

# NEWTON INTERNATIONAL ACADEMY LUSAIL

<https://newtonschoools.sch.qa/campuses/newton-international-academy-lusail/>

*An International community of learners striving for excellence and celebrating success*



## Newton International Academy Lusail

### Assessment Policy

**2026 - 2027**



**Last Review:** August 2026

**Next Review:** June 2027

**Reviewer:** Policy Committee

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## VISION

An international community of learners striving for excellence and celebrating success.

## MISSION

We aim to provide the highest quality of education possible for students of all abilities. In doing so, we aim to positively encourage each student to achieve academic excellence, enjoy creative diversity, develop critical thinking skills, and become lifelong learners and responsible citizens. To achieve this, we will provide a diverse education in a safe, supportive environment that promotes self-discipline and motivation. We will provide and maintain a calm, trusting, and caring atmosphere where teaching and learning are meaningful and developed. We will work in partnership with our staff, students, parents, and the wider community to achieve our vision.

## AIM

The aim of this policy is to establish a clear and consistent whole school framework for assessment across EYFS, Primary and Secondary at NIA Lusail. Assessment should provide reliable information about pupils' attainment and progress, support effective teaching and learning, and enable appropriate next steps to be identified.

The policy aims to ensure that assessment:

- Is purposeful, proportionate and appropriate to pupils' age, phase and curriculum.
- Uses formative and summative assessment appropriately to evaluate pupils' knowledge, understanding, skills and progress.
- Provides teachers and leaders with meaningful information to inform teaching, curriculum planning, intervention and appropriate challenge.
- Enables pupils to understand their progress and, where developmentally appropriate, take increasing responsibility for their learning.
- Provides parents with clear information about their child's attainment, progress and areas for development.
- Enables pupil performance to be considered against appropriate curriculum expectations, standardised measures and external benchmarks where applicable.
- Promotes consistency, fairness and professional judgement across the school while recognising the different assessment approaches required across EYFS, Primary and Secondary.

## RATIONALE

At NIA Lusail, assessment is an integral part of teaching and learning. It enables teachers and leaders to evaluate pupils' attainment and progress, identify strengths and areas for development, and determine appropriate next steps in learning.

Assessment includes both formative and summative approaches. Formative assessment is embedded within everyday teaching and is used to identify pupils' understanding, address misconceptions and adapt teaching.

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Summative assessment evaluates attainment at identified points and contributes to the school's wider understanding of pupil performance and progress.

Assessment approaches vary appropriately across EYFS, Primary and Secondary according to pupils' age, stage of development, curriculum and the purpose of the assessment. Across all phases, assessment should be fair, manageable and sufficiently reliable to support professional judgement and effective decision making.

Assessment information is used not only to measure attainment, but also to inform teaching, intervention, appropriate challenge, curriculum planning and school improvement. Assessment should therefore contribute directly to improving learning and raising attainment rather than simply recording or ranking pupil performance.

## PRINCIPLES OF ASSESSMENT

Assessment at NIA Lusail is guided by the following principles:

- Assessment is an integral part of teaching and learning and should support pupils in making progress from their individual starting points.
- Assessment should be purposeful and appropriate to pupils' age, stage of development, curriculum and phase.
- Assessment should identify what pupils know, understand and can do, as well as areas requiring further development.
- A balanced range of formative and summative assessments should be used to develop an informed understanding of pupils' attainment and progress.
- Assessment information should inform teaching, curriculum planning and appropriate support, intervention or challenge.
- Assessment should be fair, inclusive and accessible, with appropriate arrangements made according to pupils identified needs.
- Assessment judgements should be consistent and reliable and supported through appropriate moderation and standardisation.
- Pupils should receive appropriate feedback that helps them understand their progress and next steps in learning.
- Pupils should be encouraged to reflect on their learning and take increasing responsibility for their progress according to their age and stage of development.
- Assessment information should be recorded, analysed and communicated appropriately to support pupils, teachers, leaders and parents.

