



Hope View School

Assessment, Recording, Reporting and Marking Policy

Introduction

At Hope View School we believe that assessment strategies should be concerned with the whole child. The process of assessment should enable us as teachers to make decisions about the education of our pupils as we chart their progress and achievements. As part of the National Curriculum, children are entitled to have their achievement recognised and used to shape their future learning, thus ensuring progression and continuity.

Due to the nature of the pupils who attend Hope View School, all with an Education and Health Care Plan and many with moderate learning difficulties, the process of assessment can be very daunting particularly as so many fear failure. It is for this reason that the school adopts a “pupil friendly” approach to assessment by involving pupils to help them understand what they need to do to make progress.

Aims

In our assessment process, we aim to gather information which enables us as teachers:

- To evaluate and record each pupil’s attainments and progress and identify individual strengths and weaknesses through Classroom Monitor.
- To match work to the needs of individual pupils
- To provide reliable information to parents and colleagues about the progress and development of each pupil
- To work with pupils to help them to set targets related to their learning and progress
- As a school we recognise the importance of continuously examining our methods of assessment, our assessment programme and the use which we make of our assessments. We also recognise the importance of involving pupils in the process of making self-assessments.

Baseline Data

When a pupil joins the school, teachers will make their own judgements about pupils’ current attainment using baseline assessments and the school tracking tool, Classroom Monitor. This is conducted over the course of the first six weeks of their placement. Teachers will also assess reading age.

Formative (On-going) Assessment

This is an everyday process of assessing/marking pupil work using Classroom Monitor. The main purpose of this is to provide feedback to pupils on all their work – guiding, motivating, correcting, and refocusing their efforts.

Summative Assessments

This is a more formalised process of assessing, marking, and grading carried out at specific times. They include:

- a) NGRT- Reading Tests.
- b) Baseline & Progress Tests in Maths, English and Science which all pupils take upon entry to the school and summative at the end of each topic.
- c) At Key Stage 4 and 5 pupils are assessed according to the assessment criteria laid down in the Entry Level Certificate, Functional Skills, FCSE, Diploma and GCSE subject specifications.

Pupil self-assessment and Peer assessment

Pupils are encouraged at all times to think about their work and their progress and to take responsibility for their learning. Informal discussions between teacher and pupil take place on a regular basis.

Tracking Progress and Moderation

Class and subject teachers are expected to be fully aware of the progress that pupils are making on a day-to-day basis and keep records of this accordingly. Classroom Monitor must be used to record progress as well as data tracking sheets. Further information about how teachers track, record and report progress can be found in **Appendix 2**.

Once a term, formal procedures to assess and analyse pupil progress will take place in the following format:

Assessment – A formal assessment takes place at the end of each body of work as stipulated on Long Term Plans. All pupils will be assessed within individual subject areas via assessment and feedback tasks which also encompasses peer and self-assessment.

Moderation: This process is carried out by Curriculum Leaders and teachers who will meet to discuss one piece of work from each class during a formal meeting. The work must be anonymised, and the grade awarded should not be revealed until all concerned in the moderation meeting have made a judgement. If there is a discrepancy in the grade awarded this will be discussed as part of the meeting and the final grade agreed upon.

Curriculum Leaders and teachers are responsible for providing stage descriptors for the purpose of moderating the work obtained from Classroom Monitor.

External Moderation – where Curriculum Leaders attend a meeting with other schools. This will take place once a year.

Quality Assurance of Pupil Progress/Pupil Progress Meetings – formal pupil progress meetings are held to discuss the progress of each individual. This is a time to consider additional intervention programmes, extension work or the move to a higher/lower class depending on performance. As part of these meetings “most able” pupils will be discussed against their pupil progress expectation.

Senior Leadership Team (SLT)- The SLT will analyse pupil progress data and use this to determine which pupils have not made expected progress (EP). This information will be shared with CL’s. CL’s will then be given time to complete and prepare for this stage in the process by completing the “**Pupil Progress Preparatory Form**” before these pupils are discussed in detail, and actions/interventions and review dates are identified. This will be recorded by the completion of the “**Pupil Progress Meeting Record**”.

