

Assessment for Learning Policy

1. Purpose and Scope

Ambitious College uses a person centred approach to assessment. Assessment is an intrinsic part of the learner journey in the College. We believe that young people should be involved in their assessment and it is a process that is 'done with' learners, as opposed to 'done to' learners.

Assessment allows us to get a picture of learner's current skills set (assessment 'for' learning through initial and baseline assessment) which in turn allows us to set targets which we can monitor progress against (assessment 'of' learning through formative and summative assessment).

Assessment is a key component of effective teaching and learning. It affects decisions about support needs, personalised curriculum, and, in some cases, funding. Assessment inspires us to ask questions such as:

- "Are we teaching what we think we are teaching?"
- "Are learners learning what they are supposed to be learning?"
- "Is there a way to teach more effectively, thereby promoting better learning?"

2. What are we assessing?

- Current skills set against the four curriculum pathways of Employment, Community Inclusion, Independent Living and Better Health.
- How a learner learns
- Adaptive behaviours
- Barriers to learning
- Maths/Numeracy
- English\Literacy
- Communication
- Occupational Therapy needs
- Speech and Language Therapy needs
- Any other special needs

Assessment of non accredited learning sits with our RARPA framework (see appendix 1). This is evidenced in a learners evidence file (LEF). Where a learner

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is undertaking formal accreditation through an awarding body evidence is also gathered in LEFs

All evidence is moderated both through internal and external verification processes.

3. Related Policies

- Functional Skills Policy
- The Observation of Teaching and Learning Policy

4. Who is involved:

Assessment is the responsibility of the Trans Disciplinary Team which consists of

- Teachers
- Speech and Language Therapists
- Occupational Therapists
- Behaviour Analysts
- Employment specialist
- Keyworkers (Learning and Behaviour Specialists) and Learning Support Co-Ordinators.

TDT working means that all professionals collaborate from the beginning of a learners placement, to jointly communicate, exchange ideas and work together to come up with bespoke approaches to learning and support. TDT-work is interactive and dynamic.

The purpose of the TDT is to ensure a collaborative approach to supporting learners to achieve their desired outcomes, as stated in their Education, Health and Care Plans (EHCPs) which in turn translates into an Individual Learning Plan (ILP).

5. The Process

5.1 Pre enrolment assessment involves the learner, parents/carers and wider professionals involved in the young person's life. It is a process that supports the learner, parents and carers to make an informed decision about whether they want to proceed with the referral process and for the College to make an

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informed decision as to whether we can best meet the young person's assessed need.

The pre enrolment assessment process usually involves attendance at one of the Colleges Parent Open Days, completion of a Professionals Questionnaire and a Parent/Carers Questionnaire and a visit to observe the young person in their current educational provision and/ or home.

From this the College Admissions Panel (consisting of the Senior Leadership Team) will make a decision to offer a place or not.

5.2 Initial (or baseline) assessment takes place in the first six weeks of the academic year or the first six weeks of when a learner's placement commences. We assess learner's current skills set in order to make sure we have a solid foundation from which we can measure progress. We also take account of what is set out in the learner's most up to date Education, Health and Care Plan.

5.3 Formative assessment is ongoing assessment of learning. It is used to support learners understand their strengths and areas for improvement. This is a continuous process in the college. Staffs take daily notes to share with parents and carers in the handover at the end of a college day. Weekly Trans disciplinary team meetings take place to discuss how learners are progressing against the targets set out in Individual Learning Plans and these targets are reviewed and reset at each mid term review.

5.4 Summative assessment is assessment of learning. It is used to assess a learner's progress after a set period of time. The results of summative assessment inform the setting of new smart targets and also inform the learner's annual review meeting and end of year report.

6. What assessment tools do we use?

What are we assessing?	The tools we use:
Skills sets against the four Preparing for Adulthood Pathways	Task analysis during the initial assessment period Literacy and numeracy diagnostic assessment tools
How a learner learns?	Essential for Living Assessment
Adaptive Behaviours	Vineland Adaptive Behaviour Scales
Barriers to Learning	Essentials for Living Assessment, Verbal Behaviour Maps

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Literacy and numeracy	The pre entry level curriculum framework, the adult literacy and numeracy core curriculum diagnostic tools
Communication/SaLT (see Appendix 1)	Essentials for Living Assessment, against the milestones set out in the Pre entry level curriculum framework, through the use of a SLT, Adaptive Behaviour Scales
Occupational Therapy Assessments	Beery VMI for visual motor integration- hand eye coordination; Sensory Profile assessment-sensory processing; Functional based assessment (specific to the individual); Observations in the classroom and community; Self care questionnaire for parents/guardians.

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Appendix 1 – The RARPA Approach in Ambitious College

Ambitious College is committed to providing high quality, learner focused teaching and learning and recognises the benefits of an embedded RARPA process for learners, teachers and the service as a whole. Through a robust quality system Ambitious College quality assures the five stages of RARPA throughout its learning offer.

Ambitious College map the RARPA standards to the Common Inspection Framework (CIF), as detailed below, which are used as a basis for the weekly Trans-Disciplinary Team meetings.

RARPA standard	CIF reference(s)
Stage 1 Clearly stated aims for all programmes appropriate to an individual learner or group of learners	Individual learning programmes challenge learners to develop their independence and prepare them for their future.
Stage 2 Initial assessment to establish the Learner's starting point	Through our TDT approach Staff identify learners' support and additional learning needs quickly and accurately through effective initial assessment.
Stage 3 Identification of appropriately challenging learning objectives	Through our TDT approach teaching, learning and assessment are tailored to enable all learners to make good progress and prepare for their next steps.
Stage 4 Recognising and recording progress and achievement during the programme (formative assessment)	Through our TDT approach Staff assess learners' progress and performance and ensure that assessments and reviews are timely, frequent, fair, informative and reliable

<p>Stage 5 End of programme learner self-assessment; tutor assessment; review of overall progress and achievement (summative assessment)</p>	<p>Learner's gain skills and progress to become more independent in their everyday life and/or progress to positive destinations such as employment</p>
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How RARPA is implemented at Ambitious College

RARPA standard	College Implementation
<p>Stage 1 Clearly stated aims for all programmes appropriate to an individual learner or group of learners</p>	<p>In consultation with learner/Parent/Carer and relevant documentation, a personalised study programme is created for each learner.</p>
<p>Stage 2 Initial assessment to establish the Learner's starting point</p>	<p>Six week assessment period on entry to college to determine learners' needs through baseline and functional skills assessments.</p>
<p>Stage 3 Identification of appropriately challenging learning objectives</p>	<p>Results of assessments are reviewed at the Trans-disciplinary Team meeting; this informs the Individual Learning Plan and forms the individualised timetable based on the college curriculum: Preparing for Adulthood.</p>

<p>Stage 4 Recognising and recording progress and achievement during the programme (formative assessment)</p>	<p>The Trans-disciplinary Team review learner progress termly. A learner will have a person centred annual review meeting and an end of year report to review progress.</p>
<p>Stage 5 End of programme learner self-assessment; tutor assessment; review of overall progress and achievement (summative assessment)</p>	<p>Each learner has a person centred annual review and an end of year report and is supported through the Trans-disciplinary team with the transition out of college. Qualification(s) are claimed if appropriate.</p>