



ASSESSMENT AND REPORTING AT HEXHAM MIDDLE SCHOOL

Table of Contents

Introduction, values and supporting your child at home	3
Feedback at Hexham Middle School	4
Definitions of our system.....	5/6
Target setting at Hexham Middle School.....	7
Assessment times and reporting	8/9

Hexham Middle School: Assessment 2018- 19

Introduction

In 2014, a new national curriculum was published and new forms of statutory assessment were developed to align with its contents and principles. A number of key points emerged from this, not least that from September 2015 national curriculum levels were no longer used to assess attainment and schools were asked to design their own systems of assessment. At HMS, the approach that we have implemented assesses pupils holistically, taking into account the child's learning over time and using a wide range of assessment approaches to best reach a judgement on attainment and progress in relation to age-related curriculum expectations.

Fundamental values at Hexham Middle

Our curriculum and assessment system aims to promote a strong development of literacy skills. Teachers in every subject have a role in instilling the highest expectations for all pupils by promoting the development of writing, spelling, reading and communication. Fostering high expectations is a priority for all staff at Hexham Middle, and pupils are encouraged to develop a growth mindset allowing them to approach learning with a resilient attitude leading to ongoing improvement. Our curriculum and assessment system also embeds a strong promotion of spiritual, moral, social and cultural opportunities underpinned by a desire to broaden our pupils' learning experience.

Supporting your child to fulfil their potential

Teachers' assessment judgements are informed continuously by their ongoing, day-to-day teaching and interaction with pupils. One test does not define a teacher's judgement of a pupil; our system works on a holistic approach to assessment. We thank you for supporting your child in being organised for school with the equipment that they require for learning. We also appreciate the support you give your child with their home learning tasks and for supporting a sense of pride and independence in learning activities. Homework is set by teachers to further promote pupil progress and should give you an insight into the curriculum content your child is covering and the standard they are working at and aiming for.

Feedback at Hexham Middle School

“Feedback is one of the most powerful influences on achievement.” (J Hattie)

At HMS, we ask that: teachers understand and use a wide range of feedback strategies; clarify and share learning objectives and success criteria with the pupils they teach; plan for feedback opportunities in every lesson; adhere to the school’s marking and feedback policy when marking pupils’ work and actively seek feedback from their pupils. In return, pupils are expected to: engage with the success criteria they are given; seek feedback from teachers and supporting staff; act on feedback they are given; understand that everyone can give and receive feedback and use it to seek improvement and further challenge their learning.

Our system of **Taking Learning Forward (TLF)** is discussed at various points throughout this information booklet. A **TLF** action will be added to a pupil’s work or assessments to indicate a specific task the pupil should complete to improve or seek further challenge. Teachers will also use a coding system to indicate where a pupil needs to make corrections to spelling, punctuation and grammar and, where possible, pupils will be expected to self-regulate their improvements using resources such as dictionaries. Teachers will also refer to the ‘non-negotiables’ of Hexham Middle – a bank of seven rules that all pupils must adhere to in their learning.

How does the assessment system work?

- We aim for high quality teaching and learning with effective assessment at its core. We use a range of assessment types including: summative, formative and national standardised.
- At three points throughout the school year, pupils are assessed as either: **Foundations, Working Towards, Expected Standard or Greater Depth (FO, WT, EX, GD)**.
- Each overall grade is further broken down into three fine-grades: **3, 2, 1**.
- For example: 'GD3' would indicate that a pupil has just moved into the 'greater depth' grade, 'GD2' would indicate that a pupil is firmly within the depth grade.
- At each assessment point, teachers judge whether a pupil's rate of progress is rapid and sustained, good or requiring improvement (more detail below). This allows parents and pupils to reflect on how the child has developed in a particular subject from their starting point.

The tables below give more detail to explain the meaning of each grade on our assessment system.

(Fine grade definitions)

1	The pupil is firmly within the assessment grade and is demonstrating some of the knowledge and skills to progress to the next grade. All of their work can be assessed as this grade.
2	The pupil is firmly within the assessment grade. Most of their work can be assessed as this grade.
3	The pupil has moved into the assessment grade. Some of their work can be assessed as this grade.

