



Beaumont College

Assessment Policy

Document Control

Initial purpose and scope of the new policy/procedure agreed by:	Julia Park , September 2024
Delegated Reviewer	Julia Park, 24 02 2025
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Date of the next review:	July 2026

Our Commitment to Implementing Robust Assessment Procedures

At Beaumont College we are committed to creating high quality teaching and learning environments across all curriculum pathways and across all six sites with high achievement as our aim.

We plan for young people to reach their fullest potential and support them to learn the skills, knowledge and understanding and to gain increased confidence and capability to become the best versions of themselves on their journey to adulthood.

Beaumont College recognises that not all achievements can be formally measured and therefore we celebrate all achievements in many ways.

Related Policies:

- Curriculum Strategy
- Learner Voice Strategy
- PSHE and SRE Policy and Procedure
- Quality Assurance Policy and Procedure
- Sampling Products of Assessment and Assessor Feedback Policy

The Aims of Assessment:

- To provide information to identify and support the next steps in learning and to inform planning for improvement, progression, transference of skills and achievement
- To track the progress made by everyone
- To gather achievement data that can be used to inform planning
- To analyse the performance of groups or pathways of students to identify areas of strength and areas for improvement across curriculum provision
- To evaluate the effectiveness of interventions
- To gather and report information for learners, parents, colleagues, and outside agencies

The Purpose of Assessment:

- To establish starting points and plan for sequenced learning
- To help learners learn by providing daily feedback on their progress and what they need to do to improve – this can be formative or summative
- To help teachers teach more effectively and plan sequential, individualised learning
- To provide accurate achievement data for the college stakeholders

The Types of Assessment:

Formative Assessment – the information that is gained to form or affect the next steps in learning

Diagnostic Assessment – finding out what attitudes, knowledge, understanding or skills need for them to be successful in the next steps of their learning

Evaluative Assessment – evaluating the impact of planned teaching on learner progress and achievement to inform curriculum strategy and development

Summative Assessment – systematic recording of achievement data that provides a summary of what has been learned, attained and achieved at any given point in time

We feel that assessment types must:

- Be positive
- Be manageable
- Be useful, used, understood, and be fit for purpose for a range of stakeholders including the young person themselves
- Be consistent and appropriate for each curriculum pathway
- Actively engage learners in their own learning process and self-evaluation process wherever possible and where learners have capacity to undertake this

Our Strategies used for Assessment:

We implement a broad range of assessment strategies, and these are appropriately applied according to the cognitive level of the learner cohort within each pathway in the pathway structure of the curriculum

Assessment strategies are personalised and differentiated to the needs of individual learners

Assessment strategies are applied proportionately to the levels of study being undertaken for accredited learning. The courses offered by college are largely Entry 1 to Level 1 and assessment responses are set against standardised criteria outlined by awarding bodies

Range of Assessment Strategies:

Strategy:	SC	C&I	SfIL	LTTP	SfE
Choice making	*	*	*	*	*
Decision Making	*	*	*	*	*
External Accreditation – portfolio work			*	*	*
External Accreditation- practical tasks			*	*	*
*External Accreditation – Test Papers			*	*	*
Evaluative Skills			*	*	*
Feedback from peers and the assessor	*	*	*	*	*
Formal Assessment Against specific frameworks	*	*	*	*	*
Group Work/ Teamwork	*	*	*	*	*
Multiple Choice Questions			*	*	*
Observations	*	*	*	*	*
Project work			*	*	*
Problem Solving	*	*	*	*	*
Pathway Skills Assessments	*	*	*	*	*
Paired Work	*	*	*	*	*
Practical Tasks	*	*	*	*	*
Presentations			*	*	*
Proof Reading own work/ Marking own work			*	*	*
Question and Answer			*	*	*
Reduction of Support to check understanding			*	*	*
Research Work			*	*	*
Sharing Learning Outcomes	*	*	*	*	*
Sharing Success Criteria	*	*	*	*	*
Witness Statements	*	*	*	*	*
Written Work			*	*	*
Worksheets			*	*	*
					*

Assessment Processes:

During sessions, teachers plan to engage in the following activities which support assessment:

- Assess learners understanding during student induction. This process extended beyond a week period throughout baseline assessment and consolidated over a learners' first term. This enables learners to work at their own pace
- Assess learner's baseline learning levels to establish individual's starting points
- Share learning objectives with learners in language/ format they can understand
- Set high expectations
- Provide clear success criteria at an individual level
- Provide modelling/exemplars to show what is expected
- Provide opportunities for self-assessment and peer assessment where appropriate
- Provide opportunities for learners to reflect on their own learning using appropriate communication methods at an appropriate level
- Provide next steps feedback, verbally, on marked work (as appropriate *) and in instructions to support staff, so that they are clear about how to move a student forward in their learning
- Evidence, monitor, and record achievement using RARPA, Databridge and accredited learning
- Display work and celebrate small steps achievement
- Use starter activities and plenaries to check understanding and recap learning within and between lessons.

