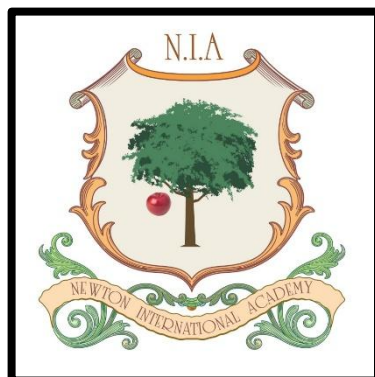


NEWTON INTERNATIONAL ACADEMY

LUSAIL

Secondary Assessment Policy



**ACADEMIC
YEAR
2025 - 2026**



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



NEWTON INTERNATIONAL ACADEMY LUSAIL

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An International community of learners striving for excellence and celebrating success



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, 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.

AIM

To establish clear and consistent guidelines for assessment across NIA Lusail Secondary, ensuring that all forms of assessment, both formative and summative, are purposeful, coherent, and support student learning.

This policy aims to create an assessment framework that:

- Is clearly understood by students, staff, and parents
- Supports high-quality teaching and adaptive instructional practices
- Promotes student ownership of learning through metacognitive development
- Drives informed curriculum planning and continuous academic improvement
- Upholds fairness, clarity, and consistency across all subjects and year groups

Through this approach, assessment becomes not just a tool for measurement, but a powerful strategy for improving learning outcomes.

RATIONALE

At NIA Lusail, we believe that the core purpose of assessment is to raise standards of teaching and learning and not merely to record or rank performance. Assessment encompasses a variety of activities, both formal and informal, and must serve to inform planning, monitor progress, and guide meaningful feedback to all stakeholders.

Assessment has a dual function:

- Formative assessment (Assessment for Learning) plays a critical role in improving student motivation, guiding next steps, and raising attainment through regular, low-stakes feedback.
- Summative assessment (Assessment of Learning) provides an overview of student achievement at a specific point in time, including internal exams and externally accredited assessments.

This policy aims to:

- Reduce unnecessary reliance on high-stakes summative assessments
- Establish a structured and transparent system understood by all members of the school community
- Provide teachers with a realistic and manageable framework that supports professional judgement while respecting workload demands



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Assessment at NIA Lusail should ultimately enhance the quality of learning, inform responsive teaching, and help every student reach their full potential.

GOOD PRACTICE IN ASSESSMENT

Newton International Academy Lusail recognises and encourages the following principles of good assessment practice to enhance student learning, inform teaching, and maintain consistency across departments.

Promoting and Supporting Learning

Effective assessment identifies what students know, understand, and are able to do. It provides a continuous and consistent measure of student progress across all subjects. Through this process, teachers are better able to recognise individual learning styles, strengths, and areas that require development. More importantly, assessment empowers students to take ownership of their learning, setting personal goals and striving for continuous academic and personal growth.

Informing Teaching

Assessment plays a central role in informing classroom practice. It allows teachers to reflect on prior learning, adapt lesson plans, and make informed decisions about content delivery. By identifying what students need most, educators can apply a variety of teaching strategies to better meet those needs. Furthermore, assessment outcomes help teachers measure the impact of their teaching and engage in professional dialogue within departments to further enhance instructional practices.

Serving Both Formative and Summative Purposes

A well-balanced assessment system incorporates both formative and summative approaches. Regular feedback helps students understand how to improve, while assessment outcomes provide a clear picture of academic achievement. This dual approach also enables the setting of shared and measurable learning targets, guides subject choices, and supports career planning. Summative results are tracked over time, informing intervention and improvement strategies as well as termly reports to parents.

Utilising Appropriate and Diverse Strategies

To be effective, assessment strategies must be varied and inclusive. A balance of formal and informal assessment tools ensures that a wide range of skills and learning preferences are considered. Marking and moderation procedures must be standardised to ensure consistency across departments. Assessments should incorporate both quantitative measures and qualitative feedback to give a full picture of student progress.

Recognising Student Progress and Achievement

At NIA Lusail, we value not only academic excellence but also the effort and progress made by each student. Recognition of these achievements supports student motivation and reinforces a strong commitment to school values. Celebrating success, whether academic, personal, or social, helps to nurture student confidence, encourage perseverance, and develop self-esteem.



Developing the Capacity for Self-Assessment

One of the key aims of assessment is to build students' ability to reflect on their learning. This is achieved by clearly communicating learning objectives and success criteria. Students are given opportunities to assess their own and others' work, supported by constructive feedback that identifies next steps for improvement. Through regular self- and peer-assessment, students become more independent, analytical, and confident in evaluating their progress.

