



Herne Bay Junior School

Assessment Policy

Policy Agreed: September 2025

Review Date: September 2026

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.

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 in each half term throughout the year, as detailed on the assessment timetable.

In Writing, No More Marking is used to provide comparative judgements at various points in the year. Each year group will take part in a single national assessment task. During a national assessment, writing is ranked within a national sample, providing a standardised scaled score.

In addition, teachers use an assessment grid of competencies to assess writing (in year 6, the Key Stage 2 Teacher assessment Framework is used). 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 alongside No More Marking outcomes to support their teacher assessment judgements.

Teacher assessment judgements are collected in terms 2, 4 and 6.

Formative assessment is ongoing and is used across the curriculum. This information is used to inform planning, to evaluate individual pupil progress, to set next steps and to plan additional support where necessary.

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 a high standard of teaching and learning, teachers provide feedback (see Feedback Policy) 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 is working below age related expectations, data may be collected at additional points within the year to ensure that progress is being made.

How We Moderate

At regular points in the year, cross-school moderation takes place for Writing. Core Subject Leaders for Maths and Reading are involved in data analysis and triangulating data to ensure teacher assessments are accurate. Data outcomes are monitored by the governors and a termly meeting (terms 3, 5, 6) is carried out between the Assistant Headteacher and a designated school governor to review current data outcomes. A report is then provided at the following governing board meeting to be discussed. Moderation meetings are also held within year teams to ensure consistency of judgements.

The school attends all Coastal Alliance 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		
Term 2	Parent consultations Attainment and attendance summary	
Term 3		
Term 4	Full written report	Parent consultations Attainment and attendance summary
Term 5		
Term 6	Parent consultations End of year attainment and attendance summary MTC results for pupils in Year 4	End of year full written report, SATs results and attendance summary

Outside of this schedule, teachers, the SENCO and the Assistant Headteacher (Progress & Attainment) 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 terms relate to the national end of key stage expectations in line with the National Curriculum. In addition, where available, Scaled Scores are also used to provide more granular information in attainment and progress, especially within a National Curriculum band.

Provision for all children is discussed at each parents evening. For parents of the most vulnerable pupils in our school, additional structured conversation may be requested with the SENCO and class teacher. Through all of this information we aim to enable all families to engage with their child's personal academic development.