ASSESSMENT POLICY

Policy implemented:	February 2025
Last reviewed:	September 2026
Next review due:	September 2027

EQUALITY AND DIVERSITY STATEMENT

Salutem Care & Education is committed to the fair and equitable treatment of all individuals in accordance with the Equality Act 2010. An Equality Impact Assessment has been completed for this policy to ensure it can be applied consistently and without discrimination. Salutem Care & Education is committed to safe, high-quality, person-centred services that uphold people's rights and dignity.

All colleagues (including volunteers, agency workers and contractors) must follow this policy, guided by our values. Policies are reviewed every two years; if a review is delayed, the current version remains in force until approved by the Policy Sponsor.

Training will support understanding, and people we support will be involved in reviews. Local procedures may support this policy, but corporate policies must not be changed locally without formal approval.

This policy must be shared with all colleagues. The controlled version is on BLINK; printed/downloaded copies may be out of date

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1. Summary

Assessment is fundamental to high-quality teaching and learning at Beaumont College. As a specialist further education college, assessment is used to establish learners' starting points, recognise progress, inform planning and support achievement of individual learning outcomes, EHCP outcomes and preparation for adulthood.

The College recognises that learners demonstrate progress in different ways and that not all achievement can be measured through formal assessment. Assessment therefore captures academic, vocational, independence, communication and personal development achievements using a range of accredited and non-accredited assessment approaches.

Assessment information is used to monitor progress, inform teaching, evaluate interventions and provide meaningful information to learners, families, carers, local authorities and other stakeholders. Beaumont College is committed to ensuring that assessment is person-centred, inclusive, accessible and proportionate, enabling every learner to demonstrate their knowledge, skills and achievements.

2. Document Control

Policy Sponsor (Name & Role):	Leanne Hornby
Policy Reviewer (Name & Role):	Aaron Churchyard (Quality Manager for Education)
Approved by (Name/Role):	Melinda Glover (Quality Assurance Inspection & Regulation Director)
Date Implemented:	February 2025
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Controlled Copy Location:	☐ BLINK ☐ Education Policy Hub	
Policy category (tick):	☐Safeguarding ☐ Care practice ☐ Education ☐ Other: [ ]	☐ Health & Safety ☐ HR/People ☐ Information Governance
Policy Applies to:	**People we Support** ☐ Children/young people ☐ Adults ☐ Learners **Workforce** ☐ Permanent ☐ Bank ☐ Agency ☐ Other: [ ]	☐ Families/Carers ☐ Volunteers ☐ Contractors

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4. Definitions

4.1 Assessment

Assessment is the process of gathering, interpreting and using information about a learner's knowledge, skills, understanding and development to support learning, measure progress and inform future planning.

4.2 Baseline Assessment

Baseline assessment is completed when a learner joins Beaumont College to establish their starting point. This information is used to inform personalised learning programmes, identify strengths and areas for development, and support target setting against individual outcomes.

4.3 Formative Assessment

Formative assessment is an ongoing process that takes place during teaching and learning activities. It is used to identify learner understanding, inform next steps, adapt teaching approaches and provide feedback that supports progress.

4.4 Summative Assessment

Summative assessment evaluates learner progress and achievement over a period of time. It is used to review progress against curriculum targets, EHCP outcomes, accredited learning requirements and individual learning goals.

4.5 Diagnostic Assessment

Diagnostic assessment is used to identify a learner's strengths, needs, barriers to learning and support requirements. It may include assessments relating to communication, cognition, physical development, sensory needs, functional skills and independence.

4.6 Evaluative Assessment

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Evaluative assessment measures the impact and effectiveness of interventions, therapies, support strategies and teaching approaches to determine how successfully they contribute to learner progress and outcomes.

4.7 RARPA (Recognising and Recording Progress and Achievement)

RARPA is a recognised framework used to plan, record and evaluate progress in non-accredited learning. It supports the identification and recognition of individual achievement and progress towards personalised learning outcomes.

