

**Community Academies Trust**  
**Birchwood Primary School Policy**



## **Assessment Policy**

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### **Version Control**

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1.	30.1.26	Neil Coleman	Section changes include: Inclusion, Professional Development and Inspectorate Expectations.

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### **1. Introduction**

This Assessment Policy outlines the principles, statutory requirements, and best practices for assessment at Birchwood, in accordance with the 2014 National Curriculum for England and current inspectorate expectations. The policy ensures that assessment is integral to curriculum planning, teaching, and learning, supporting all pupils' progress and attainment. It provides a framework for formative and summative assessment, ensuring that assessment is purposeful, proportionate, inclusive, and supports high-quality education for every child.

### **2. Aims**

- To use assessment as a tool for improving teaching and learning, identifying gaps, and supporting pupil progress.
- To ensure assessment is embedded in curriculum planning, delivery, and review.
- To provide reliable, valid, and fair assessment of pupil attainment and progress.
- To use assessment data to inform responsive teaching and timely interventions.
- To support all pupils, including those with SEND and disadvantaged backgrounds, through inclusive assessment practices.
- To report pupil progress and attainment to parents, governors, and relevant stakeholders.
- To ensure assessment practices do not create unnecessary workload for staff.
- To enable pupils to understand their next steps and how to improve.

### 3. Statutory Requirements

- Comply with the 2014 National Curriculum, including statutory assessment in English, Mathematics, Science, and foundation subjects.
- Deliver end of Key Stage 2 statutory assessments, EYFS Baseline Assessments, Phonics Screening, and Multiplication Tables Check.
- Undertake ongoing teacher assessment for all subjects, reporting annually to parents.
- Adhere to the Education Act 2002 & 2011 regarding assessment and reporting.
- Implement the SEND Code of Practice (2015), ensuring assessment identifies and addresses SEND needs.
- Ensure assessment practices comply with the Equality Act 2010, providing reasonable adjustments for protected characteristics.
- Manage assessment data securely in line with the Data Protection Act 2018 (GDPR).
- Ensure assessment information supports safeguarding, acting on concerns as required by KCSIE 2025.

### 4. Curriculum Coverage

- Assessment at Birchwood covers the full breadth of the curriculum, including:
- Core subjects: English, Mathematics, Science—assessing knowledge, skills, and understanding across key stages.
- Foundation subjects: Assessing progress against programmes of study in subjects such as History, Geography, Art, Design and Technology, Computing, Music, PE, and Languages.
- Skills progression: Monitoring development in subject-specific knowledge, skills, and understanding, ensuring clear progression throughout the school.
- Personal development: Assessing broader skills such as communication, collaboration, and resilience.

### 5. Curriculum Implementation

- Teachers plan assessment opportunities as part of curriculum delivery, ensuring alignment with learning intentions and success criteria.
- Formative assessment (Assessment for Learning) is embedded in daily teaching through questioning, feedback, observation, and self-/peer-assessment.
- Summative assessment is used at key points to evaluate attainment and inform reporting.
- Assessment tasks are differentiated and adapted to meet the needs of all pupils.
- Moderation and standardisation ensure consistency and reliability of assessment judgments.
- Assessment information is used to plan interventions and support, particularly for pupils at risk of underachievement.
- Resources, including digital tools and alternative formats, are used to support effective assessment.

### 6. Assessment

- **Formative Assessment:** Utilises questioning, feedback, observation, and self-/peer-assessment to inform teaching and learning. Learning intentions and success criteria are made explicit.
- **Summative Assessment:** Includes tests, end-of-unit tasks, and statutory assessments.
- **Moderation:** Regular moderation and verification of teacher assessments ensures consistency and reliability across year groups and subjects.
- **Feedback:** Provides timely, specific, and actionable feedback to pupils, enabling them to understand their next steps and improve.
- **Tracking:** Progress and attainment are tracked systematically, with assessment data used to identify pupils at risk and plan interventions.

- **Reporting:** Attainment and progress are reported annually to parents, termly to governors, and as required to relevant authorities.
- **Proportionality:** Assessment systems are streamlined to avoid unnecessary workload and focus on supporting learning.

## 7. Roles and Responsibilities

Role	Responsibilities
Governors	- Monitor assessment policy implementation; receive reports on pupil progress and attainment.
Headteacher	- Ensure statutory requirements are met; oversee assessment systems; lead monitoring and evaluation.
Associate Headteacher	- Support implementation and consistency of assessment practices; assist with moderation.
Inclusion Lead	- Ensure assessment identifies the needs of vulnerable groups; coordinate reasonable adjustments and inclusive practice.
Subject Leaders	- Lead assessment in their subject; support moderation; analyse data to inform curriculum planning.
Teachers and support staff	- Plan and deliver assessment; use data to inform teaching; provide feedback; adapt for inclusion.
Parents and Pupils	- Engage with assessment processes; understand progress and next steps; contribute to improvement.

## 8. Inclusion

- Assessment tasks are differentiated and scaffolded to ensure accessibility for all pupils.
- Reasonable adjustments are made for pupils with SEND and EAL.
- Assessment identifies barriers to learning and informs targeted support.
- Systems ensure equality of opportunity and do not discriminate.
- Staff are trained in inclusive assessment practices.

## 9. Professional Development

- Regular CPD on assessment principles, strategies, and moderation.
- Training in data analysis and use of assessment to inform teaching.
- Opportunities for staff to share best practice and participate in moderation.
- Leaders ensure assessment literacy across the school.

## 10. Inspectorate Expectations

- Assessment is integral to curriculum planning, teaching, and pupil progress.
- Formative assessment is embedded in daily practice, supporting sustained progress.
- Summative assessment is proportionate and informs reporting and transition.
- Assessment supports inclusion, identifies gaps, and informs intervention.
- Leaders and governors monitor impact and use data for improvement.
- Assessment does not create unnecessary workload or anxiety.
- Feedback is timely, specific, and supports pupil improvement.

## 11. Monitoring and Review

- Policy and practice are monitored by senior leaders and governors.
- Regular review of assessment systems to ensure fitness for purpose.

- Moderation processes are evaluated for consistency and reliability.
- Feedback from staff, pupils, and parents informs ongoing improvement.
- Policy is reviewed bi-annually or in response to statutory changes.

## **12. Links to Other Policies**

- SEND Policy
- Equality Policy
- Data Protection Policy
- Curriculum Policy

### **Policy Review Sheet**

Please note any comments or suggested amendments on this sheet. You may also choose to complete your comments in confidence on a separate piece of paper. Please add your initial to any comments.

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