



The Newton Group

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*An international community of pupils striving for excellence
and celebrating success*



Primary Assessment Policy

Introduction

Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that pupils are making expected progress. Assessment is inclusive of all abilities. We celebrate all achievements across a broad and balanced curriculum.

We believe that effective assessment provides information to improve teaching and learning. We give our pupils regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their pupil's progress so that teachers, pupils and parents are all working together to raise standards for all our pupils.

Aims and objectives

The aims and objectives of assessment in our school are:

- to provide rich-open-ended learning activities that are well matched to the pupils' starting points and that allow pupils to extend their skills and develop their thinking
- to enable our pupils to demonstrate what they know, understand and can do in their work
- to help our pupils understand what they need to do next to improve their work
- to use continuous assessment of the progress pupils are making in their lessons to evaluate and plan further teaching
- to allow teachers to plan work that accurately reflects the needs of each pupil
- to provide regular information for parents that enables them to support their pupil's learning
- to provide management with information that allows them to make judgments about the effectiveness of the school

Principles for Assessment

Assessment is at the heart of teaching and learning

Assessment provides evidence to guide teaching and learning

Assessment provides the opportunity for pupils to demonstrate and review their progress

Assessment is fair

Assessment is inclusive of all abilities

Assessment is free from bias towards factors that are not relevant to what the assessment intends to address

Assessment is honest

Assessment outcomes are used in ways that minimise undesirable effects

Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning

Assessment judgments are moderated by experienced professionals to ensure accuracy

Assessment is ambitious

Assessment places achievement in context against nationally standardised criteria and expected standards.

Assessment embodies, through its use of objective criteria, a pathway of progress and development for every child.

Assessment objectives set high expectations for pupils

Assessment is appropriate

The purpose of any assessment process should be clearly stated

Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to task and to the desired feedback information)

Assessment should draw on a wide range of evidence to provide a complete picture of pupil achievement.

Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning

Assessment is consistent

Judgments are formed according to common principles

The results are readily understandable by all parties

A school's results are capable of comparison with other schools both locally and nationally

Assessment outcomes provide meaningful and understandable information for:

Pupils in developing their learning

Parents in supporting their children with their learning

Teachers in planning teaching and learning

School leaders in planning, evaluating and allocating resources

Implementation

Assessment happens on a daily, weekly, termly and yearly basis at Newton International Academy. Formative assessment of students' understanding of the concepts taught during lessons are used by teachers to inform their teaching and planning going forward. Summative assessments happen at the end of Term 1, 2 and 3. Termly assessments are used to measure the students' progress against the National Curriculum outcomes and to inform planning for the next term. End of year assessments are used to measure student progress across a whole school year and ensure a rigorous delivery of the curriculum. Screening testing is used to plan interventions for students who do not meet age related expectations and are implemented by the AESN Department.

Approach**Formative Assessment (Assessment for Learning – AfL)**

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

At Newton International Academy we:

- Assess the performance of the children at all stages of the lesson adapting and refining the learning process where necessary
- Provide pupils of all ages and abilities the opportunity to ask questions, learn, make progress and reach their full potential
- Ensure questioning stretches the thinking of all pupils and provides opportunity for thought and challenge (critical thinking)
- Adjust plans to meet the needs of all pupils, differentiating learning objectives where appropriate;
- Ensure pupils are aware of the learning objectives and encourage them to evaluate their progress so that they understand the next steps they need to make;
- Set individual, challenging targets in Mathematics and English on a regular basis and discuss these with the pupils so that they are actively involved in the process;
- Encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives
- Encourage pupils to self-assess their own work against their own individual targets and learning objectives

- Mark work so that it is constructive and informative in accordance with the Marking Policy. When marking, teachers are identifying the strengths and noting areas of difficulty. Next steps in learning will be given as well as strengths. The Marking Policy ensures a consistent approach to marking throughout the Primary School. Marking feedback is given in the following forms; written marking, verbal feedback from the class teacher and student marking (peer and self-assessment).
- Give children the opportunity to respond verbally and in writing to their teacher's marking at least once a week;
- Assess all subjects termly using a common format and make relevant comments about pupils' progress, especially those working below or above the national average;
- Assess reading by reading regularly with every child and encourage daily reading at home;

Summative Assessment - Assessment of Learning

Summative assessment (Assessment of Learning) is important for informing both parents and teachers of a child's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment.

Calculation for Y1 to Y6

Term 1 – 30% mid-term result + 70% end of term result

Term 2 – 30% mid-term result + 70% end of term result

Term 3 – 20% T1 result + 20% T2 result + 60% end of T3 exam result

Summative assessments include but are not limited to:

- Baseline assessments
- identifying attainment through standardised tests at any given point in time
- recording performance in a specific area on a specific date
- ensuring assessments at the end of EYFS, Key Stage 1 and Key Stage 2 are completed
- providing information about cohort areas of strength and weakness to build from in the Raising Attainment Plans
- analysing the data and review targets for individuals and groups and use the information to identify intervention strategies
- working with colleagues at school and in other Newton schools to moderate assessment judgments each term

Use:

- **Baseline Assessments**

Baseline Assessments will be undertaken across primary at the outset of the academic year. Year 1 – Year 3 will undertake NIA's Phonics Screening Assessment. For Years 1-6 GL Progress Tests in English and Mathematics will be undertaken to assess the student's specific needs for the coming year.

