

## Primary Assessment, Target Setting and Reporting Policy

Last Reviewed Date: 20th June 2021

Reviewed by: ZAZ, Head of Primary

Next Review Date: 20th June 2022

### 1. Aims

- To raise standards across the curriculum at NISL
- To inform teachers' teaching in order to meet the needs of all children
- To provide information about attainment and progress
- To evaluate the effectiveness of teaching and learning
- To inform the school's decisions about the deployment of Teaching Assistants and other resources
- To provide information about children who move on from NISL
- To inform parents and children about their performance

### 2. This policy is underpinned by the following key principles:

- There will be a reason for each assessment
- The information from each assessment will be used to inform teaching and will be communicated to the relevant people
- Assessment will show strengths and areas for development and teaching will be adjusted accordingly
- There will be a clear link between planning and assessment
- The children will understand why and what they are being assessed for and will have feedback from each assessment
- Self-assessment by the children will be included whether oral or written, formal or informal
- Teacher targets will be realistic and include challenge
- The Assessment, Target Setting and Reporting Policy will be regarded as a working document and as such, staff will regularly assess and monitor its effectiveness

### 3. Overview of summative assessment

Each teacher records key assessments for each subject at the end of each term. This information is shared with parents through meetings and termly reports. These assessments are made against the assessment criteria set from statements outlined in the National Curriculum against the relevant band.

### 4. This information is:

- Used to inform future targets for the child, the class, teachers, subject areas and the whole school.
- Reviewed by SMT and MMT who agree upon consequent future action.

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- Teachers will apply interventions for pupils who have not made the expected progress in collaboration with their line managers and SMT through 6 weekly Data Performance Management meetings. Focus groups are identified, that are fluid, and parents are informed of this in order to support students from home.

## 5. Monitoring the Effectiveness of Assessment

The SMT will meet to look at the results of these assessments in order to:

- Look at the consequent whole school position and identify trends
- Discuss future CPD needs
- Discuss future subject resourcing needs
- Reconsider allocation of Teaching Assistants if necessary
- Assess the progress and impact of what has been implemented already and agree consequent future actions which may include prioritising future:
  - Observation of staff
  - Work scrutiny
  - Focus group themes for Whole School Action Plan input
  - Setting of whole school curriculum targets if there is a need

The information that is gathered at the end of the academic year plays a large role in setting targets for the following academic year and informing the appraisal process.

## 6. Opportunities for Assessment

**Summative Assessment:** This is used to gain a snapshot of a child’s knowledge, usually using tests or focussed tasks. Students’ progress in these assessments is tracked throughout their time at NISL.

**Formative Assessment:** This is our ongoing assessment of students’ knowledge and understanding that continually informs planning. A broader picture can be built up than with summative assessment. The purpose of this is to judge how well the pupils are progressing and to assess the standards within the school and the school’s effectiveness. This information is then used to plan the next steps in students’ learning and the school’s development.

**Facilitating Assessment:** A week at the end of each term is set aside for summative assessments in each curriculum area. Formative assessment is conducted in lesson time during the term. There is a regular cycle of moderation.

## 7. Tracking, Recording and Reporting Student Progress:

**EYFS:** Ongoing assessment in EYFS is undertaken using 2Simple – an online learning journal and comprises an electronic profile for each child which is completed using teacher assessment, mainly observation. The profile forms the basis for discussions with parents at consultations and the annual report.

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**KS1 and KS2:** Summative assessments are recorded on SIMs and this information is analysed and discussed with class teachers. Summative and Formative assessments allow staff to give the child a grade that is shared with parents on the end of term reports and at parent consultation meetings. Formative assessments are recorded in mark books and are used to set pupil individual targets and inform planning.

## 8. Target Setting

Academic targets are set in key stages. There is an emphasis on progress over time – e.g. over two years or a key stage rather than just one year.

