



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 and 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.

An international community of pupils striving for excellence and celebrating success

- 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.

APPENDIX : Summative Assessments in Primary

Baseline Assessments
 End of Topic / Units Tests
 Mid-Term Assessments
 Writing Assessments
 Reading Assessments
 Phonics and SPaG assessments
 End of Term Examinations
 Oral Assessments
 Practical Assessments
 Standardised Tests (SATs)

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
Oral Assessments	Ongoing Assessments in all Languages
<u>Specialist Subjects</u> : PE	Practical assessment of each skill taught in the term; required for reporting.
ICT and Music	Both practical and theory components must be assessed
Islamic Studies; Arabic; French; Art; DT; Citizenship; History of Qatar	1 class test per half term Mid term Assessment End of term Examination to be on all units covered in the term
Humanities : History and Geography	1 class test on each unit End of term Examination to have both History and Geography components
Science	2 class tests(end of unit tests) Mid Term Assessment End of Term examination to be on all units covered in the term
Writing	Ongoing Assessments – at least 2 writing pieces formally assessed prior to end of term Examination
Reading	2 class tests Mid Term Assessment End of Term examination
Mathematics	End of topic/unit tests Mid Term Assessment End of Term examination to be on all units covered in the term