

Monitoring and Assessment

(Reviewer: Graham Moir, August 2026)

Assessment is a key aspect to effective teaching and learning. The College uses a range of formative and summative assessment approaches to monitor progress, inform and adapt teaching, identify support and challenge needs and, ultimately, help every pupil achieve their full potential. At Hurst, assessment is used to support learning and promote progress rather than simply record attainment.

Assessment information is recorded, stored and shared in accordance with the College's Data Protection Policy.

1. Guidelines for EYFS

- Formative assessment underpins all teaching and learning in Reception and is used to inform planning, provision and next steps in learning.
- Assessment is based on ongoing observations from teachers and teaching assistants, interactions and professional knowledge of each pupil, gathered through both staff-led and pupil-initiated activities. Assessment takes place as an integral part of everyday practice and does not require unnecessary interruption to pupils' learning.
- Continuous provision, activities and resources are regularly adapted and enhanced in response to assessment information and identified pupil (SEND) needs.
- Pupils' progress is monitored through:
 - ongoing observations;
 - professional discussion between EYFS staff;
 - information shared by parents and carers;
 - knowledge gained through daily interactions with pupils.
- A 'Wow Book' is maintained for each pupil to celebrate achievement and record significant progress throughout Reception. It contains work selected by the pupil alongside evidence that demonstrates development across the areas of learning and progress towards the Early Learning Goals.
- All pupils complete a CEM Baseline Assessment on entry to Reception. Additional assessments may be used, where appropriate, to support professional understanding of pupils' progress and development.
- Summative assessments are based upon practitioners' professional judgements informed by ongoing assessment, observation and knowledge of the pupil. These judgements are made without prolonged breaks from interaction with pupils.
- Parents and carers are kept well informed of their child's progress through:
 - regular communication with EYFS staff;
 - EYFS progress reviews;
 - Parents' Evenings;
 - the EYFS Profile.

- The EYFS Profile is a statutory assessment completed for every pupil at the end of Reception and provides a summary of attainment against the Early Learning Goals.
- The EYFS Profile is:
 - shared with parents and carers;
 - passed to Year 1 teachers to support effective transition and continuity of learning;
 - submitted to the local authority in accordance with statutory requirements.
- Information gathered through the EYFS Profile is used to support a smooth transition into Key Stage 1 and to inform and adapt future teaching and learning.

2. Guidelines for Key Stage 1

Assessment and Feedback - General Principles

- Assessment is an integral part of teaching and learning and is used to identify pupils' strengths, address misconceptions and inform next steps in learning.
- Feedback recognises achievement, celebrates effort and supports pupils in making sustained progress over time.
- Assessment information is used to evaluate pupils' understanding, adapt teaching, provide appropriate support and challenge, and ensure that all pupils make progress from their individual starting points.
- Feedback helps pupils understand what they have done well, what they need to improve and how they can improve it.
- Verbal feedback is valued as an immediate and effective form of assessment and is used regularly to support learning.
- Opportunities for self-assessment and peer assessment are provided, where appropriate, to develop pupils' independence, resilience and understanding of successful learning.
- Feedback promotes a positive dialogue between teachers and pupils and encourages pupils to reflect upon and take ownership of their learning.
- Marking and feedback are proportionate, meaningful and focused on improving outcomes rather than generating evidence.
- Assessment and feedback arrangements take account of individual needs, including those of pupils with SEND, to ensure that all pupils can access learning and demonstrate their understanding successfully.

Marking Procedures

- The Key Stage 1 marking system uses:
 - 'Green for Good' to identify success and achievement;
 - 'Purple for Practice' to identify corrections, improvements and next steps.
- Pupils are encouraged to review, edit and improve their work using age-appropriate self-assessment strategies.
- Teachers may use stamps and visual indicators to:

- date work;
- identify independent and supported work;
- recognise achievement;
- indicate next steps for learning;
- record verbal feedback.
- Teachers use professional judgement when identifying errors and areas for improvement, ensuring that feedback is manageable, purposeful and appropriate to the age and stage of development of each pupil.

Mathematics

- Assessment in mathematics takes place through ongoing observation, questioning, discussion, practical activities and review of recorded work.
- Feedback is used to identify pupils who require additional support, further practice or greater challenge.
- Written and verbal feedback focuses on the learning intention, mathematical understanding and next steps for improvement.
- Information gained through assessment is used to adapt teaching and ensure that pupils develop fluency, reasoning and problem-solving skills.
- Number formation and mathematical presentation are addressed where necessary to support accuracy and confidence.