Curriculum Leaders (CL)- Subsequently, CL’s will ask the relevant non-subject-specific teachers to prepare for pupils’ progress meetings by completing the pupil progress preparation forms for the pupils identified. As part of this review, CL’s will complete the Pupil Progress Record. **CL’s will then use this information to feed back to the relevant members of SLT on the proposed actions and review dates.**

Pupil Progress & Attainment Reviews

At the start of the next academic year, a Pupil Progress and Attainment Review will take place between the relevant members of SLT and CL’s. In this review, analysed data will be shared, and this may be used to set targets for the respective CL’s Performance Management Review. In addition, attainment will be reviewed. This part of the process will look at the pupils’ Predicted Grades vs their Actual Attainment Grades.

Marking

The purposes of marking are:

- To monitor the progress of pupils
- To determine the standard of knowledge, skills and understanding of the pupils
- To assess mastery of particular skills
- Comments corresponding to the standard of work. Comments made will be positive, developmental and constructive, appropriate and sensitive to the individual child.
- The comment should contain a realistic target for the child to achieve in the future.
- To correct inaccuracies in the work
- To comment on the presentational skills of the work
- To encourage improvement
- All work should be marked for literacy; this includes SPAG & use of subject specific vocabulary.

Teachers are advised to mark work regularly and in line with the following guidance:

- Where marks or stages are given these should be explained clearly.
- Work marked should give feedback on success, difficulties and ways to improve.
- Work should be marked regularly – at least fortnightly.
- All written homework should be marked and filed.
- Further and more detailed guidance around marking can be found in **Appendix 1**.

Recording

It is not necessary for teachers to keep records of every single piece of work produced by the pupils but it is essential for them to maintain systematic records of assessments. Each system should be designed:

- To establish a manageable and efficient way of recording
- To provide accurate information on progress
- To provide information for written reports and verbal comments to parents, carers and significant others
- To help determine the composition for teaching groups
- To decide entry tiers for external examinations
- Formal assessments should be recorded via Classroom Monitor on a half termly basis.

Reporting

There are statutory requirements for reporting to parents/carers on achievements and progress of pupils. It is required:

- That all pupils on the school roll receive an annual written report
- The report should contain comments on general progress and brief particulars of a pupil's achievements in all subjects
- Reports should contain targets, resulting from discussion between teacher and pupil
- That arrangements are made for parents to discuss the report with teachers
- The report includes a summary of the pupil's attendance and the number of unauthorised absences
- Each subject report should contain a pupil self-assessment in that subject. This analysis will be the result of informal discussions between the teacher and pupil
- That detailed information and explanatory comments relating to the National Curriculum levels and Key Milestones are included.
- All school leavers are provided with a record
- That a record of a pupil's level of achievement is forwarded to the school in the case of a pupil changing schools

Guidelines for report writing

- Emphasis should be given to the accuracy of assessments and be written in readily accessible language
- They should have a positive effect on pupils' attitudes and motivation

- They should highlight a pupil's strengths and weaknesses but should be written in positive language encouraging the pupil to improve performance
- They should indicate targets to support the pupil in making progress

All staff should:

Carefully check the spelling of pupils' names.

Carefully check that the correct punctuation and grammar has been used.

Ensure that all comments and grades are written in a black ink.

Check for typing errors.

Procedures concerning reports

Parents/carers receive 3 reports per year

Full written reports on each subject are to sent to parents/carers at the end of the summer term.

Progress report sheets are completed for each pupil at the end of the autumn and spring terms.

Links with other Policies:

Curriculum Policies

Equality and Diversity

Hope View School is committed to equality of opportunity for all pupils and staff in which people treat each other with mutual respect, regardless of: age, disability, family responsibility, marital status, race, colour, ethnicity, nationality, religion or belief, gender, gender identity, transgender, sexual orientation, trade union activity or unrelated criminal convictions. We strive to educate, promote and celebrate the wider diversity of society within our school community.