Fostering Shared Responsibility Between School and Home

Assessment is most effective when there is a strong partnership between school and home. Parents are kept informed and involved through regular communication, including access to academic data via SIMS and detailed reporting throughout the year. This transparency ensures that parents understand their child's achievements, challenges, and areas for development, reinforcing the shared responsibility for student success.

Types of Assessment in Secondary

At NIA Lusail, both summative and formative assessments are central to the learning process, ensuring that all students are supported to reach their full academic potential.

Summative Assessment: Assessment of Learning

Summative assessment is primarily used to measure student performance against a standard, typically conducted at the end of a learning period. It provides key data on attainment and guides decisions about progression and interventions.

Examples include:

- External Examinations (IGCSE, modular or linear)
- Internal School Examinations (Mock Exams, End-of-Term Exams)
- Mid-Term Examinations
- Practical Exams (ICT, DT, Art, PE)
- Standardised Tests (CAT4, GL Assessments, TIMSS, PISA)
- End-of-Topic / End-of-Unit Tests
- Internally Standardised Tests (e.g., Baseline Assessments)
- Coursework / Projects / IPQ / BTEC IT

	Term One	Term Two	Term Three
Key Stage 3 Years 7, 8 and 9	End of Term Examinations	End of Term Examinations	End of Year Examinations
Key Stage 4 Year 10	Mock 1	Mock 2	Mock 3 IGCSE External Exams



Formative Assessment: Assessment *for* Learning

Formative assessment is ongoing and embedded into classroom practice. It informs teaching, supports student progress, and provides immediate feedback to help close learning gaps.

Examples include:

- Classwork and Homework
- Questioning and Oral Discussions
- Student Presentations
- Peer and Self-Assessments
- Practical Projects and Demonstrations
- Research Assignments
- Online Learning Programmes (e.g. Century Tech, Seneca)
- In-Class and Online Quizzes

Self and Peer Assessment

Self and peer assessment are essential tools in developing students' ownership of learning and fostering a reflective learning culture.

Students are encouraged to:

- Evaluate their performance against shared learning objectives and success criteria.
- Identify personal strengths and areas for development.
- Set individual learning targets and create action plans.
- Reflect on feedback to inform future progress.

These strategies help build resilience, metacognitive awareness, and intrinsic motivation.

Assessment for Metacognition

In line with our mission to develop critical thinkers and lifelong learners, NIA Lusail promotes assessment practices that develop metacognitive skills, helping students learn how to learn.

Our approach includes:

- **Explicit Teaching of Metacognitive Strategies:** Students are taught how to plan, monitor, and evaluate their work effectively.
- **Modelling Thought Processes:** Teachers regularly verbalise their thinking to demonstrate strategies for problem-solving and reflection.
- **Promoting Metacognitive Talk:** Structured classroom discussions encourage students to articulate their thinking and decision-making processes.

Recording and Reporting

At NIA Lusail, consistent and purposeful recording and reporting of student attainment and progress are essential for supporting high-quality teaching and learning. Each subject teacher is responsible for maintaining accurate records of assessment outcomes based on agreed departmental criteria.



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Assessment data is entered into teacher mark books and the school's central management system, SIMS. This enables regular tracking of student progress across subjects and helps identify patterns that may inform intervention, enrichment, or curriculum adjustments.

Assessment information is used to inform report writing, monitor academic trends, and support collaborative discussions between staff, students, and parents. Formal reports are issued at designated points throughout the academic year and reflect academic progress, effort, and areas for development. These reports form the basis for constructive dialogue during parent meetings and are key in ensuring that students remain on track to meet their academic goals.

Reporting, Follow-Ups, and Recognition

At NIA Lusail, all secondary students receive three academic reports each year, providing a comprehensive overview of their academic progress. In addition to these progress updates, a final detailed report is issued at the end of Term 3, offering in-depth feedback on each student's academic attainment, effort, and behaviour. This report enables students and families to clearly understand strengths, challenges, and the next steps required to support further progress.

For students whose academic performance or conduct causes concern, the school ensures early intervention through formal notification to parents. In such cases, parents are invited to individual meetings with members of the school's management team to discuss support strategies, action plans, or any additional monitoring required.

