



## **THE JUBILEE ACADEMY**

*Aspire and Achieve*

**Title:** Assessment, Recording and Reporting Policy

**Date Approved:** December 2021

**Date Last Reviewed:** July 2022

**Status:** Non-Statutory

**Delegation:** Head of School

**Responsibility:** AHT Assessment, Effort and Achievement

**Review Frequency:** As required

**Policy Locations:** Staff Shared Drive/Hard Copy



## Assessment, Recording and Reporting Policy

### Statement of intent

This policy has been developed in response to:

- Meet statutory requirements;
- Effectively exchange data and contextual information between a student's 'Home School' and The Jubilee Academy;
- The diverse educational and social needs of students who attend The Jubilee Academy;
- The need to ensure that the needs, rights and entitlements of each student are being met within the provision of services in our school;
- The recognition that assessment is the starting point for leaders, teachers and other adults in planning the curriculum;
- The need for staff at the school to self-evaluate their performance in relation to students' progress and attainment; and
- The need for students to reflect on their own performance and take responsibility for their own learning.

### Aims

- To construct a positive framework for monitoring student progress which enables all those involved in the education of the student to formulate high expectations and set challenging and achievable targets;
- To construct an effective framework to support transitions – on admission and on exit - to the 'home school' or on to sixth form, further education or employment with training;
- To ensure continuity and progression in learning in all areas of the curriculum;
- To create effective and manageable assessment arrangements which are consistently applied and used by all staff to inform future teaching and planning;
- To have a positive impact on students' attitudes, motivation and self-esteem by their own ongoing involvement in the assessment progress;
- To provide and use secure data based on student assessment and clearly evidenced in students' work;
- To provide meaningful reports to partners/commissioners and parents/carers on their child's progress and next steps.

### Referral and Transition

The Jubilee Academy receives all progress and attainment data for all students referred by partner schools at referral and during transition in the lead up to admission. The Jubilee Academy also requires all incoming students to complete a series of benchmark tests and assessments to support the precise design of learning so that it fully meets their strengths and greatest needs.

### **Assessment informs curriculum planning**

The Jubilee Academy operates a modular curriculum which means that the content and programmes of study of accredited courses can be taught in one year.

Teachers use assessment data when planning curriculum maps, schemes of work and lesson plans for students at each Key Stage. In National Curriculum subjects the knowledge, skills and understanding to be covered in each term is identified from the Programmes of Study. Teachers use the curriculum maps and schemes of work to plan sequences of lessons that they will teach over a medium range timescale (for example, a half-term or a term). These may come from published schemes, exam syllabi or may be developed within the school. Teachers differentiate the medium-term plans to provide well-matched activities to the ability range of students within the teaching group.

### **Assessment informs curriculum planning and delivery**

Formative and self-assessment of each student's learning informs the teaching for subsequent lessons and schemes of work. As students make progress, their acquired knowledge, skills and understanding is recognised and recorded and the next steps for their learning are planned and shared. At key points in the year summative assessments of students' levels in each subject area are made and assessment levels recorded.

The summative assessment data is used to track the progress of individuals and cohorts of students. This information is used to evaluate the progress made by students at the school.

### **Monitoring Assessment**

Teachers are required to monitor student progress on a frequent basis due to the short-term nature of student placements for some young people and the need to use diagnostic information to monitor the impact of planning and teaching on short-term, measurable goals and targets. Therefore, diagnostic information is collected formatively on an ongoing basis for all students.

All assessment data is entered into SIMS (the school's electronic information management system). All assessment data is shared with partner schools. Teachers are also required to monitor students' levels and record/update them via their planning.

### **The main assessment strategies used by staff are:**

#### 1. Observation and Reflection –

- What students can do;
- What do students know;
- How do students demonstrate their understanding;
- What can students communicate;
- How do students react to given tasks and different situations;
- How do students modify their learning strategies.

#### 2. Discussion with-

- Individuals, during or following work tasks, supporting self-assessment;
- Groups, during collaborative activities (e.g. group work, joint problem-solving activities, board games), supporting self and peer assessment;
- The whole class when students are preparing for a task and/or reporting the outcome of a task or tasks.

### 3. Questioning-

- Teachers use differentiated questions to encourage students to extend their answers. The questions students ask themselves are a useful assessment to and encouragement is given to aid students in posing relevant questions.

### 4. Involving students in their own assessment-

- We recognise the value of involving students in self-evaluation of their work. For the majority of our student's self-evaluation is a skill that develops with time, structured opportunities and encouragement. Teachers aim to provide appropriate structures for students to assess their work, progress and/or behaviour. Where possible, students are encouraged to reflect on their own work and to assess this in terms of reaching learning outcomes and IEP targets. In this way students learn to monitor their own performance.

### 5. Assessment tasks-

- At the end of topics/schemes of work it is appropriate for teachers to set an assessment task/test to check students' knowledge, skills and understanding of the work completed over the specified period.