## ROLES AND RESPONSIBILITIES

Effective assessment is a shared responsibility across NIA Lusail. Clear responsibilities support consistency in assessment practice and ensure that assessment information is used effectively to improve pupil outcomes.

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- Senior Leadership Team: Provide strategic oversight of assessment across the school, ensure the effective implementation of the school's assessment framework and use assessment information to inform school improvement priorities.
- Phase Leaders and Middle Leaders: Oversee assessment within their areas of responsibility, monitor attainment and progress, support consistency in assessment practice and ensure that appropriate actions are taken in response to assessment information.
- Heads of Department and Subject Leaders: Ensure that assessment within their subject areas is appropriate, consistently applied and aligned with curriculum expectations. They support moderation, analyse assessment outcomes and contribute to Raising Attainment Plans.
- Teaching Staff: Use formative and summative assessment appropriately, maintain accurate and up-to-date assessment records, apply agreed assessment criteria and use assessment information to inform teaching, feedback, support and challenge.
- Pupils: Engage appropriately with assessment and feedback and, according to their age and stage of development, reflect on their progress and take increasing responsibility for their learning.
- Parents: Engage with assessment information, reports and parent meetings to support their understanding of their child's attainment, progress and areas for development.

## APPROACHES TO ASSESSMENT

NIA Lusail uses a balanced range of assessment approaches to evaluate pupils' attainment and progress and to support effective teaching and learning. The type and frequency of assessment will vary according to the pupil's phase, curriculum and the purpose of the assessment.

### Formative Assessment

Formative assessment is ongoing and embedded within everyday teaching. It enables teachers to identify pupils' understanding, recognise misconceptions and learning gaps, and determine appropriate next steps.

Formative assessment may include:

- Questioning and classroom discussion.
- Observation of pupils' learning and participation.
- Review of classwork and homework.
- In class and online quizzes.
- Practical activities, projects and presentations.
- Self-assessment and peer assessment where appropriate.
- Feedback and other checks for understanding.

### Summative Assessment

Summative assessment evaluates pupils' attainment at identified points in their learning. It provides information that can be used to monitor attainment and progress, inform reporting and identify where additional support or challenge may be required.

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Depending on the phase, summative assessment may include:

- End of topic or end of unit assessments.
- Midterm assessments.
- End of term assessments and examinations.
- Baseline and standardised assessments.
- Practical assessments, projects and coursework.
- Mock examinations.
- External examinations and qualifications at Key Stage 4.

The balance between formative and summative assessment should remain appropriate to pupils' age and stage of development and should support, rather than unnecessarily interrupt, effective teaching and learning.

## WHOLE SCHOOL ASSESSMENT FRAMEWORK

Assessment at NIA Lusail operates within a coherent whole school framework while recognising the different developmental, curriculum and assessment requirements across EYFS, Primary and Secondary.

Across all phases, assessment is used to establish pupils' starting points, monitor attainment and progress, identify learning needs and inform appropriate next steps. Teachers use a combination of ongoing formative assessment and planned summative assessment to develop an informed understanding of pupil performance.

The assessment framework progresses appropriately across the school:

- In EYFS, assessment is primarily based on ongoing observation and professional judgement against age-appropriate developmental expectations.
- In Primary, assessment combines ongoing teacher assessment with planned formal assessments and achievement judgements against curriculum expectations.
- In Secondary, assessment combines ongoing teacher assessment, planned internal assessments and examinations, standardised assessment and, at Key Stage 4, external qualification requirements.

Formal assessments are planned through the school's annual assessment calendar. This provides a structured approach to midterm and end of term assessments, examinations, mock examinations and standardised assessments according to the requirements of each phase and year group.

The outcomes of assessment are recorded and reviewed at identified points throughout the academic year and are used to inform teaching, intervention, Raising Attainment Plans, reporting and curriculum planning.

## ASSESSMENT CYCLE AND FORMAL ASSESSMENT ARRANGEMENTS

NIA Lusail follows a planned assessment cycle throughout the academic year to ensure that pupil attainment and progress are evaluated systematically. Formal assessment arrangements are identified within the school's annual assessment calendar and are appropriate to the requirements of each phase and year group.