	<u>DEFINITION</u>
GREATER DEPTH	The pupil is showing greater depth in their learning. They have mastered the age-related expectations and consistently demonstrate the learning qualities of this grade. They can make links across the curriculum and show proficiency, independence and depth in their learning.
EXPECTED STANDARD	The pupil has demonstrated a secure understanding of the age-related expectations and consistently demonstrates the learning qualities of this grade. They can work independently and have shown age-appropriate knowledge, skills and understanding of the curriculum objectives covered.
WORKING TOWARDS	The pupil has demonstrated that they are secure in a growing number of the age-related expectations and consistently demonstrates the learning qualities of this grade. The pupil is not yet secure in the age-related content, but their knowledge, skills and understanding are growing .
FOUNDATIONS	The pupil is not yet secure in the age-related expectations. The pupil is working on curriculum content from below their chronological age range. Parents will be regularly updated on the progress and support for their child. The pupil is beginning to secure some of the age-related expectations from the curriculum content.

(Assessment definitions)

Rate of Progress

Teachers report on how a pupil is progressing from their starting point.

1	Progress has been rapid and sustained over time. The pupil is progressing at a higher than predicted rate and it is anticipated they will achieve or exceed their target.
2	Progress over time is good . The pupil is progressing at the predicted rate from their starting point.
3	Progress requires improvement . The pupil is progressing at a slower than predicted rate from their starting point.

Attitude to Learning

1	Pupil has a consistently outstanding attitude and approach to learning.
2	Pupil has a good attitude and approach to learning.
3	Pupil has an inconsistent attitude and approach to learning which requires improvement.
4	Generally, the pupil does not demonstrate a positive attitude or approach to learning.

How do we set targets for our pupils?

- At Hexham Middle, pupils are set a target for reading, writing, mathematics, science and other subjects.
- Pupils are set aspirational targets to promote rapid progress over time.
- The minimum target set for a pupil is 'EX3' i.e. that all pupils should at least have moved into the Expected Standard. Pupils with additional learning needs will be supported in school to ensure they can make sustained progress over time. Targets may be established differently based on a pupil's individual needs.
- The minimum expectation for all pupils at Hexham Middle is that they will reach 'expected standard' in the age-related curriculum expectations by the end of the academic year. Some pupils will demonstrate a proficiency in particular subjects and they will be set an end of year target of 'greater depth'.
- In Key Stage 2 (years 5 and 6), pupil targets are based on their attainment at Key Stage 1.
- In Key Stage 3 (years 7 and 8), pupil targets are based on their Key Stage 2 outcomes.
- We will publish pupils' targets early in the autumn term, using the yellow assessment pages at the front of the planners to record these and the outcomes from assessments throughout the school year. Parents will receive a summary of their child's end of year targets early in the academic year.

Setting targets for year 6 pupils

- In year 6, we use the national scaled score system (more information below) to track the progress of individuals and groups.
- We have taken the decision to mirror the national system in the hope that we are enabling parents to understand the progress their child is making towards national expectations and to interpret the end of key stage results which will be reported in the same format.
- Pupils in year 6, will be set a numerical scaled score target for English reading, writing and mathematics. These targets are established based on the national performance of pupils with a similar starting point (key stage one outcomes).
- Scores from assessments in English and maths are converted to a **scaled score**. A scaled score of more than 100 indicates a child has reached the expected standard; a score of more than 110 indicates a child is working at greater depth.
- In writing, teachers will assess pupils, assessing them as either: working towards expected standard (WTS), expected standard (EXS) or greater depth within the expected standard (GDS).

How do pupils find out how they're progressing?

- Teachers set assessments at key points throughout the year – these may be standardised tests or written/spoken assessments in class.
- The outcomes from these assessments will be recorded on the yellow assessment pages at the front of the pupils' planners; test scores will also be communicated in the pupils' planners.
- When teachers assess pupils' work, a yellow marking sheet will be completed – assessments will be marked against given age-related criteria and pupils will be aware of the success criteria they are working towards achieving.
- Pupils will be set a specific '**TLF**' (**Taking Learning Forward**) action in accordance with the school's marking policy.
- Teachers assess pupils' work throughout lessons using a number of strategies including deep questioning, short topic reviews and by marking written outcomes once completed. Ongoing teacher assessment informs teachers' planning and pupils receive 'TLF' actions throughout lessons informing the next steps of their learning.

When do we assess pupils?

