



*Newton International Academy, Barwa*

# Secondary Assessment Policy

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



**NEWTON**  
**INTERNATIONAL**  
**ACADEMY | BARWA**

## SECONDARY ASSESSMENT POLICY

### 1. VISION

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

### 2. 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.

### 3. AIM

To provide clear guidelines on the school's approach to assessment, ensuring it is both formative and summative, while establishing a coherent approach to assessment for learning across all departments. This policy aims to provide a system of assessment that is clear to students, staff, and parents, supports adaptive teaching practises, and promotes metacognitive skills.

### 4. RATIONALE

The purpose of any assessment is to improve standards, not merely to measure them. Assessment encompasses a wide range of activities, both formal and informal, summative and formative. It serves as a tool to inform curriculum planning and enables the communication of accurate information about a student that is useful to teachers, students, parents, and any other educational body.

While summative assessment (external and internal exams) has a place in providing a summary of achievement, formative assessment (Assessment for Learning) significantly impacts motivation and attainment. This guidance aims to:

- Minimise the need for excessive summative assessment.
- Provide a structure/system that students, parents, and teachers recognise.
- Offer a policy that is realistic and attainable for teachers in terms of workload.

### 5. GOOD PRACTICE IN ASSESSMENT

Newton International Academy recognises and encourages the following characteristics of good practice in assessment:

#### 1. Promotes and Supports Learning

Identifies what students know, understand, and can do.  
Enables consistent monitoring of student progress.  
Identifies individual learning styles, strengths, and weaknesses.  
Encourages progression in learning.

#### 2. Informs Teaching

Assists lesson planning and informs content review.  
Promotes a variety of teaching strategies.  
Enables consistent monitoring of teaching progress.  
Encourages self-reflection among educators.



### **3. Is Both Formative and Summative**

Promotes a shared learning culture and provides clear, regular feedback.  
Diagnoses learning difficulties and measures student performance.  
Identifies clear and shared targets for student progress.  
Promotes differentiation and informs subject choice and career decision-making.  
Provides effective and progressive student tracking.  
Informs regular reporting to parents.

### **4. Uses Appropriate and Diverse Strategies**

Incorporates both formal and informal assessments.  
Accommodates a variety of learning styles and assesses a range of skills.  
Encourages effective and standardised marking procedures.  
Utilises both quantitative and qualitative measures across various contexts.

### **5. Recognises All Student Progress and Achievement**

Rewards progress, effort, and achievement.  
Fosters motivation and promotes a commitment to learning.  
Creates opportunities for self-direction and fosters self-esteem and social development.

### **6. Develops the Capacity for Self-Assessment**

Shares learning outcomes and assessment criteria.  
Provides sensitive and constructive feedback.  
Allows students to understand and identify areas for improvement.  
Supports students in self and peer assessment activities.  
Engages students in realistic target setting.

### **7. Fosters Shared Involvement and Responsibility Between School and Home**

Encourages parental engagement in the assessment process.  
Communicates assessment outcomes and progress effectively.

### **8. Types of Assessment in Secondary**

#### **Summative Assessment: Assessment OF Learning**

Used primarily to measure performance and identify a standard of student attainment, typically conducted at the end of a learning period.

Examples:

- External Examinations (IGCSE, AS/A Level) – modular/linear
- Internal School Examinations (Mock Exams, End-of-Term Exams)
- Mid-Term Exams
- Practical Exams (ICT, DT, Art, PE)
- Standardised Tests (CAT4, GL assessments, TIMMS, PISA)
- End of Topic/Unit Tests
- Internally Standardised Tests (Baseline Tests)
- Coursework/projects/IPQ

	Term One	Term Two	Term Three
<b>KS3</b> Years 7,8 & 9	<b>End of Term Examinations</b>	<b>End of Term Examinations</b>	<b>End of Year Examinations</b>
<b>KS4</b> Year 10 and 11	<b>Mock 1 +</b> External IGCSE exams - early entries – October/November	<b>Mock 2</b>	<b>Mock 3 + External</b> IGCSE exams (modular or linear)
<b>KS5</b> Year 12 and 13	<b>Mock 1 +</b> External AS/A Level exams	<b>Mock 2</b> + Coursework. Predicted grades + external January AS/A level exams)	<b>Mock 3 + External</b> AS/A level exams + Coursework

### Formative Assessment: Assessment FOR Learning

Ongoing assessments that provide evidence of and for progression in learning, supporting improvement through feedback.

Examples:

- Classwork and Homework
- Questioning and Oral Discussions
- Presentations and Peer/Self-Assessment
- Practical Projects or Demonstrations
- Research Projects and Online Learning Programmes
- In-Class and Online Quizzes

### 8. SELF AND PEER ASSESSMENT

Encourages students to take responsibility for their own learning by:

- Evaluating their achievements against shared learning outcomes.
- Identifying strengths and areas for improvement.
- Setting individual learning goals and action plans for future progression.
- Fostering a self-reflective learning culture and

### 9. ASSESSMENT FOR METACOGNITION

Assessment should not only measure learning outcomes but also promote metacognitive skills. This involves:

**Explicitly Teaching Metacognitive Strategies:** Teachers will provide instruction on how to plan, monitor, and evaluate their learning, helping students develop self-regulation.

