

Policy title	Assessment
Policy owner (including job title)	Louise Fisher, Headteacher
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Purpose

RBET - Norfolk aims to use assessment to inform teaching and learning. To learn effectively, learners need to be in their 'zone of proximal development', and for teaching mentors to practice well, they need to monitor learner progress and use that monitoring to inform future practice.

In addition, RBET - Norfolk believes that effective assessment will seek to gauge the development of the whole person in order to understand the effectiveness of the Red Balloon programme in addressing the social and emotional needs of the individual as well as the academic.

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 teaching mentor is responsible for ensuring the quality of their own practice.

Policy statement, provision and safeguards

RBET - Norfolk works continually to develop tracking and monitoring systems that will better inform learner progress.

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

- information from previous providers – to include KS2 outcomes where available;
- baseline assessments carried out as soon as possible upon admission to the 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 teaching mentor and learner and will be intuitive and internalised during much of the learning process.

RBET - Norfolk will assess learner attainment as soon as possible on entry to the Centre, identify learning (academic and wellbeing) targets, track progress against those targets and provide informative data to receiving schools or establishments when learners transfer.

RBET - Norfolk will assess learner progress in four main ways:

1. Staff, together with commissioning agents, parents/carers, the learner 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 baseline academic attainment in core subjects (maths, English and science) at point of entry using the MAPP assessment process. These assessments will be based upon a mixture of information received from previous educational providers, their EHCP outcomes, normative and diagnostic testing and teaching mentor observations and assessment. If any learner 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. If specifically named as an EHCP outcome, each area will have targeted progress measures within the Measure and Assessment of their Personal Progress (MAPP).
4. Given that all learners referred to RBET - Norfolk 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 learners to re-engage effectively with learning. To that end RBET – Norfolk will monitor wellbeing progress by using either MAPP or YPCore10.
5. Feedback to learners will be regular and personalised. It may take the form of immediate verbal feedback or reflective written feedback.

RBET - Norfolk 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 learner to plan effective further provision;
- as part of ongoing management conversations about the quality of RBET - Norfolk provision and ways in which we might improve practice.

It is essential that all staff remain mindful of the impact of a learner'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 learners

Given the bespoke nature of all RBET - Norfolk assessment work, there should be no major difference in the assessment processes undertaken with learners with EHC plans, but the Headteacher 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 learner'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 learners are well met.

Legislation / guidance that informs this document

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

Other RBET - Norfolk policies that should be read in conjunction with this one

- Curriculum
- Marking