Newton British Academy
Barwa City

Secondary Assessment Policy

Policy Date: May 2022 – June 2025
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"An international community of learners striving for
excellence and celebrating success"

Introduction

The purpose of any assessment is to improve standards, not merely to measure them. Assessment is a term which encompasses a wide range of activities, formal and informal, summative and formative. Assessment is a tool to inform curriculum planning to enable the communication of accurate information about a child that is useful to teachers, pupils, parents, and any other educational body.

Summative assessment (external and internal exams) has traditionally tended to dominate teaching and assessment and has a place, especially in the Secondary school, in providing a summary of achievement. However formative assessment or assessment for learning (AFL) has an impact on motivation and attainment. The following guidance is an attempt to:

- Minimise the need for summative assessment
- Provide a structure/system which students, parents and teachers recognise.
- Provide a policy which is realistic and attainable for teachers in terms of workload.

Aims of the policy

- to provide clear guidelines on the school's approach to assessment; ensuring it is both formative and summative.
- to establish a coherent approach to assessment for learning across all departments.
- to provide a system of assessment that is clear to students, staff and parents.

Good Practice in Assessment

Newton British Academy recognises and encourages the following as characteristic of good practice in assessment which:

Promotes and Supports Learning:
- identifies what pupils know, understand and can do
- enables consistent monitoring of pupil progress
- identifies individual learning styles
- identifies individual learning strengths and weaknesses
- encourages progression in learning

Informs Teaching:
- assists lesson planning
- informs review of content and skills
- promotes a variety of teaching strategies
- enables consistent monitoring of teaching progress
- encourages self-reflection

Is both formative and summative:
- promotes a shared learning culture
- provides clear and regular feedback
- diagnoses learning difficulties
- measures pupil performance
- identifies clear and shared targets for pupil progress
- promotes differentiation
- informs subject choice and career decision making
- provides effective and progressive pupil tracking
- informs regular reporting to parents

Uses appropriate and diverse strategies:
- is both formal and informal
- accommodates a variety of learning styles
- assesses a range of skills
- encourages effective and standardised marking procedures
- is both quantitative and qualitative
- is carried out in a range of contexts

Recognises ALL pupil progress and achievement:
- rewards progress, effort and achievement
- fosters motivation and promotes a commitment to learning
- creates opportunities for self-direction
- fosters self-esteem and social development

Develops the capacity for Self-Assessment:
- shares learning outcomes and assessment criteria
- gives sensitive and constructive feedback
- allows pupils to understand and identify areas for improvement
- supports pupils in self and peer assessment activities
- engages pupils in realistic target setting

Types of Assessment at Newton British Academy

Summative Assessment: assessment **OF** Learning.

Assessment is used mainly to measure performance and identifies a standard of pupil attainment. It is carried out at the end of a period of learning.

Examples
- External Examinations such as PUMA and PIRA assessments, IGCSE or AS examinations
- Internal School Examinations such as Mock Examinations and end of term examinations
- End of Topic/Unit Tests or assessments
- Standardised Tests such as Baseline Tests done at the beginning of the academic year

Formative Assessment: assessment **FOR** Learning.

Assessment is ongoing and provides evidence of and for progression in learning. It supports learning through identifying areas for improvement, providing feedback for pupils, parents and teachers and diagnosing future learning priorities (identifying targets for improvement).

Examples
- Class work
- Homework
- Questioning
- Oral Discussion
- Presentation
- Peer and self-assessment
- Plenaries
- Practical Project or demonstrations
- Research
- Comment Marking
- Online learning programmes

Self and Peer Assessment encourages pupils to take responsibility for their own learning by:
- Evaluating their own achievement against shared learning outcomes
- Identifying their own strengths and areas for improvement
- Encouraging individual learning goals and action plans for future progression
- Fostering a self-reflective learning culture
- Encouraging independence in learning

Moderation

Moderation is a quality assurance process directed at ensuring that assessments are set and marked with accuracy, consistency and fairness. The purpose of in-school moderation is to check the consistency of teachers' judgements when setting assessments and after they have marked their assessments and to identify and resolve any differences. Moderation can be effective through several methods and is part of the Assessment Cycle. It includes the entire assessment event, including the design and post-event analysis of the appropriateness of the assessment of student learning. In general, moderation is likely to work best when:

- Assessments are designed so that they are clearly linked to the intended learning objectives
- Assessments and moderation are aligned to the requirements of the external examination boards (CIE; Edexcel; etc)
- Pre-marking meetings and other monitoring (e.g. planning & book look) are undertaken to ensure that assessors are able to clarify their understanding of the assessment criteria
- Assessment criteria are clearly communicated to students, both in the pre-assessment phase and also when providing feedback
- Assessments are subject to regular review: their frequency, style and the relative success rate of students are appraised as a regular part of the improvement cycle.

The process of moderation can include the adjustment of student's marks, but this must always be based on the re-assessment of the student's work. Any adjustments to student marks must occur before the script or the marks have been communicated to the student.

