

NEWTON INTERNATIONAL ACADEMY SMASH



PRIMARY ASSESSMENT POLICY

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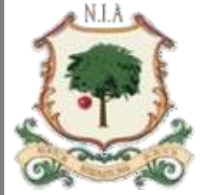


Newton International Academy - Smash

أكاديمية نيوتن العالمية

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

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Primary Assessment Policy

Introduction

This policy outlines the purpose, nature, aims and management of assessment at Newton International Academy. Assessment is integral to high quality teaching and learning; it is used to inform planning on a daily, weekly and termly basis. Appropriate assessment compliments and assists teaching and learning and is used to evaluate that pupils are making expected progress. Assessment is inclusive of all abilities. We celebrate all achievements across a broad and balanced curriculum at Newton International Academy.

At Newton International Academy 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.

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

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 by developing critical thinking skills.

At Newton International Academy we:

- Assess the performance of the children at all stage 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
- 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

Further breakdown of Assessment for Learning in Primary at Newton International Academy:**Assessing Student Progress (APP)**

The Writing APP Assessment for Year 1 – 6 for writing which 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 leveled using the APP and added to a writing portfolio for each child in every year group. The APP highlights gaps in teaching and student's 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 and Bug Club Assessment resources as an ongoing assessment tool; this allows teachers to monitor student's progress closely and plan accordingly. All data is kept in a Guided Reading Folder and on the Excel Assessment Data spreadsheet.

Mathematics, White Rose

Mathematics progress after each topic will be assessed using White Rose assessment materials which assesses the content covered in each topic. Mastery for Mathematics embedded in teaching and learning using White Rose/Deepening Understanding Mastery activities. These activities should all be marked with the symbol 'M' to denote mastery for evidencing and moderation purposes.

External Assessments – GL Assessments – PTE & PTM

Years 1 – 6 will undertake Testwise Assessments in Terms 1 and 3 in English (PTE) and Mathematics (PTM). These will be conducted online and will be externally marked (exception of Y1). This assessment will give a summative score for academic achievement across the year.

Consistency of judgments

Moderation will take place vertically and horizontally at NIA in every term ensuring transparent communication across all Key Stages at NIA. Vertical checking means moderating across all years rather than just one year 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 success. Moderation will take place in Writing, Reading, Mathematics and Science.

Writing

At the end of each term moderated writing will be added to the school moderation folder and each year group will have a copy. This will provide an exemplar and guidance for teachers when levelling writing.

At NIA we build writing portfolios across the term to award a summative level. This gives the students the opportunity to apply all the skills listed in the APP and ensures that students are getting rewarded for all the skills that they are able to apply independently.

Moderation meetings will be added into the primary strategic plan and school calendar for each term to ensure dedicated time is given for the moderation process to be undertaken effectively.

Deputy Head of Primary, Academics will be the moderation lead and will ensure that the Subject Leads and Team Leaders embed the policy and the process occurs according to policy with the appropriate rigour and will offer feedback and guidance to teachers when required.

Mathematics, Reading & Science

At the end of each term a random selection of assessments (3 from each class) will be chosen by the Team Leader or Subject Lead and will then be moderated to ensure that the marks awarded are correct and that the level awarded to the student is accurate. If major discrepancies are

observed then the whole class set will be requested for scrutiny by the Deputy Head of Primary Academics.

Student Target Setting

All students are set next step targets through teacher's marking and feedback and use of assessment for learning.

Student curricular targets are set twice yearly for Mathematics & Writing Beginning of Term 1 and beginning of Term 2. These are communicated to the students at the outset of the Term and to the parents during the PTC (Parent Teacher Conferences) at the beginning of Term 2 and 3. They are evidenced in student exercise books for self- assessment purposes.

Teacher Target Setting

At the beginning and the end of each academic year numerical targets are set for Year 1-6 in English, Mathematics and Science for the teacher which enables SMT's ability to monitor progress term on term and across academic years. This enables us to identify areas for improvement in our curriculum and teaching.

Records

Records of formative assessment, summative assessments, Rising Stars Assessments can all be found on SIMS Mark Sheets. The Rising Stars assessment data can also be found as an external report document. APP assessment data is also kept in a writing portfolio for each child. Reading records are kept for each student and used as a focus for development and home school reading records are monitored regularly. The progress of students on an IEP is monitored and reviewed termly 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 Excel Spreadsheet on the OneDrive.

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

- Class List – updated
- Subject Groups – updated (inc; sets, spelling, GR)
- Weekly Spelling Results
- Mental Mathematics and SPAG Results
- Academic year class targets
- IEP's
- Cause for Concern Documents
- Assessment Results
- T1, 2 & 3 – Excel Spreadsheet, summary of levels and action plan
- MAT (More Able and talented Action & Provision Plan)

Assessment Folders, Writing Portfolios and Guided Reading Folders will be passed on to the next year group for reference.

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

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
- Providing end of key stage test data
- 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 reviewing targets for individuals and groups and using the information to identify intervention strategies
- Working with colleagues at school and in other Newton schools to moderate assessment judgments each term

Use:

- 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

Recording:

- We recognise various methods of assessing a student's learning.
- We plan our lessons with clear learning objectives and success criteria.
- 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, groups or the percentage 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.

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.
- Have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.
- Provide opportunities for three parent consultation evenings per year so that parents can discuss their child's attainment and progress and overall performance at school.
- Provide end of term written report which include results of tests and assessments and gives information relating to progress and attainment; write individual comments on all subjects of the pupil's progress and achievements during the term. The reports also inform parents of their child's attitude, motivation and self-esteem.
- Discuss pupil progress at the request of parent by appointment.
- We offer parents of pupils in EYFS the opportunity to discuss the results of the EYFS Profile with their pupil's teacher.

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 analysis will be shared with Subject Leads, Team Leaders and teachers to ensure that data is used effectively to provide the best provision possible; enabling students to reach their academic potential. The data in the RAPs should also inform the creation of subject action plans.

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 ensure that the policy is being implemented across the school.

APPENDIX: Summative Assessments in Primary

Baseline Assessments
End of Topic / Units Tests
Mid-Term/Continuous Assessments
Writing Assessments
Reading Assessments
Phonics and SPaG assessments
End of Term Examinations Oral Assessments
Practical Assessments
Standardised Tests – PTE & PTM

Assessment	Frequency
Baseline	At the start of the first term
Foundation Profile	Ongoing system of observation and recording
Mental Maths and Spelling Tests	Weekly
SPaG / Phonics	Ongoing Assessments
Oral Assessments	Ongoing Assessments in all Languages
<u>Specialist Subjects:</u> PE ICT and Music Islamic Studies; Arabic; French; Art; DT; Citizenship; History of Qatar	Practical assessment of each skill taught in the term; required for reporting. Both practical and theory components must be assessed 1 class test per half term Mid-term Assessment End of term Examination to be on all units covered in the term
Humanities : History and Geography	1 class test on each unit End of term Examination to have both History and Geography components (KS1) Separate End of term Assessments (KS2)
Science	2 class tests (end of unit tests) Mid-Term/Continuous Assessment End of Term examination to be on all units covered in the term Project Work
Writing	Ongoing Assessments – at least 2 writing pieces formally assessed prior to end of term Examination
Reading	2 class tests Mid Term/Continuous Assessment End of Term examination
Mathematics	End of topic/unit tests Mid Term/Continuous Assessment End of Term examination to be on all units covered in the term