



## **Assessment Policy**

Document Control Information			
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Author	Summary of changes	Issue	Date Authorised
R Righini	New Policy	1	01/03/2018
<b>Authorisation</b>			
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<b>Equality Impact</b>			
<b>Statement</b>	<p>We welcome feedback on this document and the way it operates. We are interested to know of any possible or actual adverse impact that may affect any groups in respect of any of the Equality Act 2010 protected characteristics.</p> <p>The person responsible for equality impact assessment for this document is the Director of Equality and Diversity.</p>		
<b>Screening</b>	<p>This document has been screened by the Equality Team and the impact has been assessed as:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Not applicable</li> <li><input type="checkbox"/> Low</li> <li><input type="checkbox"/> Medium</li> <li><input type="checkbox"/> High</li> </ul>		

## 1. Purpose

- 1.1. Assessment is the process by which students, parents/carers, deliverers and assistants gain an insight into learning. It is integral to both teaching and learning.
- 1.2. Assessment provides the basis:
  - 1.2.1. for acknowledging achievement (academic and learning for life)
  - 1.2.2. for planning teaching opportunities for learning (academic and learning for life)
  - 1.2.3. for recording experience, developing knowledge and skills
  - 1.2.4. for reporting for a range of purposes and to different audiences e.g. to parents, to governors and to the local authority.
- 1.3. Recording is the means by which deliverers and assistants identify and keep information about learning.
- 1.4. Through the planned use of recording systems information about students' achievements is noted and retained.
- 1.5. Reporting is process of providing information about students' learning and achievements to a range of audiences.

## 2. Scope of Policy

- 2.1. This policy applies to all Future Finders Employability College staff.

## 3. Reason for Review

- 3.1. This policy was reviewed as part of a Group audit.

## 4. Aim(s)

- 4.1. To help **students** to:
  - 4.1.1. recognise and take pride in their own achievements
  - 4.1.2. recognise areas and skills that need to be strengthened
  - 4.1.3. become involved in planning their own future learning
  - 4.1.4. record their own achievements and share these with others
- 4.2. To help **deliverers** to:
  - 4.2.1. have a knowledge of each student's particular abilities, skills and understanding
  - 4.2.2. plan future learning targets for individual students and groups
  - 4.2.3. plan future teaching through evaluation of materials, resources and strategies
- 4.3. To help the **college** to:
  - 4.3.1. provide continuity and progression within college, to home and beyond
  - 4.3.2. evaluate effectively whole college curriculum planning and practice
  - 4.3.3. meet statutory requirements
  - 4.3.4. provide value added data
  - 4.3.5. contribute to effective transitions
- 4.4. To help **parents/carers** to:
  - 4.4.1. know how their child is doing

- 4.4.2. be aware of how best to help and encourage at home
- 4.4.3. participate in celebration of achievements

## 5. Procedures and Practice

### 5.1. Assessment

- 5.1.1. Deliverers compare individual students' achievements against P/NC levels descriptors end-of-year expectations that are broken down into small steps.
- 5.1.2. Assessments are made continuously by deliverers and data is collated three times a year.
- 5.1.3. Assessment focuses on learning processes as well as outcomes.
- 5.1.4. Statutory assessments are completed at the end of each year, where applicable to the ability of the students.
- 5.1.5. Standardised assessments of reading are completed annually where appropriate.
- 5.1.6. Externally accredited courses are run across the college. These offer staff opportunities to validate their assessments through moderation procedures as well as providing nationally recognized data.
- 5.1.7. Students in Future Finders Employability College are assessed using externally accredited programmes. Staff use a college-designed system for recording other achievements which reflect the curriculum focus of independence, employability and social skills. e.g. independent travel skills.
- 5.1.8. Other professionals (e.g. speech and language therapist) make assessments which form part of the whole profile of a student.
- 5.1.9. Students who transfer to Future Finders Employability College from other colleges are assessed during their first term here to identify and confirm their end of year expectations/levels of attainment.
- 5.1.10. Students' attainment on entry forms a benchmark to better inform expectations of progress and predicted levels of attainment
- 5.1.11. Deliverers attend external moderation through the LA. Statutory assessments are also moderated where appropriate. Deliverers also attend moderation with other colleges within the locality.

### 5.2. Recording

- 5.2.1. **Main files:** Kept in the main office filing cabinets and maintained by office staff. Include medical records, care plans, correspondence and essential information sheets.
- 5.2.2. **Assessment files:** Kept centrally and maintained by office staff. Include Educational Health Care Plan, annual reviews, standardised assessment results. All other records are kept electronically.

5.2.3. **Care plans** contain information about the needs of individual students including medication, intimate care etc.

5.2.4. **Photographic records:** During each student's college career, photographic evidence of their achievements in a relation to a variety of curricular and extra-curricular activities is gathered.

### 5.3. **Reporting**

5.3.1. Future Finders Employability College has a statutory obligation to report to parents/carers annually. This is achieved through the annual college report which is passed to parents/carers in July each year.

5.3.2. The annual college report contains information on:

- 5.3.2.1. attendance
- 5.3.2.2. results of end of year assessments
- 5.3.2.3. general comment
- 5.3.2.4. course descriptors for all subjects covered
- 5.3.2.5. comments on students' individual progress in relation to these descriptors
- 5.3.2.6. current deliverer assessment
- 5.3.2.7. predicted results (where appropriate).

5.4. Parents/carers are invited to three meetings per year with the tutor and job coach.

5.5. Parents are invited to an annual review.

5.6. Parents are invited in to discuss the annual college report and given option to comment in writing on report receipt.

5.7. Future Finders Employability College has an 'open-door' policy whereby parents/carers are welcomed in (via appointment for safeguarding purposes) or can telephone in with queries. Parents also have mobile phone numbers for their child's tutor and job coach.

5.8. Knowing our College and the Directors' Annual Reports to Parents are available to all parents/carers.

5.9. Transition plans will be renewed and amended during annual review meetings for all students.

5.10. Results are reported to the Local Authority and DCSF when requested and are in line with statutory requirements.

## 6. **Other useful documents**

- 6.1. Code of Conduct
- 6.2. Disciplinary Procedure
- 6.3. Protecting Vulnerable Adults
- 6.4. Child Protection Policy.

## 7. **Monitoring**

7.1. This policy will be monitored through the Group's accountability framework.