

Assessment, Recording, Reporting & Target Setting

The assessment policy is a working document at The Jam Academy, as we wish to develop it as we improve our curriculum delivery model. As a firm believer in a growth mindset, The Jam Academy is keen to use assessment, recording, reporting and target setting in a sensible and careful way to ensure that students are supported to grow and not simply labeled by their past achievement and/or current attainment.

Aims

- to provide clear guidelines on The Jam Academy's approach to assessment, recording, reporting and target setting
- to establish a coherent approach to assessment, recording, reporting and target setting across all areas of the Academy
- to provide a system that is clear to students, staff/associates, parents/guardians and other stakeholders
- to monitor and record students' progress

Rationale

Assessment at The Jam Academy should:

- inform teaching, learning and progress
- be manageable and useful
- give understandable information to everyone
- help set achievable targets for future improvement
- give information about strengths and weaknesses
- evaluate the success of teaching strategies providing an indication of what works and what does not work
- be positive, provide motivation and the hope of a successful way forward
- involve students and should include them assessing their own work and the work of others

Assessment must be:

- manageable and useful
- a reliable source of information
- positive and support success
- understandable to students, parents/guardians and teachers/associates
- an essential part of teaching and learning
- in line with National Curriculum requirements

The Jam Academy will use a variety of ways to assess students' progress:

| | |
|--------------------|--|
| Formative | recording what has been achieved, what needs to be done next and setting realistic, achievable learning goals to enable the students to reach their target grades for the future |
| Summative | recording a student's overall achievement |
| Diagnostic | identifying a learner's strengths and weaknesses which prompts appropriate guidance and support |
| Evaluative | providing information that will help to evaluate the effectiveness of the curriculum and the success of teaching strategies |
| Informative | providing information for reports to parents/guardians |

The most important purpose of assessment is to try and motivate and encourage by:

- involving students in the learning process through explaining the reasons for the assessment and its relationship to their progress and future
- recording positive achievement which contributes to a summative statement
- making sure that students are fully aware of assessment objectives and the criteria for success
- discussion of performance and establishing clear, achievable targets for students

Formal Assessments

Are undertaken throughout the student's time at The Jam Academy with data used to inform progress.

We aim to gather a comprehensive range of prior attainment data on entry to the school.

Data collected includes:-

- Key Stage 2 results
- teacher Assessments at the end of KS3 for all subjects
- unit/modular tests in some subjects
- annual assessments for all year groups in English, Maths, Science and ICT

The Jam Academy uses the GL Assessment Package to assess students progress and attainment every year and to support target setting for students.

Target Setting

An essential part of improving achievement is to agree targets with each student that are aspirational. Targets and progress being made towards them will be discussed regularly with students and their parents/guardians.

- Targets set should be SMART (specific, measurable, achievable, relevant and time limited).
- Parents/guardians should receive information about the progress of their child against agreed targets regularly through the school reporting schedule and parents consultation meetings.
- The Senior Management Team will receive information on progress throughout the year to enable it to make informed decisions when agreeing targets and monitoring and evaluating progress.

Responsibilities

- The Curriculum Director will:
 - ensure that student files are kept up-to-date
 - undertake mentoring interviews
 - be responsible for ensuring that the different types of report are correctly completed
 - monitor progress on a regular basis
- Students will:
 - regularly review their work and negotiate learning targets with the Curriculum Director and record the information
 - ensure that targets are recorded
 - seek advice about what to do to improve
 - immediately act upon the advice given by their teachers
- Parents/Guardians will:
 - be involved in regular communication with the school in order to understand the learning needs of their son/daughter
 - assist their son/daughter in achieving the learning targets
 - attend Consultation Evenings

Overall the purpose of assessment is to improve standards, not merely to measure them.

The quality of assessment has a significant impact on attitudes to learning and on attainment in schools by stimulating and challenging students to work hard and by encouraging teachers to focus on how to improve the learning of individual students.

The core purpose of assessment is to move students on in their learning.