



Kneller Hall Junior School

ASSESSMENT POLICY

This policy applies to the whole school, including the Early Years Foundation Stage (where applicable), extra-curricular activities and all activities provided by or on behalf of the school.

Document Control:

Policy Owner	The Head, with oversight from the Board of Governors
Approved By	Board of Governors
Status	Statutory
Review Cycle	Annually, or sooner if legislation or guidance changes
Next Review Date	September 2027
Availability	School website, Parent Portal, and on request from the school office

Signed:

Sasha Davies

Head

September 2026

Assessment Policy

Kneller Hall Junior School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential. In our school the term 'staff', in the context of safeguarding, is inclusive of all staff and is also inclusive of students on placement, contractors, agency staff, volunteers and proprietor.

Purpose

At Kneller Hall Junior School, assessment is an integral part of effective teaching and learning. It enables teachers to understand pupils' progress, identify strengths and areas for development, and plan learning that meets the needs of every child. Assessment also provides meaningful information to pupils, parents, and Senior Leadership Team about attainment and progress.

Our assessment system is designed to:

- Support high-quality teaching and learning.
- Monitor pupil progress and attainment.
- Identify children who require additional support or greater challenge.
- Inform future planning and curriculum development.
- Provide accurate and consistent information to parents and carers.

Principles of Assessment

Assessment at Kneller Hall Junior School is:

- Continuous and embedded within everyday teaching.
- Used to celebrate achievement and identify next steps.
- Fair, consistent, and inclusive.
- Based on a range of evidence rather than a single assessment outcome.
- Used to improve outcomes for all pupils.

Assessment for Learning/formative assessment

Assessment for Learning is an ongoing process that takes place throughout every lesson. Teachers use a range of strategies to assess pupils' understanding, including:

- Questioning
- Observation
- Discussion
- Live marking and verbal feedback
- Retrieval practice
- Mini-plenaries, including mini-whiteboards and quizzes
- Self and peer assessment

At the end of each lesson, teachers will assess pupils' understanding against the learning objective. Further information on this is in the marking and feedback policy.

This information is used to:

- Identify misconceptions.
- Provide immediate feedback.
- Adapt future teaching.
- Plan appropriate intervention or extension activities.
- Ensure pupils are secure before moving on to new learning.

Assessment of Learning/summative assessment

Assessment of Learning takes place at the end of a unit of work, topic, or half term to evaluate what pupils have learned over a period of teaching.

These assessments provide teachers with evidence of pupil attainment and help to:

- Measure progress against curriculum expectations.
- Inform teacher assessment.
- Identify curriculum strengths and gaps.
- Inform future curriculum planning.
- Support accurate reporting to parents.

Teachers use a range of evidence when making summative judgements, including classwork, observations, end-of-unit assessments, and pupils' application of knowledge and skills to provide an accurate and informed end of term grade. The end of term grade reflects learning from that term only, which may mean grades fluctuate.

Standardised Assessment

The school uses Quest Assessments to administer standardised assessments at designated points throughout the academic year in English, Maths and Science.

The outcomes of these assessments are analysed carefully by teachers and the senior leadership team to:

- Identify individual pupil strengths and areas for development.
- Monitor progress over time.
- Compare attainment against age-related expectations.
- Identify cohorts or curriculum areas requiring additional support.
- Inform teaching, intervention, and school improvement planning.

Standardised assessment data is considered alongside teacher assessment to provide a comprehensive picture of each pupil's attainment and progress.

Recording and Monitoring

Teachers maintain accurate assessment records using evidence gathered from both formative and summative assessment.

Assessment information is reviewed regularly by subject leaders and Senior Leadership Team to ensure:

- Consistency of teacher judgements.
- High standards across the curriculum.
- Appropriate support and challenge for all learners.
- Effective use of assessment information to improve outcomes.

Reporting to Parents

Parents receive a report at the end of each term outlining their child's progress.

The report includes:

- An attainment grade based on the child's learning throughout the term, making use of assessment of a child's work and standardised assessments.
- A judgement on the child's attitude to learning.

Where grades are given, the following scale is used:

Attitude towards learning

1	Excellent	Working with independence, showing excellent effort and eager to challenge themselves in every lesson.
2	Good	Working independently and putting a good standard of effort into their work in each lesson.
3	Satisfactory	Working with some independence and generally putting an acceptable standard of effort into their work in each lesson.
4	Needs improvement	Regularly needing refocusing to remain on task and effort is below the expected level.

Attainment level

A	Working at greater depth	Children are able to use and accurately apply their knowledge in the most challenging contexts.
B+	Working above the expected standard	Children are able to use and apply their knowledge in more challenging contexts.
B	Working at the expected standard	Producing work at age-related expectations.
B-	Working towards expected standard	Showing many skills required for age related expectations but finding some aspects of the curriculum challenging.

- Once a year, in the Summer Term, parents will receive a full report which identifies the progress made by each child across the curriculum as well as targets.
- Parents' evenings provide an additional opportunity to discuss progress, celebrate success, and agree next steps in learning. These take place in the Autumn and Spring/early Summer term.

Roles and Responsibilities

Teachers

Teachers are responsible for:

- Carrying out ongoing formative assessment.
- Completing summative assessments at the end of topics or half terms.
- Maintaining accurate assessment records.
- Using assessment information to inform planning and teaching.
- Reporting progress to parents.

Subject Leaders

Subject leaders are responsible for:

- Monitoring assessment information within their subject.
- Supporting staff with assessment practice.
- Identifying curriculum strengths and priorities for development.

Senior Leadership Team

The Senior Leadership Team is responsible for:

- Monitoring the effectiveness of assessment across the school.
- Analysing assessment data.
- Ensuring assessment is used to raise standards and improve outcomes, plan interventions and identify MAGT for extension and SEND for support.
- Reporting assessment outcomes to governors where appropriate.