



# The Newton Group

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*An international community of pupils striving for excellence  
and celebrating success*



## Primary Assessment Policy

### Introduction

Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that pupils are making expected progress. Assessment is inclusive of all abilities. We celebrate all achievements across a broad and balanced curriculum

We believe that effective assessment provides information to improve teaching and learning. We give our pupils 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 pupil. We give parents regular reports on their pupil's progress so that teachers, pupils and parents are all working together to raise standards for all our pupils.

### 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

### Principles for Assessment

#### **Assessment is at the heart of teaching & learning**

Assessment provides evidence to guide teaching and learning

Assessment provides the opportunity for pupils to demonstrate and review their progress

#### **Assessment is fair**

Assessment is inclusive of all abilities

Assessment is free from bias towards factors that are not relevant to what the assessment intends to address

**Assessment is honest**

Assessment outcomes are used in ways that minimise undesirable effects

Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning

Assessment judgments are moderated by experienced professionals to ensure accuracy

**Assessment is ambitious**

Assessment places achievement in context against nationally standardised criteria and expected standards. Assessment embodies, through its use of objective criteria, a pathway of progress and development for every child.

Assessment objectives set high expectations for pupils.

**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

## **Approach**

### Formative Assessment (Assessment for Learning – AfL)

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.

At all Newton Schools 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;
- Make observations against the 17 areas of development in the EYFS to assess the progress of each child in comparison to their earliest Baseline assessment.

### 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 review targets for individuals and groups and use 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

## **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.

### **Reporting to Parents**

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

Each Year Group in Primary gives parents a termly overview that identifies the main areas of study for that particular class. In this overview, the teacher identifies how parents can support any elements of the work during the term.

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.

### **Review**

This policy is subject to annual review, as part of the school self-evaluation process.

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.

Last reviewed August 2023

## **APPENDIX** : Summative Assessments in Primary

Baseline Assessments

End of Topic / Units Tests

Primary Assessment Summative assessments to take place half termly Formative Assessment ongoing in class, books and through use of programme of study tracking	
Term 1	<ul style="list-style-type: none"><li>• Assessment of writing by class teacher <b>Writing Portfolios (4 pieces including one cross curricular piece and the Baseline)</b></li><li>• Assessment of reading to inform class reading groups <b>Active learn Reading Test</b></li><li>• Assessment of mathematics to inform maths groups <b>(Arithmetic / Problem Solving and Reasoning)</b></li><li>• Science, Humanities, Qatar History and French (KS2) Formal Assessments completed by each year group and moderated.</li><li>• Music, Art, ICT and PE ongoing assessment in class based on key skills.</li><li>• Develop targets for Maths / English –reading / Writing</li><li>• AESN/EAL - IEPs studied and arrangements made for intervention programmes</li></ul>
Term 2	<ul style="list-style-type: none"><li>• Continue assessment of writing by class teacher <b>Writing Portfolios / moderated within Year group and KS (3 pieces including one cross curricular piece)</b></li><li>• Continue assessment of reading to inform class reading groups <b>Active learn Reading Test</b></li><li>• Continue assessment of mathematics to inform maths groups <b>(Arithmetic / Problem Solving and Reasoning)</b></li><li>• Science, Humanities, Qatar History and French (KS2) Formal Assessments completed by each year group and moderated.</li><li>• Music, Art, ICT and PE ongoing assessment in class based on key skills.</li><li>• Edit targets for Maths / English –reading / writing / Science</li><li>• AESN/EAL - IEPs studied and arrangements made for intervention programmes</li></ul>
Term 3	<ul style="list-style-type: none"><li>• Continuous assessment in writing focusing on a different genre <b>Writing Portfolio</b></li><li>• Maths and Reading Assessment as per Term 1 and 2</li><li>• Full reports given out parents to inform them of progress and next steps.</li><li>• Transition with EYFS meetings between TL's</li><li>• Transition with KS2 meetings between TL's</li></ul>

Primary Assessment Cycle 2022-23				
	Assessments	Record 1	Record 2	Resources
Weekly				
	Spelling	Class List	Grade book	Spelling Bee
	Mental Math Skills	Math Skill tracker	Grade book	Math Skills Stages
	Number facts	Class List		Big Maths
End of Units				
	Power Maths	Class List	Grade book	Power Maths
	T4W	Writing Tracker& POS	Sims	Created by NBA
	Working Scientifically	POS	Grade book	Sigma
Mid terms				
Mid Term Assessments	Arithmetic	Grade book		Power Maths
	Reasoning	Grade book		Power Maths
	Eng reading	Grade book		Bug Club Active Learn
	GAPS	Grade Book		Bug Club/grammarsauru
	Science	Grade book		Sigma Science
	Topic/Humanities	Grade book		Created by NBA
	HoQ	Grade book		Created by NBA
End of Term				
End of Term exams	Puma	Grade Book	Sims	PUMA Online
	PIRA	Grade book	Sims	PIRA Online
	Eng Writing	Writing tracker	Sims	Created by NBA
	GAPS	Grade Book	Sims	GAPS Online
	Science	Grade book	Sims	Sigma Science
	Topic	Grade book	Sims	Created by NBA
	HoQ	Grade book	Sims	Created by NBA
	Citizenship	Sims		Created by NBA
Progress Trackers				
Monthly	Reading POS	G Drive	Grade books	National Curriculum Objectives
	Mathematics POS	G Drive		
	Science POS	G Drive		
	Writing POS	G Drive		
Termly	Doodle English Ages	Doodle Learning App		Doodle Learning App
	Doodle Math Ages	Doodle Learning App		Doodle Learning App
	Bug Club Reading levels	Reading Tracker		Active Learn
Star & End of Year	Reading Ages	Reading Tracker		Salford Sentence Reading Test