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The assessment cycle may include:

- Baseline assessments at appropriate points to establish pupils' starting points.
- Midterm assessments to evaluate learning and progress during the term.
- End of term assessments or examinations to evaluate attainment across the curriculum taught during the relevant assessment period.
- Mock examinations at Key Stage 4 to assess pupils' preparedness for external examinations and identify areas requiring further support or intervention.
- Standardised assessments according to the year groups identified within the school's assessment programme.
- External examinations and assessments in accordance with the requirements of the relevant examination boards and qualifications.

Assessment outcomes are reviewed following each formal assessment point. Teachers and leaders use the information to identify strengths and gaps in learning, inform subsequent teaching and intervention, and contribute to Raising Attainment Plans.

The timing and format of formal assessments may vary between EYFS, Primary and Secondary to reflect pupils' age, stage of development and curriculum requirements. Formal assessment should complement ongoing teacher assessment and should not be considered in isolation when evaluating a pupil's overall attainment and progress.

## EYFS ASSESSMENT

Assessment in EYFS is primarily based on ongoing observation and professional judgement and reflects pupils' learning and development across the areas of learning within the Early Years Foundation Stage. Assessment should be appropriate to pupils' age and stage of development and should inform planning, provision and appropriate next steps in learning.

Pupils' achievement is reported using the following descriptors:

| Descriptor | Academic Achievement                   |
|------------|----------------------------------------|
| WE         | Working above age-appropriate level.   |
| WA         | Working at age-appropriate level.      |
| WT         | Working towards age-appropriate level. |
| WB         | Working below age-appropriate level.   |

These judgements are used across Communication and Language, Personal, Social and Emotional Development, Physical Development, Literacy, Mathematics, Understanding the World, and Expressive Arts and Design. Arabic and Islamic Studies are also included within the school's EYFS reporting framework.

Assessment information is used to identify pupils' strengths, areas for development and appropriate next steps.

Reports provide parents with information about their child's achievement and development and include a general comment, individual targets and recommended activities to support continued learning and development.

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## PRIMARY ASSESSMENT

Assessment in Primary is used to evaluate pupils' attainment and progress against curriculum expectations, identify gaps in learning and inform appropriate next steps. Teachers draw on ongoing formative assessment, planned formal assessments and professional judgement to develop an informed understanding of pupils' achievement within each subject.

Across Key Stages 1 and 2, academic achievement is reported using the following descriptors:

| Descriptor | Academic Achievement                                                 |
|------------|----------------------------------------------------------------------|
| M          | Mastery                                                              |
| WD         | Well-developed, working above the required level                     |
| P          | Proficient, demonstrating a good understanding of the required level |
| C          | Capable, working at the required level                               |
| D          | Developing, working towards the required level                       |

Assessment outcomes are used alongside ongoing teacher assessment to monitor attainment and progress and to identify pupils requiring additional support, intervention or challenge.

Reports provide parents with information about achievement and effort across the curriculum, together with information relating to pupils' personal and social development. Teacher comments and individual targets provide further information about progress and areas for development.

## SECONDARY ASSESSMENT

Assessment in Secondary is used to evaluate pupils' attainment and progress within individual subjects, identify gaps in learning, inform teaching and intervention, and prepare pupils progressively for external qualifications. Assessment reflects the requirements of Key Stage 3 and Key Stage 4 and the relevant curriculum and examination specifications.

At Key Stage 3, attainment is reported using the school's 9 to U grading framework:

| Grade | Percentage |
|-------|------------|
| 9     | 96 to 100% |
| 8     | 90 to 95%  |
| 7     | 80 to 89%  |
| 6     | 75 to 79%  |
| 5     | 67 to 74%  |
| 4     | 58 to 66%  |
| 3     | 50 to 57%  |
| 2     | 40 to 49%  |
| 1     | 30 to 39%  |
| U     | 0 to 29%   |

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At Key Stage 4, assessment reflects the requirements and grading systems of the relevant examination board and qualification. Pearson Edexcel IGCSE subjects use the numerical 9 to 1 grading scale, while Cambridge International IGCSE subjects use the A\* to U grading scale. These grading systems should be reported according to the requirements of the relevant qualification and should not be treated as directly equivalent.