4.8 Education, Health and Care Plan (EHCP)

An Education, Health and Care Plan (EHCP) is a statutory document issued by a Local Authority that outlines a learner's special educational needs, required provision and intended outcomes. EHCP outcomes inform assessment, target setting and progress reviews.

4.9 Accreditation

Accreditation refers to qualifications or units awarded through recognised awarding organisations. Accredited learning provides formal recognition of achievement against nationally recognised assessment criteria.

4.10 Learner Voice

Learner Voice refers to the active involvement of learners in discussing, reflecting upon and evaluating their own learning, progress and future goals using methods appropriate to their communication and support needs.

4.11 Reasonable Adjustments

Reasonable adjustments are adaptations made to assessment methods, resources, environments or support arrangements to ensure learners with Special Educational Needs and Disabilities (SEND) can access assessment fairly and demonstrate their knowledge, skills and understanding.

4.12 Data bridge

Data bridge is the College's learner progress tracking system used to record, monitor and analyse progress, achievement and assessment information across pathways and curriculum areas.

4.13 Routes for Learning

Routes for Learning is an assessment framework used to support learners working at early developmental stages by identifying and recording small steps of progress across a range of learning and developmental areas.

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4.14 Autism Education Trust (AET) Progression Framework

The Autism Education Trust Progression Framework is a structured assessment tool used to identify, monitor and support the development of learners with autism across areas including communication, social understanding, emotional regulation and independence skills.

Principles

5.1 Commitment

Beaumont College is committed to creating high-quality teaching and learning environments across all curriculum pathways and locations, with assessment forming an integral part of the learner journey. Assessment supports learners to develop the skills, knowledge, understanding and confidence required to achieve their individual aspirations and prepare successfully for adulthood. The College recognises that learners make progress in different ways and therefore adopts an inclusive approach that values both accredited and non-accredited achievement across academic, vocational, communication, independence and personal development outcomes.

5.2 Purpose of Assessment

Assessment enables staff to understand what learners know, understand and can do, whilst identifying strengths, barriers to learning and future priorities. It is used to establish starting points, inform personalised programme planning and provide accurate information about learner progress and achievement. Assessment also supports the evaluation of teaching, therapies, interventions and curriculum provision to ensure that learners receive the most effective support possible.

5.3 Baseline Assessment

All learners' complete baseline assessment during the early stages of their programme. This process draws upon prior attainment information, EHCP outcomes, observations, pathway-specific assessment tools and where appropriate, advice from therapists and specialist professionals. Baseline assessment provides a clear understanding of individual starting points and ensures learning programmes are tailored to meet each learner's strengths, needs and aspirations.

5.4 Assessment Approaches

Beaumont College uses a range of formative, diagnostic, evaluative and summative assessment approaches to provide a holistic understanding of learner progress. Formative assessments take place continuously throughout teaching and learning activities and helps staff adapt their practice in response to learner needs. Diagnostic assessment supports the identification of barriers to learning and informs individualised support strategies. Evaluative assessment is used to measure the effectiveness of interventions and support arrangements, whilst summative assessment provides an overview of progress and achievement over time, including progress towards EHCP outcomes and accredited learning objectives.

5.5 Assessment in Practice

Assessment is embedded within daily teaching and learning activities and is used to inform planning, delivery and review. Staff gather assessment information through a variety of methods, including observation, questioning, practical activities, project work, learner reflection, witness statements, portfolio evidence and accredited assessment activities. Assessment strategies are selected according to the individual needs of learners and the requirements of each curriculum pathway, ensuring that assessment remains accessible, meaningful and relevant.

5.6 Learner Participation

Beaumont College believes that learners should be actively involved in their own assessment wherever possible. Learners are supported to understand their learning goals, reflect upon their achievements and contribute to discussions about their progress and future aspirations. Appropriate communication methods, visual resources, assistive technology and person-centred approaches are used to ensure every learner can participate meaningfully in the assessment process.