Teachers use the outcomes of assessments to summarise and analyse attainment and progress for their pupils and classes.

Teachers use data to plan the learning for every pupil to ensure they meet or exceed expectations

Teachers and leaders analyse the data across the school to ensure that pupils identified as vulnerable or a particular risk are making progress and that all pupils are suitable extended

- **Assessing Student Progress (APP)**

The Writing APP Assessment for Years 1 – 6 is in line with National Curriculum guidelines, 2014. Each unit of work that the students complete will end with an independent writing task that will be levelled using the APP and added to a writing portfolio for each child in every year group. The APP highlights gaps in teaching and student skills and informs planning, enabling teachers to adapt the curriculum to meet the needs of the individual. It is the responsibility of the class teacher to keep portfolios fully up to date.

- **Guided Reading (ORT)**

Year 1- 6 will use the Oxford Reading Tree placement test (online) or Bug Club reading resources as ongoing assessment tools; this allows teachers to monitor students' progress closely and plan accordingly. All data is kept in a Guided Reading Folder and on Sims Mark sheets/excel documents. It is the responsibility of the class teacher to use the correct Guiding Reading evidencing template to keep an accurate account of student progress.

- **Mathematics, White Rose**

Mathematics progress in Term 1 and 2 is assessed using White Rose assessment materials which assess the topics taught during each term. Mastery for Mathematics embedded in teaching and learning using White Rose.

- **End of Year Assessments GL**

Years 1 – 6 will undertake GL Assessments at the end of Term 3 in Mathematics, English and Science that will be externally analysed. This assessment will give a summative grade for academic achievement across the whole year.

Summative Assessments in Primary

Assessment	Frequency
Baseline	At the start of the first term
Mental Mathematics and Spelling Tests	Weekly
Mathematics	Mid Term Assessment (White Rose) End of Term examination on all units covered in the term GL/PUMA
Writing	Ongoing Assessments – at least 2 writing pieces formally assessed prior to the end of term Examination
Reading	Bug club/ class tests / Oxford Reading Tree placement tests Reading with class teacher weekly Mid-Term Assessment End of Term examination / PIRA / NGRT / GL
GAPS / Phonics	Phonics assessment termly Ongoing Phonics assessments Mid Term GAPS assessment End of Term examination / GAPS
Science	Mid Term Assessment End of Term examination on all units covered in the term
Arabic	Midterm Assessment End of term Examination
History of Qatar	Projects Participation End of term Examination
Islamic Studies; Citizenship;	Midterm Assessment End of term Examination
Humanities: History and Geography	Midterm assessment KS 1 end of term examination for either History or Geography KS 2 end of term examination for both History and Geography components Projects
PE	Practical assessment of each skill taught in the term
French	Written and oral assessments
ICT	Both practical and theoretical components are assessed
Music	Practical components are assessed as well as participation and engagement.
Art and DT	Practical components are assessed during the term

Other types of assessment:

1. In class quizzes
2. Online quizzes
3. Homework
4. Projects
5. End of unit tests
6. Standardised tests – NGRT

Moderation:

Moderation will take place vertically and horizontally at NIA in every term ensuring transparent communication across all Key Stages. Vertical checking means moderating across all years rather than just one year group as horizontal means moderating within the year group. The reason for this is to have consistency in expectations across year groups and key stages as well as within individual year groups. This will ensure that levels at NIA are as accurate as possible. In addition, vertical moderation gives ownership of writing expectations across year groups and will develop the teachers' expectations at the outset of each academic year and help with the differentiation of class activities. The moderation process is reflective and proactive, ensuring we attain our vision of striving for academic excellence.

Vertical:

Each class teacher will attend the moderation meeting with on example of:

- a) Working above expected standard
- b) Working at expected standard
- c) Working towards expected standard

This will ensure that we have a minimum of 6 examples to draw conclusions from in each year group. The evidence should be marked according to the APP annotation procedure.

Teachers will work as a group or in pairs using the APP to level the pieces of writing from a different year group. Teachers will then receive the moderated work back and identify any differences in judgement and discuss the feedback and come to an agreement on the level awarded.

Horizontal:

Each class teacher will attend the moderation meeting with one example of:

- Working above the expected standard
- Working at the expected standard
- Working towards the expected standard

This will ensure that we have various examples from the same year group. The evidence should not include a level but should be marked according to the APP annotation procedure. Teachers should submit the completed APP documents in their Writing portfolios at the outset of the meeting to the Team Leader.

