



# Assessment Policy

## R.E.A.L Independent School

**Date: 8.6.2018**

**Review Date: 8.6.2019**

### **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

8/6/2018 - Amendments made in light of new KPI work and progress expectations of learners with differing needs.



## 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 attendance and 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 which is differentiated according to need)

### **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. All new learning is recorded on key performance indicator tracking documents. (KPI)

Measuring expected or above expected progress is complex due to the very differing and complex needs of our learners. We have high expectations of all our learners but understand that the more able learners are more likely to make more progress than those who have more complex learning needs. With this in mind, we differentiate the expected and above expected progress figures for each group of learners, expecting higher KPI progression for our more able learners. The number of points for expected progress for each group of learners is evaluated at the end of each academic year to ensure we are putting realistic but challenging expectations in place for every learner.

### **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. Again, we have higher expectations of progress for our more able learners and review our expectations annually to ensure enough challenge is in place but realistic expectations are made.

## 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.

As with our academic tracking systems, expected progress for each group of learners is differentiated in order to ensure sufficient challenge is in place for every learner. Where progress has not been made in engagement, there is often a reason such as bereavement or serious issue out of school hours. These aspects are taken into account when assessing expected progress.

## 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.



As with our engagement and academic progress, we differentiate our expectations of expected progress according to learner need, taking into account any issues which may cause emotional trauma to the learner.

### **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 (phone or in person, dependent upon parent preference, and twice yearly reports, one of which may be their EHCP review report.

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