**Modelling Thinking Processes:** Teachers will verbalise their thought processes during lessons, demonstrating how to approach problems and reflect on their learning.

**Promoting Metacognitive Talk:** Classroom dialogue will encourage students to discuss their thinking processes, enhancing understanding and application of metacognitive strategies.

**Integrating AI Tools:** AI can be used to provide personalised feedback and track students' metacognitive skills, helping them understand their learning processes better.

### 9. RECORDING AND REPORTING

Regular and relevant communication of student attainment and progress is essential. Each teacher is responsible for recording and reporting individual student assessment outcomes, measured against agreed assessment criteria.

#### Good Practice Encourages:

- Consistent record-keeping by all teachers for effective monitoring of student progress.
- Common assessment grades recorded in Teacher Mark Books and accessible to parents via the school management system (RENWEB).
- Internal exam levels and grades recorded appropriately.



## 10. REPORTING, FOLLOW-UPS, AND RECOGNITION

- Secondary students will receive three Academic Reports annually, providing an overview of academic progress.
- Detailed reports will be issued twice a year, including comments on academic progress, effort, and behaviour.
- Parents of students who are a cause for concern will receive notifications and invitations for individual meetings with the management team.
- Top achievers will be recognised through certificates and awards at assemblies and the end-of-year Prize Giving.

### Results

Assessments are graded by internally set grades/levels which relate to percentages (see below KS3 grading scale, each subject has developed grade descriptors based on standard UK grade descriptors).

#### Grades in Year 7 – 9

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

6 - 9 – outstanding, above average

3 - 5 – average, pass

2 - U – fail, unclassified

NIA	Edexcel	CIE
E x p e c t e d	9	A*
	8	A
	7	B
	6	
	5	C
4		
Pass	3	D
F a i l	2	E
	1	F
	U	G
	U	U

#### GRADES IN YEAR 10-13

KS4 and KS5 scales are prescribed by the examination boards Edexcel and CIE and their grade boundaries.

#### iGCSE

The grading system for Edexcel is different to CIE; Edexcel follows a numerical marks from 9 to 1. Cambridge (CIE) follows grades: A\* - U. The numbers do not correspond exactly with the grades. In Edexcel, 9 is an equivalent to an A\* in CIE; however the top of 8 is also equivalent to an A\* whilst the lower end equals to an A in CIE. Please see the table above for your information. This means that our Year 10 students will have a report which will mix attainment grades and numbers. We expect our students to achieve A\*- B or 9-5 in at least 5 subjects in Year 10 and 11. C - D (4-3) will still be considered as a pass, however many universities require A\*-C and 9-4 grades in iGCSE. D, E, F, G and U in CIE and 3, 2, 1 and U in Edexcel are fail grades. U means ungraded where the students did not even achieve 10% in the exam.

#### Grades in Year 12-13

In KS5, both CIE and Edexcel follow the grades A\*-U. A\*/A – B are outstanding grades, A\*/A – D/E is a pass and U is a fail.

## 11. RESULTS ANALYSIS AND RAISING ATTAINMENT PLANS

- Examination results are reviewed termly, with data analysis comparing student results to previous cohorts.
- Heads of Department will create departmental Raising Attainment Plans (RAPs) based on analysis, focusing on specific groups (EAL, SEND, G&T).
- Parents of students at risk of underachievement will be notified, and additional support will be provided.

## 12. PROGRESS PARENTS MEETINGS

Parents will have two annual academic review days to discuss student progress with Form Tutors and Subject Teachers, fostering a collaborative approach to setting targets for improvement.

## 13. MODERATION OF EXAMS

Moderation of exams creation is a quality assurance process to ensure assessments are fair, valid, reliable, and consistent. It involves:

- Checking the consistency of teachers' judgements during assessment design and marking.
- Ensuring assessments align with intended learning objectives and external examination requirements.
- Regularly reviewing assessments for frequency, style, and success rates.

## 15. ANTI-DISCRIMINATION AND INCLUSION

At NIA Barwa, we are committed to promoting an inclusive environment that respects and values diversity. Our anti-discrimination principles ensure that:

All students, regardless of their background, have equal access to educational opportunities.

We actively work to eliminate discrimination and bias in all forms.

We celebrate diversity and foster an environment where every student feels valued and included.

## 16. ROLES AND RESPONSIBILITIES FOR THE ASSESSMENT POLICY

The implementation of the Assessment Policy is monitored by:

**Senior Management Team:** Reviews and evaluates all aspects of the policy.

**Teaching & Learning Committee:** Promotes innovative teaching and assessment practises, ensuring support for G&T, EAL, EBD, and SEN students.

**Heads of Department:** Apply and embed the principles of the Assessment Policy within their departments and maintain departmental policies.

## 17. POLICY REVIEW

This policy will be reviewed annually by the Leadership Team and the Teaching and Learning Committee to ensure its effectiveness and alignment with best practises in education, as well as compliance with CIS and DfE guidelines.