Literacy

- Assessment and feedback in literacy support the development of reading, writing, spelling, vocabulary, grammar, punctuation and communication skills.
- Pupils are encouraged to edit and improve their work with appropriate guidance from teachers and teaching assistants.
- Feedback recognises successful application of phonics, vocabulary, sentence construction and composition while identifying clear next steps for development.
- Teachers use professional judgement when correcting spelling and written conventions, focusing on key learning objectives, high-frequency words and previously taught content.
- Verbal feedback forms an important part of literacy teaching and is used throughout every lesson.
- Assessment is used to identify common misconceptions, inform future planning and adapt teaching to meet the needs of every pupil.

Extended Writing

- Pupils are given opportunities to review, edit and improve their writing in response to feedback.
- Teachers identify achievements and provide clear, achievable next-step targets that support the continued development of pupils as writers.

- Opportunities for self-assessment and peer assessment are provided where appropriate to develop pupils' understanding of quality writing and their ability to evaluate and improve their own work.
- Written and verbal feedback encourages pupils to take pride in their work, reflect on their learning and develop increasing independence as writers.

Monitoring and Quality Assurance

- Subject leaders and senior leaders monitor assessment and feedback practices to ensure consistency, effectiveness and alignment with the school's teaching and learning principles.
- Assessment is used to monitor pupil progress, inform intervention and enrichment programmes, and support communication with parents and carers.
- The impact of assessment and feedback is evaluated through pupil progress, pupil engagement and the quality of learning rather than the volume of marking completed.

3. Guidelines for Years 3 to 8

A key purpose of assessment is to help pupils progress in their learning. Where verbal and written feedback is effective, pupils understand it as part of an ongoing dialogue which helps them to improve their work.

Formative Assessment and Written Feedback - General Practice

- Formative assessment will vary by department and may include a combination of light-touch marking (e.g. ticks, traffic lights, stars and wishes, stickers), self-assessment, peer assessment, and more detailed feedback that highlights progress and identifies next steps for improvement.
- Written feedback should:
 - Indicate that pupils' work is valued.
 - Be individualised and focused on the learning objectives for the piece of work.
 - Highlight progress made and identify how work can be improved.
- Teachers should mark in red pen. Pupils should respond to feedback, peer-assess, and self-assess in green pen.
- Pupils should be encouraged to respond to teachers' feedback in writing, demonstrating that they have understood and acted upon the advice given.
- When written feedback is provided, pupils must be given sufficient time to read, reflect on, and respond to comments so that the impact of feedback is evident in their subsequent learning.
- Teachers are expected to provide regular written feedback, marking at least:
 - One piece of work per week in English and Mathematics.
 - One piece of work every ten days in all other subjects.
- Feedback should be returned promptly. Once work has been collected, pupils should not wait longer than two lessons to receive feedback.

- Self-assessment against agreed criteria is acceptable as part of the assessment process, provided it complements rather than replaces the expected level of teacher feedback.
- Spelling, punctuation and grammar (SPaG) errors may be indicated using the following standard codes:
 - **S** = Spelling
 - **P** = Punctuation
 - **G** = Grammatical error
 - **NP** = New paragraph

Years 3 to 5

- Work is marked and written feedback provided to pupils without reference to their Challenge Grade (see the 'Challenge Grades and Reporting' section of this policy).
- In Year 6, English prep may be marked with reference to the pupil's individualised Challenge Grade using a scoring system of CG -2, CG -1, CG 0 or CG +1, as explained in 'Challenge Grades and Reporting' section of this policy.
- All other subjects in Year 6 will mark and provide written feedback without reference to Challenge Grades.

Years 7 and 8

- Work is marked according to the pupil's Challenge Grades (using the same scoring system as above) and must be written on students' work, in addition to the usual mark or grade.
- Year 7 Challenge Grades will not be set until three to five weeks into the Michaelmas term, so a score against a Challenge Grade is not given until that point.

Verbal Feedback – General Practice

- Pupils should receive ongoing verbal feedback from the teacher throughout lessons to help them improve understanding, develop effective strategies and correct misconceptions.
- Effective verbal feedback should lead to direct action on the part of the pupil(s), and its impact can be measured by the extent to which pupils progress during the lesson.
- Verbal feedback should also be used to reassure pupils and confirm success; it is part of the positive ethos of our school and an important motivating factor.

Prep and Departmental Oversight

- Prep should normally require a tangible outcome or demonstrable evidence of learning. While reading is an important component of prep, some form of written or recorded response should generally be used to confirm engagement with the task.
- Teachers should ensure that the amount of prep set is realistic and aligns with the allocated prep time, following the prep timetable.
- Heads of Department are responsible for monitoring the quality and quantity of work set within their departments and for ensuring that departmental marking and feedback practices are consistent with this policy.