- Teachers in every subject area, across Key Stages 2 and 3, will enter assessment data every term (in November, March and June) and pupil progress will be closely monitored.
- Teachers in Year 6 English (reading, SPaG, writing) and maths will assess pupils every half term and closely track the progress of individuals and groups.
- In Year 5, pupils will sit baseline assessments on entry to the school to establish their current level in English and mathematics, allowing us to challenge and support our pupils as necessary. They will sit end of year assessments to establish their progress levels before moving into year 6.
- Ongoing teacher assessment takes place throughout every lesson, with calendared assessment points planned in advance. The use of high-quality, standardised assessment materials allows teachers to moderate judgements (in cross-department teams) and move learning forward effectively.
- Teachers will assess pupils against their end of year target. Parents will be provided with regular updates through the tracking pages in the pupil planners. Parents will also be provided with a termly update regarding their child's attainment, progress and attitude to learning.

How do parents find out about their child's progress?

- Pupils will record outcomes from their assessments on the yellow assessment pages in their planners.
- Parents will receive an update of pupil progress, attainment and attitude every term (December, April and July).
- The termly report will detail a child's attainment (their current grade in each subject) and from this we will indicate whether we feel that your child is 'on track', or making 'above expected' or 'below expected' progress towards their end of year target.
- Parents will receive an end of year, written report including end of year outcomes and comments from class teachers.
- Parents will be invited to attend Parents' Evenings (one per year group throughout the academic year).
- Parents will also be invited to attend 'Open Book Evening' where assessments and day-to-day learning can be viewed with the children present.
- We are moving towards pupils bringing their class work home on a regular basis so that parents can see work their children are completing on a day-to-day basis.
- If you are concerned or have any questions about your child's progress, contact your child's class teacher via the planner or school correspondence email in the first instance. If necessary, contact the relevant Curriculum Leader to discuss matters further.

How do we assess learning in each subject?

In conjunction with ongoing teacher assessment in the classroom, teachers in every subject schedule regular assessments which lead to judgements on a child's attainment and progress being reached. These judgements are then moderated, both by teachers in school and with colleagues from other schools, so that our assessment system is validated and robust. At Hexham Middle, we have a calendar of moderation where teachers discuss the progress of pupils and compare their work to reach an assessment judgement.

The table below provides more detailed information as to how we assess our pupils at HMS.

<u>SUBJECT</u>	<u>ASSESSMENT OVERVIEW</u>
<p>MATHS</p>	<p>KS3</p> <ul style="list-style-type: none"> • Pupils complete a topic test after every unit of learning; teachers use age-related tracking sheets and set a 'TLF' action from this. Pupils receive an assessment score for the unit of learning. • Pupils have opportunities to solve complex problems throughout lessons preparing them for the rigour and demands at Key Stage 4. • Every term (in line with the data calendar), pupils in KS3 complete standardised assessments - linked to GCSE outcomes. • Every month, pupils in KS3 will complete arithmetic assessments to further promote their fluency skills. • Scores from assessments and targets are communicated in the child's planner. <p>KS2</p> <ul style="list-style-type: none"> • Pupils complete arithmetic tests in class fortnightly to further promote rapid recall and fluency. • Pupils complete topic assessments in class to identify strengths, areas of improvement and next steps in learning. • Pupils complete SATs-style assessments every half term (year 6) and termly (year 5) and the outcomes are closely tracked against their individual targets. • Teachers will use age-related tracking grids in books and as their own record to identify gaps in knowledge which will be bridged through rapid teacher intervention. • Scores from assessments and targets are communicated in the child's planner.
<p>ENGLISH <i>(one grade for reading, one for writing and one for SPaG in KS2 only)</i></p>	<p>KS3</p> <ul style="list-style-type: none"> • Pupils complete assessed written tasks once per half-term; assessed using age-related expectations. • A 'pre' test is used to assess each area to check progress from before the topic to when the assessed written task (above) is completed. • Pupils have opportunities to complete GCSE style problems throughout lessons in year 8. • Every term (in line with the data calendar), pupils in KS3 complete standardised assessment papers - linked to GCSE outcomes

