



Assessment Policy

Our Vision

'An International community of learners striving for excellence and celebrating success'

Our 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 wider community to achieve our vision.



1. Introduction

Effective assessment provides information to improve teaching and learning. We give our students regular feedback on their learning so that they understand how to improve. Lesson plans are based on a detailed knowledge of each student. We give parents regular reports on their child's progress so that teachers, students and parents are working together to improve the attainment of our students.

2. 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

3. Principles for Assessment

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.

4. 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 British School 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 British School:

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.

External Assessments – GL Assessments – PTE & PTM

Years 2 – 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. This assessment will give a summative score for academic achievement across the year.

Writing

At NBS 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.

5. 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 Parent Teacher Meetings at the beginning of Term 2 and 3.

Year Group Target Setting

Termly targets are set at the end of each term based on end of term assessment result, which enables Team Leaders and Subject Coordinator to monitor progress term on term and across academic years. This enables us to identify areas for improvement in our curriculum and teaching.

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Next Review Date: April 2027



Records

Records of assessment results can all be found on SIMS Mark Sheets. 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 the SIMS mark sheet.

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

5. 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.

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6. Reporting to Parents

Reporting to parents provides the opportunity for communication about their child's achievements, abilities and future targets.

- 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 two 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.

7. RAP (Raising Attainment Plan)

At NBS 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.

8. Summary of Assessment

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
PE	Practical assessment of each skill taught in the term; required for reporting.
ICT and Music	Both practical and theory components must be assessed 1 class test term
Islamic Studies; Arabic; French; Citizenship; History of Qatar	End of term Examination to be on all units covered in the term
Art & DT	Teacher Assessment
Topic	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	Mid-Term 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

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Reading	Mid Term/Continuous Assessment End of Term
Mathematics	Mid Term/Continuous Assessment End of Term examination to be on all units covered in the term

Primary Examination Procedures

1. Operational Plan for Conducting Examinations

Planning and Scheduling

- An annual Assessment Calendar is shared with staff at the start of each term.
- Examination timetables are coordinated by the Head of Primary/Key Stage Coordinators
- Consideration is given to:
 - Age appropriateness
 - Curriculum coverage
 - Student wellbeing and workload balance

Preparation of Materials

- Teachers are responsible for:
 - Creating or selecting appropriate assessment papers aligned with curriculum objectives.
 - Ensuring differentiation where required and approve
- All exam papers must be:
 - Moderated within year groups.
 - Approved by Team Leaders prior to administration.

Examination Environment

- Classrooms must be arranged to:
 - Minimise disruption and opportunities for copying.
 - Provide adequate spacing between students.
- Clear expectations must be explained (e.g. silence, independent work).
- Required resources (e.g. pencils, rulers) must be prepared in advance.

Supervision

- Exams are supervised by:
 - Class teachers and TAs where appropriate.
- Supervisors must:
 - Ensure exam conditions are maintained.
 - Provide clear instructions before the start.
 - Monitor behaviour throughout the exam.

Access Arrangements

- Reasonable adjustments will be made for students with (with prior approval):
 - SEND needs
 - EAL requirements
- This may include:
 - Additional time
 - Reader/scribe support
 - Modified papers

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Collection and Marking

- Papers must be:
 - Collected immediately at the end of the exam.
 - Stored securely.
- Marking should be:
 - Completed within agreed timelines.
 - Standardised across year groups.

2. Procedures to Raise Students' Awareness of Proper Exam Preparation

Student Preparation

- Teachers will:
 - Provide revision guidance and key topics 2 weeks prior to the assessments.
 - Model effective study strategies (e.g. retrieval practice, revision techniques).
 - Share sample questions and practice papers where appropriate.

Parent Communication

- Parents will be informed via:
 - Letters/emails prior to assessment periods
 - Class Dojo / school communication platforms
- Guidance provided will include:
 - How to support children at home
 - Importance of routine, sleep, and wellbeing
 - Any revision materials can be printed for students at the request of the parents.

Student Expectations

- Students are expected to:
 - Prepare appropriately using provided materials and adult support where necessary
 - Demonstrate honesty and independence when completing exams
 - Be present for and sit all of their examination on the given date. Failure to do so may result in a child having to repeat the academic year

3. Mechanisms and Procedures for Responding to Inquiries from Students and Parents

Communication Channels

- All exam-related inquiries should be directed through:
 - Class teachers (first point of contact)
 - Team Leaders (if escalation is required)
 - School Administration for formal queries

Response Timeline

- All inquiries must be acknowledged within 24–48 hours.
- Formal responses should be provided within 3–5 working days.

Types of Inquiries

- Common inquiries may include:
 - Exam schedules
 - Content coverage
 - Student performance and results
 - Access arrangements

Review of Results

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Parents may request clarification of results.

- The school will:
 - Review marking for accuracy
 - Provide feedback where appropriate
 - Marks will only be amended if a clear error is identified.

Complaints Procedure

- If concerns are not resolved:
 - Parents may follow the school's formal complaints policy.

4. Procedures and Regulations for Recording Cheating Cases

Definition of Cheating

- Cheating includes, but is not limited to:
 - Copying from another student
 - Communicating with others during the exam

Immediate Response

- The supervisor must:
 - Address the behaviour immediately and discreetly
 - Allow the student to continue where appropriate

Recording the Incident

- All incidents must be formally recorded using:
 - School behaviour systems CPOMS
- The report must include:
 - Student name, class, and date
 - Description of the incident
 - Evidence (if applicable)
 - Staff involved

Investigation

- The Key Stage Coordinator/SMT will:
 - Review the incident
 - Speak with relevant staff and students
 - Determine severity

Consequences

- Depending on severity:
 - Warning issued
 - Parent meeting arranged
 - Behaviour sanctions applied in line with school policy

Communication with Parents

- Parents will be informed:
 - Promptly and professionally
 - With clear explanation of the incident and outcome

Record Keeping

- All cheating incidents are logged and monitored to:
 - Identify patterns
 - Support behaviour interventions



5. Monitoring and Review

- This policy will be reviewed annually by:
 - Senior Management Team
- Adjustments will be made in line with:
 - MOEHE guidance
 - School improvement priorities

Conclusion

This policy ensures that examinations are conducted with integrity, fairness, and transparency, while supporting students to achieve their full potential in a structured and supportive environment.