



**Kildrum
Primary School**

Assessment Policy

Assessment that drives learning forward

Introduction

Assessment is integral to learning and teaching. In line with Curriculum for Excellence, we use a balanced approach to assessment for to support progress and achievement for all learners. Assessment is ongoing and evidence-based, informing next steps and ensuring teaching meets learners' needs. Our practice promotes consistency, collaboration and high standards.

Policy Rationale

Assessment improves learning, informs teaching and raises attainment. We use a range of evidence; observations, dialogue, learner work and appropriate assessments, to support professional judgement and measure progress against Curriculum for Excellence Benchmarks. Through moderation and professional dialogue, we ensure reliability and shared standards.

Aims

This policy aims to ensure assessment:

- Supports high-quality learning and teaching.
- Provides reliable evidence of progress.
- Enables informed professional judgement and moderation.
- Engages learners in understanding their progress.
- Promotes equity and raises attainment
- Aligns with national guidance and *How Good Is Our School?* 4.
- Informs clear reporting and school improvement.



Our School Values

At Kildrum Primary, our shared values guide every interaction and decision:



Respect: We are kind and listen to everyone. We care for ourselves, our school and the world.



Learning: We are curious and try our best, so we can discover new things.



Responsibility: We are accountable for our actions and our choices. We look after ourselves, others, and our planet.



Nurturing: We are caring and supportive of each other, creating a safe and happy place where everyone feels valued.



Creativity: We are imaginative and explore new ideas, allowing our unique talents to shine.



Inclusion: We are a team where everyone belongs.

These values were agreed in consultation with pupils, parents/carers, staff and partner agencies and are embedded in our curriculum, relationships, and everyday routines.

Created: June 2024
Last Review: May 2026
Next Review: May 2027

In Kildrum Primary, assessment is embedded within daily learning and teaching.

Assessment for Learning is a key feature of classroom practice, with clear learning intentions, success criteria and high-quality feedback used to support progress. Skilled questioning and responsive teaching approaches ensure that learning is adapted to meet the needs of all learners.

Assessment as Learning is promoted through opportunities for learners to reflect on their progress, identify next steps and take increasing ownership of their learning. This supports the development of independence, confidence and responsibility.

Assessment of Learning takes place at appropriate points to support professional judgement of progress and achievement of Curriculum for excellence levels. This includes the use of periodic summative assessments and standardised assessments where appropriate. Across all approaches, a wide range of evidence is gathered, including observations, dialogue and learner work. We actively encourage creative and varied ways for learners to demonstrate their understanding, ensuring a broad and inclusive view of achievement.

**A school whole school
Assessment Calendar is included as
Appendix 1.**

Roles and Responsibilities

The Headteacher and Senior Leadership Team provide strategic direction for assessment, ensuring that practices are consistent, aligned with school values and focused on improving outcomes. They monitor attainment and progress, support staff development and lead self-evaluation in line with *How Good Is Our School?* 4

Teaching staff are responsible for planning and delivering high-quality assessment experiences. They use a range of evidence to inform their professional judgement, engage in moderation activities and track learners' progress to ensure appropriate support and challenge. Staff also provide timely and meaningful feedback and create a nurturing and respectful learning environment.

Support staff play an important role in contributing to assessment through observations and feedback, particularly in supporting targeted interventions.

Learners are encouraged to take an active role in their learning by reflecting on their progress and setting next steps, developing responsibility and confidence.

Parents and carers are valued partners who engage with the school's reporting processes and support their child's learning and wellbeing.

Moderation in Kildrum Primary School ensures that professional judgements are consistent, reliable and aligned with local and national expectations. Staff engage in regular moderation activities within and across stages, supported by the use of Curriculum for Excellence Benchmarks. Professional dialogue is central to this process, enabling staff to share expectations and develop a shared understanding of standards.

Moderation also takes place in collaboration with cluster schools and North Lanarkshire Council, further strengthening consistency and confidence in teacher judgement. This collaborative approach reflects our values of respect, inclusion and shared learning.

Tracking and Monitoring

Tracking and monitoring of learner progress is a key feature of our approach to assessment. Staff gather and analyse a range of evidence to monitor progress across CfE levels and ensure appropriate pace and challenge for all learners. This allows for the early identification of gaps or barriers to learning and supports the planning of targeted interventions.

Tracking information is used to inform planning, support attainment meetings and evaluate the impact of interventions. It ensures that all learners are supported to make progress and reflects our commitment to nurturing each child's learning journey.

Reporting

In Kildrum Primary School, reporting provides clear and meaningful information about learners' progress and achievement. Learners receive ongoing feedback to support their development and participate in discussions about their learning. Parents and carers are kept informed through consultations and regular communication.

Annual written reports provide an overview of progress across Curriculum for Excellence levels, highlighting strengths, achievements and next steps. Learners are actively involved in the reporting process, supporting their understanding of their own learning and promoting responsibility and confidence.