	<ul style="list-style-type: none"> • Every term, pupils in KS3 will complete 'Big Spelling Test' (100 or 50 words depending on ability) • Weekly spelling tests <p>KS2</p> <ul style="list-style-type: none"> • Pupils complete a weekly spelling test to further develop their knowledge of the statutory words list and high-frequency vocabulary. • Pupils complete regular reading comprehensions and SPaG questions from past SATs papers in class and at home as test practice. • Pupils complete mock SATS every term in year 5 and half term in year 6. • Teachers will use objective tracking grids in books and as their own record to identify gaps in knowledge • Scores from assessments and targets are communicated in the child's planner.
<p>SCIENCE</p>	<p>KS3</p> <ul style="list-style-type: none"> • Pupils complete topic tests after every topic; pupils are given their score and a grade. • Pupils have opportunities to complete complex exam style questions several times per topic – preparing them for the rigour of Key Stage 4. • Age-related criteria sheets used for each topic and 'TLF' tasks set from this. • Pupils complete an in-class assessment and a homework assessment for each topic with the success criteria. Marked using age-related criteria. • Scores from assessments and targets are communicated in the child's planner. <p>KS2</p> <ul style="list-style-type: none"> • Pupils complete topic tests after every topic using tests. Pupils are given their raw score and a grade. • Pupils have opportunities to complete complex exam questions several times per topic. • Age-related criteria lists used for each topic and 'TLF' tasks are set from this. • Pupils complete an in-class assessment for each topic with the success criteria. Marked using age-related criteria.

	<ul style="list-style-type: none"> • Scores from assessments and targets are communicated in the child's planner.
<p>EXPLORE (KS2 only) <i>(Comprising history and geography)</i></p>	<ul style="list-style-type: none"> • Pupils have opportunities to explore deep learning questions throughout the topic which will be self, peer or teacher assessed with 'TLF' actions being set where applicable. • One piece of homework will be set per topic which is marked against success criteria using age-related expectations. • Pupils complete a written assessment after every unit of learning; teachers use age-related tracking sheets and set a 'TLF' action from this. Pupils receive an assessment grade for the unit of learning. • Individual targets and scores from written assessments are communicated in the child's planner.
<p>HISTORY (KS3 only)</p>	<ul style="list-style-type: none"> • Pupils have opportunities to complete complex questions throughout the topic which will be self, peer or teacher assessed with 'TLF' actions being set where applicable. • One piece of homework to be set per topic which is marked against the success criteria using age-related expectations. • Pupils complete a written assessment after every unit of learning; teachers use age-related tracking sheets and set a 'TLF' action from this. Pupils receive an assessment grade for the unit of learning. • Individual targets and scores from written assessments are communicated in the child's planner.
<p>GEOGRAPHY (KS3 only)</p>	<ul style="list-style-type: none"> • Pupils have opportunities to complete complex questions throughout the topic which will be self, peer or teacher assessed with 'TLF' actions being set where applicable. • One piece of homework to be set per topic which is marked against the success criteria using age-related expectations. • Pupils complete a written assessment after every unit of learning; teachers use age-related tracking sheets and set a 'TLF' action from this. Pupils receive an assessment grade for the unit of learning. • Individual targets and scores from written assessments are communicated in the child's planner.

<p>COMPUTING</p>	<p>KS2 and KS3</p> <ul style="list-style-type: none"> • Pupils complete topics with ongoing self and peer assessment throughout. • Teachers assess learning and skills throughout the topic with grades awarded. • Age-related success criteria are used for each topic and 'TLF' tasks set from this.
<p>RE</p>	<ul style="list-style-type: none"> • Pupils have opportunities to explore deep learning questions throughout the topic which will be self, peer or teacher assessed with 'TLF' actions being set where applicable. • One piece of homework to be set per topic which is marked against the success criteria using age-related expectations. • Pupils complete a written assessment after every unit of learning; teachers use age-related tracking sheets and set a 'TLF' action from this. Pupils receive an assessment grade for the unit of learning. • Individual targets and scores from written assessments are communicated in the child's planner.
<p>FOOD TECHNOLOGY</p>	<p>KS3</p> <ul style="list-style-type: none"> • Pupils in KS3 evaluate each dish they cook; this is good evidence of the progress they are making in practical lessons. They will also peer assess each other's cooking. • Pupils complete end of topic review questions towards the end of the food technology rotation. • Year 7 and year 8 pupils carry out a practical assessment towards the end of the rotation. They have to make one of the dishes they have made throughout the rotation completely independently and present it within the hour. They are assessed on hygiene, safety, independence, planning, cookery skills and presentation. Written feedback and assessment grades are given. • Students complete skills and subject knowledge audits at the start and end of the rotation to show their progress. • Checklists used and TLF tasks are set in books. Assessment grades are given at the start and end of the rotation for written and practical work. <p>KS2</p> <ul style="list-style-type: none"> • Pupils in KS2 evaluate each dish they cook; this is good evidence of the progress they are making in practical lessons. They also peer assess each other's cooking.

