

Jasper City School Student Assessment Procedures Policy

Assessment is viewed as essential to, and an integral part of effective teaching and learning.

Biblical Principles of Assessment

Nothing in all creation is hidden from God's sight. Everything is uncovered and laid bare before the eyes of him to whom we must give account. *Hebrews 4:13*

Test me, O Lord and try me, examine my heart and mind. *Psalms 26:2*

The Biblical emphasis is on self-assessment. We are not just concerned with assessing today's achievements but in training which cultivates lifetime skills and qualities of self-assessment, individual accountability and a readiness to learn and change behaviour. Our assessments will involve:

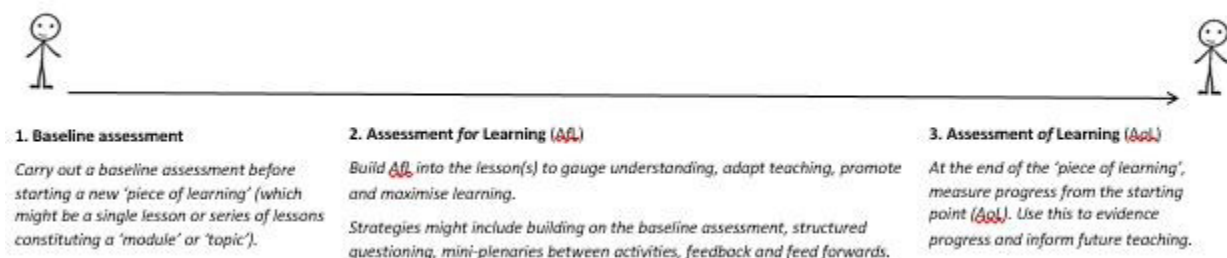
- Treating each child as an individual, being mindful of different learning styles, potential, culture etc
- Assessing with wisdom, love and integrity
- Using assessment for learning and involving the child in the process
- Encouraging self-motivation through positive, specific feedback. (One of the strongest examples of Biblical assessment is the individual's cry- *"Search me O God ... and see if there is any offensive way in me."*)
- Assessment procedures will be manageable, useful and used, positive and consistent
- Assessment will take place in a range of contexts including supported and independent work
- Assessment by teachers, peers and self-assessment will all be valued

There are a number of reasons why it is important that learning in PSHE education is assessed. It is important for pupils to have opportunities to reflect on their learning, assessment also increases pupils' motivation and improves learning as their raised awareness of their development illustrates the value of their learning. It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning needs. It also allows the leadership team, parents, governors and school inspectors to see the impact that PSHE education is having for pupils and for whole school outcomes, such as Ofsted judgements on personal development, behaviour and welfare, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values. Without assessing your PSHE education, all you can do is describe your provision; you cannot show its impact.

The essential skills and attributes identified in the programme of study are arguably the hardest aspect of learning to assess. It is difficult for teachers to accurately assess a pupil's self-confidence or sense of their own identity and values. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in PSHE education lessons is essential, so ensuring pupils have time and space within the lessons to reflect on



this, either privately or through discussion, is a vital part of the assessment process. Assessing learning in PSHE education must therefore use a combination of teacher assessment and pupil self- and peer assessment. It would be inappropriate for assessment in PSHE education to be about levels or grades, passing or failing. The model of assessment that is most meaningful in PSHE education is ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s), in a similar way to an athlete measuring today's performance against their own previous performance. So the benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the requirements of an exam syllabus. This gives us the following model for assessing any learning in PSHE education:



The purpose of our assessments is:

Learners

- To start educating children at their point of ability and need (differentiation),
- To build sensitively upon the learning of pre-school children,
- To equip young learners with effective methods to learn to read fluently and write formally
- To provide understandable knowledge that is relevant and age and stage appropriate, enabling children to grasp essential information,
- To help children know how to improve their learning
- To prepare learners to pass tests and experience achievement to breed performance motivation, which in turn builds confidence in intellectual ability,
- To recognise the achievements of pupils and celebrate success
- To track individual progress.
- To enable learners of different abilities to reach their full academic, emotional, physical, mental and spiritual potential.
- To make available relevant industry and business approved assessments that pupils can pass and build careers from
- To transit learners from primary to secondary phase having the ability to read & write fluently and confidently.
- To empower pupils with SEN, PD or other LDD to aim higher and work towards a recognition and realisation of what they can do and achieve
- To cultivate & coach potential sportspersons and provide the sporting foundations upon which they can build, and to encourage an all ability participation in sports to keep children fit and active
- To cultivate & coach potential artists (both creative and performance) and provide the creative foundations upon which they can build, and to encourage an all ability participation in- creative and performance arts.