Where learners' have needed assistance to complete a piece of work, the work should clearly show the level of assistance that has been provided so that assessment judgements are accurate. Witness statements are used to provide staff witness to student progress where they are not able to write or demonstrate this for themselves

Every effort is to be made to mark work to allow learners to assess their own progress where they can do this in a meaningful way. Some learners will struggle with their work being marked and Teachers need to be sensitive to that fact and feedback by an alternative method. I.e. for some learners this could be visually or modelled.

Within six weeks of a student entering the school or college, baseline assessments should be completed. These will take account of prior attainment data, observations, and criteria-based assessments.

Review:

Assessment structures and frameworks used include EHCPs, RARPA, External Accreditation, Routes for Learning, PSHE Framework and Autism Education Trust Progression Framework

Summative assessments are completed holistically, i.e. not half termly/termly. However, they must be signed off as achieved/not achieved at the end of an academic year. Progress is tracked within the software enabling managers to clearly identify under achievement.

Monitoring:

As part of the college quality cycle process's there are scheduled opportunities throughout the year for the robust monitoring of progress and achievement for all learners. Included in this process is formal standardisation and moderation of accredited learning.

This will ensure progress and achievement is as expected, identify any gaps in learning or identify any additional support required to support the learner to achieve.

Reporting:

Progress is formally reported to parents/carers and local authorities at the annual review. In addition, annual progress reports are provided for parents and carers or local authority stakeholders.

Responsibilities:

The Director of Education, Education Quality Manager, Principal, Assistant Principal, Head of Learning, Pathway Co-ordinators, and Lead Tutors have responsibility for:

- Ensuring that quality assessment is an ongoing process. Learning Walks, formal lesson observations and training opportunities (CPD) are part of this process. In addition, the monitoring and evaluation schedule clearly sets out when evaluation and review will take place.
- Ensuring that summative assessments are completed appropriately. (Assessment of learning at Beaumont College is a holistic process and not time bound)
- Maintaining the tracking database and reporting to the appropriate member of the senior management team
- Ensuring that the assessment policy is applied fairly and consistently across all college sites and reviewed regularly in line with the college development plan and self- assessment processes

The teacher is responsible for:

- Ensuring that sessions are planned in such a way as to include Assessment for Learning
- Ensuring that summative assessments are completed holistically
- Ensuring that planning is individualised so that progress steps can be met
- Ensuring that support staff fully understand their role in using assessment information to support learner's' learning
- Ensuring that learner is requiring additional support to work towards targets are provided with appropriate interventions
- Providing accurate quality reports for parents/carers and local authorities and any other interim reports that may be required.
- The Annual Objectives and steps will be reviewed holistically, and the outcomes will be recorded.

Equal Opportunities:

Beaumont College supports the rights of all learners to equal access and opportunities regardless of age, culture, religion, gender, ability, disability, or sexuality.

The College promotes an ethos of respect for everyone.

Appendix 1 – Subjects and Assessment Methods (RARPA and Accredited)

Subject	RARPA *yes	Accredited *yes
Art	*	*
Art in The Community	*	
Arts Award	*	*
Boccia	*	
Catering	*	*
Communication	*	
Community	*	
Community Skills	*	
Community Skills (Hol gates)	*	
Community Spaces	*	
Concepts of Cooking	*	
Connection	*	
Cooking	*	*
Cooking and Catering	*	*
Dance	*	
Dance – IC	*	
Dance – SC	*	
Enterprise	*	*
Environment	*	
Environment and Outdoor Adventure	*	*
Exploration	*	
Exploratory Art	*	
Exploring the Arts	*	
Expressive Arts	*	
Fitness	*	*
Forest Schools	*	*
Fun Fit	*	
Functional Skills and Employability Skills	*	*
Functional Skills – Accreditation	*	*
Functional Skills/ ICT	*	*
Functional Skills/ Skills for Life & Learning	*	*
Get Connected	*	
Horse and Stable Skills	*	
Horticulture	*	*
Independent Living Skills	*	*

Interactive Media	*	
Interactive Media – SC	*	
Media	*	*
Media Studies	*	*
Movement and Mindfulness	*	
Multimedia	*	*
Music	*	*
Music – IC	*	
Music – SC	*	
Music and Movement	*	
Music Company	*	*
Outdoor Adventure	*	*
Outdoor Adventure and Wellbeing	*	*
Outdoor Experience	*	*
PSHE	*	*
Sensory Cooking	*	
Sensory Wellbeing	*	
Skills Building	*	*
Skills for Life And Learning	*	*
Stretch and Chill	*	
Student Union	*	*
Transition Action Planning TAP	*	*
The Space Between	*	
Trampolining	*	
Personal Development	*	*
Wellbeing	*	
Work Skills/ placements	*	*
Yoga	*	

Reasonable Adjustments and Special Considerations Policy

Beaumont College will assess if there are any reasonable adjustments required to be put in place to enable an individual to access an assessment process fairly and reasonably.

The college will seek permission for reasonable adjustment to be put into place by requesting this using the appropriate process used by each awarding body.

- **Ascentis**
- **Open Awards**
- **Trinity College Arts Award**

Person Responsible for Reviewing the policy: Julia Park (Assistant Principal)

Version Control:

Version Number	Date	Status	Changes
V1.0	24 February 2025	Final	New policy