



**BIRCHINGTON CE PRIMARY SCHOOL**

**ASSESSMENT POLICY**

At Birchington CE Primary School our Christian Vision is integral to all that we do. We believe that a high-quality curriculum is integral to the progress of each individual child. Assessment is an ongoing process for learning and should not be just assessment of learning. It is our expectation that all pupils will make good or better progress, they will enjoy and personally value their education and be ready for the next stage of education in their learning journey. A range of assessment will be used from a wide evidence base to achieve this.

**Purpose of Assessment**

- To inform the class teacher of individual/group/class progress so it is possible to meet the needs of every child whatever their ability
- To assist pupil understanding of next steps in their learning
- To plan for next steps
- To identify strengths and areas for development through gap analysis
- To inform and adapt planning and teaching
- To be able to pass on information to different stakeholders
- To help track pupils as they develop and progress from their unique starting points
- To identify areas for development to address our School Plan
- To recognise and celebrate achievements
- To raise standards of teaching and learning across the whole school

**Examples of Assessment we will use**

- Reception Baseline Assessment, EYFS Profile and Tapestry in Year R
- Phonics Screening Check for Years 1 and Year 2 retakes
- Year 4 Multiplication Tables Check
- Statutory Assessments Tests (SATS) and Statutory Teacher Assessments in Year 6
- Years 2 to 5 National Test Style Assessments (Reading; Grammar, Punctuation and Spelling; and Maths) in Terms 2, 4 and 6
- Year 1 National Test Style Assessments (English and Maths) in Term 6
- Years 1 to 6 Teacher Assessments of Writing in Terms 2, 4 and 6
- On-going teacher assessment of all Foundation subjects
- CATs – Year 5
- Reading Ages – Year 6
- Termly Read Write Inc reading assessments
- Moderation of Reading, Writing and Maths across the whole school
- On-going teacher assessment of Reading; Writing; Grammar, Punctuation and Spelling; and Maths of work in books (see Feedback and Marking Policy) and also through:-

work scrutiny  
pupil interviews  
pupil explanation  
learning questions and plenary sessions  
watching and listening  
questioning  
learning apps (e.g. Spelling Shed)

note taking  
working with/away from the child  
multi-media evidence  
pupil self-assessment  
response partners/peer assessment  
monitoring individual/class responses  
provision group assessment

**Responsibilities**

**Governors to:**

- Work in liaison with the Headteacher and School Leaders to gain a good understanding of the overall strengths and areas of development of our school
- Challenge leaders and act as a critical friend to the school
- Use assessment to inform decisions
- Ask searching questions
- Explore trends and hold staff to account

**Headteacher/ Deputy Headteacher to:**

- Take overall responsibility for the progress and development across the school
- Co-ordinate a consistent approach to assessment
- Track individuals/groups of pupils over time with the aim of raising standards using INSIGHTS
- Regular feedback to teachers including in data discussion meetings
- Ensure Statutory Assessments are administered appropriately and submitted to KCC/DfE
- Manage staff workload and well being

**Inclusion Leader to:**

- Have a good knowledge of the progress of SEND and G & T pupils
- Monitor and evaluate trends to address need using INSIGHTS
- Inform and support staff

**Phase Leaders to:**

- Have a good understanding of areas of strength and development in their Phase using INSIGHTS
- Work with teachers to adjust teaching and learning accordingly
- Ensure that Statutory Assessments are administered appropriately
- Inform other Leaders of trends and address areas of development

**Hub Drivers/Subject Leaders to:**

- Know the areas of strength and development in their subject/s via gap analysis and Subject Leader monitoring
- Ensure that all assessments for their subject are completed
- Analyse assessments to ensure personal knowledge of vulnerable group progress using INSIGHTS
- Work with teachers to adjust teaching and learning accordingly

**Class Teachers to:**

- Know the areas of strength and development for their children
- Make excellent use of formative assessment for next steps in learning and ensuring children understand their own next steps
- Share the purpose of the learning as criteria for assessment
- Share Steps to Success (S2S) with children
- Complete NTS/mock SATS testing per school's assessment timetable
- Input results and analyse progress on INSIGHTS
- Ensure gap analysis is accurately input
- Complete informal assessment tasks to track groups in their class and be responsible for pupils' progress
- Share information about individual/group needs with relevant members of staff
- Ensure all teacher assessment information is accurate, recorded correctly and submitted on time
- Review impact of strategies and alter teaching as appropriate
- Share information with parents/carers

**Support Staff to:**

- Maintain any necessary tracking information and liaise with the class teacher and Inclusion Leader when necessary
- Input gap analysis accurately under instruction from Class Teacher
- Take a joint role in accelerating pupil progress
- Take ownership of the progress and accurate assessment of their provision groups
- Be aware of current data and apply this to their role

**Pupils (when able) to:**

- Take responsibility for their learning through self-assessment
- Discuss their learning progress with staff to understand and focus on next steps
- Make a positive contribution to their own learning

This plan has had an Equality Impact Assessment and it has not identified any adverse impact at this point.

***DHT and Phase Leaders – November 2025  
Review date – November 2026***