4. Guidelines for Years 9 to 13

Each teacher is expected to provide regular constructive feedback to pupils on their work to help pupils progress in their learning. Where verbal and written feedback is effective, pupils understand it as part of an ongoing dialogue which helps them to improve their work.

Formative Assessment and Written Feedback – General Practice

- The approach to marking and feedback should be determined by individual departments and reflect the nature of the subject and the work being assessed. Some departments may adopt a "little and often" approach, such as regular vocabulary tests, while others may provide more extensive feedback on longer projects or pieces of work at less frequent intervals.
- Feedback should be formative and constructive, helping pupils to understand their strengths and areas for development. Teachers should prioritise the most significant areas for improvement rather than over-correcting work, ensuring that feedback remains manageable, supportive, and motivating.
- Teachers are expected to mark pupils' work regularly, ideally on a weekly basis and at least once every ten days. Once work has been collected, feedback should normally be returned within two lessons.
- Teachers should mark in red ink. Pupils should use green ink when engaging in self-assessment or responding to feedback. Self-assessment can form a valuable part of the assessment process when used appropriately.
- Teachers should record a CG -2, CG -1, CG 0, or CG +1 alongside the usual mark or grade to indicate performance relative to the pupil's Challenge Grade. Challenge Grades for Shell and Lower Sixth pupils are not set until three to five weeks into the Michaelmas Term; therefore, Challenge Grade scoring should not be used before this point.

Verbal Feedback – General Practice

- Pupils should receive ongoing verbal feedback from the teacher throughout lessons to help them improve understanding, develop effective strategies and correct misconceptions.
- Effective verbal feedback should lead to direct action on the part of the pupil(s), and its impact can be measured by the extent to which pupils progress during the lesson.
- Verbal feedback should also be used to reassure pupils and confirm success; it is part of the positive ethos of our school and an important motivating factor.

Coursework, Projects, and Extended Tasks

- Long-term projects, NEA, and extended essays require regular monitoring and constructive feedback throughout the process. Interim deadlines should be used where appropriate to ensure pupils remain on track and can act upon feedback before submitting final work.
- Departments setting major coursework assignments or essays must provide pupils with written guidance in advance. This guidance should clearly outline the assessment criteria and, where appropriate, include opportunities for pupil self-assessment against those criteria.
- Any feedback given during an NEA process should always follow exam board and JCQ guidance.

Prep and Departmental Oversight

- Prep should normally require a tangible outcome or demonstrable evidence of learning. While reading is an important component of prep, some form of written or recorded response should generally be used to confirm engagement with the task.
- Teachers should ensure that the amount of prep set is realistic and aligns with the allocated prep time, following the prep timetable.
- Heads of Department are responsible for monitoring the quality and quantity of work set within their departments and for ensuring that departmental marking and feedback practices are consistent with this policy.

5. Monitoring Pupil Progress

- Pupil progress is reviewed regularly by teachers, tutors, Heads of Department, Heads of Year and members of the Senior Management Team.
- The academic attainment and progress of every pupil are scrutinised by tutors and Heads of Year following each Challenge Grade Review.
- Assessment information is used to identify pupils requiring additional support, intervention or greater academic challenge.
- Progress information is considered alongside pastoral information to ensure that pupils are supported holistically.
- The effectiveness of interventions and support strategies is monitored through ongoing assessment and review.

6. Challenge Grades & Reporting

Challenge Grades

- Challenge Grades are set using a combination of standardised assessment data, internal testing, and teachers' professional knowledge of each pupil. They are intended to be ambitious yet achievable targets that encourage pupils to maximise their academic potential.
- Challenge Grades are established on an individual basis for each pupil as follows:
 - **Reception to Year 2:** Challenge Grades are not set.
 - **Years 3 to 6:** Challenge Grades are set annually in English and Mathematics, with Science Challenge Grades also set in Years 4 to 6. These represent the grades pupils are expected to be capable of achieving in end-of-year internal assessments.
 - **Years 7 and 8:** A Challenge Grade is set in each subject at the start of Year 7 and represents an aspirational target for the end of Year 8. The highest Challenge Grade that can be awarded is an **A Grade**. Where a pupil has an A Grade target, a **+1** score may be awarded to indicate performance at scholarship level.
 - **Shell, Remove and Fifth Form:** A Challenge Grade is set in each subject at the start of Shell and represents an aspirational but achievable GCSE outcome at the end of Fifth Form.

- **Lower Sixth and Upper Sixth:** A Challenge Grade is set in each subject at the start of the Sixth Form and represents an aspirational but achievable A Level outcome at the end of Upper Sixth.