Monitoring and Review

This policy is due for review in September 2023

Responsible person: Mrs C Lorne (Headteacher)

Spelling, Punctuation and Grammar

Where relevant, teachers should mark pupil work for Spelling, Punctuation and Grammar in **purple**. Teachers should identify SPAG errors in pupil work by using the following key.

SPAG Element	Element Code
Capital Letter	CL
Full Stop	FS
Comma	CO
Question Mark	QM
Exclamation Mark	EM
Spelling	SP

In respect of the above, teachers should initial the element code next to where the mistake has been made.

Where there are numerous spelling mistakes throughout pupil work, teachers should use their knowledge of the pupil to identify which spellings they should prioritise for correction i.e., **no more than three spellings**. These will be detailed at the end of the piece of work where pupils can then practice the spelling of these identified words. Pupils should practice their spellings in pink pen as detailed below.

***** Note: teachers should use their knowledge of the pupil, discretion and sensitivity in the marking and correction of pupil work.**

Teacher Comments and Feedback

At the end of the piece of work teachers should make comments in relation to the following:

SPAG (**Purple**)

Subject Specific (**Blue**) i.e., content, use of key terms

Next Steps (N/S) (either **purple** or **blue** dependent on comment)

***** Teachers must ensure that their comments include praise.**

Pupil Corrections

Pupils should be encouraged and directed to review the feedback given and make corrections to their work. These corrections should be detailed in **pink**.

Appendix 2



Hope View School
Additional Educational Needs Provision

Station Approach, Chilham, Canterbury, Kent CT4 8EG

Telephone: (01227) 738000 Fax: 01227 733465

email: contact@hopeviewschool.co.uk

www.hopeviewschool.co.uk

Tracking and Reporting Pupil Progress & Attainment

Pupil Progress Expectations (EP)

Pupils & Staff are set a challenging target of **achieving 2.5 points of progress** from the starting point to the end point of the new academic year.

This translates into a termly expectation target of 0.83 points of progress.

Term	Points
1	0.83
2	0.83
3	0.83
Total	2.5

Exceeding Expected Progress (EEP)

Based on the above; exceeding expected progress can be categorised as any pupil achieving greater than 0.83 points of progress per term.

Most Able Pupils

Most able pupils are deemed to be those who meet the following criteria:

1. Attainment- those who can access and achieve attainment outcomes greater than the majority of their peers.
2. Age Related Expectations- those pupils who are identified as working most closely to their own age-related expectations (-1 to +/- 0 years).
3. End of Key Stage Targets- those pupils who achieve beyond their End of Key Stage Target.

Expectations of the most able

It is expected that the most able pupils achieve beyond that of the expected progress of their peers. In this case, most able pupils would achieve as follows:

- **Greater than 0.83 points** of progress per term.
- **Greater than 2.5 points** of progress annually.

Other Measures of Pupil Progress

Whilst we ultimately report pupil progress in terms of stages, sub-stages and point scores, progress is also measured by the depth of knowledge accumulated at the stage for which a pupil is currently working. This is recorded as a percentage.

This is particularly relevant where pupils have **not achieved 0.83 points of progress**. Where this is the case, it is integral that further and more detailed analysis should be undertaken, and form part of discussions when reporting on pupil progress (i.e. pupil progress meetings).

Staff should consider the depth of knowledge acquired since the last “data drop”.

A further measure of progress

Due to the nature of our pupils, it is often that we find ourselves needing to assess their progress over a variety of stages (due to gaps in knowledge/strengths in certain topics etc.).

The way in which the system currently works is that pupils need to achieve/be secure at a stage before they can move onto the next. While this is still entirely appropriate, it does mean that there are limitations to the calculated amount of progress a pupil will be seen to have made. To offset this, the new measure has been introduced as detailed below.

