life. The H scales cover the three core subject areas Maths, English & Science; they also



reference the Pre Key-stage standards and P scales. Alongside this, we embed the Equals curriculum into all our subjects to further develop independence to each child’s individual needs.

Pupils whose English, Maths and Science levels in KS3 are assessed against the H scale will start working on their English, Maths and Science qualifications when they move up to KS4. The flight paths are part of the scale as teachers will be able to identify the qualifications that are pitched at the appropriate level for pupils.

**The breakdown of the H scale for English is listed below:**

H Scale	P scale / NC levels	Pre-Key-stage standards	Chronological Age	KS4-5 Flight paths
H1				
H2	P1			Equals 14+ (Contribute towards ASDAN Pupil Progress)
H3	P2			
H4	P3			
H5	P4			
H6	P5	Standard 1		
H7	P6	Standard 2		Entry Level 1 Functional Skills
H8	P7	Standard 2		Step Up to English Silver Step Entry 1
H9	P8	Standard 3		
H10	NC 1	Standard 4	6	Entry Level 2 Functional Skills
H11	NC 2	Standard 5	7	Step Up to English Silver Step Entry Level 1-2
H12	NC 2	Standard 5-6	7	
H13	NC 2-3	Standard 6	8	Entry Level 3 Functional Skills
				Step Up to English Gold Step/Silver Step
H14	NC 3 (Y4)		8	Step Up to English Gold Step Entry Level 3
H15	NC 3 (Y4)		8	
H16	NC 3-4 (Y5)		8-9	
H17	NC 3-4 (Y5)		9-10	FS Level
				GCSE Ready
H18	NC 4 (Y6)		9-10	FS Level
H19	NC 4 (Y6)		9-10	GCSE Ready
				GCSE English Language and Literature



**The breakdown of the H scale for Maths is listed below:**

H Scale	P scale / NC levels	Pre-Key-stage standards	Chronological Age	KS4-5 Flight paths
H1				Equals 14+ (Contribute towards ASDAN Pupil Progress)
H2				
H3				
H4				
H5	P5			
H6	P6	Standard 1		Entry Level 1
H7	P7	Standard 2		
H8	P8	Standard 2		
H9	NC 1	Standard 3		
H10	NC 1	Standard 4	6	Entry Level 2
H11	NC 1	Standard 5	7	
H12	NC 2	Standard 5-6	7	
H13	NC 2-3	Standard 6	8	Entry Level 3
H14	NC 3 (Y4)		8	
H15	NC 3 (Y4)		8	
H16	NC 3 (Y4)		8	
H17	NC 3-4 (Y5)		8-9	Level 1
H18	NC 4 (Y5)		9	
H19	NC 4 (Y5)		9	

**The breakdown of the H scale for Science is listed below:**

H Scale	P scale / NC levels	Chronological Age	KS4-5 Flight paths
H1	P1 (i)		Equals 14+ (Contribute towards ASDAN Pupil Progress)
H2	P1 (ii)		
H3	P2 (i)		
H4	P2 (ii)		
H5	P3 (i)		
H6	P3 (ii)		
H7	P4		ASDAN
H8	P5		
H9	P6		



H10	P7		
H11	P8		Entry Level 1
H12	NC1 (Yr 1-2)	5 – 7	
H13	NC KS 1 (Yr 1-2)	5 – 7	Entry Level 2
H14	NC KS 1(Yr 1-2)	5 – 7	
H15	NC KS 2 (Yr 3)	8 – 11	
H16	NC KS 2 (Yr 4)	8 – 11	
H17	NC KS 2 (Yr 4)	8 – 11	
H18	NC KS 2 (Yr 5)	8 – 11	Entry Level 3
H19	NC KS 2 (Yr 5)	8 – 11	
H20	NC KS 2 (Yr 5-6)	8 – 11	Entry or BTEC Or GCSE
H21	NC KS 2 (Yr 6)	8 – 11	

### H Scales expected progress

KS3 pupils who are working below or at the early stages of the National Curriculum Levels have their English, Maths & Science progress at KS3 assessed against the H scales.