Recording and Reporting ensures regular and relevant communication of pupil attainment and progress to pupils, teachers, parents and other appropriate external audiences. It is linked to both formative and summative methods of assessment and the recording and reporting of individual pupil assessment outcomes, measured against agreed and shared assessment criteria, is the responsibility of each teacher, within the context of agreed departmental and whole School Assessment policies.

Recording

Consistent record keeping by all teachers allows the effective monitoring of pupil progress and the regular evaluation of teaching content/styles/methods.

Good Practice encourages:
- Common Assessment levels & grades recorded in Teacher Mark Books, on spreadsheets, databases in departments and on the school management system
- Set tasks levels & grades recorded in Teacher Mark Books or assessment trackers
- Internal Exam levels & grades recorded in Teacher Mark Books, SIMS or
- Spreadsheets databases in departments

Teacher records can inform reporting, both formal and informal, to pupils, parents, Heads of Department and Senior Leadership.

Reporting: Formal Progress checks

Types of Reports

Secondary students will be issued 3 Academic Reports for the year.
End of Term 1 reports:
Every student will also be issued a detailed report at the end of Term 1, written by subject and form tutors. Parents will be able to gauge how their child is working in each subject. A target for improvement will be set by subject teachers. These reports will include comments about academic progress, attitude, effort and behaviour from the form tutor and each subject teacher.

End of Term 2 reports:
End of Term 2 report will be a 'snapshot' where parents are given an overall academic progress report and details are discussed at Parent Meetings. Attendance at these meetings is compulsory and these reports will not be issued to students, nannies or drivers. Subject teachers will discuss details of the students' academic progress and areas for improvement at these meetings.

End of Term 3 report:
The end of Term 3 report will be issued to KS3 and Year 10 students. It will be a detailed report, written by subject and form tutors. Parents will be able to gauge how their child is working in each subject. A target for improvement will be set by subject teachers. These reports will include comments about academic progress, attitude, effort and behaviour from the form tutor and each subject teacher.

Academic Review Days (Parents meetings)

Parents have **TWO** annual academic review days. Parents have the opportunity to meet with Form Tutors and Subject Teachers to discuss students' progress, achievement, homework, classwork, coursework, effort, attitude, presentation, organisation, guidelines and to set targets for improvement. Pupils then have the opportunity to discuss with parents and form tutors their own overall academic and pastoral performance and action plan for success. This could assist the pupil in setting their personal and / or academic targets.

Roles and responsibilities for the Assessment Policy

The Assessment Policy and its implementation within and across departments is monitored and evaluated by:
- Senior Management Team
- Teaching & Learning Committee
- Key Stage Coordinators
- Heads of Department

Senior Management Team

It is the responsibility of the above to review, monitor and evaluate all aspects of the Assessment Policy within the context of whole School development planning and self-evaluation.

Teaching & Learning Committee (Coordinator)

It is the responsibility of the Teaching & Learning Committee to:
- liaise with Heads of Department/Subject teachers concerning individual pupil progress
- to promote and support innovative teaching and learning and assessment practices in the school
- to ensure that students identified as MAT, EAL or AESN are supported in their learning and assessment (mentored)

Heads of Department

It is the responsibility of Heads of Department to apply and embed the principles of the School Assessment Policy within their own departmental practice. They should formulate and maintain a departmental policy on Assessment – which may be the whole School policy.

Good practice can be clearly identified through:
- consistent departmental planning
- assessment tasks fully integrated with Schemes of Work
- shared learning outcomes
- standardised marking (see Marking policy)
- constructive feedback
- assessment data used to inform teaching and learning
- assessment data regularly and consistently recorded
- assessment data used for regular reporting
- regular self-assessment by pupils and staff
- effective organisation re setting/marking internal examinations
- moderation of examinations
- monitoring and evaluation of all departmental assessment practice and outcomes

Subject Teachers

It is the responsibility of Subject Teachers to:
- implement departmental/whole school policies on Assessment, evaluating their
- Implementation.
- mark in accordance with departmental policy in a positive, accurate, meaningful and
- diagnostic style
- compile and maintain individual pupil records
- report to pupils, parents and staff on individual and group progress
- liaise with Head of Department / Key Stage Coordinator re individual pupil support as required.

Examinations Officer

It is the responsibility of the Examinations Officer to liaise with appropriate
- staff
- pupils
- parents
- exam boards

Regarding all aspects of external assessment and their expectations, criteria and deadlines. The examinations officer will also take responsibility for the organisation and invigilation of all internal school examinations at the end of each term.

Pupils

- Be self-directed learners by thinking independently, assessing their own progress and taking responsibility for deadlines without excuse.
- Analyse and monitor their own formative and summative assessment data to assess their own progress.
- Apply effort on formative assessments to maximize progress and summative assessment scores.
- Submit work on time, adequately attending to interim draft and final deadlines without exception.
- Follow deadlines for large assignments to ensure adequate progress and maximize potential.

Parents

Parents may be asked to contribute to the evaluation of assessment practice in school through feedback and questionnaires.