



Newton British School Muraikh

An International community of learners striving for excellence and celebrating success

Primary Assessment, Target Setting and Reporting Policy 2023-2024

Aims

- To raise standards across the curriculum at Newton British School, Muraikh.
- To inform teachers' teaching to meet the needs of all students.
- 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 students who move on from Newton British School, Muraikh.
- To inform parents and students about their performance

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 stakeholders.
- 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 students will understand why and what they are being assessed for and will have feedback from each assessment.
- Self-assessment by the students will be included, whether oral or written, formal or informal assessment.
- Teacher targets will be realistic and include challenge
- The Primary Assessment, Target Setting and Reporting Policy will be regarded as a working document, and as such, staff will regularly assess and monitor its effectiveness.

Overview of summative assessment

Each teacher records key assessments for each subject at the end of each mid-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. This information is:

- Entered into subject tracking ladders showing individual student attainment against the M – D grading system and levels of mastery.
- Used to inform future targets for the student, the class, teachers, subject areas, and the whole school.
- Reviewed by SLT and MMT who agree consequent future action.
- Teachers will apply interventions for students who have not made the expected progress in collaboration with their line managers and SLT.



Monitoring the Effectiveness of Assessment

The SLT will meet to look at the results of these assessments 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 on consequent future actions, which may include prioritising:
 - 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.

Opportunities for Assessment

Summative Assessment: This is used to gain a snapshot of a student's knowledge, usually using tests or focussed tasks. Students' progress in these assessments is tracked throughout their time at Muraikh School.

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 students 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 mid-term is set aside for summative assessments in each curriculum area. Formative assessment is conducted in lesson time during the term.

Standardisation and Moderation

Standardisation happens within the Newton group to standardise end of term examinations. Management and teachers from all primary departments attend the meeting to input to the exams. Moderation is conducted termly to ensure assessment judgments are fair and consistent.

Tracking, Recording and Reporting Student Progress:

EYFS: Ongoing assessment in EYFS is undertaken using Learning Journeys for each student, which is completed using teacher assessment, mainly observation. A Learning Journey is physical evidence of a student's work throughout the year. The profile forms a basis for discussions with parents at consultations and the end-of-term reports.

KS1 and KS2: Summative assessments are recorded on subject tracking ladders for each class. Formative assessments are recorded in mark books. Both forms of assessment are used to set student individual targets and inform planning. These targets are shared with parents on the end-of-term reports and at parent consultation meetings.



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 students' resilience and independence from the youngest age to meet expectations of key school values for all students 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 students 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.

Students with AESN

Formative and summative assessment is used to identify and monitor students with AESN. These students' attainment will be monitored closely, and according to individual needs they may require:

- Additional time or interventions with a Teaching Assistant or Teacher.
- Individual or group educational plan.
- Support or Shadow Teacher.
- Intensive Special Educational Needs programme.

Reporting to Parents

Formal Parent Consultations are held three times a year. Parents will have an opportunity to look at their child's work on these occasions. Teachers also ensure that they can meet with parents at other times when necessary.

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 1 and Term 2, parents receive a short report showing the grade for their student's effort and attainment in each subject area and a general tutor comment. Targets are also set for English and Mathematics. At the end of Term 3, parents receive a subject report for their student that comments on their student's progress in each curriculum area, behaviour, and effort. Targets are also set for English, Mathematics, Science and Humanities.

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 Key Stage and Whole School Action plans. Key Stage Coordinators hold Student Progress Meetings each term with staff where the progress of classes is discussed and concerns for individual students are highlighted, and interventions are put into place.

Policy review date: June 2024



Appendix 1: Assessment Schedule

Age Group	Assessment Calendar
Early Years Foundation 1 & 2	Term 1 Baseline assessment – within 2-3 weeks of students starting school. Ongoing observations – Learning Journeys Phonics check End of term reports Moderation of observations Cohort tracking and collation and data comparison
	Term 2 Ongoing observations - Learning Journeys Phonics check End of term reports Moderation of observations Cohort tracking and collation and data comparison
	Term 3 Ongoing observations - Learning Journeys Phonics check and end of year Phonics Screening End of term reports Moderation of observations Cohort tracking and collation and data comparison F2 – End of year Internationally standardised exams in English and Mathematics
Key Stage 1 Years 1 & 2	Term 1 Whole group standardised Baseline assessments – within 2-3 weeks of students starting school. Weekly spelling and mental maths tests Ongoing assessment in all subjects, in line with National Curriculum criteria. Cohort tracking of National Curriculum achievement in core subjects.