At The Jubilee Academy our aims and objectives centre of teaching students the essential skills that they require in order to be successful in crucial subject assessment focuses. Many students on admission to the school have fallen off trajectory and therefore planning and teaching aims to ensure that every student makes accelerated levels of progress in order to reach or exceed age-appropriate expectations. This, together with the short-term nature of placements often necessitates the need for frequent assessments and tests to inform the teaching programme, additional specific interventions and to judge progress against measures of effectiveness.

### **Record keeping**

Teacher assessment information is recorded in a manageable system that can be shared with other professionals, used to inform report writing and to inform planning future teaching and curriculum development.

Written records of students' achievements and difficulties in learning are maintained in the following way:

- Marked work;
- Results of class-based assessment tasks/tests;
- Individual Education Plans;
- External assessment;

Teachers are responsible for providing summative assessments of progress and attainment about each student in each subject area against National Curriculum descriptors on a termly basis.

## TJA Assessment Cycle

The assessment, recording and reporting cycle must have the following stages

- Diagnostic Assessment and Standardisation (DA&S)
- Departmental Moderation
- Tracking cycle
- Report generation, QA and administration
- Parents evening
- MER checkpoint - (data analysis & evaluation report)
- Intervention Point – feed into next steps targets for students

## TJA Curriculum and Assessment Tracking Programme

	AP1		AP2		AP3		
	Sept - Dec		Jan - March		April - July		
	End Aut 2		End spring 1		End spring 2		End Summer 1
	TP1 (Yrs. 7 -11)		TP2 (Yrs. 7 -11)		TP3 (Yr.11 only)		TP 3 (Yrs. 7 -10)
Diagnostic Assessment and Standardisation (DA&S) (w/b)	29-Nov-21	Winter Mocks	07-Feb-22	Spring Core Mocks/ Options diagnostic	28-Mar 22	Spring Mock, Voc. External NEAs	23-May-22
Departmental Moderation (wb)	13-Dec-21		21-Feb-22		20-Apr-22		06-Jun-22
Tracking cycle (w/b)	10-Jan-22		28-Feb-22		25-Apr-22		13-Jun-22
Report generation, QA and administration (w/b)	17-Jan-22		07-Mar-22		02-May-22		20-Jun-22
Parents evening	27-Jan-22		17-Mar-22		05/05/2022	Year 11 Conference	30-Jun-22
MER checkpoint (w/b)	31-Jan-22		21-Mar-22		09-May-22		04-Jul-22

## TJA Assessment Criteria

Previously the school utilised Student's interim and end of KS target set by the 'home school' together with all available information about learning including KS2 results, other test results and recent teacher assessment) as the starting point for detailed target setting on admission. Though this method is effective it does not allow for a fair representation of students' progress against their base line entry level in each subject on arrival at school.

the school has therefore extended the assessment criteria to allow students' progress to be monitored during each tracking. Against define main factors:

- KS2 trajectory level
  - the trajectory GCSE grade is calculated using the students' key stage two levels
- Baseline entry
  - the baseline entry grade/level is determined in every subject when a student arrives at the school
- End of year t (EOY) Target
  - the end of year target is set as a 3-sub level progress over the academic year
- End of tracking (EOT) Target set for:
  - AP1: Sept -Dec
  - AP2: Jan-March
  - AP3: April -July

## Assessment Recording

At each assessment point the following is recorded on SIMS

- Current working level (TA)  
*Performance at the previous tracking point (has this stayed the same or gone up?)*

Key to colour coding:

- **Green** – exceeding target grade;
- **Amber** – at risk of underperforming
- **Red** – underperforming
- X – New admission/absent

- Classwork and Homework Effort score – if the effort score is high but the sub level has not increased, this suggests the student is progressing well but has not quite made the jump to the next sub level. If the effort score is low and there has been no increase in sub level, the student is likely to be progressing at a slower rate than they are capable of.
  - +2: Excellent progress;
  - +1: Good
  - 0: Satisfactory
  - -1: Unsatisfactory progress
  - -2: Major Cause for Concern
  - X: New admission/absent
  -
- Work missing– determines class work is missing and has not been completed
  - Y: yes
  - N: No
- *Attendance % score: research has shown that achievement is directly linked to attendance. Students with a high level of attendance invariably perform better in class and examinations. School Target: >93%;*
  - **Working towards target:** >90%;
  - **Below target:** >86% but <90%;
  - **Cause for concern:** <86%

#### **Important Documents to refer to:**

- Curriculum Policy
- Teaching and Learning Policy
- Marking Policy
- Homework Policy
- MER data analysis & evaluation report
- Intervention Point – feed into next steps targets for students

#### **Monitoring, evaluation and review**

This effectiveness of this policy will be regularly monitored and reviewed through the school's self-evaluation schedule.

