



Newton British School

www.newtonschools.sch.qa

An international community of learners striving for excellence and celebrating success



Evaluation and 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

1.1 We believe that effective assessment provides information to improve teaching and learning. We give our students regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each student. We give parents regular reports on their student's progress so that teachers, students and parents are all working together to raise standards for all our students.

2 Aims and objectives

2.1 The aims and objectives of assessment in our school are:

- to enable our students to demonstrate what they know, understand and can do in their work
- to help our students understand what they need to do next to improve their work
- to allow teachers to plan work that accurately reflects the needs of each student
- to provide regular information for parents that enables them to support their student's learning
- to provide management with information that allows them to make judgments about the effectiveness of the school.

3 Planning for assessment

3.1 We use our school's curriculum aims to guide our teaching. In this plan we set out the aims, objectives and values of our school and give details of what is to be taught to each year group. In our school curriculum plan we also identify opportunities for assessment within each broad unit of work.

3.2 We use the National Literacy Strategy, National Numeracy Strategy and the National schemes of work produced by QCA to support our teaching. We use the assessment guidance in these schemes to help us identify each student's level of attainment.

3.3 We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of their class. We strive to ensure that all tasks set are appropriate to each student's level of ability. Our lesson plans make clear the expected outcomes for each lesson. At the end of a term we use the Rising Star assessments and record the students' levels on reports and progress trackers.

3.4 We track pupil progress in Reading, Writing and Numeracy by means of a progress tracker. This is begun in Year 1 and follows the child through their school life here at NBS.

4 Target setting

4.1 Every school is required to set targets in Numeracy, Literacy and Science. We set targets in Numeracy, Literacy & Science for all our students during each key stage. We discuss individual targets where necessary and communicate these to parents. We review the progress of each student at the end of each Term and set revised targets.

5 Recording

5.1 We recognise various methods of assessing a student's learning. The type of assessment that we make varies from subject to subject.

5.2 We plan our lessons with clear learning objectives and success criteria.

5.3 We take the objectives for individual lessons from the broad learning objectives from the, NLS and the QCA Programmes of Study. These in turn reflect the demands of the National Curriculum. Our teachers record the progress of each student against these broad objectives. This enables them to make a judgement about the work of each student in relation to the National Curriculum level of attainment. This allows us to monitor the progress of each student. Each teacher passes this information on to the next teacher at the end of each year.

6 Reporting to parents

6.1 We have a range of strategies that keep parents fully informed of their student's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their student's work.

6.2 During all 3 Terms we offer parents the opportunity to meet their student's teacher. Parents can then make appointments to meet with staff if they so desire.

6.3 During all 3 Terms we give all parents a written report of their student's progress and achievements during the year. We write individual comments on all core subjects of the National Curriculum.

6.4 We offer parents of students in EYFS the opportunity to discuss the results of the EYFS Profile with their student's teacher.

6.5 By means of the school webpage, each of our teachers gives parents a termly overview that identifies the main areas of study for that particular class.

7 Feedback to students

7.1 We believe that feedback to students is very important, as it tells them how well they have done and what they need to do next in order to improve their work.

7.2 We give students verbal feedback on their work whenever possible. We usually do this when the students are working during the lesson although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the students' work during marking. We give written comments to students of all ages. We do not always aim these comments at the students; quite often we write something that is useful to both parents and teachers.

7.3 When we give written feedback to a student, we relate this to the learning objective for the lesson. By so doing we make clear whether the objective has been met and we produce evidence to support the judgement. If we consider that the objective has not been met, we make clear why this was the case. In both cases we identify what the student needs to do next in order to improve future work.

7.4 We encourage the students to make comments about their own work and the work of fellow students. We encourage older students to be the first markers of some pieces of work.

7.5 We allow time at the beginning of each lesson for the students to absorb any comments written on their work. We do this to ensure that the time that our teachers spend marking really has an impact on the students' work.

8 Consistency

8.1 All Coordinators and Team Leaders scrutinise students' work within their Key stage. They examine levels of children's work as well as teacher marking to ensure consistency across year groups.

9 Monitoring and review

9.1 All teachers are responsible for monitoring the implementation of this policy. The Head of Primary and Senior Management Team ensure that the policy is being implemented across the school.

Reviewed By: Mr. James Houston - Principal & Mr Conor Hayes – Deputy Principal

June 2021

Next Review Date: June 2022