

Assessment Policy - RBAir

Legislation / guidance that informs this document

- National Curriculum and Assessment from September 2014 (Gov.uk)

Other Red Balloon of the Air (RBAir) policies that should be read in conjunction with this one

- Curriculum
- Marking

Statement of Intent

Red Balloon of the Air aims to use assessment to inform teaching and learning. In order to learn effectively students need to be in their 'zone of proximal development', and for teachers to practise well they need to monitor student progress and use that monitoring to inform future practice.

Responsibility for implementation

Red Balloon of the Air senior managers are responsible for ensuring that all staff are aware of existing assessment policy and contribute to its development: the daily responsibility for ensuring high quality practice may be delegated and each teacher is responsible for ensuring the quality of their own practice.

Current Red Balloon focus

RBAir is working together with RB Centres to develop tracking / monitoring systems that will better inform student progress, hence learning programmes that will be designed.

Our intention is to monitor individual student progress against projected outcomes grounded in:

- information from previous providers – to include KS2 outcomes where available;
- baseline assessments carried out upon admission to RB;
- assessment of the impact upon progress of either non school attendance or mental health issues that may have preceded referral to RB.

Assessment for a purpose

Assessment is a key aspect of effective teaching and learning. It should be an ongoing process for teacher and learner and will be intuitive and internalised during much of the learning process.

RBAir staff will assess student attainment during their initial period of engagement, identify learning targets together with the student in light of that assessment, track progress against those targets and provide informative data to receiving schools or establishments when students transfer.

RBAir staff will assess student progress in four main ways.

1. Staff, together with commissioning agents, parents/carers, the student and other involved agencies, will determine intended outcomes (ie the purpose of the placement). Most usually one of the intended outcomes will be identification of the next placement (eg return to mainstream for KS4, sixth form or regional college at year 12). Progress against intended outcomes will be monitored through twice-yearly review.
2. Staff will assess academic attainment in core subjects (maths, English and science) at or shortly after the point of entry. These assessments will be based upon a mixture of information received from previous educational providers, normative and diagnostic testing and teacher observations and assessment. If any student is identified as requiring a literacy or numeracy 'intervention' / 'catch up' programme, then that will be provided and progress monitored. Progress within the three core subjects will be monitored by the use of age appropriate levels and against projected GCSE outcomes. GL assessment tests (previously NFER - National Foundation for Educational Research - tests, now subsumed into the

Granada Learning Group, hence GL) will be utilised as a core element of progress review.

3. In the broader curriculum areas (technical, human and social, aesthetic and creative and physical) staff will map the curriculum and monitor progress again through age appropriate levels.
4. Given that all students referred to RBAir will have met difficulties in engaging with learning, usually as a result of some trauma that that they have experienced, it is essential that we know and evaluate how effectively our wellbeing provision enables students to re-engage effectively with learning. To that end RB Centres have developed a tracking system that identifies behaviours that are central to effective learning and monitors student progress in applying those behaviours. RB Centres and RBAir are working to further develop that system so that we are able to track student progress, hence evaluate the effectiveness of our wellbeing provision.

NB RBAir will work with local schools as appropriate and may adopt some of their assessment tools if they seem likely to add to the pertinent data that can be generated.

The information generated through the tracking of progress will be used:

- with each student to plan effective further provision;
- as part of ongoing management conversations about the quality of RBAir provision and ways in which we might improve practice.

Information on progress and attainment will be provided both to commissioning agents and receiving institutions. RBAir will seek to provide all required information in an easily accessible format.

It is essential that all staff remain mindful of the impact of a student's emotional state upon their learning, and acknowledge that learning that has been deemed to be mastered may be negatively affected (to the point of being forgotten / unlearned) during periods of emotional stress and may, therefore, require re-learning.

Working with SEND students

Given the bespoke nature of all RBAir assessment work, there should be no significant difference in the assessment processes undertaken with students with statements or EHC (education, health and care) plans, but RBAir coordinators must ensure that:

- appropriate referral procedures have been followed including a clear assessment of whether we are able to meet all identified educational needs;
- an up to date version of the student's statement or EHC plan is received and filed and relevant information made available to all staff;
- a formal review of progress is undertaken – representatives from the SEN department of the local authority must be invited, and a record of the meeting made and shared with all relevant agencies – there must be a formal review at least annually.

RBAir must identify members of staff with responsibility for ensuring that the needs of SEN students are well met.

Policy updated (Sept 2019) by Bob Sproson, Director of Education - for annual review