



Secondary Assessment, Target Setting and Reporting Policy

Last Reviewed Date: June 2026

Reviewed by: DHoA – Holly Strange and Sophie Ward

Next Review Date: June 2027

1. Aims

- Raise attainment and progress standards across all curriculum areas
- Inform and adapt teaching to meet the needs of every student
- Enable teachers, subject leaders, and SMT to track individual and cohort progress
- Communicate clear, meaningful feedback to students and parents
- Support target-setting at individual, class, and whole-school level
- Meet external examination entry requirements (Edexcel and Cambridge)

2. Key Principles

- Every assessment has a clear purpose and audience
- Assessment findings are used to adjust teaching and inform next steps
- Students receive prompt, actionable feedback from each assessment
- Targets are realistic, challenging, and linked to key school values
- Planning and assessment are directly connected
- This policy is a living document; staff review its effectiveness regularly in line with the CIS Code of Ethics
-

3. Types of Assessment

Summative Assessment

Snapshot assessments (tests, focused tasks, mock exams) that measure attainment at fixed points. Results are recorded in SIMS and shared with parents via reports and consultations.

Formative Assessment

Ongoing, in-lesson assessment that builds a fuller picture of student understanding. Recorded in mark books; used to set individual targets and inform planning.

Diagnostic / Baseline Assessment

CAT4 in Year 7. A useful tool to identify projected outcomes. GL assessments (PTE/PTM) and reading / phonics tools completed at the start and end of each year. Results yield Standardised Age Scores (SAS) and Stanine data used to set realistic targets and identify support needs.

Newton International School Lagoon Campus

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



4. Assessment Schedule by Key Stage

Key Stage / Year	Assessment Activity
KS3 (Yrs 7–9)	Baseline (core subjects), mid-term and end-of-term assessments ×3 per year. Formative assessment ongoing. GL standardised tests (PTE / PTM) at the start and end of each academic year.
KS4 Yr 10	Mid-term and end-of-term assessments ×3 per year. Formative assessment ongoing.
KS4 Yr 11	Mock examinations: ×1 Term 1, ×1 Term 2. Targets reviewed after each mock.
KS5 (Yr 12)	Mock examinations: ×1 Term 1, ×1 Term 2. Predicted grades submitted to exam boards after each cycle.

5. Recording and Reporting

KS3 & Year 10

- Grades recorded in SIMS; reviewed by class teachers, Heads of Department, and SMT each term
- End of Term 1 & 3: full subject reports (progress, effort, behaviour)
- End of Term 2: short report card showing attainment and effort grade plus tutor comment
- Formal Parent Consultations twice per year; parents may view student work at these meetings

Year 11 & KS5

- First formal consultation follows initial mock results; second follows school report and predicted grades
- Students not on track for KS5 / university targets are identified after each mock; parents contacted promptly

6. Target Setting

- KS3: annual progress targets derived from GL SAS / Stanine data; tracked in SIMS
- KS4 Yr 10: academic targets set per year group; emphasis on progress over time
- Yr 11 & KS5: shorter-cycle targets set after each mock examination to meet exam deadlines
- Personal targets (resilience and independence) sit at the front of core subject books and are evaluated termly
- IGCSE target grades are informed by GL results from Yrs 7–9 and Year 6 data from Newton feeder primaries

7. Students with Special Educational Needs

Both formative and summative assessment are used to identify and monitor students with SEN. Provision may include:

- Additional time or targeted intervention from a Teaching Assistant or Teacher
- Support or Shadow Teacher in class
- Referral to the SEN Department
- Scribe or other access arrangement during examinations

Newton International School Lagoon Campus

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



8. Monitoring the Effectiveness of Assessment

SMT meets termly to review assessment data and agree actions. Standing agenda items include:

- Whole-school trends and subject performance analysis
- CPD priorities arising from assessment outcomes
- Teaching Assistant deployment and resource allocation
- Follow-up actions: lesson observations, work scrutiny, focus groups, curriculum targets

9. Assessment Weighting*

KS3 – Terms 1 & 2

- Mid-Term Assessment: 25% | End-of-Term Assessment: 75%

KS3 – Term 3

- Term 1: 12.5% | Term 2: 12.5% | Mid-Term: 35% | End-of-Term: 40%

KS4 Year 10 – All Terms

- Mid-Term Assessment: 25% | End-of-Term Assessment: 75%

**Subject to change. Year 11 and Year 12 weightings follow IGCSE and AS Level external assessment requirements.*

Newton International School Lagoon Campus

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



Appendix. 1: Annual Assessment Schedule

Key Stage / Year	Assessment Vehicle
KS3 – Yrs 7, 8, 9	• Baseline (core subjects) • CAT4 Testing • Mid-term assessments • End-of-term examinations ×3 • GL PTE/PTM (start & end of year) • Ongoing formative assessment
KS4 – Year 10	• Mid-term assessments • End-of-term examinations ×3 • Ongoing formative assessment
KS4 – Year 11	• Mock examinations: ×1 Term 1, ×1 Term 2 • Ongoing formative assessment
KS5 – Year 12	• Mock examinations: ×1 Term 1, ×1 Term 2 • Ongoing formative assessment

Appendix 2: Grading Boundaries – KS3

Grade	Percentage Range
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%