According to DfE (2011), pupils with special educational needs within the medium quartile make 1 step of P level progress in English, Maths and Science, from the end of KS2 to the end of KS3. Pupils who made less than 1 P scale step over the course of three years are considered being in the lower quartile or under achieving; Pupils who made more than 1 P scale step over the course of three years are considered over achieving. Applying the expectations to the H scale, we are expecting our pupils to be making learners with special educational needs to make 1/3 step per year. Due to the varying statements included in each H scale, a pupil who makes expected progress will gain 7 points in Maths, 14 points in English and 5 points in Science within an academic year.

### 2ii. Evidence for learning (EFL)

EFL is an assessment programme we use to record pupils' progress and evidence. The expectations for different subjects in different Key Stages are different.

Subjects assessed by	PLIMS (Besides EHC short term goals)	EFL	Internal / external assessments or coursework
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KS3	Semi formal - Foundation subjects: <ul style="list-style-type: none"> <li>• Topics</li> <li>• P.E.</li> <li>• Food tech</li> </ul>	Formal and semi formal – Core subjects: <ul style="list-style-type: none"> <li>• English</li> <li>• Maths</li> <li>• Science</li> </ul>	ASDAN LifeSkills Challenges
		Formal - Foundation subjects: <ul style="list-style-type: none"> <li>• Art</li> <li>• History</li> <li>• Geography</li> <li>• Food Tech</li> <li>• ICT</li> <li>• D.T. &amp; Horticulture</li> <li>• Music</li> <li>• P.E.</li> </ul>	
		ASDAN LifeSkills Challenges	
		PSHE & RE	
KS4/5		ASDAN Short courses	ASDAN Short courses
		Skills for Life (KS5)	ASDAN: PSD/PP/Employability
			GCSE
			iGCSE
			Sports Leadership
			BTEC
Entry levels			
PSHE & RE			

### KS3

**Core subjects:** English and Maths

Three pieces of photographic evidence and a summary update (assessment and statement) are required to be added onto **all** assessment strands of pupils' current level when:

- Pupils have secured a skill during the academic year, or
- At the end of each academic year

**Core subjects:** Science

One piece of photographic evidence and a summary update (assessment and statement) are required to be added onto **all** assessment strands of pupils' current level when:

- Pupils have secured a skill during the academic year, or
- At the end of each academic year

### Foundation subjects



Two pieces of photographic evidence and a summary update (assessment and statement) are required to be added onto **all** assessment strands of pupils' current level at the end of the academic year.

### ASDAN LifeSkills challenges

Teachers record pupils' engagement weekly using EFL following their LifeSkills Challenge session.

KS3	Photographic evidence	Baseline assessment	Written summary statement	Summative assessment
Formal and semi formal  Core subjects	3 pieces  <b>(1 piece for science)</b>	N/A	All assessment strands -When pupils have achieved a level  Or  At the end of the academic year	All assessment strands -When pupils have achieved a level  Or  At the end of the academic year
Formal  Foundation subjects	2 pieces	N/A	All assessment strands -When pupils have achieved a level	All assessment strands -When pupils have achieved a level
ASDAN Life Skills Challenges	Weekly engagement tracking	N/A	N/A	N/A

### KS4/5

#### ASDAN Short Courses

Teachers complete EFL baseline assessment at the beginning of the year and a summative statement at the end of the term. Photographic evidence is not compulsory.

#### Skills for life curriculum

KS4/5	Photographic evidence	Baseline assessment	Written summary statement	Summative assessment
ASDAN Short Courses	N/A	At the beginning of each year	N/A	At the end of term
Skills for Life	1	N/A	All assessment strands -When	All assessment strands -When pupils



			pupils have achieved a level	have achieved a level
			Or	Or
			At the end of the academic year	At the end of the academic year

At the end of the year, Hillingdon Manor School will produce an EFL learning journal for parents, as well as our end of year report.