Teachers/TA's

- To monitor progress and support learning - any areas of poor learning and teaching are identified and addressed
- To gather information about the performance of individual students and groups of students so that it can be used to update target setting at a range of levels.
- To gather information to assist teachers in setting the next stage of learning
- To provide information to support the school's strategic planning.
- To guide future planning, teaching and curriculum development
- To enable us to communicate achievement with the pupils, parents/carers and outside organisations
- To hold teachers and education support staff to account for the success of individual pupils and the whole school

Parents/Carers

- To provide information (reporting) to ensure continuity when the pupil changes school or year group or phase
- To provide parents and children with a quality Christian qualification that supports their philosophy of education and upbringing

Stakeholders: Directors, Governors, LEA, Government and Financial Partners

- To report to our stakeholders.
- To comply with statutory requirements

Standards

- To set high standards of education in Newham and demonstrate that other curricula & qualifications (that are comparable to national standards) such as the SOT curriculum & ICCE Certificates are a powerful and meaningful programme, method and philosophy that can drive up the standard of education and behaviour in our nation and, show the capabilities & potential of children when their individual needs and ability are the central focus,
- To show that most children have the potential to achieve a C grade if they are given a solid foundation upon which to build, the material for building them up meets them at their point of need and ability and, they are given the time to grasp essentials
- To evidence that motivational tools, rewards and experiencing short-term achievements both academically and in other areas increases a desire in children to work at an efficient pace and enjoy a formal education
- To provide additional national standard qualifications in subjects/disciplines where the ICCE does not or where there are current areas of controversy in that subject, so that there are no stumbling blocks to pupils' future ambitions

Types of assessment - some definitions

Formative assessment

Formative assessment is an integral part of teaching and learning. It does not contribute to the final mark given for the module; instead it contributes to learning through providing feedback. It should indicate what is good about a piece of work and why this is good; it should also

indicate what is not so good and how the work could be improved. Effective formative feedback will affect what the student and the teacher does next. Learners should receive quality feedback, which allows them to make decisions, improve their work and reach their targets. Feedback will include: written feedback, oral feedback, peer response/assessment, individual target setting.

Summative assessment

Summative assessment demonstrates the extent of a learner's success in meeting the assessment criteria used to gauge the intended learning outcomes of a module or programme, and which contributes to the final mark given for the module. It is normally, though not always, used at the end of a unit of teaching. Summative assessment is used to quantify achievement, to reward achievement, to provide data for selection (to the next stage in education or to employment). For all these reasons the validity and reliability of summative assessment are of the greatest importance for identifying progress overtime. Summative assessment can provide information that has formative/diagnostic value.

'Authentic' or work-integrated assessment

'Authentic' or work-integrated assessment is an assessment where the tasks and conditions are more closely aligned to what you would experience within employment. This form of assessment is designed to develop students' skills and competencies alongside academic development.

Diagnostic assessment

Like formative assessment, diagnostic assessment is intended to improve the learner's experience and their level of achievement. However, diagnostic assessment looks backwards rather than forwards. It assesses what the learner already knows and/or the nature of difficulties that the learner might have, which, if undiagnosed, might limit their engagement in new learning. It is often used before teaching or when a problem arises.

Dynamic assessment

Dynamic assessment measures what the student achieves when given some teaching in an unfamiliar topic or field. An example might be assessment of how much Swedish is learnt in a short block of teaching to students who have no prior knowledge of the language. It can be useful to assess potential for specific learning in the absence of relevant prior attainment, or to assess general learning potential for students who have a particularly disadvantaged background. It is often used in advance of the main body of teaching.