	<ul style="list-style-type: none"> • Pupils complete end of topic review questions towards the end of the food technology rotation. • Students complete skills and subject knowledge audits at the start and end of the rotation to show their progress. • Checklists used and TLF tasks are set in books. Assessment grades are given at the start and end of the rotation for written and practical work.
DESIGN TECHNOLOGY	KS2/3: <ul style="list-style-type: none"> • Benchmarking booklets used throughout the rotation to build up skills and knowledge. • Year 5 complete a separate assessment during their first lesson which tests design skills, analysis and evaluation skills. These are then built on throughout the teaching. • Pupils' attainment and progress is assessed based on their practical and evaluative work throughout topics.
ART	KS2/3: <ul style="list-style-type: none"> • Pupils' development will be tracked through observations, teacher dialogue and peer/self-assessment opportunities throughout a unit of learning. • Pupils are given feedback throughout a unit to progress towards the final piece. • Teachers assess pupils based on age-related success criteria; pupils' final pieces are assessed as well as their work in sketch books and work in developing towards their final pieces.
MUSIC	KS2/3: <ul style="list-style-type: none"> • Pupils complete an ongoing learning log of activities to track their development of key skills and understanding. • Pupils plan and perform pieces of music (in groups or individually) which are assessed against an age-related criteria. • Pupils learn to evaluate music and learn to appreciate influential pieces of music and the work of musicians to support their own learning and these skills are assessed using a mix of peer, self and teacher assessment.
PE	KS3: <ul style="list-style-type: none"> • Pupils will complete ongoing peer and self-assessment throughout each assessment throughout each unit of work. • Teachers will complete a formative assessment on individual skills.

	<ul style="list-style-type: none"> • Pupils will be assessed on their decision making and physical skills in game situations. • Pupils’ progress will be tracked and moderated throughout KS3 in line with GCSE criteria. • Teachers will assess pupils at the end of each unit to set targets to inform improvements for future performance. <p>KS2:</p> <ul style="list-style-type: none"> • Year 5 pupils are benchmarked using observations of their fundamental motor skills and using formative assessment while playing generic invasion games. • Pupils will be self, peer or teacher assessed on their physical and technical competence, decision making and social skills across a variety of sporting activities. • Pupils and teachers may use ICT technology to record and analyse performance, to moderate and to set targets to inform improvements for future performance.
<p>FRENCH</p>	<p>KS3</p> <ul style="list-style-type: none"> • Pupils will be self, peer or teacher assessed on their reading, written, verbal and listening skills throughout the topic with ‘TLF’ actions being set where applicable. • Two pieces of homework to be set per half-term which is marked against the success criteria using age-related expectations. This is in addition to regular spelling homework and testing. • Pupils complete an assessment after every unit of learning which will incorporate at least two of the above mentioned language skills; teachers use age-related tracking sheets and set a ‘TLF’ action from this. Pupils receive an assessment grade for the unit of learning. • Individual targets and scores from written assessments are communicated in the child’s planner. Pupils will be self, peer or teacher assessed on their written, verbal and listening skills throughout the topic with ‘TLF’ actions being set where applicable. • One piece of homework to be set per topic which is marked against the success criteria using age-related expectations. • Pupils complete a written, verbal and listening assessment after every unit of learning; teachers use age-related

tracking sheets and set a 'TLF' action from this. Pupils receive an EDSM grade for the unit of learning.

Individual targets and scores from written assessments are communicated in the child's planner.

KS2

- Pupils will be self, peer or teacher assessed on their **reading, written, verbal and listening skills** throughout the topic with 'TLF' actions being set where applicable.
- One piece of homework to be set per topic which is marked against the success criteria using age-related expectations.
- Pupils complete an **assessment** after every unit of learning which will incorporate at least **two of the above mentioned language skills**; teachers use age-related tracking sheets and set a 'TLF' action from this. Pupils receive an assessment grade for the unit of learning.
- Individual targets and scores from written assessments are communicated in the child's planner.