



**Newton British Academy
Barwa City**

Primary Assessment Policy

Policy Date: May 2022 – June 2025

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

Introduction

This policy outlines the purpose, nature, aims and management of assessment at Newton British Academy. Assessment compliments and assists teaching and learning; it is used to inform planning on a daily, weekly and termly basis. Assessment is used to evaluate and improve practices as well as student achievement at Newton British Academy.

Aim

The aim of this policy is to give a clear outline of all assessment practices used at Newton British Academy and to ensure that assessment is used as a tool to inform planning, track students' progress and raise standards in all areas to promote academic excellence.

Roles & Responsibilities

The overall responsibility for assessment belongs to the Head of Primary. The responsibility for preparing end of term and end of year assessments belongs to the Deputy Head of Primary, Academics. Class teachers are responsible for formative assessment of the students in their class and it is the responsibility of the Key Stage Coordinator to ensure that this assessment policy and its procedures are embedded and carried out rigorously. Assessment of AESN students is the responsibility of the AESN coordinator and follows provision outlined in the AESN policy.

Entitlement

It is the entitlement of every child at Newton British Academy to be given an education that builds on their strengths and addresses their individual needs to ensure academic progression. Assessment is an essential tool in the delivery of this entitlement.

Implementation

Assessment happens on a daily, weekly, termly and yearly basis at Newton British Academy. Formative assessment of students understanding of the concepts taught during lessons are used by teachers to inform their teaching and planning going forward. Summative assessments happen at the end of each term 1, 2 and 3. Termly assessments are used to measure the students's progress against the National Curriculum outcomes and to inform planning for the next term. End of year assessments are used to measure student progress across a whole school year and ensure a rigorous delivery of the curriculum. Diagnostic testing is used to plan interventions for students who do not meet age related expectations and are implemented by the AESN Department.

Purpose of Assessment

Formative - Provide ongoing (real time) information to the teacher to plan the next steps in the student's learning.

Diagnostic – Used by AESN to identify student's strengths and weaknesses to plan intervention.

Summative – Provides a snapshot of each child's understanding of the curriculum.

Evaluative - Teachers evaluate their planning and teaching and implement areas for improvement.

All assessment outcomes, including standardised test results are used to evaluate current practice and to inform future planning.

Baseline Assessments

Baseline Assessments will be undertaken across primary at the outset of the academic year 2020-2021.

Year 1 will undertake NBA's Phonics Screening Assessment and The Sandwell Early Numeracy Assessment to assess the students understanding of number.

For Year 2-6 GL Progress Tests in English, Mathematics & Science will be undertaken to assess the student's specific needs for the coming year.

Marking

When marking teachers are identifying the strengths and noting areas of difficulty. Next steps in learning will be given as well as strengths. The Marking Policy ensures a consistent approach to marking throughout the Primary School. Marking feedback is given in the following forms; written marking, verbal feedback from the class teacher and student marking (peer and self-assessment). A Success Criteria Tracker will be kept for each child in English, Mathematics and Science; which helps the teacher to identify gaps in student's knowledge as well as whole-class patterns.

Assessment for Learning

Assessment for learning is a process by which assessment information is used by teachers to adjust their teaching strategies, and by students to adjust their learning strategies. It helps both teachers and students decide where they are at in their learning journey and where they need to go and how best to get there by developing critical thinking skills.

Assessment for Learning is an integral part of our approach to teaching and learning at Newton British Academy. Teachers use success criteria marking, peer marking and self-assessment to involve students in their learning and inform them of their next steps. Assessment for Learning opportunities are identified in planning and are highlighted in red. Students' work is marked against the Learning Objective (LO) and Success Criteria (SC) of the lesson (WALT & WILF; Key Stage 1). Effective questioning is also as a form of assessment as well as NBA's Yellow Box initiative which provides students with the opportunity to respond to and act on feedback.

Assessing Student Progress (APP)

The Writing APP Assessment for Year 1 – 6 for writing which is in line with National Curriculum guidelines, 2014. Each unit of work that the students complete will end with an independent writing task that will be leveled using the APP and added to a writing portfolio for each child in every year group. The APP highlights gaps in teaching and students skills and informs planning; enabling teachers to adapt the

curriculum to meet the needs of the individual. It is the responsibility of the class teacher to keep portfolios fully up to date.

Guided Reading (ORT)

For Year 1, Reading Assessment is evidence based and comes from Guided Reading sessions using the Oxford Reading Tree and PM benchmark resources in Term 1 & 2. This allows teachers to monitor student's progress closely and plan accordingly. All data is kept in a Guided Reading Folder and on Sims Mark sheet. It is the responsibility of the class teacher to use the correct Guiding Reading evidencing template to keep an accurate account of student progress.

Year 2- 6 will use the Oxford Reading Tree and PM benchmark resources as an ongoing assessment tool; this allows teachers to monitor student's progress closely and plan accordingly. All data is kept in a Guided Reading Folder and on Sims Mark sheet.

Sigma Science Assessments

For Year 1 – 6 we use Sigma Science Assessments, these are in line with The National Curriculum, 2014. These assessments follow all topics taught in each year group. All data is on Sims Mark Sheet. These assessments are termly and help inform our planning going forward and highlights gaps in teaching and student's understanding.

