



Assessment Target Setting & Reporting Policy (Primary)

*An International Community of Learners,
Striving for Excellence and Celebrating
Success*



NEWTON
INTERNATIONAL
ACADEMY | **BARWA**

Our vision, mission and values:

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 at their level, 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.
- Maintain a calm, trusting, and caring atmosphere where meaningful teaching and learning take place.
- Work in partnership with our staff, students, parents, and wider community to fulfill our shared goals.

Values



Rationale

High-quality assessment is fundamental to effective teaching and learning. It informs instructional practises, identifies gaps in understanding, and provides a framework for tracking pupil progress over time. By implementing a robust assessment and reporting policy, we aim to create an inclusive environment that celebrates success while guiding improvement. This policy aligns with the Council of International Schools (CIS) and Department for Education (DfE) guidelines, ensuring that our assessment practises are both effective and equitable.

Aims

The aim of this policy is to establish a comprehensive assessment and reporting framework that:

- Provides meaningful insights into each learner's progress, understanding, and potential.
- Ensures that feedback is purposeful, timely, and directly supports pupil progress.
- Promotes a consistent, whole-school approach to assessment that aligns with the National Curriculum and international benchmarks.
- Enables teachers to adapt instruction and plan responsively.
- Ensures parents are kept fully informed of their child's academic journey.
- Equips school leaders with accurate data to monitor progress, evaluate provision, and raise standards.

Ultimately, our assessment and reporting system aims to support every pupil in achieving their full academic and personal potential.



. Principles of Assessment at NIA

We apply a blended model of formative and summative assessment across all phases:

- Formative Assessment (Assessment for Learning): Used daily to inform teaching and help pupils understand their next steps. This includes questioning, feedback, observation, and self/peer assessment.
- Summative Assessment (Assessment of Learning): Used half-termly to evaluate overall performance, track progress over time, and identify areas for intervention.

All assessment practises must be purposeful, inclusive, and designed to celebrate success while guiding improvement.

2. Assessment in EYFS

- The Early Years Foundation Stage (EYFS) assessment is based on daily observations in a variety of contexts (play, adult-led tasks, child-led learning).
- Staff document learning using physical and digital evidence (photos, work samples, videos), contributing to each child's Learning Journey.
- Children are assessed against the Early Learning Goals (ELGs), and progress is tracked using the EYFS Development Matters framework.
- Parents are updated regularly and receive a formal EYFS Profile report in the final term, showing whether the child is "emerging", "expected", or "exceeding" in each area.
- All EYFS assessment feeds directly into transition planning for Year 1.

3. Assessment in Primary

- Students are assessed against curriculum objectives using teacher-designed tasks, formal tests, and project work.
- Teachers use a combination of:
 - Baseline data (CAT4, GL international assessments)
 - Ongoing teacher judgement
 - Summative assessments (e.g., end-of-term tests, GL tests, internal exams)
- Judgements are holistic and based on multiple pieces of evidence per subject.
- Both attainment and progress are tracked and discussed in termly Student Progress Meetings.

4. Assessment Schedule

- Baseline Assessments: Conducted at the beginning of the academic year or upon student entry.
- Formative Checks: Weekly through quizzes, exit tickets, questioning, mini whiteboard tasks, etc.
- End-of-term Assessments and Mid-term Assessments: At least once per term in core subjects; designed at appropriate challenge level.
- External Benchmarking:
 - GL Progress Tests (English and Maths)
 - CAT4



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5. Inclusion and Differentiation

We ensure assessment is equitable and accessible for all pupils:

- Adjustments are made for pupils on the SEN/SOD register, such as:
 - Extra time
 - Scribe or reader support
 - Alternative formats (e.g., typing instead of handwriting)
 - Differentiated assessments
- Teachers collaborate with the AESN Team to tailor assessments to individual needs.
- G&T learners are also tracked closely to ensure sufficient challenge.

6. Reporting to Parents

- Parents receive three formal reports per academic year, covering:
 - Attainment levels
 - Effort and engagement
 - Progress against curriculum objectives
- Parent-teacher meetings are held termly and focus on academic performance, strengths, targets for improvement, and well-being.
- In EYFS, parents also receive regular updates via digital learning portfolios (e.g., Class Dojo).

7. Using Assessment to Drive Teaching and Learning

Teachers use assessment to:

- Plan responsive lessons based on pupils' current understanding.
- Identify gaps in knowledge and misconceptions.
- Adjust groupings, provide interventions, or extend learning as needed.
- Set personalised learning targets termly that are shared with pupils and stuck in children's books. (Appendix 1)
- Engage in reflective conversations during Team Meetings (TM).

Leaders use assessment data to:

- Monitor cohort, group, and individual progress across the school.
- Evaluate curriculum impact and teaching effectiveness.
- Identify trends, disparities, and required professional development.

