Janvrin School

Assessment Policy

Reviewed May 2026

This Assessment Policy outlines the principles and practices of assessment at Janvrin school. As an Oracy (Voice 21) school with a high percentage of Jersey premium, multilingual learners, and pupils with SEND, our approach to assessment is inclusive, equitable, and designed to support all learners in achieving their full potential.

Principles of Assessment

Assessment is integral to teaching and learning. It provides information to support pupil progress, inform planning, and ensure high-quality provision. Our principles include:

- Inclusivity and equity for all learners, including those with SEND.
- A focus on formative assessment to guide teaching.
- Use of assessment to support oracy development.
- Clear communication of assessment outcomes to pupils and parents.

'Assessment is the bridge between teaching and learning.' - *Dylan Wiliam 2018*

Types of Assessment

We use a range of assessment types:

- Formative assessment: ongoing teacher assessment, questioning, feedback, and observation.
- Summative assessment: termly assessments against the Jersey Assessment Framework**.
- Diagnostic assessment: used to identify specific learning needs and inform interventions.

- Oracy assessment: using Voice 21 frameworks to assess speaking and listening skills.

Frequency of Assessment

Assessment is carried out continuously through formative methods. Summative assessments are conducted termly, and diagnostic assessments are used as needed. Oracy assessments are embedded in classroom practice and reviewed regularly.

Use of Data

Assessment data is used to:

- Inform planning and teaching.
- Identify pupils for targeted support and interventions.
- Monitor progress of pupil premium, multilingual learners, and pupils with SEND.
- Support pupil progress meetings and strategic decision-making.
- Report to parents

Roles and Responsibilities

The Assessment Lead oversees the implementation of this policy. All staff are responsible for carrying out assessments and using data to inform their practice. Senior Leadership Team (SLT) monitors assessment outcomes and ensures alignment with school priorities.

Reporting

Assessment outcomes are shared with parents through termly reports and parent meetings.

Oracy Assessment

As a Voice 21 school, we assess oracy using structured frameworks that evaluate pupils' speaking and listening skills across different contexts. Oracy is embedded in all subjects and assessed through observation, peer feedback, and pupil self-assessment.

Moderation

Internal moderation is carried out through pupil progress meetings and book looks. These processes ensure consistency and accuracy in teacher assessments across year groups and subjects.

External moderation takes place in the summer term and is conducted by a school leader from another Jersey school. This provides an additional layer of quality assurance and supports professional dialogue around assessment standards.

**Note – only Year 6 writing will be moderated this year, as Jersey have updated their assessment framework for Year 2 and Year 6. Amendments will be made to this policy once the new framework has been published and CPD undertaken by relevant staff.

Further Information:

School exams and assessments