



# Policy for Assessment and Pupil Tracking

(R.E.A.L. Education Ltd.)

(R.E.A.L. Independent Schools, Ilkeston)

(R.E.A.L. Independent Schools, Blidworth)

(R.E.A.L. Independent Schools, Hinckley)

(R.E.A.L. Independent Schools Mansfield (Previously  
RAPS))

Reviewed on: 18/05/21

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**Revision history:**



18/05/21 - Fully revised in light of updated Curriculum Policy and reviewed assessment process.

03/09/2019 - Fully Revised in light of changes to QA, assessment and tracking practices plus some preparation for the new framework.

03/09/2017 - Changes with regards to progress made by the school with regards to tracking and

QA. Also in light of the July 2017 OFSTED

01/03/2014: - No amendments to policy.

01/03/2012: - Policy written for R.E.A.L. Independent Schools.

## Aim

It is our aim that our assessment and pupil tracking policy and processes become part of a cycle of continuous improvement and this policy links very closely to the Marking and Feedback Policy. We believe that assessment is not an end in itself; its purpose is to support teaching and learning by identifying what learners already know and can do and what their next steps should be.

At REAL Independent Schools we offer an inclusive, differentiated and personalised approach to assessment to provide the opportunity for all learners, including those who are from low starting points, to make outstanding progress.

## Initial Assessments and Baseline

In order to be able to accurately measure progress, teaching and support staff need a clear understanding of starting points.

The cohort of children and young people referred to R.E.A.L. Independent Schools share a profile of complex additional needs and are often disenfranchised from the learning experience. Many of our learners have poor self image, low self esteem and an inaccurate view of their own abilities. The initial engagement and assessment process will establish holistic baseline data to inform the Individual Curriculum Intent Profile, an initial assessment of risk and an identified curriculum pathway.

This period of assessment will be led by the identified Learning Manager and in collaboration with the Referral and Intervention Team where appropriate. Information will be collated and recorded on the Assessment Profile.



Assessment is a continuous process to enable us to identify existing and emerging needs and it is expected that for some learners the period of initial engagement and baselining may take a longer period of time.

In order to accommodate the challenges presented by a more formal approach to assessment, and for some learners who may be disengaged from education, REAL Independent Schools team have developed a person centred and graduated approach to assessment. This may include some non-traditional approaches that enable us to gain a broad knowledge and understanding of the individual which will encourage all learners to make strong progress from their starting point.

### **Incidental assessment**

Our flexible and person centred approach to assessment means that we are able to demonstrate where learners' apply different skills within a curriculum area that are outside of the intended session outcome. We need to be alert to the 'wow moments' where a learner engages in a task for the first time or displays a skill or attitude which has not previously been observed. These significant steps need to be valued, recorded and shared with Learning Managers and the other staff working on the individual learners timetable.

### **Assessment, Tracking and Monitoring of Progress**

We have found that formative assessment strategies are the most powerful in ensuring learners are able to make good or outstanding progress. This includes day to day assessment against the specific and measurable learning objectives during their sessions.

In addition Curriculum Leads have a range of summative assessments available for those learners who are accessing the National Curriculum or accredited programmes and who can cope with this. We feel that learning is best assessed through planned assessment tasks and these should ideally be planned for prior to the session taking place. These should be presented to learners as opportunities to 'show off what they know'.

There is an expectation for staff to monitor the progress of learners every session and this should be used to inform planning. Learners will be given a score every session using the progress criteria against their learning objectives. Learners will also be monitored against their individual targets and EHCP intended outcomes as set out within the R.E.A.L Progression Framework on the Evidence for Learning platform. Learning Managers will complete a summative assessment of these half termly. For some learners who may require lots of consolidation, progress scores will likely be over a series of sessions.



In addition to academic progress tracking we also assess, track and monitor learner behaviour, wellbeing and attitude to learning.

Staff record learner progress scores within their lesson preparation and then use these to inform summative assessment decisions for calendared termly learner progress monitoring. Data will be shared with Curriculum Leads, Learning Managers, Deputy Heads, Senior Leaders and Governors. In addition this data is used to inform Raising Achievement Group Meetings and to set challenging short term targets and review longer term targets. This allows us to respond swiftly to any progress concerns and provide early intervention to support learners' continued holistic progress.

## **Reporting Progress**

We will provide a minimum of 2 written reports per academic year to parents and stakeholders. One of these will be inline with EHCP and Person Centred Review Process. Learning Managers will also provide ongoing feedback throughout the academic year as required.

We will report on progress to Governors 3 times per year through the Head of Schools report to Governors. We will provide further data for Governors around accredited outcomes annually.

**Appendix 1 - Progress Monitoring Criteria**

**Appendix 2 - Assessment Process**

**Appendix 3 - Assessment Profile**