

Compassion – Courage – Hope – Integrity – Justice
Respect – Responsibility - Wisdom



Herne Bay Junior School

Assessment Policy

Policy Agreed: Sept 2017

Review Date: Sept 2018

Assessment Policy

The core purpose of assessment within our school is to ensure teaching and learning is consistently good or better.

Good systems ensure teachers, pupils and parents know what skills, knowledge and understanding pupils currently can do and what they need to learn next. This enables teachers to plan effectively and pupils to engage with their learning.

Good systems ensure that Governors and stakeholders are informed and are clear about attainment and progress at Herne Bay Junior School so that they can validate the effectiveness of the school.

In a wider context it is our belief and practice that:

- Schools should work in collaboration, for example in clusters/with other schools, to ensure a consistent approach to assessment.
- External moderation is an essential element in producing teacher assessment that is reliable and comparable over time.
- Schools should be prepared to submit their assessment to external moderators.
- Pupils should be assessed against objectives and agreed criteria rather than ranked against each other.

How We Assess

An annual assessment timetable will be in place at the beginning of Term 1 and shared with all teaching staff, teaching assistant and governors.

Herne Bay Junior School uses STAR assessment in reading and maths to inform teachers in making assessment judgements. Teachers will use their insights to inform them of whether a child is working towards the expected standard, at the expected standard or at a greater depth. STAR assessments will be carried out a number of times throughout the year, as detailed on the assessment timetable.

Teachers use an assessment grid of competencies to assess writing. This is an 'ongoing' document against which independent pieces of writing may be assessed. This will support teachers in making accurate judgements as well as informing them of individual gaps.

Formative assessment is ongoing and teachers assess for Speaking and Listening, Reading, Writing, Mathematics and Science. This information is used to evaluate individual pupil progress and to plan additional support where necessary.

Summative assessment data is collected in Terms 2, 4 and 6.

In Term 1 a baseline STAR assessment is used to establish a reading range for Accelerated Reader.

We monitor the progress of all vulnerable groups within our school to ensure the achievement of all pupils. Progress and outcomes are discussed with teachers at Pupil Progress Meetings and Provision Map Reviews at the end of terms 1, 2, 4 and 6.

Each teacher compiles and maintains an assessment folder that contains up-to-date information on pupil progress, attainment and tracking of pupils' progress through the National Curriculum.

To ensure this high standard of teaching and learning, teachers provide feedback to pupils that:

- recognises pupils' progress towards achieving their next step
- provides pupils with a model to improve their work
- promotes self-assessment and sets pupil expectations

In order to ensure that accelerated progress is being made, data may be collected at additional points within the year for any child who is working below age related expectations.

How We Moderate

Prior to each data collection point cross-school moderation takes place for Reading, Writing and Maths.

Governors with specific responsibility for Assessment monitor the moderation process three times a year.

The school attends all Coastal Alliance moderation events.

The school actively engages in moderation practice with schools with a similar demographic and ethos.

The school attends all Local Authority moderation events.

The school is annually represented at the Headteacher Appeals panel for the Kent Test.

The school welcomes external moderation.

How We Report

We value and recognise the role of parents in their children's education so Herne Bay Junior School shares information with parents to enable them to support their child. Formal consultations are available to parents twice a year in Term 1 and Term 3. At the end of the academic year the school provides an annual report for parents of their child's achievements and next steps for all children. The opportunity is given to parents to discuss their child's report with the class teacher/SENCO.

We will report attainment using the terms *Working Below*, *Working Towards*, *Working At* or *Working at Greater Depth*. These all relate to the national age related expectation in line with the new National Curriculum.

Provision for all children is discussed at each parents evening. For parents of the most vulnerable pupils in our school an additional structured conversation to maximise parental partnerships takes place in Terms 2, 4 and 6 with SENCO and class teacher. Through all of this information we aim to enable all families to engage with their child's personal development.

A Standards Report is provided to governors in Terms 3, 5 and 6.