The average percentage difference between sub-stages is 14%. I.e. a pupil will need to have made 14% of progress to move from one sub level to the next.

If a pupil is still deemed to be working at an overall lower stage, for example, stage 7, this should not inhibit the progress they have made quantifiably, if progress is being made at a higher stage i.e. stage 8.

For this reason, pupils will now be awarded 0.5 points of progress for every 14% of progress they make at a higher stage. Whilst this requires a further manual calculation by me, this will more effectively represent the progress pupils and staff are making with these pupils.

Converting Percentages into Stages

The percentage (%) pupils have achieved “**Overall**” in a specific subject at a particular “**Stage or Year**” is converted into stages. This is ultimately how pupil progress and attainment is reported to parents and carers in the majority of cases.

Thresholds: Percentage scores are converted into stages and sub-stages. The table below shows that a pupil is awarded a **certain stage & descriptor based** on the depth of knowledge that they have demonstrated. For example; a pupil who is deemed to be working at **Stage 5** is awarded dev (**developing**) when they have achieved between **26-44%** at that stage. This is then reported as **5 Dev**.

Descriptor	Threshold
beg	0-14%
beg+	15-29%
dev	30-44%
dev+	45-59%
sec	60%-74%
exc	75% +

In order for a pupil to move onto the next stage, they must have achieved **at least 65%** (sec-secure) at their primary stage for which they are predominantly assessed against. This is the case **unless there is compelling evidence to suggest that they are working at stages above**.

Converting Stages & Sub-Stages into Points

The table below, clearly outlines the number of points awarded to each specific stage and sub-stage.

Stage	Point Equivalent
1 beg	22.00
1 beg+	22.50
1 dev	23.00
1 dev+	23.50
1 sec	24.00
1 exc	24.50
2 beg	25.00
2 beg+	25.50
2 dev	26.00
2 dev+	26.50
2 sec	27.00
2 exc	27.50
3 beg	28.00
3 beg+	28.50
3 dev	29.00
3 dev+	29.50
3 sec	30.00
3 exc	30.50
4 beg	31.00
4 beg+	31.50
4 dev	32.00
4 dev+	32.50
4 sec	33.00
4 exc	33.50
5 beg	34.00
5 beg+	34.50
5 dev	35.00
5 dev+	35.50
5 sec	36.00
5 exc	36.50

6 beg	37.00
6 beg+	37.50
6 dev	38.00
6 dev+	38.50
6 sec	39.00
6 exc	39.50
7 beg	40.00
7 beg+	40.50
7 dev	41.00
7 dev+	41.50
7 sec	42.00
7 exc	42.50
8 beg	43.00
8 beg+	43.50
8 dev	44.00
8 dev+	44.50
8 sec	45.00

8 exc	45.50
9 beg	46
9 beg+	46.5
9 dev	47
9 dev+	47.5
9 sec	48
9 exc	48.5

Teacher Judgements & Logging Data

Teachers should make careful judgements when logging data on Classroom Monitor by considering the following:

Red/Taught- where information/skills have been taught but not yet assessed against, or where they have been taught but pupils have not demonstrated enough understanding.

Amber/Almost- pupils can meet some elements of the objective.

Green/Met- the pupil can fully meet all elements of the objective.

Blue/Exceeding- This can be highlighted where pupils have demonstrated a greater knowledge/skill/understanding and cannot be assessed against an objective at a higher stage.

When using the above, it is always important to do or consider the following:

1. The amount of support given and whether this is representative of the level of support needed for pupils at that age/stage.
2. Has the pupil achieved some/all elements of the objective?
3. Teachers should mark pupils at the stage the lessons are targeted i.e. in line with the LTP and school set “curriculum expectation” of the class.
4. Pupils who are unable to achieve some/all elements of the objectives at the “curriculum expectation” stage, should subsequently be marked against the stage objectives they are currently “working at”.

