



Policy document control box	
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Purpose

This policy enshrines that RBR aims to use assessment to steer teaching and learning. In order to learn effectively students need to be in their 'zone of proximal development'¹, and for teachers to practise well they need to monitor student progress and use that monitoring to inform future practice.

Scope

The Head of Centre is ultimately responsible for ensuring that all staff are aware of this 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

RBR works continually to develop tracking / monitoring systems that will better direct student progress.

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 a centre;
- assessment of the impact upon progress of either non school 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 internalised during much of the learning process.

RBR will assess student attainment at point of entry, identify learning (academic and wellbeing) targets, track progress against those targets and provide informative data to receiving schools or establishments when students transfer.

RBR 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 (i.e. the purpose of the placement). Most usually one of the intended outcomes will be identification of the next placement (e.g. return to mainstream for KS4, sixth form or further education 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 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

¹ The zone of proximal development refers to the difference between what a learner can do without help and what he or she can achieve with guidance and encouragement from a skilled partner.

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 RBR 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 wellbeing provision enables students to re-engage effectively with learning. To that end RBR has developed tracking systems that monitor wellbeing progress.

NB RBR 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 RBR 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 RBR assessment work, there should be no major difference in the assessment processes undertaken with students with EHC plans, but the Head of Centre 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 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 RBR policies to be read in conjunction with this one

- Curriculum
- Marking