Synoptic assessment

Synoptic assessment encourages students to combine elements of their learning from different parts of a programme and to show their accumulated knowledge and understanding of a topic or subject area. A synoptic assessment normally enables students to show their ability to integrate and apply their skills, knowledge and understanding with breadth and depth in the subject. It can help to test a student's capability of applying the knowledge and understanding gained in one part of a programme to increase their understanding in other parts of the programme, or across the programme as a whole. Synoptic assessment can be part of other forms of assessment.

Criterion referenced assessment

Each student's achievement is judged against specific criteria. In principle, no account is taken of how other students have performed. In practice, normative thinking can affect judgements of whether or not a specific criterion has been met. Reliability and validity should be assured through processes such as moderation, trial marking, and the collation of exemplars.

Ipsative assessment

This is assessment against the student's own previous standards. It can measure how well a particular task has been undertaken against the student's average attainment, against their best work, or against their most recent piece of work. Ipsative assessment tends to correlate with effort, to promote effort-based attributions of success, and to enhance motivation to learn.

The Collaborate project at Exeter developed a set of tools to support academic staff in the design of authentic assessments, including a dimensions model, iTest and associated Tech Trumps. There is also an online Assessment Designer available which will allow you to design an assessment using a PC or tablet device. Launch the Assessment Designer†. The RADAR toolkit: thinking tools to support academic staff in designing assessment & feedback. <http://www.exeter.ac.uk/staff/development/academic/resources/assessment/principles/types/>

Evaluative assessment

Informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on students' achievements.

How we Assess at Jasper City School

Diagnostic Tests

Curricula differ in content. A student's academic needs must be diagnosed before proper curriculum can be prescribed. Proper academic diagnosis and prescription is vital to a student's achievement. Diagnostic testing begins with simple concepts and continues through more advanced thinking. Upon Admission, children who have been taught in other schools will be tested in the following academic areas: maths, English grammar, literature, creative writing and spelling, science, history and geography, to ascertain exactly the areas they have already covered, and their skill and concept mastery. The diagnostic tests cover the complete core curriculum and will help us to pinpoint any areas of weakness or gaps in the learner's knowledge.

Successful completion of the tests indicates where the student should start on the curriculum, at a unit that meets and challenges him/her at his/her performance level and, assists the school in determining the student's academic needs in each subject. When weak areas are evident from the testing, the appropriate gap units are prescribed to strengthen specific weaknesses. After completing the gap units, the student progresses at his performance level. If he demonstrates mastery at all levels of testing, he has the ability to function at his chronological grade level.

Other diagnostic tests may also be used to identify special educational needs or learning disabilities and difficulties such as:

The Aston Index – good for diagnosing potentially dyslexic pupils, NFER (Nelson Cognitive Ability Test) – tests verbal, non-verbal and quantitative abilities, NFER (Nelson Early Years Easy Screen (EYES)) – early identification of special needs for 4-5 year olds, NFER (Nelson The Autistic Continuum – identification of autism spectrum disorders (ASD), Suffolk Reading Scale – read levels for 6-14 year olds, NFRE (Nelson Profile of Mathematical Skills) – diagnostic test for 8-15 year olds and NFER (Nelson Richmond Test of Basic Skills – diagnostic tool for 8-14 year olds.

Assessment in the Foundation Stage

On entry to the school children will be informally assessed. Results are used to inform planning, set targets and aid early identification of special needs. Children will be assessed each half term to ensure that the next steps in learning are appropriately planned in order to help children make progress. During their reception year children will be assessed using the Foundation Stage Profile which is based on the teacher's ongoing observations and assessments in the six areas of learning. Each child's typical developments and achievement are recorded in their Profile.

Reading Readiness Test

Determines the readiness of a child to learn to read by testing simple pre-school concepts within a time frame. We will administer this test to ascertain the knowledge and ability of the intake into Year Reception to fill in areas of learning for pupils to progress.

End of Year Reception Test

The End of Year Reception Test assesses letter recognition of both capital and small letters, letter sounds of both short and long sounds, blending letter sounds of both real and nonsense words and lastly, the printing of both big and small letters of the alphabet.

