



Policy document control box	
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Purpose

This policy enshrines that RBAir 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.

Scope

The Headteacher is ultimately 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.

Policy statement, provision and safeguards

RBAir works continually to develop tracking / monitoring systems that will better inform student progress.

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

- information from previous providers – to include KS2/KS3 outcomes where available;
- baseline assessments carried out on admission to a centre;
- assessment of the impact upon progress of either school non-attendance or mental health issues that may have preceded referral to the centre.

Assessment for a purpose

Assessment should be an ongoing process for teacher and learner, and will be intuitive and dialogic during much of the learning process.

RBAir will assess student attainment at an appropriate time after entry to a programme, identify learning (academic and wellbeing) targets, track progress against those targets and provide informative data to receiving schools or establishments when students transfer.

RBAir 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. transition to mainstream school, sixth form or further education college, or to a suitable work or training placement). Progress against intended outcomes will be monitored through termly reports and yearly reviews.
2. Staff will assess academic attainment in core subjects (maths, English and science) soon after the point of entry. These assessments will be based upon a mixture of information received from previous educational providers, normative and diagnostic testing such as LUCID Exact, 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

3. In the broader curriculum areas (technical, human and social, aesthetic and creative and physical) staff will map the curriculum and monitor progress 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 they have experienced, it is essential that we know and evaluate how effectively our well-being provision enables students to re-engage effectively with learning. To that end RBAir has developed tracking systems that monitor well-being progress.

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.

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 major difference in the assessment processes undertaken with students with EHC plans, but the headteacher must ensure that:

- appropriate referral procedures have been followed, including a clear assessment during the admissions process of whether we are able to meet all identified educational needs;
- an up-to-date version of the student's EHC plan is received and filed and relevant information made available to all staff;
- formal reviews of progress are undertaken at required intervals - representatives from the SEND 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.

The SENCo has responsibility for ensuring that the needs of SEND students are well met.

Legislation / guidance that informs this document

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

Other RBAir policies that should be read in conjunction with this one

- Curriculum