**Personal Targets:** are aimed at building children’s resilience and independence from the youngest age to meet expectations of key school values for all children as they progress through the school. This is aimed to enable students to leave the school ready and enabled for the next stage of learning.

At the end of the academic year, teachers will meet to hand over information about the class or cohort of pupils they are passing on. The summative assessment grades and teacher assessment will inform the next teacher so they can set a realistic target for each student for the coming year against the levels of mastery criteria in the different subject areas. All of this information can be located on SIMs and follows the child throughout their academic career.

## 9. Students with Special Educational Needs

Formative and summative assessment is used to identify and monitor children with Special Educational Needs. These students’ attainment will be monitored closely and according to individual needs they may require:

- Additional time or interventions with Teaching Assistant or Teacher
- Support or Shadow Teacher
- Special Educational Needs department.

## 10. Reporting to Parents

Formal Parent Consultations are held twice a year in the middle of the first and start of the second term. The issuance of end of term reports occurs in every term. Teachers also ensure that they can meet with parents at other times when necessary. Parents will have an opportunity to look at their child’s work in any arranged parent meeting. Due to COVID-19, staff have held meetings with parents online and recorded these meetings by taking notes and communicating through email, Class Dojo and VLE.

The basis for discussions is the student’s academic progress, including assessment results, targets, attendance, punctuality and behaviour. Parents or Teachers may request consultations at other times.

At the end of Term 3, parents receive a subject report for their child that comments on their child’s progress in each curriculum area, behaviour and effort. Targets are also set for English and Mathematics.

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At the end of Term 1 and Term 2, parents receive a short report showing the grade for their child’s effort and attainment in each subject area and a general teacher comment.

A general weekly report is also uploaded to VLE to show progress in weekly mini tests for spelling, Mental Mathematics, Homework and Times table tests.

## 11. Analysis of Results and Data

Analysis of assessment data is undertaken termly and in more detail at the end of the academic year to identify areas of concern and development. This allows the school to analyse key stage and subject strengths and weaknesses which is reflected in the Whole School Action plans.

Team leaders hold Pupil Progress Meetings each term with staff where progress of classes are discussed and concerns for individual pupils are highlighted and interventions put into place. Class Teachers identify areas of strength and development in each subject area and focus group children are identified and updated every half term. Planning reflects additional support provided to focus groups through annotations.

Interventions are set up for small groups within year groups and focus is given to needs within the year group for those students who require support and those who require further challenge.

Parents are informed of student progress regularly and are encouraged to meet with class teachers to discuss a support plan to maximise progress.

## Appendix 1: Assessment Schedule

ANNUAL ASSESSMENT SCHEDULE	
Age Group	Assessment Vehicle
Early Years Foundation 1 & 2	Starting Point Assessment – within 2-3 weeks of children starting school. Language Assessment- within 3-4 weeks children starting school Ongoing observations (2Simple)- within 3-4 weeks of children starting school End of term reports – termly Pupil Progress feedback – After term one mid-term break and every 6 weeks thereafter Cohort tracking and collation and data comparison – end of terms 1, 2 & 3. GL Assessments in Term 3 for English (F2).
Key Stage 1 Years 1 & 2	Bug Club levelled Reading Tests mid-term Writing Portfolios in different genres each term (ongoing)

