

Assessment Policy

R.E.A.L Independent School

Date: 12/11/2016

Review Date: 12/11/2017

Revision History:

1/03/2012 – Original policy

1/03/2013 – No amendments made

1/04/2014 – No amendments made

1/06/2015 – Amendments made in light of referral and assessment team work

12/11/2016 – Up-dated onto new policy paperwork

Initial assessment aims:

The cohort of children and young people referred to R.E.A.L. Independent School share a profile of complex additional needs and are often disenfranchised from the learning experience. The initial engagement is often one of stabilising the situation whilst seeking to establish a baseline of strengths and specific needs which will serve as drivers for an emerging programme of learning. In order to accommodate the difficulties presented by a formal approach to initial assessment and a reluctance to engage in anything that is perceived as “school like”, the R.E.A.L. Independent School team have a range of tools and approaches geared to re-thinking approaches for the collection of information. It is our aim that all learners will have an assessment package on entry to the school that is tailored to their individual needs and gives an initial snapshot of their skills in all areas of life.

Initial Assessment Profile - Learner Progress Form (LPF)

The need for an initial snapshot of a learner’s profile, abilities and areas for development has a number of core drivers:

- Identifying any specific learning needs
- Identifying an appropriate learning style
- Provide a snap shot of the individual’s personal development and wellbeing profile on entry Evaluating an appropriate social context for learning
- Evaluating an appropriate learning environment for the individual Identifying short and long term learning pathways
- Identifying short and long term targets for progress
- Establishing historical data on attendance and engagement and placing them at the appropriate stage on our Engagement tracking system.
- Establishing prior rates of progress.

These drivers will be evaluated by a specialist team using a range of strategies and tools to access information. All baseline information is recorded on our Learner Progress Form, which becomes our record of progress for every learner during their time with R.E.A.L Independent School.

On-going Assessment

Curriculum Progress

Learners are assessed by tutors every lesson, according to the intended outcomes of the lesson. Lesson planning documents record success and work is marked to show progress, where appropriate to the learner needs. (See marking policy)

KS2 and 3 curriculum assessment

Within KS2 and 3 core subjects, key performance indicators are found on the front of learning preparation documents. Tutors are asked to record whether learners have emerging knowledge of these indicators, an understanding of them or secure knowledge of them. KPI tracking documents on the Google drive have been compiled for tutors to record the progress learners make within their lessons.

In addition to on-going assessment, learners are assessed at the end of each topic, to assess what new skills and knowledge they have acquired. This assessment is done formally, if appropriate, or in a less formal manner if necessary.

KS4 curriculum assessment

KS4 subject leads track the progress of learners during their time with us. They are monitored and supported by the KS4 curriculum lead. Tracking documents exist for both GCSE, functional skills and BTEC pathways. Tutors are asked to record outcomes every lesson on their learning preparation forms, which are handed in at the end of every half term for learning managers to quality assure and make a record of progress. End of term assessments are also carried out where appropriate to learner needs.

Engagement Progress

We have a bespoke engagement tracking system that records the progress of learner engagement. Our system has five stages where:

Stage 1 = Work within the learner home

Stage 2 = Engagement activities 1:1 out in the community.

Stage 3 = More formal curriculum activities 1:1 out in the community

Stage 4 = Small group opportunities in curriculum or vocational subjects

Stage 5 = Re-integration back into school / college environments

Learning managers assess the stage that learners are at, at the end of each term and progress is recorded on a central tracking document and on the individual learner's Learner Progress form.

Health and Well-being progress

A well-being tracking document is created and managed by learning managers. A curriculum planning meeting is held each term for every child on roll. All staff working with the child attend this meeting and give their views regarding the progress of the learner in all areas of their Health and Well-being tracking document. Progress is recorded by using a points score system and logged on their learner progress form.

Reporting of progress and assessment data

Learner progress forms are up-dated on a termly basis and presented to the LA responsible for the child as part of their monitoring process. This document is also available to parents/carers and other professionals on request.

Assessment information and progress is reported to parents during termly meetings and twice yearly reports.

Where learners transition to new schools or colleges, learner progress forms are shared with receiving schools to give a clear set of progress data.