Mathematics, White Rose

Mathematics progress in Term 1 and 2 (Year 1, Term 1, 2 & 3) is assessed using White Rose assessment materials which assesses the topics taught during each term. Mastery for Mathematics embedded in teaching and learning using White Rose/Maths Hubs Mastery activities. These activities should all be marked with the symbol 'M' to denote mastery for evidencing and moderation purposes.

End of Year Assessments GL

Years 1 – 6 will undertake GL Assessments at the end of Term 3 in Mathematics, English and Science that will be externally analysed. This assessment will give a summative grade for academic achievement across the whole year. The GL assessments for the end of each Key Stage will be an online assessment all other years will be paper tests.

A final grade is awarded in conjunction with teacher assessment of students' academic achievement.

Consistency of judgments

Moderation will take place vertically and horizontally at NBA in every term ensuring transparent communication across all Key Stages at NBA. Vertical checking means moderating across all years rather than just one year as Horizontal means moderating within the year group. The reason for this is to have consistency in expectations across year groups and key stages as well as within individual year groups. This will ensure that levels at NBA are as accurate as possible. In addition, vertical moderation gives ownership of writing expectations across year groups and will develop the teachers expectations at the

outset of each academic year and help with the differentiation of class activities. The moderation process is reflective and proactive, ensuring we attain our vision of striving for academic success. Moderation will take place in Writing, Reading, Mathematics and Science.

Writing

At the end of each term moderated writing will be added to the school moderation folder and each year group will have a copy. This will provide an exemplar and guidance for teachers when levelling writing.

At NBA 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.

Moderation meetings will be added into the primary strategic plan and school calendar for each term to ensure dedicated time is given for the moderation process to be undertaken effectively.

Deputy Head of Primary, Academics will be the moderation lead and will ensure that the coordinators embed policy and the process occurs according to policy with the appropriate rigour and will offer feedback and guidance to teachers when required.

Mathematics, Reading & Science

At the end of each term a random selection of assessments (3 from each class) will be chosen by the Coordinator and will then be moderated to ensure that the marks awarded are correct and that the level awarded to the student is accurate. If major discrepancies are observed then the whole class set will be requested for scrutiny by the coordinator and Deputy Head of Primary Academics.

Student 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 2 and beginning of Term 3. These are communicated to the students at the outset of the Term and to the parents during the PTC (Parent Teacher Conferences) at the beginning of Term 2 and 3. They are also uploaded to the student's personal folder on the school VLE platform and are evidenced in student exercise books for self- assessment purposes.

Teacher Target Setting

At the beginning and the end of each academic year numerical targets are set for Year 1-6 in English, Mathematics and Science for the teacher which enables SMT's ability to monitor progress term on term and across academic years. This enables us to identify areas for improvement in our curriculum and teaching.

Records

Records of formative assessment, summative assessments, Sigma Assessments, GL Assessments can all be found on SIMS Mark Sheets. The GL assessment data can also be found as an external report

document. APP assessment data is also kept in a writing portfolio for each child. 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 every eight weeks 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 Sims Mark Sheet.

Each class teacher will have an assessment folder that contains the following information:

- Front Cover
- Contents Page
- Class List – updated
- Subject Groups – updated (inc; sets, spelling, GR)
- Summer Results
- Academic year class targets
- IEP's
- Cause for Concern Documents
- Assessment Results
- T1, 2 & 3 – Sims Mark Sheet, % Grade distribution, No of Students Grade Distribution
- Ongoing Assessment Mark Sheet (spelling, SPaG, Mental Maths, TT Rock Stars).
- MAT MATAAP (More Able and talented Action & Provision Plan)

Assessment Folders, Writing Portfolios and Guided Reading Folders will be passed on to the next year group for reference.

Reporting to parents

Parents receive a written report at the end of each term and a final report at the end of the academic year. In KS1 and KS2 in Term 1 and 2 the reports will contain a general comment with reference to pastoral development and Reading, Writing Mathematics and Science. Term 3 reports will contain comments from each subject undertaken by the students, a general comment and a SMT comment.

Parent teacher Conferences take place once per term for all students. Teachers must prepare for these meeting by completing the PTC evidence document. Teachers are expected to make themselves available at the beginning and the end of the school day by appointment to address any parent concerns throughout the academic year. Cause For Concern meetings are held with parents at the beginning of Term 2 for students who are not working to age related expectations and teachers will communicate any concerns with a child on an ongoing basis via the agreed method of communication.

RAP (Raising Attainment Plan)

At NBA 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 analyses will

be shared with Coordinators and teachers to ensure that data is used effectively to provide the best provision possible; enabling students to reach their academic potential.

Associated Policies & Documents

- NBA Marking Policy
- NBA Curriculum Policy
- NBA Teaching and Learning Policy
- NBA Students Reports Templates
- PTC (Parent Teacher Conference) Evidence Template
- Pupils Causing Academic Concern Evidence template
- IEP (individual Education Plan) Template
- MATAAP (More Able and Talented Action & Provision Plan)
- AESN Policy
- Moderation Policy