Check-ups

All learner's will be frequently assessed for learning throughout each unit. Bite-size concise tests will be taken on a weekly basis which should

demonstrate that the work to this point has been understood. There will be three of these evenly placed throughout the unit. This is a valuable tool for keeping abreast of what the pupil is learning.

Pre-Unit Tests

Will be taken at the end of every unit to help measure the pupils own understanding of the whole unit and its learning objectives. This is not an open book test. Upon the results, learners will then strengthen any areas of misunderstanding.

Unit Tests

Shall be administered on the completion of every unit. Pupils will thoroughly review their learning and then be ready to sit the End of Unit Test. This assessment is closed book and formal and taken under examination conditions without access to the unit material or other open books. These are timed assessments and the pupil is encouraged to be efficient. As a student matures and his/her workload and learning is more challenging, the Unit Test too becomes more challenging. Unit Tests measure the progress pupils make on a level (year group) of the curriculum and forms a part of the ICCE qualification in Years 9 to 11. Unsuccessful unit tests will be followed by a repeat unit to ensure mastery of the subject. Only passed test scores will be recorded on the Student Progress Cards. ICCE procedures will be followed for all units at 85 and above. For ICCE, complete credits are averaged then recorded on ICCE record forms.

At Jasper City School, we will give parents and learners a choice of qualifications at General Certificate level (NQF level 2 qualification). Both the ICCE and IGCSE's (in expanded subjects) will be offered in years nine to eleven.

As with the core academic subjects' unit tests, pupils will be assessed in expanded curriculum subjects (for example in P.E. Art, and performing arts), by their attainment in each level. Each level has descriptions and indicators which the pupil must match to demonstrate learning, development, mastery and achievement. Each level is broken down into units and comprises of written tests, coursework, practical assessments using criterion references and teacher observations using outcomes.

Qualifications

The ICCE is a comparable Christian alternative to current mainstream qualifications and is accepted by employers, colleges and universities in the UK and worldwide. It is a baccalaureate style qualification and a summative assessment governed by the ICCE Board who provide moderation and training. The UCAS Handbook includes details of the ICCE. In 2011 NARIC performed a benchmarking project of the ICCE to Cambridge International Examinations O' and A' levels, and have rated the General and Advanced Certificate of the ICCE as comparable to C.I.E. O' and A' levels. Also, the DfE includes the ICCE General Certificate (with a score of 80% or above) and the ICCE Advanced Certificate (any score), in the list of qualifications that are deemed equivalent to GCSE grades A*-C in maths and English for the purposes of prior attainment. This means that pupils who arrive at a 16-19 provider or college holding these qualifications will not be required to study English and maths further in order to meet the condition of funding (June 2015).

The ICCE awards and provides recognition of the unit assessments/tests, science projects (incl. experiments), coursework and essays passed by learners who have studied on the SOT curriculum, at levels 8 to 12 (there are twelve levels). Each level consists of twelve units. On average a pupil

will complete fifty-four to sixty units in one academic year; nine to ten units in six core subjects. Each unit is assessed for learning. The qualification also includes awards for elective subjects. Initially, two levels of certificate will be offered at JCS – General & General higher.

ICCE Basic Certificate is designed for pupils with learning challenges or disabilities and requires forty-eight unit assessments in each core subject at any level. This is a NQF entry level qualification and has a flexible graduation requirement to meet the needs of the individuals.

ICCE Foundation Certificate is for lower achieving pupils or those who join the programme late. It is only for those who are not progressing any further. It requires 7.5 units at level 8, including one option. This is a NQF level 1 qualification.

ICCE General Certificate (grades C-F) requires a further 6.5 units at level 9 plus two pieces of coursework/essays and three options. Included in this certificate is a requirement to do a Science Project, which is then to be written up as a scientific report and submitted to the ICCE board for marking. This is an NQF level 2 qualification (as are GCSE's).

ICCE General Certificate (higher) (grades A*-B) requires a further 7 units at level 10 plus three pieces of coursework/essay. It is an NQF level 2 qualification (as are GCSE's).

