



# KISIMUL GROUP

## Education Policy and Procedure

### Assessment for Learning Policy

#### The context

**Calman Colaiste** uses a person centred approach to assessment. Assessment is an intrinsic part of the learner journey in the College. At Calman Colaiste staff believe that young people should be involved in their assessment and it is a process that is 'done with' learners, as opposed to 'done to' learners.

The purpose of assessment at Calman Colaiste is to:

- Provide a context in which learners with autism can demonstrate what they understand.
- Provide motivation, challenge and encouragement to learners to ensure progress
- Develop learners understanding of what he/she needs to do to progress.
- Provide baseline measures to ensure that teaching and learning challenges our learners and gives us the appropriate starting point from which to measure progress.
- Inform planning and target setting
- Track and monitor learner progress
- Evaluate the effectiveness of interventions
- Gather and report information for learners, parents, colleagues and outside agencies.

#### 2. When do we assess?

**Pre enrolment assessment** involves the learner, parents/carers and wider professionals involved in the young person's life. It is a process that supports the learner, parents and carers to make an informed decision about whether they want to proceed with the referral process and for the College to make an informed decision as to whether we can best meet the young person's assessed need.

**Initial (or baseline) assessment** usually takes place in the first six weeks of the academic year/when learners first arrive at Kisimul. We assess learner's current skills set in order to make sure we have a solid foundation from which we can measure progress. We also take account of what is set out in the learner's most up to date Learning Difficulty Assessment, Education, Health and Care Plan.

**Formative assessment** is ongoing assessment of learning. It is used to support learners understand their strengths and areas for improvement. This is a continuous process in the college. Staff take daily notes to share with carers in the handover at the end of a college day.

**Summative assessment** is assessment of learning. It is used to assess a learner's progress after a set period of time. The results of summative assessment inform the setting of new smart targets.

**3. Why do we assess?** We assess learners to allow us to get a picture of their current skills set which in turn allows us to set targets which we can monitor progress against. Assessment is a key component of effective teaching and learning. Assessment affects decisions about support needs, personalised curriculum, and, in some cases, funding. Assessment inspires us to ask questions such as:

- "Are we teaching what we think we are teaching?"
- "Are learners learning what they are supposed to be learning?"
- "Is there a way to teach more effectively, thereby promoting better learning?"

#### **4. What are we assessing?**

- Current skills set against the four curriculum pathways of Employment, Community Inclusion, Independent Living and Better Health.
- How a learner learns
- Adaptive behaviours
- Barriers to learning
- Maths
- English
- Communication
- Occupational Therapy needs
- Speech and Language Therapy needs

#### **5. What assessment tools do we use?**

##### **What are we assessing?**

##### **The tools we use:**

A progression framework for learners on the autism spectrum.

This interactive tool can be used to identify learning intentions and measuring progress based on information from EHCP (Education Health Care Plan)

#### **6. How do we record progress?**

Through formative and summative assessment we can make informed decisions about the distance a learner has travelled with us. The results of formative and summative assessment are recorded in a learner's Individual Learning Plan (ILP). For some learners progress can be measured against learning outcomes set out in accredited learning opportunities. The college is registered with ASDAN and AQA Unit Awards Scheme.

**7. How do we report on progress?** All staff have a responsibility for reporting on progress and achievement – our learners have the opportunity to demonstrate their skills and learning throughout the college day and not just in formal teaching time. Tutors are responsible for the upkeep of Tracker Files. The central point for recording progress and achievement is the Individual Learning Plan (ILP).

Annual Reviews for all learners with EHCP.

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