Recognition of academic excellence and commitment to learning is an important aspect of the school's values. Top-achieving students are acknowledged and celebrated through certificates and awards presented during school assemblies and at the end-of-year Prize Giving ceremony.

Assessment Results and Grading

Assessment results at NIA Lusail are based on internal grading systems that align with both international benchmarks and UK curriculum standards. These systems vary slightly depending on the key stage and examination board.

Years 7–9 (KS3):

Grades for students in Key Stage 3 follow a scale from 9 to U. Grades 6 to 9 indicate high attainment and performance above average expectations. Grades 3 to 5 represent average achievement and are considered a pass. Grades 2 and below are considered failing, with U representing unclassified performance.

Year 10 (KS4 – IGCSE):

In Key Stage 4, students follow either the Edexcel or Cambridge (CIE) IGCSE curriculum. Edexcel uses a numerical grading system from 9 to 1, while CIE uses letter grades from A* to U. These grading systems are not directly equivalent.



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Student reports in Year 10 may therefore show a combination of letters and numbers, depending on the exam board. A strong academic performance is reflected in grades A* to B (CIE) or 9 to 5 (Edexcel). Grades C to D (CIE) or 4 to 3 (Edexcel) are still considered a pass in many contexts, though most universities require a minimum of A* to C (or 9 to 4).

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%

IGCSE GRADING	
New Grading	Old Grading
9	High A*
8	Low A* or High A
7	Low A
6	High B
5	Low B or High C
4	Low C
3	D or High E
2	F to E
1	G
U	U

Results Analysis and Raising Attainment Plans

At NIA Lusail, student attainment data is regularly analysed to inform strategic planning and support continuous improvement. Examination results are reviewed each term, with student outcomes compared against those of previous cohorts to identify trends, progress, and areas requiring intervention. Following this analysis, Heads of Department are responsible for developing focused Raising Attainment Plans (RAPs), which identify key priorities for improvement. These plans include targeted strategies for supporting specific groups of learners, such as:

- English as an Additional Language (EAL) students
- Students with Special Educational Needs and Disabilities (SEND)
- Gifted and Talented (G&T) students

Where students are at risk of underachievement, parents are informed, and additional academic support is provided to help students meet their full potential.

Progress Parents Meetings

To ensure open communication and shared responsibility for student progress, NIA Lusail holds three academic review days each academic year. During these meetings, parents engage in meaningful discussions with both Form Tutors and Subject Teachers. These sessions are used to:

- Reflect on each student's academic journey
- Identify individual strengths and areas for development
- Set clear, measurable targets for continued academic improvement



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This proactive partnership between school and home reinforces a student-centred approach to learning and accountability.

Moderation of Examinations

Moderation is a critical element of our internal assessment process, ensuring fairness, validity, and consistency in the design and marking of exams. Moderation practices at NIA Lusail involve:

- Cross-checking teacher judgements
- Reviewing and refining marking schemes
- Verifying alignment with curriculum objectives and external examination standards

The process ensures all assessments are age-appropriate, rigorous, and reflect intended learning outcomes. Frequency, structure, and performance trends of assessments are also routinely reviewed to uphold academic rigour.

Anti-Discrimination and Inclusion

NIA Lusail is committed to creating an inclusive school environment that actively promotes equality, respect, and diversity. The school upholds a zero-tolerance policy for all forms of discrimination or bias. Key practices include:

- Ensuring all students have equal access to high-quality education and enrichment opportunities
- Promoting inclusive classroom strategies that celebrate student differences
- Creating a safe environment where every learner feels valued and supported

We aim to foster a culture where diversity is celebrated and every member of the school community is treated with fairness and respect.

Roles and Responsibilities for the Assessment Policy

The successful implementation of the school's assessment policy relies on clear roles and shared responsibilities:

- Senior Leadership Team (SLT): Reviews and evaluates all aspects of the policy, aligning assessment practices with the school's strategic direction.
- Teaching and Learning Committee: Encourages innovative assessment strategies and ensures inclusive practices support G&T, EAL, EBD, and ASEND learners.
- Heads of Department: Apply and embed the policy within subject areas, maintaining departmental assessment procedures and ensuring consistency across classes.

Policy Review

This Assessment Policy is reviewed annually by the school's Leadership Team and Teaching and Learning Committee to ensure:

- Continued relevance and practicality in daily school operations
- Alignment with international standards and MOEHE directives.
- Responsiveness to feedback from staff, students, and parents

Revisions are made as needed to enhance clarity, improve implementation, and support the school's mission and vision.