IGCSE's

After consultation with parents and students, IGCSE's in French, Spanish, Computer Science, Music, Drama, P.E., Art, Craft & Design, Food & Nutrition, Double & Triple Science and Business Studies, will be offered as options and incorporated into the ICCE award or a student and his/her family may prefer to sit IGCSE's alone (which will be offered from AY 2020-2021). In this case IGCSE's will be taken in core subjects – Maths, English Language & Literature, Science (Double), History, Geography and R.S. too.

Life Training

Our life skills training will also be assessed; we will offer St. John's Ambulance (SJA) First Aid courses and other reputable courses.

Co-ordination and development (CAD) tests

Younger pupils from Reception to Year 3 will be assessed in oral communication skills, visual classification and discrimination, tactile discrimination, auditory skills, and motor (fine and gross) skills and co-ordination. They are tested at the start of each new term to identify ability in the above skills, then specific tasks and activities are planned and practiced to develop and master those skills.

SEN, AEN, Learning Disabilities and difficulties (LDD)

The ICCE Board has an Early Warning System so that suitable arrangements can be made to assist pupils within these labels. Whilst recognising that the SOT programme provides a very good education for a wide spectrum of needs and abilities, the ICCE Board also recognises that there are some pupils who have LDD and other needs which adversely affect their performance in a particular area of their learning. The Board will determine whether an adjustment can be made to the programme of study to take account of the learning disability/difficulty. Pupils who cannot achieve a Foundation Certificate will be issued with a Basic Certificate which recognises the work the student has completed from the start of the programme. The ICCE

qualification will be accessible to all pupils.

If necessary, the SENCO will arrange any necessary external assessment. Intervention groups are identified termly as a result of formative and summative assessment.

Jasper City School Assessments Framework							
Stage	Nursery (EYFS)	Reception (EYFS)	KS1	KS2	KS3	KS4	General Certificate. NQF – Level 2 Assessments/ Examinations
Year Group	N	R	1-2	3-6	7-9	10-11	11
Levels on ACE	RR	1	2-3	4-6	7-9	9-10	9-10
Age	3-4 yrs	4-5 yrs	5-7 yrs	7-11 yrs	11-14 yrs	14-16 yrs	15-16 yrs
Diagnosics	CAD Tests – end of term	Reading Readiness Test End of Year Test CAD Tests	Children who have been taught in other schools will sit a maths, English grammar, science, history and geography diagnostic test to ascertain exactly the areas they have already covered. The diagnostic tests cover the complete core curriculum and will help us to pinpoint any areas of weakness or gaps in the learner's knowledge. CAD Tests				
Subject							
Maths	Unit tests EYFS Goals Criterion Referenced Assessments	Check-ups – weekly Pre-Unit tests – every 3 to 4 weeks Unit tests - every 3 to 4 weeks (at the end of each unit of work) Summative Assessments for Learning Formative Assessments					ICCE Unit Tests measure the progress pupils make on a level (year group) of the curriculum and the modules forms a part of the ICCE qualification in Years 9 to 11.
English Grammar		Check-ups – weekly Pre-Unit tests – every 3 to 4 weeks Unit tests - every 3 to 4 weeks (at the end of each unit of work) Summative Assessments for Learning Formative Assessments					
English Literature & Creative Writing		Check-ups – weekly Pre-Unit tests – every 3 to 4 weeks Unit tests - every 3 to 4 weeks (at the end of each unit of work) Summative Assessments for Learning Formative Assessments					
Science	Unit tests	Check-ups – weekly				Formative &	ICCE /IGCSE

