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1.0   INTRODUCTION

At Jubilee School assessment is an integral part of the teaching and learning process. It lies at the heart of the process of promoting students learning. It provides a framework within which educational objectives are set and students' progress expressed and monitored. This should be done in partnership with students. Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. In turn assessment will strengthen learning across the curriculum and enhance teacher's skills and judgements

 Its purpose is to:

- Identify strengths and weaknesses and support every student in maximising their learning potential.
- Provide information upon which teachers can decide how a student's learning can be best planned.
- Provide aggregated information on the achievement of students, including value added measures, helpful to the evaluation of curriculum provision.
- Provide at the appropriate stage's summative information of present, past and potential performance for the benefit of students, teachers, and carers and outside agencies

Jubilee School teaching team utilises the Solar system to enter evidence and assessment progression for all the students.

We believe that assessment strategies are concerned with the whole child. The process of assessment enables us as teachers to make decisions about the education of our students as we chart their progress and achievements and it assists us in the diagnosis and identification of special needs. Through the curriculum students are entitled to have their achievement recognised and evaluations used to shape their future learning, thus ensuring progression and continuity. Within our school, there are two main purposes of assessment:

- **Assessment of learning** (summative assessment) provides a summary of what has been learned in regard to both attainment and achievement at a specific point in time. All students undertake end of key stage tests, and a baseline assessment is undertaken by all students during their first half term in English and Mathematics. Other testing also takes place during each key stage in all subjects.
- **Assessment for learning** (formative assessment), which we regard as the most important kind of assessment, is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

2.0   AIMS

At Jubilee School:

We will assess all students regularly, in a valid and reliable way against consistent standards in order to inform teaching, help students to make progress and to celebrate their achievements. We will involve students actively in their own learning by teaching them how to understand and use assessment criteria, including those for external examinations, and how to assess their own and others' work. We will provide students with meaningful feedback so they know how much progress they have made and what should they do in order to improve further.

Students:

Students will engage fully in the assessment process, by trying their best in both informal and formal assessments. They will also carry out self-assessment, and by helping their peers through peer-assessment. During formal assessments, including external examinations, students will follow the exam regulations as specified by examination boards, including those regarding plagiarism.

In our assessment process we aim to gather information which enables us as teachers:

- to evaluate and record each student's attainments and progress and identify individual strengths and weaknesses.
- to evaluate our teaching effectiveness and to plan future teaching and learning experiences
- to match work to the needs of individual students
- to compare Attainment and Progress in the School with National Standards
- to provide reliable, regular information to parents/carers and colleagues about the progress and development of each student

3.0   ONGOING ASSESSMENT

This is the ongoing everyday process of assessing/marking/grading of class work and homework. The main purpose of this is to provide feedback to students on all their work – guiding, motivating, correcting, and refocusing their efforts. From the initial baseline assessments, the on-going process provides information about attainment, achievement, and progress.
All the activities of a school are geared, directly or indirectly, to effective learning. Assessment local procedures and practice are a key element in this, together with an appropriate curriculum and good teaching.

4.0   RECORDING

Jubilee School uses Solar to record student's progression of Attainment and provide a history of Achievement and Progress across the curriculum. Teachers enter data regularly at least every half-term to keep up-to-date with Attainment and Achievement. These records also provide a valuable tool for sharing progress with the student. Records kept by teachers will indicate a student's achievement.

Records will allow teaching staff and students to:

- Show individual student progress in each subject.
- Provide appropriate evidence to support judgements made
- Show achievement beyond the formal curriculum where possible
- Solar to record progress for individual students in all subjects.
- Provide potential employers with appropriate information and aid reference writing

Feedback on Learning
The feedback of student's work is an important Assessment tool which is essential for both progression in student learning and effective teaching. Giving specific feedback helps students to understand how they can improve.
Good practice is promoted through regular, accurate and consistent marking by all staff as part of a whole school approach to teaching and learning.

Sharing Learning Intent and Success Impact
All staff should share learning intent and impact for each individual lesson. These should be displayed in the classroom as a point of reference for students and staff to enhance assessment opportunities. This enables the class to focus on the learning that is taking place.

Oral Feedback
Teachers and practitioners should ensure that there is a continuous dialogue with students throughout the lesson. This enables students to reflect upon, improve, refine and ultimately be successful in their learning. The use of open-ended questioning is vital to this process.

Written Feedback
Marking is specifically linked to the learning intent and impact.
It should identify elements of success and either an area to improve upon or a next step target. Students are given time to read their feedback or have a discussion with a key member of staff to enable them to carry out any improvements.

5.0   REPORTING

Reports will be produced to be given to carers, parents and other interested parties. These will highlight the student's current effort and achievements and will include target areas for improvement. Reports will be produced for LAC and Annual Reviews. Termly reports will also be sent to carers, parents and other interested parties, giving more detailed information about the work covered, reviewing achievement and attainment in individual subject areas and social/emotional development at the end of each term. The report includes a summary of the student's attendance.

6.0   MONITORING AND EVALUATION

Monitoring procedures will include Lesson observations, work sampling, learning walks and data analysis. Evaluation of these procedures will be carried out by the Leadership Team.

Regular monitoring and evaluation of learner progress and attainment takes place throughout the academic year, ensuring that students are making at least good progress against and towards their academic targets. Termly input from teaching staff and reviews of progress and interventions ensure that all school leaders are aware of current progress and expectations for end of year / curriculum.

Jubilee School has high expectations for all learners and aims to set aspirational and challenging targets, whilst maintaining realistic and achievable targets for all. To ensure that we are measuring and judging progress in a manner that provides us with effective evidence and analysis of learner performance against other learners across the country, Jubilee School data to assess the quality of progress and attainment of students. Using this tool enables the performance of learners at Jubilee School to not be seen in isolation within the school but in relation to national data bases for all students and those with Special Educational Needs.

Having access to and using these tools to assess progress and attainment ensures that the school leaders are able to make accurate and valid judgments about learner progress and set further targets to ensure that where required.

7.0   USE OF INVIGILATORS FOR ASSESSMENT

At Jubilee, there is no need to use external invigilators for any internally or externally set assessments. The identity of each of the assessed learners can be guaranteed by the internal invigilator/ exams officer (SLT member) before the process of the assessment taking place due to Jubilee being a smaller school and the SLT knowing the identity of all learners.