Equity, Inclusion and Nurture

Assessment in Kildrum Primary School reflects a strong commitment to equity, inclusion and wellbeing. It supports all learners, including those with additional support needs, by identifying barriers early and informing appropriate support.

Our approach is aligned with GIRFEC and promotes positive relationships, wellbeing and achievement.

Through nurturing and inclusive practices, we ensure that every child feels valued, respected and supported to succeed.

Summative assessments are used before and after an intervention to provide clear, measurable evidence of a learner's progress over time. The initial assessment establishes a baseline, helping staff to identify specific gaps in learning and plan targeted support. Following the intervention, a second summative assessment allows teachers to evaluate the impact of that support by comparing outcomes against the starting point. This ensures that interventions are evidence-based, effective and responsive, supporting improved attainment and enabling informed decisions about next steps for each learner.

Suggested assessments:

Literacy:

- PM Benchmarking
- Early, Primary or Secondary YARC
- Single Word Spelling Assessment
- Literacy Box Intervention

Numeracy:

- MALT
- Numeracy Box Assessment

Health and Wellbeing:

- Leuven Scale
- Glasgow Wellbeing and Motivation Scale
- Strengths and Difficulties Questionnaire

Assessments used Throughout the Year

Assessments are used throughout the year to provide a continuous and accurate picture of learners' progress. Regular assessment allows staff to monitor development, identify strengths and areas for improvement, and respond promptly to learners' needs through effective planning and support. It ensures that learning is appropriately paced and challenging, while also enabling learners to reflect on their progress and take ownership of their learning.

Ongoing assessment supports informed professional judgement, promotes consistency, and helps ensure that all learners are supported to achieve their full potential.

Suggested Assessments:

- PM Benchmarking
- Running Records
- End of topic Numeracy Assessments
- Active Literacy Phonics/Spelling Assessments
- Pupil Self-assessments
- Pupil Peer Assessment

Assessments for Additional Support Needs

Assessments are conducted when concerns are raised about a specific learner. This builds a clearer understanding of a learner's strengths and specific barriers to learning. It provides evidence to help identify appropriate support strategies and targeted interventions, ensuring these are timely and responsive.

The information gathered also contributes valuable, structured evidence for any referral to partner agencies, such as

educational psychology or specialist services, strengthening the quality and accuracy of the referral.

This supports a more coordinated approach to meeting the learner's needs, in line with GIRFEC principles, while promoting confidence, inclusion and positive outcomes.

Suggested Assessments:

- Single Word Spelling Assessment
- Bangor Dyslexia Assessment
- Emotion Based School Avoidance Assessment
- CIRCLE Framework

These indicators support specific aspects of assessment:

QI	Title	Why It Matters
1.1	Self-evaluation for self-improvement	Assessment provides the core evidence base for self-evaluation. Reliable data on attainment, progress and gaps allows staff to identify strengths, target improvements and measure impact. Strong alignment here demonstrates that assessment is not just collected, but actively used to improve outcomes in line with our vision.
2.2	Curriculum	Assessment ensures that the curriculum is appropriately challenging, progressive and coherent. It provides evidence that learners are achieving CfE levels and that learning pathways support breadth, depth and application of skills.
2.3	Learning, teaching and assessment	This QI evaluates the quality of assessment approaches, including effective use of formative assessment, feedback, professional judgement and alignment with CfE Benchmarks.
2.4	Personalised Support	Assessment is essential for identifying barriers to learning, planning interventions and ensuring equity. High-quality assessment allows staff to respond appropriately to individual needs, demonstrating our commitment to inclusion, nurturing and GIRFEC principles.
2.7	Partnerships	Effective reporting and shared understanding of progress are key elements of assessment. Strong practice ensures parents are informed, involved and able to support learning, which aligns with your inclusive and nurturing ethos.
3.2	Raising attainment and achievement	Reliable assessment data is crucial for tracking progress, identifying attainment gaps and evidencing improvements.

UNCRC – Key Articles

These articles support pupil rights, voice and ensures children are active participants in their learning.

Article	Theme
3	Best interests of the child
12	Respect for the views of the child
23	Children with disabilities
28	Right to education
29	Goals of education (including emotional and social development)
30	Children from Minority or Cultural Groups

Monitoring and Evaluation

This policy will be monitored and evaluated regularly to ensure that assessment practices remain effective, consistent and aligned with the vision and values of our school. The implementation and impact of the policy will be reviewed through ongoing self-evaluation activities, including analysis of attainment data, moderation processes, staff feedback and learner voice, in line with HGIOS?4. Senior leaders will ensure that assessment practices continue to support high-quality learning and teaching, promote equity and improve outcomes for all learners.

Review Cycle

This policy will be reviewed annually in June.

Updates will reflect new national guidance, school performance data, and stakeholder feedback.