	EYFS Goals Criterion Referenced Assessments	Pre-Unit tests – every 3 to 4 weeks Unit tests - every 3 to 4 weeks (at the end of each unit of work). Summative Assessments for Learning Formative Assessments			Summative Assessments towards IGCSE	
Spelling (& Word Structures)	Unit tests EYFS Goals Criterion Referenced Assessments	Check-ups – weekly Pre-Unit tests – every 3 to 4 weeks Unit tests - every 3 to 4 weeks (at the end of each unit of work) Summative Assessments for Learning Formative Assessments				ICCE
History, Geography, Citizenship, Government	Unit tests EYFS Goals Criterion Referenced Assessments	Check-ups – weekly Pre-Unit tests – every 3 to 4 weeks Unit tests - every 3 to 4 weeks (at the end of each unit of work) Summative Assessments for Learning Formative Assessments				ICCE
PSHE	Synoptic & Ipsative Assessments					
Bible Studies & Religious Studies	Unit tests EYFS Goals Criterion Referenced Assessments	Check-ups – weekly Pre-Unit tests – every 3 to 4 weeks Unit tests - every 3 to 4 weeks (at the end of each unit of work) Summative Assessments for Learning Formative Assessments				ICCE
P.E. & Dance	EYFS Goals Criterion Referenced Assessments Mid-term & end of term	EYFS Profile Criterion Referenced Assessments	Criterion Referenced Assessments –mid-term & end of term, through observations and outcomes		Formative Assessments & Criterion Referenced Assessments towards IGCSE	IGCSE
Drama (incl. Speech)	Criterion Referenced Assessments Mid-term & end of term	Criterion Referenced Assessments Mid-term & end of term	Criterion Referenced Assessments – mid-term & end of Term	Unit Tests Criterion Referenced Assessments Mid-term & end of term	Formative Assessments & Criterion Referenced Assessments towards IGCSE	IGCSE
Music (& Singing)	Criterion Referenced Assessments Ipsative	Criterion Referenced Assessments Ipsative	Criterion Referenced Assessments – mid-term & end of term Ipsative Assessments	Unit Tests Criterion Referenced Assessments	Formative Assessments & Criterion Referenced	IGCSE

	Assessments	Assessments			Assessments towards IGCSE	
Art, Craft & Design	Ipsative Assessment Criterion Referenced Assessment	End of Year Reception Test Ipsative Assessment Criterion Ref Assessment	Ipsative Assessment Criterion Referenced Assessments	Unit Tests Ipsative Assessment Criterion Referenced Assessments	Formative & Criterion Referenced Assessments towards IGCSE	IGCSE
Languages	Formative Assessments Speaking & Listening Assessments	Formative Assessments Speaking & Listening Assessment	Criterion Referenced Assessments Unit Tests Speaking & Listening Assessments	Unit Tests Criterion Referenced Assessments Speaking & Listening	Formative & Summative Assessments towards IGCSE	IGCSE
ICT / Computer Science			Formative Assessments Summative Assessments – Unit Tests	Unit Tests Practical Assessment	Formative & Summative Assessments towards IGCSE	IGCSE
Design & Technology – Food & Nutrition			Formative Assessments Summative Assessments – Unit Tests Criterion Referenced Assessments	Unit Tests Criterion Referenced Assessments	Formative & Summative Assessments towards IGCSE	IGCSE
Options: Business Studies (for e.g.)					Formative & Summative Assessments towards IGCSE	IGCSE

Effective Assessment in this School is characterised by:

Meaningful and useful information about the students' achievement and progress transferring with the students as they move from:

1. Nursery to Reception

2. Reception to Year 1
3. Year 2 to Year 3
4. Year 6 to Year 7
5. Year 9 to Year 10
6. Year 11 to Sixth- Form/ Technical College / Work

Analysis of the achievement and attainment of students:

- With Special Educational Needs
- Who are Most Able students
- With English as a Second Language

Assessment in this School is enhanced by

- Informed planning
- Students' involvement in self-assessment
- Students involved in peer assessment
- Positive/specific written feedback
- Planned oral feedback
- Parents' involvement
- Monitoring and evaluation by subject coordinators
- Monitoring and evaluation

Assessment – who is it for?

Teachers will know:

- Where the students are starting from
- Whether the overall class learned what was planned
- If all the students are making expected progress
- How the students are applying their skills, knowledge and understanding across the curriculum
- Which students need more help and in which areas?

- Which students need extension work?
- If the planning for activities, resources and staffing is well targeted?

The Head Teacher, Assistant Head Teacher, Class Teacher & Other Teachers/Subject Leaders will know:

- If the students are making progress
- If there are any major problems
- Whether the student's progress is in line with the school's targets
- How the school compares with other similar schools
- Whether and what aspects of the curriculum and teaching need to be strengthened

The Parents/Carers will know:

- If their child is making good progress
- If there are any major problems
- How their child is doing compared with others of the same age
- What they can do to help

The LEA/Government will know:

- How the school is progressing against its targets
- The impact of the school development/improvement plan
- How the school compares with other similar schools

Assessment information will be used:

- To analyse records to help clarify patterns of performance over time and responses to specific teaching approaches.
- To review whole school and individual curricular targets so that they can be amended if necessary and yet still be realistic and challenging
- To review and, if necessary, adjust curriculum provision in terms of breadth and balance
- To inform the governing body of the school's standards and improvement through the Principal's report to the governing body.