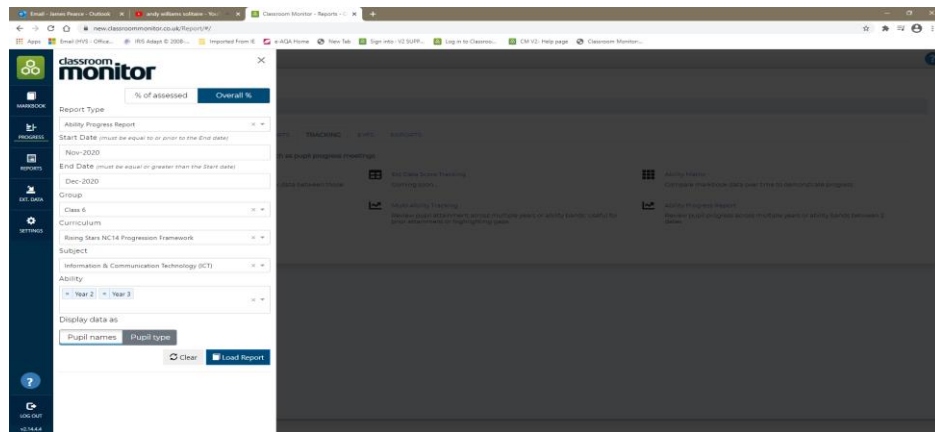
Extrapolating Data

Click the “**Progress**” tab.

Click the “**Tracking**” tab.

Select “**Ability Progress Report**”.

Select **“Overall %”**.



Report type: **Ability Progress Report**

Start date: Select the date at the end of the last period reported on.

End date: Select the date that ends the current period.

“Percentage scores for any calendar month can be viewed in the [Progress](#) section. For historic months, this will always show the percentage scores as they were at the end of the month. For the current month it will show the latest percentage score calculated”.

Select the appropriate group i.e. **“Class One”**.

Select the curriculum: **Rising Stars NC14 Progression Framework**.

Select the subject: Example: **Maths (not Maths: Number)**

Select the Ability: **Stage or Year** is appropriate and will report the same results e.g. Stage 1 or Year 1.

Display data as: **Pupil Names**

Select **“Load Report”**.



v2.14.4.4



Table View

All Graphs



ABILITY PROGRESS REPORT



PROGRESS / CLASS REPORTS / ABILITY PROGRESS REPORT

Report Start/End Date:
November 2020 - December 2020

Group:
Class 6

Curriculum:
Rising Stars NCI4 Progression Framework

Subject:
Information & Communication Technology (ICT)

Name	Year 2			Year 3			VIEW GRAPH
	Start	Variance	End	Start	Variance	End	
	20	0	20	19	0	19	VIEW GRAPH
	58	0	58	57	0	57	VIEW GRAPH
	56	0	56	44	0	44	VIEW GRAPH
	42	0	42	21	0	21	VIEW GRAPH
	42	0	42	21	0	21	VIEW GRAPH
	56	0	56	33	0	33	VIEW GRAPH
	64	0	64	36	0	36	VIEW GRAPH
	64	0	64	38	0	38	VIEW GRAPH



Explaining the Extrapolation

You will notice that data is divided into the stages/years that you have selected for each pupil.

The data will show you three things:

1. What % of the overall stage the pupil had achieved at the end of the last data collection point.
This is described in the “**Start**” column.
2. The amount of progress a pupil has between the “**Start**” of that period to the “**End**” of period selected. This is referred to as the “**Variance**”.
3. Finally, it will show you the overall stage the pupil has achieved at the “**End**” of the period selected. This is referred to in the “**End**” column.

Reporting Pupil Progress and Attainment

Stages 1-9- As previously stated throughout this document, the primary system for reporting pupil progress and attainment remains the same. This is where pupils are awarded a Stage and Sub-stage, dependant on the depth of knowledge acquired. I.e. the conversion of a percentage score into said Stage and sub-stage e.g. (Stage 5- 50%) **Stage 5 Dev+**.