5.7 Feedback and Recognition of Achievement

Feedback is a vital aspect of assessment and is used to support learning, build confidence and celebrate achievement. Feedback should be timely, meaningful and accessible to the learner, enabling them to understand what they have achieved and what they need to do next. The College recognises that traditional written feedback may not always be appropriate and therefore

encourages the use of verbal feedback, modelling, visual supports and communication-based approaches where these better meet individual needs.

5.8 Recording and Monitoring Progress

Learner achievement is recorded and monitored using a range of recognised systems and frameworks including EHCP outcomes, RARPA, Data bridge, accredited learning programmes, Routes for Learning and the Autism Education Trust Progression Framework. These systems provide evidence of learner progress and support staff in identifying achievement, recognising areas requiring further support and ensuring learners continue to make meaningful progress throughout their programme.

5.9 Reporting Achievement

Assessment information is used to provide accurate and meaningful reports to learners, families, carers, local authorities and other stakeholders. Progress is reported through annual reviews, EHCP review processes, learner reports, accredited achievement records and transition planning activities. Reporting arrangements are intended to celebrate success, support informed decision-making and ensure all stakeholders have a clear understanding of learner progress and future priorities.

5.10 Reasonable Adjustments

Beaumont College is committed to ensuring that assessment is fair, inclusive and accessible. Where required, reasonable adjustments will be implemented to assessment activities, methods and environments to enable learners to demonstrate their skills, knowledge and understanding. For accredited qualifications, adjustments will be applied in accordance with awarding body requirements and regulatory guidance.

5.11 Data Protection and Confidentiality

Assessment information will be managed in accordance with organisational policies and data protection requirements. Records will be maintained accurately, stored securely and shared only with individuals who have a legitimate professional need to access the information. The College will

ensure that assessment information is used responsibly to support learner progress whilst maintaining dignity, privacy and confidentiality.

6. Monitoring, Audit and Compliance

6.1 Monitoring Learner Progress

Beaumont College is committed to ensuring that assessment information is used effectively to support learner progress, achievement and positive outcomes. Progress is monitored throughout a learner's programme using a range of assessment frameworks, recording systems and quality assurance processes. This enables staff to identify achievement, recognise emerging barriers to learning and implement appropriate support and intervention where required.

Assessment information is reviewed regularly to ensure learners are making expected progress towards their individual targets, EHCP outcomes, accredited learning objectives and preparation for adulthood goals. Where progress is below expectations, additional investigation and support may be implemented to identify and address the factors affecting achievement.

6.2 Quality Assurance and Standardisation

Assessment forms part of the College's wider quality assurance framework and is subject to regular monitoring to ensure that assessment practices remain accurate, consistent and effective across all curriculum pathways and college locations.

Quality assurance activities may include:

- Learning walks.
- Lesson observations.
- Work scrutiny.
- Progress reviews.
- Assessment sampling.
- Internal standardisation activities.
- Internal moderation of accredited learning.
- Review of learner progress data.

These activities help to ensure that assessment judgements are secure, evidence-based and consistently applied across the College.

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6.3 Monitoring Assessment Systems

The College uses a range of assessment and tracking systems, including RARPA, Databridge, EHCP outcomes, Routes for Learning, Autism Education Trust frameworks and accredited learning programmes to monitor progress and achievement.

Regular monitoring of these systems enables leaders to:

- Evaluate learner progress and achievement.
- Identify trends across learner groups and pathways.
- Monitor the effectiveness of teaching and interventions.
- Identify areas requiring additional support or resource.
- Inform curriculum planning and development.
- Support strategic decision-making and self-assessment processes.

6.4 Reporting and Review

Assessment information is reviewed throughout the academic year and contributes to learner reviews, annual reviews, curriculum evaluations and quality improvement activities.

Progress information may be reported to:

- Learners.
- Parents and carers.
- Local Authorities.
- Funding bodies where required.
- External awarding organisations.
- Senior leaders and managers.
- Multi-agency professionals supporting the learner.