The Head Teacher will ensure this policy is implemented consistently throughout the school using strategies such as discussion with Supervisors/teachers, students and parents/carers, sampling students' records and reports and sampling Supervisor/teachers' planning.

This policy will be evaluated and reviewed annually. Any implications relating to issues for the school will be considered for inclusion in the school development/improvement plan.

Policy Adopted by Governors/Directors on: _____

Policy Last Reviewed on: _____

Policy Due for Review on: _____

Pupil Achievement

At Jasper City School, we believe in developing each child holistically, not just coaching them to pass formal assessments. Real life learning, that enhances the whole person, must take place. There are other ways that pupils can achieve without taking formal assessments and this will be practiced and encouraged unreservedly.

Progression to the next level in a subject is dependent upon each child fully engaging with the material, receiving knowledge being transmitted and grasping key concepts. We are committed to ensuring that this happens in the life of every learner. This method automatically requires & therefore results in each pupil having a sound and confident basis of reading and writing. With this foundation to build upon, pupils will progress and be equipped to access the whole curriculum leading to achievement in school awards, commendations, certificates, assessments & qualifications.

Employing differentiation, children will develop at a pace they can perform and achieve in, thus meeting each learner at their point of ability. Once a pupil starts on the curriculum, he/she will be continuously observed and assessed in each subject. From this close observation, monitoring and recording, an approximate yearly academic projection can be made for each pupil. More flexibility in projections & predications will be necessary for younger children as they find their way (performance level) in core academic subjects, however, key stage 4 pupils preparing for the IGCSE & ICCE qualifications, will have more rigid, yet realistic, termly & yearly academic projections to work towards. An ability approach to learning will also be used for non-academic areas of performance, within an age range that considers emotional and physical maturity.

Learners will be guided in taking responsibility for their thoughts, words and actions and will be motivated to excel and succeed. Children's character development will be 'good' or 'outstanding' by the time they are ready to transit from one phase to the next. Students will have a confident, positive can-do attitude. Executing our behaviour & attendance policy and IEP's alongside an attentive following of the school's philosophy and methodology will help us to train up responsible children and young adults. Numerous rewards touching on a pupil's experience in the whole life of the school, copious gems/stars and 'happy face' stickers for exhibiting desirable character traits and more will develop a good or outstanding character in all the pupils at Jasper City School. These motivational tools will inspire students to be better citizens all round and teach them that good character ultimately determines success.

At Jasper City School, we realise how much family lifestyles and parenting can adversely affect the success of children. We also acknowledge the negative consequences that deprivation can bring. We will work 'hand-in-glove' with all parents, especially those who are struggling in the areas mentioned above. If parenting is an issue, we will recommend and encourage the parent(s) to take the Triple 'P' positive parenting course run by Newham Council which has had some good testimonials locally. For financially struggling families, we will also recommend and encourage

parent(s) to attend money management courses that are also run by the local council. If it's possible, practical and beneficial to run such courses at our school we will do this. Families are under increasing strain, through broken relationships, financial difficulties, addictions and sickness, to name just a few. We really feel strongly (and empirical evidence suggests) that a stable, consistent, ordered & loving family life helps a child to thrive in all areas of his/her life. We desire to offer advice and assistance to the family, with the aim of supporting the child, for the child to succeed!

Learners will have their gifts and talents identified, and nurtured. All children will participate in core and expanded curriculum subjects. Teachers, TA's and coaches (with specialisations) will be trained to observe, monitor and keep records of all pupils' progress scoring against course aims and objectives. They will prudently identify disciplines in pupils where strength, skill, gift and talents are shining and, counsel, make provision for and nurture such pupils. However, they will also be conscious to encourage and motivate all students to develop their full potential, ensuring that all children, irrespective of ability, 'have-a-go' and continue to 'have-a-go' even when they find a task a serious challenge. Following the lead of the pupil's teacher/TA, his/her peers will encourage and 'cheer-on', where appropriate, the endeavours of their fellow learners.