Internal assessments, including midterm and end of term assessments and examinations, are used alongside ongoing teacher assessment to monitor attainment and progress. At Key Stage 4, mock examinations and other assessment requirements support pupils' preparation for external examinations and qualifications.

Assessment outcomes are used to identify pupils requiring additional support, intervention or challenge and to inform subsequent teaching and Raising Attainment Plans.

## **STANDARDISED ASSESSMENT AND EXTERNAL BENCHMARKING**

NIA Lusail uses standardised assessments, where applicable, alongside internal assessment information to provide an additional measure of pupils' attainment, abilities and progress. Standardised assessments support teachers and leaders in developing a broader understanding of pupil performance and identifying strengths, learning needs and areas requiring additional support or challenge.

Standardised assessments used by the school may include GL Education assessments such as the Cognitive Abilities Test (CAT4), Progress Test in English (PTE) and Progress Test in Mathematics (PTM), according to the relevant year groups and the school's annual assessment programme.

Standardised assessment outcomes are considered alongside classroom assessment, curriculum performance and professional judgement and should not be used as a single measure of pupil achievement.

Where appropriate, standardised assessments and external qualifications provide nationally or internationally referenced information that enables the school to evaluate pupil performance beyond internal school measures. Relevant outcomes are communicated to parents in an accessible manner to support their understanding of their child's performance in relation to appropriate UK and/or international expectations or benchmarks.

## **ASSESSMENT, RECORDING AND TRACKING**

Assessment information is recorded systematically to enable teachers and leaders to monitor pupils' attainment and progress over time. Teachers are responsible for maintaining accurate and up-to-date assessment records in accordance with the assessment arrangements relevant to their phase and subjects.

Assessment information is recorded through appropriate teacher records and the school's central management information system, SIMS. Results from identified formal assessment points are recorded in accordance with the school's assessment calendar and reporting arrangements.

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Teachers and leaders review assessment information at appropriate points throughout the academic year. Information from formative assessment, formal internal assessments, standardised assessments and external examinations, where applicable, should be considered together to develop an informed understanding of pupil performance rather than relying on a single assessment outcome.

Tracking information is used to:

- Monitor individual and group attainment and progress.
- Identify strengths, gaps in learning and patterns in performance.
- Identify pupils requiring additional support, intervention or challenge.
- Inform teaching and curriculum planning.
- Support Raising Attainment Plans and evaluate the impact of actions taken.
- Inform reporting and discussions about pupil progress.

## REPORTING TO PARENTS AND UNDERSTANDING PUPIL PERFORMANCE

NIA Lusail provides parents with regular and clear information about their child's attainment, progress, effort and areas for development. Reporting arrangements are appropriate to the pupil's phase and include formal written reports, parent meetings, assessment information and communication with teachers where appropriate.

Reports use the assessment and grading framework applicable to each phase so that parents can understand their child's current level of achievement and progress. Where appropriate, reports also include teacher comments, individual targets and information relating to effort or personal and social development.

Parents are provided with opportunities to discuss assessment outcomes with teachers and to understand their child's strengths, areas for development and appropriate next steps. Where concerns about attainment or progress are identified, the school communicates with parents and may arrange additional meetings to discuss appropriate support.

Where standardised assessments or external qualifications are used, relevant outcomes are communicated in an accessible manner to help parents understand their child's performance in relation to appropriate UK and/or international expectations or benchmarks.

## INCLUSIVE ASSESSMENT AND ACCESS ARRANGEMENTS

Assessment at NIA Lusail should be fair, inclusive and accessible while maintaining appropriate academic expectations. Assessment practices should take account of pupils identified learning needs and ensure that unnecessary barriers do not prevent pupils from demonstrating their knowledge, understanding and skills.