Transition Stages- KS3

Descriptor	Threshold
KS3 beg	0-16%
KS3 beg+	17%-32%
KS3 dev	33-49%
KS3 dev+	50%-65%
KS3 Sec	66% +

Descriptor	Point Equivalent
KS3 beg	40
KS3 beg+	42
KS3 dev	44
KS3 dev+	46
KS3 sec	48

In order to calculate thresholds for the transition stage, an average of percentage achieved across stages 7-9 is taken. The average percentage achieved dictates the threshold met and point equivalent awarded.

The KS3 descriptor is reported accordingly (displayed above).

*** Note, if only data is available for one stage i.e., Stage 7 (9%), this will determine the grade reported and points awarded as per previous page. For example; Stage 7 beg- 40 points.

Functional Skills (FS) Courses-

Classroom Monitor will continue to be used to assess the depth of knowledge pupils have within the curriculum, but pupil grades should be reported in line with the specification. This is so that the report informs, staff, parents/carers and other relevant outside agencies about their predicted attainment in that course.

Pupils studying FS courses will be given **at least three** opportunities throughout the academic year to demonstrate their progress within the qualification. These opportunities will coincide with the three “data drop” points.

Final grades for FS courses are awarded using a pass/fail criteria.

The pass mark in **Maths** is generally: **45-60%**

The pass mark in **English** is generally:

Reading: 45-65%

Writing: 45-65%

When reporting, staff should detail the Level and average percentage the pupil is achieving within the FS qualification, for example; **FS- Reading- Level 1- 50%**.

The pass mark in **ICT** is generally: 70%

Parents and carers should be informed about what the general pass percentage range is for each subject respectively.

ELC Science- Pupils studying the ELC in Science will be able to demonstrate their progress through the subject at various points. The course is structured in two formats; the Single Award and Double Award. Through ESA’s and TDA’s, pupils demonstrate their understanding. Each course will be awarded at Level 1, 2 or 3, dependent on the number of marks achieved.

As a general rule, ELC’s in science are awarded as follows:

Level 1- 25% of the marks

Level 2- 50% of the marks

Level 3- 75% of the mark

Classroom Monitor will continue to be used to assess the depth of knowledge pupils have within the curriculum, but pupil grades should be reported in line with the specification. In this case, staff should **calculate the average percentage achieved**, and **scale** this mark to coincide with the above described levelling structure. For example; if a pupil has achieved an average of 35% of the marks in the assessments completed, **the reported pupil grade** would be as follows; **ELC- Single/Double Award- Level 1- 35%**.

ELC- History

A general rule for the awarding of ELC History are as follows:

Level 1- 40% of the marks

Level 2- 60% of the marks

Level 3- 80% of the marks

ELC Maths-

Level 1- 25% of marks

Level 2- 50% of marks

Level 3- 75% of marks

GCSE's- Pupils studying GCSE's are generally taught the full range of the course specification over **1-2 years.**

Pupil progress will be tracked and based on depth of knowledge, skills and understanding acquired.

This system can be used to provide a guidance on pupils' progress towards their **GCSE outcome, and staff should maintain records that reflect this.** Staff could use the below table to interpret how Stages convert into the GCSE grading structure.

Classroom Monitor Stages	New Grading Structure	Old Grading Structure
	9	
		A*
	8	
	7	A
Stage 9	6	B
Stage 9		
Stage 9	5	C+
Stage 9		
Stage 8	4	C-
Stage 8		
Stage 8	3	D/E
Stage 7		E/F
Stage 7	2	
Stage 6		G
Stage 6	1	
Stage 5		U
Stage 5		

In **Years 1 & 2**, pupils will sit mock examinations at three intervals which coincide with “**data drops**”. Information from Classroom Monitor, as well as results from these examinations and other graded sources of pupil work, will be used to determine the grade pupils are currently working towards. This will be in line with the **GCSE grading system (1-9)**.

Classroom Monitor will continue to be used to assess depth of knowledge, skills and understanding acquired by pupils.

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Directors: Mr M and Mrs C Lorne

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