We expect the children at Jasper City School to be fully equipped and prepared, with the necessary qualifications & character, to apply to further and higher education institutions, namely the top colleges & universities in the country and the world. We expect, as many as desire it, to be in professional employment. Disadvantaged communities will set higher goals for their children and social mobility will be at work.

We shall employ professional staff who, as much as possible, represent and understand the ethnic make-up of our community. Through our recruitment policy and practice we hope to recruit and retain a committed and caring professional team of staff who share the vision, ethos and educational philosophy of Jasper City School. Who represent and share the culture, ethnicity, nationality, language and upbringing of some students. Teachers who put the needs of their pupils first, who are optimistic about their students' future and speak kindly to children and young people. Teachers who motivate the young mind & heart to be confident, and give whatever goal they are aiming to complete their very best shot.

Goal Setting

Goals are set in the core subjects for every pupil at the beginning of each term. Daily goals and unit completion goals are also set.

Records and Record Keeping

Teachers use records to review pupil's progress, set appropriate goals and projections for the future and to form the basis of reports.

Records are kept in many ways. These include:

- Teacher's plans / Lesson Plans
- Children's work / workbooks
- Teacher's notes, e.g. significant outcomes
- Key Objectives for learning / Outcomes

- Unit Test scores / Other assessment scores
- Teacher Progress Cards (recoding individual records of achievement)
- Foundation Stage profile
- Student Progress Cards / Reports

To summarise all evidence of achievement, we keep a record of each child's attainment in the foundation, core and expanded subjects. Unit Test and assessment scores are input onto Teacher Progress Cards (TPC's) at the completion of each unit and TPC's are finalised by the teacher towards the end of the academic year. This transfers with the child to the next class, or moves with them to the next phase of their education.

What we record	When we record
The children should receive feedback which is on-going Planning should be evaluated weekly/ 3-4 weekly - on completion of a unit of work. Assessment scores.	Weekly 3-4 weekly On completion of a unit of work
Year 1 to Year 6, assess literacy and numeracy termly. The children should be given a curriculum level and progress should be seen throughout the year. Record sheets should be maintained and stored in a file. Foundation Stage Profile/Baseline Assessment Whole school targets should be addressed in planning The foundation subjects should be assessed on completion of each skills curriculum unit. When a theme contains more than one unit from the same curriculum area, at least one unit should be assessed. Student Progress Reports completed at the end of each term	Mid-term Termly
The core-curriculum and foundation subject coordinators should complete monitoring and assessment of their subjects throughout the year. This would involve: <ul style="list-style-type: none"> • Lesson observations • Scrutiny of work • Pupil conferencing • Scrutiny of planning 	Ongoing

These strategies would provide information which would enable coordinators to move their subject area forward in school. Teacher assessment should be on-going.	
Foundation Stage Profile/ Baseline Assessment Individual target setting/Unit Projections The Student Progress Report will be completed at the end of the summer term and given/sent to parents to keep. A copy will be retained by the school	Yearly

Reporting

There will be opportunities for parents to meet with their child's teacher at any time, as well as a formal Parents/Teacher Meeting in Terms 1 and 2 where parents can see a snap shot of their child's progress on Student Progress Cards. Parents will receive a full written report on their child's progress during term 3 – Student Progress Report. Reports outline each child's progress in the core, foundation and expanded subjects, as well as information on the attainment of the child in terms of national age related expectations. Targets for literacy and numeracy are also set.

The Role of the School Assessment Co-ordinator

A member of staff has the responsibility for the development of the assessment, recording and reporting procedures in school.
The co-ordinator's responsibilities include:

- contribute to the SDP
- leading school development in assessment, recording and reporting procedures
- liaison with subject co-ordinators and class teachers within the school
- attend and lead INSET where appropriate
- keeping Governors informed

Monitoring and Evaluation

Assessment, recording and reporting procedures should be monitored at least every two years in order that they remain meaningful and manageable.