#### 4. Assessment of progress in the National Curriculum

For pupils at KS3 who work at the National Curriculum levels, In English, Maths and Science, pupils are assessed against the end of KS3 expectation. In English, pupils access a 3-year rolling Scheme of Work, which allows them to build up a range of skills including Reading, Writing, Spoken English and Grammar and vocabulary through different topics. Pupils complete an assessment at the end of each half term. The assessment success criteria are derived from the National Curriculum Assessment Objectives for English Language and Literature and covers a wide range of literature and skills required to obtain success in KS4-5 English courses such as GCSE, Functional Skills and Step Up to English Entry Level. The data is used to generate an indication of the working level of each individual student and their competency in the skills within the English Assessment Objectives. For instance, if pupils achieve a consistent percentage success rate in Entry Level 1-2 assessments, as well as Entry Level 3 assessments, by the end of KS3, they will be placed in a Functional Skills class, which if they excel in, could give them a chance to move to GCSE later in KS4. On the other hand, if students are not achieving higher levels of percentage success rate in Entry Level half termly assessments, students will access Step Up to English Entry Level as they move to KS4-5. Alternatively, if pupils achieve a working level of Grade 4 (representative of Grade C at GCSE) in GCSE style half termly assessments by the end of KS3, they will be placed in a GCSE class in KS4-5.

In Maths, pupils consolidate and further develop their knowledge on strands consisting of Number, Algebra, Ratio and Geometry, following our Scheme of Work (3 year rolling cycle). Besides the EFL data input (formative assessment), pupils complete an assessment designed by Active Learn (Pearson) at the end of each unit. The summative assessment data is used to generate an average Pearson Step, a 12-point scale that is compatible with the GCSE grades. At the end of KS3, the Head of departments and class teachers will meet and use the data to inform the pupils' pathway in KS4/5. Based on the results, some pupils will be placed in a functional skills pathway and some pupils will be placed in GCSE classes.

Pearson Step	Indicative GCSE Grade	Old GCSE Grade
1st	1	G
2nd	1	F





3rd	2	E
4th	2	E
5th	3	D
6th	3	D
7th	4	C
8th	5	B
9th	6	B
10th	7	A
11th	8	A*
12th	9	A**

In Science, pupils follow the scheme 'Pearson Explore Science –Active learn path', designed for Key Stage 3 pupils working at the National Curriculum levels. The exploring Science course integrates the 'Working Scientifically' component of the National Curriculum, incorporates literacy and numeracy into its core teaching strategy, delivers effective baseline, formative and summative assessment throughout and offers unparalleled level of differentiation.

The course is structured for three years (key stage three year 7, year 8 and year 9), covering topics from Biology, Chemistry and Physics reflecting the three sections of content in the National Curriculum for science. The Working Scientifically component is integrated throughout, as is the 'Literacy & Communication' component that seeks to develop students' confidence in articulating their scientific ideas clearly. Same as Maths, Pearson Steps are used to assess pupils' attainment at the end of each unit.

In all the foundation subjects, pupils' progress is accessed against KS3 curriculum, as we recognise that pupils have a spikey profile due to their needs and special interest.

## 5. Assessment of Qualifications

Pupils will be offered a range of subjects from different exam boards when they are in KS4 and KS5 such as ASDAN, BTEC, GCSE and Functional Skills. Each exam board has its own way to assess pupils. It differs from course-work-based to exam based with internal or external moderations.

### **ASDAN Short courses:**

Apart from the EFL expectations, teachers also complete e-portfolios with their pupils of the challenges they have chosen from the Short Courses covered, they are then internally moderated upon completion with internal certificate. Internal moderation will happen twice a term to assess progress and quality assurance.