Challenge Grade Reviews and Parents Evenings

- Each half-term, parents and carers receive either a Challenge Grade Review or an opportunity to discuss progress with teachers at a Parents' Evening.
- The purpose of a Challenge Grade Review is to evaluate progress across all academic subjects since the previous review and provide clear guidance on areas for improvement.
- Reviews are addressed as follows:
 - **Reception to Year 6:** Reviews are addressed to parents;
 - **Years 7 to Upper Sixth:** Reviews are addressed directly to pupils.
- For pupils with Challenge Grades, alongside written feedback, reviews include a score per subject indicating current performance relative to their Challenge Grade in each subject.

Challenge Grade Review Scores

Score	Meaning
+1	Achievement beyond expectations; performance is above the Challenge Grade trajectory.
0	On track to achieve the Challenge Grade.
-1	More work is required to achieve the Challenge Grade.
-2	Significantly more work is required to achieve the Challenge Grade, and this may indicate a cause for concern.

Reception to Year 2

- As Challenge Grades are not set in Reception to Year 2, reviews describe progress using emerging, expected or exceeding. Reviews also discuss progress since the previous review and identify key next steps for learning.

Years 3 to 6

- Challenge Grade Reviews are written for all subjects. For English, Mathematics, and Science (Years 4 to 6), a Challenge Grade score is also included to show performance relative to the Challenge Grade.

Review Deadlines and Publication

- Timings of Challenge Grade Reviews are published in the Whole College Overview on HurstOnline, as well as in the College Calendar so that pupils and parents can view.
- During a reporting cycle, the following deadlines apply:
 - **Tuesday, 6.00 pm:** Subject comments completed.
 - **Friday, 2.00 pm:** Tutor reports completed.
 - **Following Tuesday:** Reviews released to parents.

Quality Assurance Responsibilities

- Teachers are responsible for writing, proofreading, and correcting their own Challenge Grade Review comments before submission.
- Tutors are responsible for checking that all teacher comments have been completed and following up any outstanding comments to ensure deadlines are met.
- If tutors identify errors during their review of comments, they should correct them and inform the member of staff concerned.
- The Head of Year should read all teacher and tutor comments, correcting any mistakes they identify and ensure a timely release to parents (and to pupils from Year 7 to Upper Sixth).
- Detailed guidance on writing Challenge Grade Reviews can be found in the Exam and Reporting Guide within the Academic Documents folders.

7. A guide to writing challenge grade review comments

Details of the expected focus of each Challenge Grade Review for each year group can be found in the Exam and Reporting Guide, updated and re-issued annually by the Deputy Head Academic. The guide also contains general guidance on writing teacher comments.

8. Good Work and Poor Work

Good Work

High achievement brings its own rewards of prizes, scholarships, examination success and high marks. Good effort, because it does not always receive the same rewards, will be encouraged, and rewarded in other ways such as House Points, Challenge Grade Review awards, departmental awards and House awards.

Poor Work

Poor effort or late work may result in extra work needing to be completed in the pupil's own time, in an academic detention, or in a formal detention. Poor effort or late work should be recorded using a Head of Year (HoY) Alert.

9. Examinations and Standardised Testing

External Public Examinations

- External public examinations are normally held in the Sports Hall and are invigilated by external invigilators employed by the College.
- All External examinations are carried out in accordance with JCQ regulations, including the awarding of exam concessions for pupils with SEND or a diagnosed learning need.
- A nominated representative, usually the Head of Year, must be available outside the Sports Hall at the start of each examination to assist with pupil identification.

Internal School Examinations

- Internal examination periods typically last around a week and are scheduled in accordance with the Whole College Overview, which is published annually.
- Teaching staff are responsible for setting, invigilating, and marking internal exams. The outcomes of these assessments contribute to course selection, grade predictions, set placement/movement, and monitoring of pupil progress.

Standardised Testing

- Standardised assessments are conducted during the first half of the Michaelmas Term to provide baseline and progress data that support monitoring, setting of Challenge Grades and educational planning.

Reception to Year 6

Year Group	Test	Assessment Type
Reception	Baseline	Baseline Assessment
Year 1	Reasoning	Reasoning Assessment
Year 2	X	CAT Young Learner
Year 3	Y	CAT Young Learner
Year 4	A	CAT4
Year 5	B	CAT4
Year 6	C	CAT4

- In addition, pupils in Years 1 to 6 complete PTE (Progress Test in English) and PTM (Progress Test in Mathematics) assessments during the Summer Term to support the measurement of pupil progress over time.

Year 7 to Upper Sixth

Year Group	Assessment
Year 7	MidYIS
Year 9	MidYIS
Year 12	ALIS