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**Herne Bay Junior School**

# Assessment Policy

**Policy Agreed: February 2020**

**Review Date: February 2021**

**Approved by: Senior Leadership Team**

## **Assessment Policy**

**The core purpose of assessment within our school is to ensure every child is supported and extended so as to achieve their full potential.**

Good systems ensure teachers, pupils and parents know what skills, knowledge and understanding pupils currently have 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 assistants and governors. An overview of this timetable can be found on the Assessment page of the school website:

<https://www.hernebay-jun.kent.sch.uk/curriculum/assessment>

Herne Bay Junior School uses STAR assessment in Reading and Maths to support 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. Aided through moderation, teachers will use these assessment grids to support their teacher assessment judgements.

Formative assessment (marking) is ongoing and is used across the curriculum. This information is used to evaluate individual pupil progress, to set writing targets and to plan additional support where necessary.

Summative assessment data (tests) 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 as well as a starting point for tracking progress both in reading and mathematics.

### **How We Monitor Attainment and Progress**

We monitor the progress of all children within our school to ensure all are able to fulfil their potential. Vulnerable groups are monitored especially closely, with progress and outcomes discussed with teachers at Pupil Progress Meetings and SEN Review Meetings termly.

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

- recognises pupils' progress towards achieving their target(s)
- provides pupils with a model to improve their work
- promotes self-assessment and sets pupil expectations

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

### **How We Moderate**

At regular points in the year, cross-school moderation takes place for Reading, Writing and Maths. This is monitored by a governor with specific responsibility for Assessment.

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. This is done through parent consultations, summary reports and full written reports. The schedule below details which reports parents can expect and when.

	Years 3, 4 & 5	Year 6
Term 1	Parent consultations	
Term 2	Attainment and attendance summary	
Term 3		Parent consultations
Term 4	Full written report	Attainment and attendance summary
Term 5		
Term 6	Parent consultations End of year attainment and attendance summary	End of year full written report and SATs results

Outside of this schedule, teachers, the SENCO and the Deputy Headteacher for Teaching and Learning are available to discuss a child's progress by appointment.

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 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.