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	<p>SPAG – Dictation: weekly (continuous assessment)                  Spellings – weekly                  Maths – White Rose end of unit tests (midterm)                  Maths - PUMA test End of T1 and T2                  Science – end of unit tests X2 termly; mid-term test and end of term test                  Geography &amp; History – end of unit assessments X1 each termly; end of term test                  International Assessments in Term 3 for English and Mathematics (Year 1 &amp; Year 2)                  Qatar History x 2 termly                  Art, Music &amp; PE – ongoing assessment based on Key Skills                  Arabic &amp; Islamic – x 2 termly</p>
<b>Key Stage 2 Year 3</b>	<p>Bug Club Lime/Brown Reading Tests mid T1                  Rising Stars Reading Test mid - T2                  Writing Portfolios in different genres each term (ongoing)                  SPAG – Dictation: weekly                  Spellings – weekly                  Maths – White Rose end of unit tests (midterm)                  Maths - PUMA test End of T1 and T2                  Science – end of unit tests X2 termly; mid-term test and end of term test                  Geography &amp; History – end of unit assessments X1 each termly; end of term test                  International Assessments in Term 3 for English and Mathematics (Year 1 &amp; Year 2)                  Qatar History x 2 termly                  Art, Music &amp; PE – ongoing assessment based on Key Skills                  Arabic &amp; Islamic – x 2 termly                  French x 2 termly</p>
<b>Key Stage 2 Years 4 &amp; 5</b>	<p>Bug Club Grey Reading Tests mid- T1                  Rising Stars Reading Test mid - T2                  Writing Portfolios in different genres each term (continuous)                  SPAG – Dictation: weekly                  Spellings – weekly                  Maths – White Rose end of unit tests (midterm)                  Maths - PUMA test End of T1 and T2                  Science – end of unit tests X2 termly; mid-term test and end of term test                  Geography &amp; History – end of unit assessments X1 each termly; end of term test                  International Assessments in Term 3 for English and Mathematics (Year 1 &amp; Year 2)                  Qatar History x 2 termly                  Art, Music &amp; PE – ongoing assessment based on Key Skills                  French x 2 termly                  Arabic &amp; Islamic – x 2 termly</p>
<b>Key Stage 2 Year 6</b>	<p>Bug Club Red Reading Tests Mid T1                  Rising Stars Reading Test mid - T2                  Writing Portfolios in different genres each term (continuous)                  SPAG – Dictation: weekly                  Spellings – weekly                  Maths – White Rose end of unit tests (midterm)                  Maths - PUMA test End of T1 and T2                  Science – end of unit tests X2 termly; mid-term test and end of term test                  Geography &amp; History – end of unit assessments X1 each termly; end of term test                  International Assessments in Term 3 for English and Mathematics (Year 1 &amp; Year 2)</p>

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	Qatar History x 2 termly Art, Music & PE – ongoing assessment based on Key Skills French x 2 termly Arabic & Islamic – x 2 termly
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## Appendix 2: School-wide Targets

The DfE announced that there would no longer be National Curriculum levels, and that schools would have to set up their own way of assessing pupils. This was to take end of year expectations for each year group and to split this into three categories as follows:

- Emerging (Low) – Yet to be secure in the end of year expectations  
At Newton Lagoon we have broken this down to:
  - **Working towards age related expectations (Grade D)** this is for the children who are achieving results below than those on track.
  - **Working below age related expectations (Grade E)** this is for those children who work at a level where they do not have access to age related learning and will be working on expectations from prior year groups. ***These children will be on either group or individual IEP's depending on the need.***
- Expected (Secure)– Secure in the majority of the end of year expectations  
At Newton Lagoon we use the vocabulary:
  - **On track for age related expectations (Grade C)**
- Exceeding (High) – Secure in almost all or all of end of year expectations and is able to use and apply their knowledge and skills confidently.  
At Newton Lagoon we have broken this down to:
  - **Working above age related expectations (Grade B)** This is for the children who are achieving 20% more than their peers working on target.
  - **Mastery of age related expectations (Grade A)** this is for the children who are consistently achieving mastery in all assessments.

Under the old levels system, children who were exceeding might have moved into the next level. The DfE now wants children who are in the exceeding bracket to add more depth and breadth to their knowledge, and to have more opportunities to develop their using and applying skills. They are calling this phase of learning “Mastery and Depth.” Only exceptional children will move into working towards the end of year expectations from the year above. Similarly, children who are unlikely to be emerging at the end of the year may work towards the expectations from the year below.

## 12.E