### **ASDAN Personal and Social Development (PSD), Personal Progress (PP) and Employability:**

After teachers have chosen units, they collate pupils' evidence to produce a portfolio. Internal moderations will take place at least twice a term to assess progress and quality assurance. Furthermore, portfolio will be sent for external moderation when completed and internally verified. For pupils who are not yet able to access Entry Level English and Maths at KS4, they follow the EQUALS 14+ English and Maths programme. Although their



English and Maths levels do not get assessed directly, the objectives met through their English and Maths unit contribute towards their PP portfolio.

### **ASDAN LifeSkills Challenges**

Apart from the EFL expectations, teachers also internally moderate the data before certifying their qualifications.

### **BTEC**

All BTEC programmes are made up of units and they all consist of assessment and grading criteria; each unit is assessed and counts towards an overall qualification. Whilst most BTEC units are graded 'Pass', 'Merit', or 'Distinction', some operate a pass / fail system. Moreover, some units are externally assessed, with a 25% contribution towards their final grade.

Most BTEC assessments are written and developed by staff from Hillingdon Manor School and only some are published by Pearson. The BTEC Quality Nominee together with the teaching team monitor the assessment process on a daily basis to ensure the accuracy of the assessment and verification of pupils' work, and that it is in line with national standards promoted by the exam board. Assessment evidence for BTEC units can be taken in multiple formats: written-formal essays, evaluations, notebooks, video records, students log, plans, tutor observation and witness statements.

BTEC assessment deadlines are set at the beginning of each academic year and are displayed on assessment plans; there are often 3 – 5 assessments per academic year within BTEC subjects.

### **vi. GCSE**

Both English and Maths follow a similar mechanism; more assessment opportunities will be offered to pupils depending on their needs. At the start of the course, all pupils are given a baseline assessment to determine their starting levels. During each half term, pupils are assessed internally. The purpose of the half termly assessment is to gradually prepare pupils for their end point assessment.

### **vii. Functional Skills**

Both English and Maths follow a similar mechanism; more assessment opportunities will be offered to pupils depending on their needs. At the start of the course, all pupils are given a baseline assessment to determine their starting levels. During each half term, pupils are assessed internally. The purpose of the half termly assessment is to gradually prepare pupils for their end point assessment.

### **viii. Entry level**

In English, all pupils are given a baseline assessment to determine their starting levels. During each half term, pupils are assessed internally. The purpose of the half termly assessment is to gradually prepare pupils for their end point assessment.

In Maths, pupils have 3 attempts for each exam, with them being a month apart. A revision intervention will be put in place for pupils who do not pass in their first or second attempt.



### Reading Write Inc. (RWI)

RWI is a reading intervention that support pupils with their phonics in KS3. During the first term of each pupil's admission, they will be baselined and identify a level (colour scheme) they are working at. At the end of each half term, an assessment is conducted to track pupils' progress. The table below shows the expectations from Read Write Inc.: however, we recognise that our pupils do not learn at the same rate as the neurotypical children due to their needs. Therefore, the way we represent our data reflects the incremental progress of each individual student on a half termly basis.

Colour scheme	<b>Chronological age expectation:</b> Neurotypical children in reception	<b>Chronological age expectation:</b> Neurotypical children in Y1	<b>Chronological age expectation:</b> Neurotypical children in Y2
Set 1 Sounds Group A	End of Autumn 1		
Set 1 Sounds Group B	End of Autumn 2		
Set 1 Sounds Group C	End of Spring 1		
Ditty Group	End of Spring 1		
Red	End of Spring 2		
Green	End of Summer 1		
Purple	End of Summer 2	End of Autumn 1	
Pink		End of Autumn 2	
Orange		End of Spring 1	
Yellow		End of Spring 2	
Blue		End of Summer 1	End of Autumn 1  End of Autumn 2 (Fluently)
Grey		End of Summer 2	End of Spring 1  End of Spring 2 (Fluently)

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