Reporting arrangements are designed to ensure that stakeholders receive accurate, meaningful and timely information regarding learner progress and achievement.

6.5 Compliance

Compliance with this policy is mandatory and forms part of Beaumont College's commitment to providing high-quality education and maintaining robust assessment practices.

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Leaders will monitor the implementation of this policy through quality assurance activities, assessment reviews and performance monitoring processes. Where inconsistencies or areas for development are identified, appropriate actions may include:

- Additional guidance and support.
- Staff training and professional development.
- Review of assessment practices and procedures.
- Enhanced monitoring and quality assurance activity.

6.6 Continuous Improvement

Assessment practice will be reviewed regularly to ensure it remains responsive to learner needs, aligned with curriculum developments and reflective of current best practice within specialist further education.

Information gathered through monitoring, moderation, learner progress reviews and quality assurance activities will be used to continuously improve assessment processes, strengthen learner outcomes and ensure that assessment remains meaningful, person-centred and effective across all areas of College provision.

7. Areas of Responsibility

7.1 Director of Education, Principal and Assistant Principal

The Director of Education, Principal and Assistant Principal are responsible for ensuring that assessment remains an integral part of teaching, learning and quality improvement across Beaumont College. They provide strategic oversight of assessment systems, monitoring arrangements and reporting processes to ensure that assessment practice remains accurate, meaningful and aligned to the needs of learners.

They are responsible for ensuring that assessment information is used effectively to support learner achievement, curriculum development and organisational self-evaluation. Through quality assurance processes, progress reviews and leadership monitoring activities, they will evaluate the effectiveness of assessment systems and ensure that assessment remains consistent across all college sites and curriculum pathways.

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7.2 Pathway Co-ordinators

Pathway Co-ordinators are responsible for monitoring learner progress within their curriculum areas and ensuring that assessment information is accurate, current and used effectively to inform learning. They support staff in implementing assessment procedures consistently and contribute to quality assurance, moderation and learner progress review activities.

They are also responsible for identifying learners who may require additional support or intervention and for ensuring that assessment information contributes to effective planning, target setting and review processes.

7.3 Teachers

Teachers are responsible for embedding assessment within everyday teaching and learning activities. They will use assessment information to identify learner strengths, plan personalised learning opportunities and monitor progress towards individual targets, EHCP outcomes and accreditation requirements.

Teachers are responsible for:

Completing baseline assessments within agreed timescales.

Using a range of formative, diagnostic, evaluative and summative assessment methods.

Providing meaningful and accessible feedback to learners.

Recording achievement accurately using agreed systems and frameworks.

Monitoring learner progress and implementing appropriate next steps.

Contributing to annual reviews, reports and progress discussions.

Ensuring assessment evidence accurately reflects learner performance and levels of support provided.

7.4 Learning Support and Specialist Staff

Learning Support Workers, Therapists and other specialist professionals contribute to the assessment process through observation, feedback and the recording of learner progress. They play an important role in identifying achievements, supporting evidence gathering and providing professional insight into learner development.

All staff supporting learning are expected to understand learner targets and outcomes and contribute appropriately to assessment and review processes.

7.5 Quality Team

The Quality Team is responsible for providing oversight and assurance that assessment processes are implemented consistently across the College. This includes supporting quality assurance activities, assessment reviews, moderation processes and the monitoring of learner progress data. The Quality Team will work with education leaders to identify strengths, areas for development and opportunities for continuous improvement in assessment practice.

7.6 Learners

Learners are encouraged to actively participate in assessment activities and take an appropriate level of responsibility for their learning. Where possible, learners should be supported to understand their targets, recognise their achievements, reflect on progress and contribute to discussions regarding future goals and learning priorities.

The College recognises that learners may require different approaches to participation and will provide appropriate support to ensure assessment remains meaningful and accessible.

7.7 Families, Carers and Stakeholders

Families, carers and external stakeholders play an important role in supporting learner progress and achievement. The College values collaborative working and will ensure that assessment information is shared appropriately through reports, reviews and ongoing communication.

