



Outcomes
First Group

ASSESSMENT POLICY

For Acorn Education and Options Autism
Schools and Colleges

JUBILEE SCHOOL

ASSESSMENT POLICY

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1.0 INTRODUCTION

- At Jubilee School, assessment is a central component of effective teaching and learning. It is designed to support all students to make progress from their individual starting points within a safe, inclusive, and structured environment.
- Assessment is used to inform teaching, monitor progress, and promote positive outcomes for all learners, including those with additional needs. It is implemented in a way that recognises the impact of prior experiences on learning and prioritises emotional safety, consistency, and clarity.
- Assessment processes at Jubilee School:
 - Provide reliable and valid information on student attainment and progress
 - Support staff in planning appropriately differentiated learning
 - Enable early identification of barriers to learning
 - Ensure that students, parents, carers, and relevant professionals are appropriately informed
 - The school uses the Solar system and EFL to record and track assessment data, ensuring accurate, accessible, and consistent record-keeping.
- Assessment considers the **whole child**, including academic progress alongside social and emotional development, in line with safeguarding and wellbeing priorities.
- There are two key forms of assessment:
 - **Summative Assessment (Assessment of Learning):**
Provides formal evaluation at specific points, including baseline assessments in maths and English.
 - **Formative Assessment (Assessment for Learning):**
An ongoing process that informs day-to-day teaching and supports students in understanding their progress and next steps.

2.0 AIMS

- Jubilee School aims to ensure that assessment:
 - Is **fair, consistent, and reliable** across the school
 - Supports all students to make **at least expected progress** from their starting points
 - Is used effectively to inform teaching, curriculum planning, and intervention
 - Promotes **student engagement, confidence, and independence** in learning
 - Provides clear and accurate information to parents, carers, and external agencies
 - The school is committed to:
 - Using assessment to identify strengths and areas for development
 - Ensuring learning is appropriately matched to individual needs
 - Supporting students to understand how to improve
 - Maintaining high expectations for all learners
 - Students are supported to:
 - Engage appropriately in assessment activities
 - Develop skills in self-assessment and reflection
 - Understand expectations in formal assessments, including examination regulations

3.0 ONGOING ASSESSMENT

Ongoing assessment is embedded in everyday teaching and learning and includes:

- Teacher observation
- Questioning and discussion
- Marking and feedback
- Review of classwork and homework

This continuous process enables staff to:

- Monitor progress and attainment
- Adapt teaching in response to student needs
- Provide timely and constructive feedback

Assessment is conducted in a manner that reduces anxiety and supports engagement, particularly for students with additional needs or prior adverse experiences.

4.0 RECORDING

Assessment data is recorded using the Solar and EFL systems which is then captured into an excel spreadsheet (Solar) . Staff update records regularly (at least half-termly) to ensure accuracy and consistency.

Records are used to:

- Track individual student progress over time
- Provide evidence to support teacher judgements
- Inform planning, interventions, and support strategies
- Facilitate communication with students, parents, carers, and external agencies

Records include both academic progress and, where appropriate, wider achievements.

Feedback on Learning

Feedback is:

- Regular, clear, and linked to learning objectives
- Constructive, identifying strengths and next steps
- Provided in both oral and written forms

Students are given opportunities to reflect on and respond to feedback to support progress.

Learning Intentions

Learning objectives are clearly communicated to students to support understanding and engagement. This contributes to a structured and predictable learning environment.

5.0 REPORTING

The school provides regular reports to parents, carers, and relevant professionals.

Reports include:

- Attainment and progress information
- Effort and engagement
- Targets for improvement
- Social and emotional development (where appropriate)
- Attendance information

Additional reporting is provided for:

- Looked After Children (LAC)
- Annual Reviews and Education, Health and Care Plans (EHCPs), where applicable

Reporting is clear, accurate, and supports partnership working with families and external agencies.

6.0 MONITORING AND EVALUATION

Assessment practice is monitored and evaluated to ensure effectiveness and consistency across the school.

Monitoring activities include:

- Lesson observations
- Work scrutiny
- Learning walks
- Analysis of assessment data

The Leadership Team evaluates this information to:

- Ensure assessment is used effectively to support progress
- Identify trends and areas for development
- Inform school improvement planning

The school uses assessment data, including comparison with national benchmarks where appropriate for maths and English, to evaluate the quality of education and student outcomes.

High expectations are maintained for all learners. Targets are set to be aspirational while remaining achievable, considering individual starting points and needs.

7.0 USE OF INVIGILATORS FOR ASSESSMENT

Internal assessments are conducted by school staff in a controlled and supportive environment. Student identity is verified by staff who know the students well.

This approach ensures:

- Compliance with assessment requirements
- A secure and well-managed process
- A familiar environment that supports student wellbeing

