



Secondary Assessment, Target Setting and Reporting Policy

Last Reviewed Date: June 2025

Reviewed by: DHOA - Holly Strange and Sophie Ward

Next Review Date: June 2026

1. Aims:

- To raise standards across the curriculum at Newton International School, Lagoon
- To inform teachers' teaching in order to meet the needs of all children
- To provide information about attainment and progress
- To evaluate the effectiveness of teaching and learning
- To inform the school's decisions about the deployment of Teaching Assistants and other resources
- To provide information about children who move on from Lagoon School
- To inform parents and children about their performance
- To meet external entrance exam targets

2. This policy is underpinned by the following key principles:

- There will be a reason for each assessment
- There will be a purpose and direction for each assessment
- The information from each assessment will be used to inform teaching and will be communicated to the relevant people
- Assessment will show strengths and areas for development and teaching will be adjusted
- There will be a clear link between planning and assessment
- The children will understand why and what they are being assessed for and will have feedback from each assessment
- Teacher targets will be realistic and include challenge
- The Assessment, Target Setting and Reporting Policy will be regarded as a working document and as such, staff will regularly assess and monitor its effectiveness in following the CIS Code of Ethics for High-quality Learning and Teaching



Overview of Summative Assessment:

Each teacher records key assessments for each subject at the end of each term. This information is shared with parents through meetings and termly reports. These assessments are made against the assessment criteria set from statements outlined in the National Curriculum against the KS3 outcomes and the specifications of the Boards, Edexcel and Cambridge, in KS4 & 5.

This information is:

- Entered into subject trackers showing individual student attainment against the grading system.
- Used to inform future targets for the child, the class, teachers, subject areas and the whole school.
- Reviewed by SMT and MMT who agree to consequent future action.
- Teachers will apply interventions for pupils who have not made the expected progress in collaboration with their line managers and SMT.

3. Monitoring the Effectiveness of Assessment

The SMT will meet to look at the results of these assessments in order to:

- Look at the consequent whole school position and identify trends
- Discuss future CPD needs
- Discuss future subject resourcing needs
- Reconsider allocation of Teaching Assistants if necessary
- Assess the progress and impact of what has been implemented already and agree consequent future actions which may include prioritising future:
 - Observation of staff
 - Work scrutiny
 - Focus group themes for Whole School Action Plan input
 - Setting of whole school curriculum targets if there is a need



4. Opportunities for Assessment:

Summative Assessment: This is used to gain a snapshot of a child's knowledge, usually using tests or focussed tasks. Students' progress in these assessments is tracked throughout their time at Lagoon School. In KS4 & 5, summative assessment takes the form of mock examinations.

Formative Assessment: This is our ongoing assessment of students' knowledge and understanding that continually informs planning. A broader picture can be built up than with summative assessment. The purpose of this is to judge how well the pupils are progressing and to assess the standards within the school and the school's effectiveness. This information is then used to plan the next steps in students' learning and the school's development.

Diagnostic Assessment (Baseline): is crucial to help educators identify students' strengths and weaknesses in core subjects. By using tools such as PTE/PTM, reading assessments and Phonics assessment, teachers can tailor instruction to meet individual learning needs. Furthermore, diagnostic assessments provide valuable insights into students' prior knowledge, enabling educators to build on existing skills and address gaps.

Facilitating Assessment: For KS3 & Year 10, summative assessment occurs throughout the term, with several tasks being completed in the classroom environment, as well as an end of term examination. In Yr 11 & KS5, two mock examinations are held in each of terms 1 & 2, with a final assessment prior to entry closing dates for the examination boards. Formative assessment is conducted in lesson time during the term. There is a regular cycle of moderation.

5. Tracking, Recording and Reporting Student Progress:

KS3 & Year 10:

Summative assessments are recorded on SIMs and this information is analysed and discussed with class teachers. Summative and Formative assessments allow staff to give the child a grade that is shared with parents on the end of term reports and at parent consultation meetings. Formative assessments are

Newton International School Lagoon Campus

“An international community of learners striving for excellence and celebrating success”



recorded in mark books and are used to set pupil individual targets and inform planning.

KS3 (Middle School): Standardised International Assessments

Standardised assessments (PTE/PTM) from GL are completed at the beginning of the academic year and at the end of the year to monitor progress. Previously NISL used PIRA/PUMA (Standardised assessments from Rising Stars) to do this. The use of standardised tests focuses the teachers' subsequent planning whilst also allowing a comparison with the national average through Standardised Age Scores. Through this process, teachers, subject leaders and the SMT can monitor pupil achievement, track progress and set realistic targets for the coming academic year on an individual, group, class or Key Stage basis.

KS4 & KS5:

Summative assessments are recorded on SIMs and this information is analysed and discussed with class teachers. Summative and Formative assessments allow staff to give the child a grade that is shared with parents on the January report card and at parent consultation meetings. Predicted grades are sent to the examination boards as required, and are also recorded in SIMS for analysis of results and future planning. Formative assessments are recorded in mark books and are used to set pupil individual targets and inform planning.

6. Target Setting:

At Key Stage 3 Progress targets are set each year through the GL data. This focuses on evaluating their SAS and Stanine. This will be tracked on SIMS.

