

Hampshire Assessment Model and COVID 19

A key principle of the Hampshire Assessment Model is that pupils should demonstrate their capacity to apply all aspects of the national curriculum with sufficient fluency, independence and resilience given their age and the expectations of their year group.

Within the model, curriculum objectives in reading, writing and mathematics have been broken into phases and each subject divided into a number of domains. These domains enable teachers to assess progression within and across the subject, taking account of the inter-relationship of concepts.

It is important to remember that the model is an assessment tool not a planning framework or scheme of work and can be adapted by schools. What is assessed should be determined by the school curriculum and the school's agreed progression.

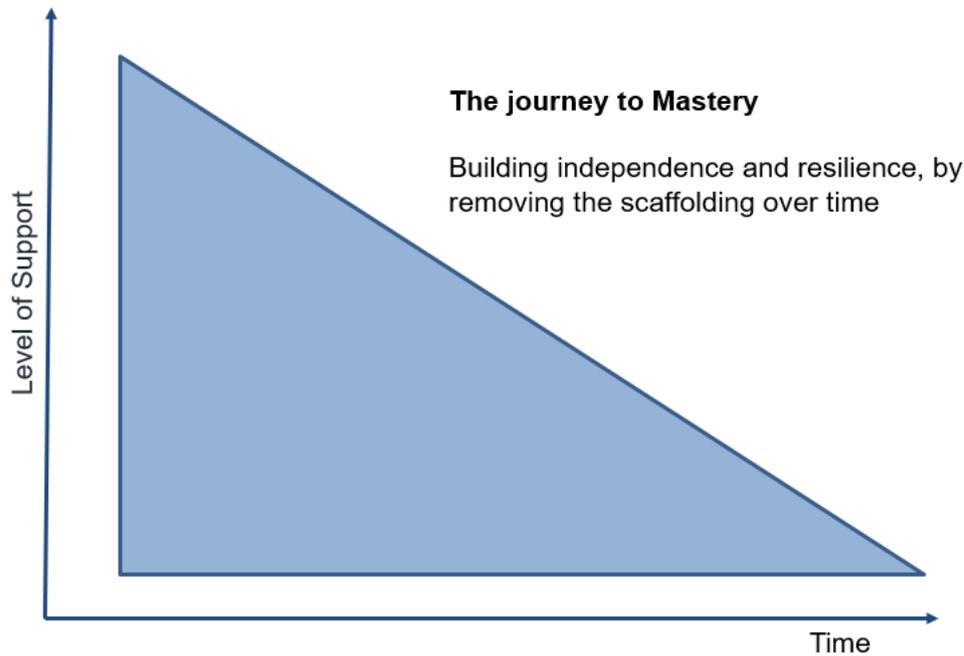
In the current context, with pupils missing chunks of school since mid-March there will be a need for schools to review their curriculum and related assessment arrangements.

As a result, schools using the Hampshire Assessment Model will need to adjust the assessment framework in the next academic year to mirror changes to their curriculum.

A key feature of the model is the flexibility available to schools in determining the objectives assessed at each phase. This means that in the current context, the missing elements from the previous year's programme of study/curriculum which will now be included in the recovery phase of a school's curriculum will need to replace some objectives and sit alongside other objectives that would typically have been taught in the first part of the autumn term. Objectives assessed at the first milestone will need to be adapted to reflect the changes made by schools to their curriculum content

Precisely which objectives are included will depend on the content of each school's curriculum offer. This also applies to the objectives assessed at the end of the second milestone 2 and third milestone where some adjustments will be needed in line with the school's curriculum and longer term strategy for pupils to recover lost learning and make sufficient progress with new learning. There may be a need to continue to close gaps in the 2021/22 academic year.

The overall aim should be that each phase of objectives builds alongside the previous phase objectives. This makes sure that the fundamental objectives are strengthened over time so that confidence is secured. This is seen in the capability of pupils to show accuracy, versatility (competent) and resourcefulness in applying the objectives in a range of contexts, over time, and with independence (expert).



Example – Hampshire Assessment Model- adjusted to reflect recovery curriculum

Milestone 1	Milestone 2	Milestone 3	End of Summer Term
		Phase 3 sufficiently secured (Apprentice)	Phase 3 Competent/Expert
	Phase 2 sufficiently secured (Apprentice)	Phase 2 (Competent)	Evidence of: <ul style="list-style-type: none"> • Fluency? • Independence? • Resilience?
Phase 1 sufficiently secured (Apprentice)	Phase 1 Competent	Phase 1 Expert	
Previous Year Group objectives secured (RECOVERY)			

Schools will need to adjust the objectives assessed at each phase to reflect their curriculum. By each assessment milestone, greater fluency is expected in those aspects already introduced

The milestones are a time to ‘stop and think’ strategically about the degree of understanding that a pupil has at a point in time. Using the school’s adapted assessment framework, teachers should assess whether pupils are demonstrating sufficient security and adequate proficiency in the objectives being assessed at that point in time.

The timing of each milestone is for each school to determine. Schools may choose to make adjustments to their normal pattern of assessment to reflect the circumstances they face.

Summative assessment data gathered at each milestone, should be used alongside teachers’ day-to-day formative assessments to recognise progression within and across domains and to help shape the curriculum objectives that need to be taught or re-visited over the next phase.

There are many unknowns and schools will need to remain agile and adaptive, ensuring that the assessment framework they are using is a reflection of the curriculum. For this reason, HIAS will not be updating the phase documents as they need to reflect each individual school’s curriculum offer. The documents are word documents and can easily be edited by schools.