Parents, carers and stakeholders are encouraged to contribute relevant information that may support assessment, planning and the identification of learner needs, strengths and aspirations.

7.8 Organisational Responsibilities

It is the responsibility of each department to ensure that the most up-to-date versions of policies are maintained and implemented. The Quality Team is responsible for ensuring that policies remain accessible across the organisation.

Managers are responsible for communicating policy updates, monitoring implementation and confirming understanding through supervision, team meetings, observations and quality assurance activities. Compliance with this policy is mandatory and failure to follow agreed assessment

processes may compromise learner outcomes, quality assurance arrangements and regulatory compliance.

8. Learning and Development

8.1 Training and Development

Beaumont College is committed to ensuring that staff have the knowledge, skills and confidence required to implement effective assessment practices. Training will support staff in understanding assessment frameworks, recording systems, quality assurance processes and the use of assessment information to improve learner outcomes.

8.2 Induction and Ongoing Support

All staff involved in teaching, learning and assessment will receive induction and ongoing guidance relating to assessment procedures, RARPA, accredited learning, EHCP outcomes, recording systems and inclusive assessment approaches. Staff will be supported through supervision, appraisal, moderation activities and professional development opportunities.

8.3 Quality Assurance and Continuous Improvement

Managers will monitor assessment practice through quality assurance activities, observations, moderation and review of assessment records. Where development needs are identified, appropriate support and training will be provided. Learning from quality assurance activities, learner progress reviews and external verification processes will be used to continuously improve assessment practice across the College.

8.4 Staff Responsibilities

Staff should discuss assessment-related learning and development needs with their line manager through supervision, appraisal and ongoing professional development conversations to ensure they remain confident and competent in fulfilling their role.

9. Associated Documents

- Curriculum Strategy
- Learner Voice Strategy
- Quality Assurance Policy and Procedure
- Sampling Products of Assessment and Assessor Feedback Policy
- PSHE and SRE Policy and Procedure
- Teaching and Learning Policy
- SEND Policy
- Safeguarding and Child Protection Policy
- Positive Behaviour Support Policy
- Equality, Diversity and Inclusion Policy
- Data Protection and Information Governance Policies

10. Legal, Regulatory & Standards Framework

- Children and Families Act 2014.
- SEND Code of Practice: 0 to 25 Years.
- Equality Act 2010.
- Data Protection Act 2018.
- UK General Data Protection Regulation (UK GDPR).
- Keeping Children Safe in Education (KCSIE).
- Education and Skills Funding Agency (ESFA) funding and compliance requirements.
- Individual Learning Record (ILR) requirements.
- Ofsted Education Inspection Framework.
- RARPA (Recognising and Recording Progress and Achievement) Guidance.
- Awarding Organisation Assessment and Quality Assurance Requirements, including Ascentis, Open Awards and Trinity College Arts Award.
- Local Authority commissioning and review requirements.
- Relevant local safeguarding partnership procedures and multi-agency safeguarding arrangements.

11. Version Control

This is a controlled document. As a controlled document, any printed copies of this document, or saved onto local or network drives should be actively monitored to ensure the latest version is always available.

Version Number	Date	Author	Summary of Changes	Approved By
V1	February 2025	Julia Parks	New policy	Craig Harris
V2	January 2026	Lauren Hill	Changes to CSLT and who monitors quality of education updated. Further information added.	Craig Harris
V3	July 2026	Lauren Hill/ Aaron Churchyard	Policy migrated to Beaumont Lancaster 2026 template. Content reviewed and expanded to improve clarity, consistency, assessment governance, quality assurance and compliance. Enhanced alignment with specialist FE, SEND, RARPA and accredited learning requirements. No material changes to existing assessment procedures.	Melinda Glover
V4	September 2026	Leanne Hornby / Aaron Churchyard	Reviewed and change to policy sponsor made.	

12. Appendices

- Appendix A: (e.g., checklist)
- Appendix B: (e.g., flowchart)