Teachers should work with relevant phase leaders, the Learning Enrichment Department and other appropriate staff to ensure that suitable support and reasonable adjustments are provided where required.

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For internal assessments, arrangements should reflect pupils identified needs and established classroom support. For external examinations and qualifications, access arrangements must be implemented in accordance with approved arrangements and the requirements of the relevant examination board.

Assessment information should also be used to identify pupils who may require additional support, intervention or challenge and to evaluate the effectiveness of the provision provided.

## **MODERATION AND STANDARDISATION**

Moderation and standardisation support the accuracy, fairness and consistency of assessment judgements across NIA Lusail. Appropriate processes are used within phases, year groups and subject areas according to the nature and purpose of the assessment.

Moderation and standardisation may include:

- Reviewing assessment tasks to ensure appropriate curriculum coverage and level of challenge.
- Comparing samples of pupils' work against agreed assessment criteria and curriculum expectations.
- Reviewing marking against agreed mark schemes or assessment criteria.
- Comparing and discussing teacher judgements to support consistency.
- Reviewing assessment outcomes to identify significant differences or inconsistencies in the application of assessment standards.
- Using relevant curriculum guidance, examination board requirements and external standards where applicable.

Phase Leaders, Middle Leaders, Heads of Department and Subject Leaders are responsible for supporting appropriate moderation and standardisation within their areas of responsibility. Teachers should participate in these processes as required and apply agreed assessment expectations consistently.

Outcomes from moderation and standardisation are used to strengthen assessment practice, support reliable professional judgement and identify any actions required to improve the consistency of future assessment.

## **ANALYSIS OF ASSESSMENT INFORMATION AND RAISING ATTAINMENT**

Assessment information is analysed at appropriate points throughout the academic year to identify patterns in attainment and progress, areas of strength and priorities for improvement.

Teachers and leaders use assessment information to identify individual pupils and groups who may require additional support, intervention or challenge. Analysis should consider relevant pupil groups, including pupils with SEND, pupils developing proficiency in English and more able, gifted and talented pupils, where appropriate.

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Following formal assessment points, relevant phase and subject leaders review outcomes to identify priorities for improvement. Raising Attainment Plans (RAPs) are developed across all phases to identify areas for development, targeted strategies, intended outcomes and actions to support improved pupil attainment and progress.

Actions arising from assessment analysis are reviewed to evaluate their impact on pupil progress. Findings are used to inform subsequent teaching, intervention, curriculum planning and wider school improvement priorities.

## MONITORING AND EVALUATION

The implementation and effectiveness of assessment across NIA Lusail are monitored through the school's established quality assurance processes. Monitoring ensures that assessment practices are consistent, purposeful and appropriate to each phase and that assessment information is used effectively to support pupil attainment and progress.

Senior and middle leaders monitor assessment through a range of evidence, which may include:

- Review and analysis of attainment and progress information.
- Review of assessment records and information recorded on SIMS.
- Moderation and standardisation activities.
- Review of pupils' work.
- Phase, year group, departmental and subject monitoring.
- Review of Raising Attainment Plans and the impact of identified actions.
- Review of reporting practices and the quality of information provided to parents.
- Feedback from pupils, parents and staff where appropriate.

Findings from monitoring are used to identify strengths, areas for development and priorities for improvement. Appropriate actions are followed up to evaluate their impact on assessment practice, teaching and pupil outcomes.

## POLICY REVIEW

This policy will be reviewed annually, or earlier where changes to curriculum requirements, assessment arrangements, external qualifications, school priorities or applicable requirements make this necessary.

The review will consider the effectiveness and implementation of assessment practices across EYFS, Primary and Secondary and will take account of findings from assessment analysis, quality assurance, moderation, reporting and other relevant monitoring activities.

Any amendments to the policy will be communicated to relevant staff to support consistent implementation across the school.