Target Setting

English and Mathematics targets are set for Years 1-6 in English and Mathematics after midterm assessments (Term 1) as well as at the beginning of Term 2 and Term 3. These targets are placed on the student's table and are communicated to the parents during the Parent Teacher Meeting as well as on the termly report. Teachers discuss targets with the students to ensure they understand what they are working towards. At the end of the term, another discussion takes place (with students and parents) to ensure that all are aware if these targets were met during the term.

Recording

We recognise various methods of assessing a student's learning. Records of progress are kept. These are tracked and monitored for all subjects. The teacher provides oral and, where appropriate, written feedback to the pupil, with an indication as to how well they are performing and information on how they can improve their performance.

The teacher records, where appropriate, the individual pupils and/or groups of pupils not achieving the learning objectives and those exceeding expectations. The teacher uses the assessment information gained in the lesson to make changes to the lesson and learning objectives.

Teachers keep assessment records for all students. This data should always be up to date and readily available / accessible when required. Records are passed on to the next class teacher – together with relevant transfer documentation as and when appropriate. Records of formative assessment, summative assessments, GL Assessments can all be found on SIMS Mark Sheets/excel documents. The GL assessment data can also be found as an external report document.

The progress of students on an IEP is monitored and reviewed each term by all stakeholders. The termly and end of year reports are kept by the class teacher, SMT and the school registrar and is available for reference. Specialist teachers' assessment data can be found on Sims Mark Sheet.

Each class teacher will have an assessment folder that contains the following information:

- Front Cover
- Contents Page
- Excels - Baselines, End of term results, Midterm, Mental Maths & Spelling Results
- Class List & Differentiated groups by subject (Maths and Writing)
- Targets for Reading, Writing and Mathematics. Personal targets if children require.
- Tracking grids for Reading, Writing and Mathematics (for Baseline and End of term results)
- Guided Reading Groups
- Parent Interview Notes
- IPPs/IEPs
- Any other additional evidence of assessment or observations (pictures, notes, specific issues)

Writing Portfolios will be passed on to the next year group for reference.

Reporting to Parents

- Reporting to parents provides the opportunity for communication about their child's achievements, abilities and future targets.
- Each Year Group in Primary gives parents a termly overview that identifies the main areas of study for that particular class. In this overview, the teacher identifies how parents can support any elements of the work during the term. In KS1 and KS2 in Term 1 and 2 the reports will contain a general comment with reference to pastoral development and Reading, Writing Mathematics and Science. Term 3 reports will contain comments from each subject undertaken by the students, a general comment and an SMT comment. The reports also inform parents of their child's attitude, motivation and self-esteem.
- We encourage parents to contact the school if they have concerns about any aspect of their child's work.

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- Provide opportunities for two parent consultation evenings per year so that parents can discuss
- their child's attainment and progress and overall performance at school. Cause For Concern meetings are held with parents at the beginning of Term 3 for students who are not working to age-related expectations and teachers will communicate any concerns with a child on an ongoing basis via the agreed method of communication.
- Discuss pupil progress at the request of parents by appointment.

Academic Achievement and Development	Effort
M - Mastery	1 - excellent
WD – Well-developed: above the required level	2 - Good
P – Proficient: demonstrating a good understanding of the required level	3 - Satisfactory
C – Capable: working at the required level	4 – Needs Improvement
D – Developing – working towards the required level	5 – Cause for Concern

Academic Performance Thresholds and Intervention

Newton International Academy ensures that students are adequately prepared and supported to meet academic standards. If a student scores below 40% in English and Mathematics,, it indicates a significant gap in their understanding and proficiency in these core subjects. In such cases, the school will provide additional interventions to help the student improve. However, if despite these efforts the student consistently fails to meet the minimum threshold, the school reserves the right to fail the student in these subjects, ensuring that academic standards are maintained and students are encouraged to achieve their full potential. Should a child consistently score below 40% in English and Mathematics the school may suggest that the child repeats the academic year.

RAP (Raising Attainment Plan)

At NIA we create a termly Raising Attainment Plan (RAP) which tracks patterns of attainment in core subject areas across the whole of primary. This allows us to track the progress of cohorts through their school journey as well as comparing year on year performance and analyse the assessment outcomes to identify strengths and areas of development for our provision going forward. RAP data and analyses will be shared with Team Leaders and teachers to ensure that data is used effectively to provide the best provision possible, enabling students to reach their academic potential.

Review

This policy is subject to annual review, as part of the school self-evaluation process.

All teachers are responsible for monitoring the implementation of this policy. The Head of Primary and Senior Management team ensures that the policy is being implemented across the school.

Associated Policies & Documents

- NIA Marking Policy
- NIA Curriculum Policy
- NIA Teaching and Learning Policy
- NIA Students Reports Templates
- IEP (individual Education Plan) Template

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- AESN Policy

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