Personal targets are aimed at building children's resilience and independence from the youngest age to meet expectations of key school values for all children as they progress through the school. This is aimed to enable students to leave the school ready and enabled for the next stage of learning. Personal Targets are at the front of their writing, reading and mathematics books that are evaluated termly.

Academic targets are set in year groups for KS3 & Year 10 and in Year 11 & KS5 targets are identified after each mock examination. The emphasis in KS3 is progress over time, whilst the targets are of shorter duration in Years 10, 11 & KS5, in order to meet final examination deadlines

7. Personal Targets:

The introduction of GL assessments in English and Maths has allowed us to set realistic target grades for students. These tests take place in years 7,8 and 9 and allow us to clearly track progress. These then go on



to form clear target grades for IGCSE subjects. The results of standardised assessments in Year 6 are obtained from feeder primary schools in the Newton Group, to inform teachers regarding Year 7 students. IGCSE final examination results are also documented. All this information is held in SIMS to allow for the tracking of individual students, cohorts and subjects.

8. Students with Special Educational Needs:

Formative and summative assessment is used to identify and monitor children with Special Educational Needs. These students' attainment will be monitored closely and according to individual needs they may require:

- Additional time or interventions with Teaching Assistant or Teacher
- Support or Shadow Teacher
- Special Educational Needs department.
- A scribe is provided for students who may need writing support during exams

9. Reporting to Parents

KS3 & Year 10:

Formal Parent Consultations are held twice a year following the issuance of end of term reports. Parents will have an opportunity to look at their child's work on these occasions. Teachers also ensure that they can meet with parents at other times when necessary.

The basis for discussions is the student's academic progress, including assessment results, targets, attendance, punctuality and behaviour. Parents or Teachers may request consultations at other times.

At the end of Term 1 and Term 3 parents receive a subject report for their child that comments on their child's progress in each curriculum area, behaviour and effort. At the end of Term 2, parents receive a short report showing the grade for their child's effort and attainment in each subject area and a general tutor comment.

Year 11 & KS5:

Formal Parent Consultations are held twice a year; the first as a progress interview following the initial mock examinations and the other after the issuance of the school report and predicted grades. Teachers also ensure that they can meet with parents at other times when necessary.

Newton International School Lagoon Campus

“An international community of learners striving for excellence and celebrating success”



Students who are not meeting local targets for KS5 & University entrance are identified and parent contact made. This occurs after each mock examination.

Analysis of Results and Data:

Analysis of assessment data is undertaken termly and in more detail at the end of the academic year to identify areas of concern and development. This allows the school to analyse key stage and subject strengths and weaknesses which is reflected in the Key Stage and Whole School Action Plans. Heads of Department and Class Teachers analyse the progress of classes each term. Issues are discussed and concerns for individual pupils are highlighted and interventions put into place.

Assessment Weighting *

Key Stage 3

Term 1

Mid-Term Assessment – 25%

End of Term 1 Assessment – 75%

Term 2

Mid-Term Assessment – 25%

End of Term 1 Assessment – 75%

Term 3

Term 1 – 12.5%

Term 2- 12.5%

Mid-Term Assessment – 35%

End of Term 1 Assessment – 40%

Newton International School Lagoon Campus

“An international community of learners striving for excellence and celebrating success”



Key Stage 4 – Year 10

Term1

Mid-Term Assessment – 25%

End of Term 1 Assessment - 75%

Term 2

Mid-Term Assessment – 25%

End of Term 1 Assessment – 75%

Term 3

Mid-Term Assessment – 25%

End of Term 1 Assessment – 75%

**These are subject to change.*

- Year 11 and Year 12 external assessment weightings (IGCSE & AS Level)

Appendix 1: Assessment Schedule

Newton International School Lagoon Campus

“An international community of learners striving for excellence and celebrating success”



ANNUAL ASSESSMENT SCHEDULE	
Age Group	Assessment Vehicle
Key Stage 3 Years 7, 8, 9	For each subject area: • Baseline Assessment in core subjects • Midterm Assessments • Formative Assessment within each class • Examination x3 – Termly
Key Stage 4 Year 10	For each subject area: • Formative Assessment within each class • Midterm Assessments • Examination x3 – Termly
Key Stage 4 Year 11	For each subject area: • Formative Assessment within each class • Mock examinations – x1 Term 1, x1 Term 2
Key Stage 5 Year 12	For each subject area: • Formative Assessment within each class • Mock examinations – x1 Term 1, x1 Term 2s

Newton International School Lagoon Campus

“An international community of learners striving for excellence and celebrating success”



Appendix 2: Grading Boundaries - KS3

<i>Grade</i>	<i>Percentages</i>
<i>9</i>	<i>96 – 100%</i>
<i>8</i>	<i>90 – 95%</i>
<i>7</i>	<i>80 – 89%</i>
<i>6</i>	<i>75 – 79%</i>
<i>5</i>	<i>67 – 74%</i>
<i>4</i>	<i>58 – 66%</i>
<i>3</i>	<i>50 – 57%</i>
<i>2</i>	<i>40 – 49%</i>
<i>1</i>	<i>30 – 39%</i>
<i>U</i>	<i>0 – 29%</i>