	<p>Phonics check and screening</p> <p>End of term reports</p> <p>Mid-term examinations in Reading and SPAG</p> <p>Unit based examinations in Mathematics and Science and writing</p> <p>Moderation of all mid-terms and units completed in house</p> <p>Moderation and standardisation of End of term Reading, Spag, Mathematics completed by Newton Committee lead by the Newton Standardisation Team.</p>
	<p>Term 2</p> <p>Whole group standardised Baseline assessments – within 2-3 weeks of students starting school.</p> <p>Weekly spelling and mental maths tests</p> <p>Ongoing assessment in all subjects, in line with National Curriculum criteria.</p> <p>Cohort tracking of National Curriculum achievement in core subjects.</p> <p>Phonics check and screening</p> <p>End of term reports</p> <p>Mid-term examinations in Reading and SPAG</p> <p>Unit based examinations in Mathematics and Science and writing</p> <p>Moderation of all mid-terms and units completed in house</p> <p>Moderation and standardisation of End of term Reading, Spag, Mathematics completed by Newton Committee lead by the Newton Standardisation Team.</p>
	<p>Term 3</p> <p>Whole group standardised Baseline assessments – within 2-3 weeks of students starting school.</p> <p>Weekly spelling and mental maths tests</p> <p>Ongoing assessment in all subjects, in line with National Curriculum criteria.</p> <p>Cohort tracking of National Curriculum achievement in core subjects.</p> <p>Phonics check and screening</p> <p>End of term reports</p> <p>Mid-term examinations in Reading and SPAG</p> <p>Unit based examinations in Mathematics and Science and writing</p> <p>Moderation of all mid-terms and units completed in house</p>



	<p>Using International standardised examinations in Reading, Spag, Mathematics and Science as end of year exams to compare with international standards.</p> <p>Moderation and standardisation of End of term Reading, Spag, Mathematics completed by Newton Committee lead by the Newton Standardisation Team.</p>
<p>Key Stage 2 Years 3 - 6</p>	<p>Term 1</p> <p>Whole group standardised Baseline assessments – within 2-3 weeks of students starting school.</p> <p>Weekly spelling and mental maths tests</p> <p>Ongoing assessment in all subjects, in line with National Curriculum criteria.</p> <p>Cohort tracking of National Curriculum achievement in core subjects.</p> <p>Phonics check and screening in Year 3 and individuals working below expected levels.</p> <p>End of term reports</p> <p>Mid-term examinations in Reading and SPAG</p> <p>Unit based examinations in Mathematics and Science and writing</p> <p>Moderation of all mid-terms and units completed in house</p> <p>Moderation and standardisation of End of term Reading, Spag, Mathematics completed by Newton Committee lead by the Newton Standardisation Team.</p>
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Term 3

Whole group standardised Baseline assessments – within 2-3 weeks of students starting school.

Weekly spelling and mental maths tests

Ongoing assessment in all subjects, in line with National Curriculum criteria.

Cohort tracking of National Curriculum achievement in core subjects.

Phonics check and screening in Year 3 and individuals working below expected levels.

End of term reports

Mid-term examinations in Reading and SPAG

Unit based examinations in Mathematics and Science and writing

Moderation of all mid-terms and units completed in house

Using International standardised examinations in Reading, Spag, Mathematics and Science as end of year exams to compare with international standards.

Moderation and standardisation of End of term assessment in Geography, History by Newton Committee lead by the Newton Standardisation Team.



Appendix 2: School-wide Targets

Assessment Targets

	Reporting Grade	Term One Expectation	Term Two Expectation	Term Three Expectation
Mastery of age related expectations	M	1%	3%	5%
Working above age related expectations	WD	2%	5%	10%
<i>Proficient – a good understanding of the required level</i>	P	47%	62%	70%
On track for age related expectations	C	35%	20%	10%
Working towards age related expectations	D	15%	10%	5%

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 students. 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 Muraikh we have broken this down to:
 - **Working towards age related expectations or Working below age related expectations (Grade D)**

this is for those students work at a level where they do not have access to age related learning and will be working on expectations from prior year groups. **Students who are achieving results of 20% or less will be on either group or individual IEP's depending on the need and be having interventions.**

- Expected (Secure)– Secure in the majority of the end of year expectations
At Newton Muraikh we use the vocabulary:
 - **On track for age related expectations (Grade C)**
 - **Proficient – a good understanding of the required level**
- Exceeding (High) – Secure in almost all or all of end of year expectations and can use and apply their knowledge and skills confidently.
At Newton Muraikh we have broken this down to:
 - **Working above age related expectations (Grade WD)** this is for the students who are achieving 20% more than their peers working on target.
 - **Mastery of age related expectations (Grade M)** This is for the students who are consistently achieving mastery in all assessments.

Under the old levels system, students who were exceeding might have moved into the next level. The DfE now want students 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 students will move into working towards the end of year expectations from the year above. Similarly, students who are unlikely to be emerging at the end of the year may work towards the expectations from the year below.