

# Orbis Schools Wales: Assessment and Accreditation policy.

Policy Number:	EDW001	Originator:	Rachel Hackling
Issue Number:	1	Authoriser:	Amanda Morgan-Taylor
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Next Review Due:	02/2022	Policy Location:	All Files/Radar

## 1. Introduction

**1.1** At Orbis Education and Care the purpose of education is to promote positive change and development in the lives of our pupils. This is achieved by creating an inclusive, positive, person centred environment, which provides stimulating, focused and empowering opportunities for each learner. These experiences and opportunities can become increasingly focused, relevant and specific to individuals at Orbis through the use of appropriate assessment.

**1.2** *“Teachers, and learners themselves, are continually making judgements about their progress. Learners may be comparing their own achievements with those of others in ways which may or may not be helpful. Whether assessment is formal or informal, a dialogue about the criteria upon which assessments are made is needed”.*

<http://www.excellencegateway.org.uk/page.aspx?o=assessment>

**1.3** The Qualifications and Curriculum Development Agency states that programmes of study should include “assessment and accreditation that is ongoing and builds recognition and confidence. The qualifications included should be determined by a learner’s needs, interests and aspirations, leading to successful progression into further learning and work, post-16”. Pupils at Orbis Education and Care will therefore be given the opportunity to follow appropriate accredited programs where appropriate. For the pupils who do not follow accredited programs assessment is equally important and is supported by small steps assessments.

**1.4** In addition to academic assessments, due to the complex needs of our pupils, clinical assessments are used to promote progress. These could be used by any member of the multidisciplinary team including occupational therapy, speech and language therapy, behavioral specialists, psychology or psychiatry. This list is not exhaustive. The appendix to this policy shows all assessments available across the organisation. These may vary dependent on the curriculum, need and site of a pupil. This list is not exhaustive.

## 2. Process

Orbis Schools (Wales) delivers:

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# Orbis Schools Wales: Assessment and Accreditation policy.

- Aims appropriate to an individual learner or groups of learners (clearly stated learning aims)
- Initial assessment to establish the learner's starting point
- Identification of appropriately challenging learning objectives: initial, renegotiated and revised
- Recognition and recording of progress and achievement during programme (formative assessment): teacher feedback to learners, learner reflection, progress reviews
- End-of-programme learner self-assessment; teacher summative assessment; review of overall progress and achievement
- Bi-annual education reports
- Key questions of the Common Inspection Framework
- Regular clinical assessment
- Bi-annual clinical reporting.

## 3. Aims

### This policy aims to:

- Improve learning through specific, constructive, periodic feedback to teachers, parents, and pupils, which is acted upon.
- Follow assessment and recording procedures to meet specific statutory requirements to parents, Local Education Authorities and other agencies, which may require them.
- To inform individual and group targets
- To give opportunity for self-assessment (for pupils and teachers)
- To provide initial and baseline assessments for every pupil to aid their integration into an appropriate class
- To complete relevant and ongoing formative assessment to increase the standard of teaching and learning
- Use relevant accreditations (where appropriate) to develop pupil sense of achievement.
- To provide consistent judgement of progression
- To use a variety of assessment techniques to provide fair overall assessment
- To use clinical assessment to further pupil progress.

## 4. Strategy for Implementation

### In order to achieve the aims outlined above the school will endeavour to:

- Use specific and appropriate baseline assessment, which do not cause stress to the individual.

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- Identify opportunities for formative assessment in schemes of work. Incidental learning will also be recorded where relevant.
- Use examples of pupils' work assessed, to help them to understand their strengths and weaknesses and create targets for their improvement.
- Give pupils clear and understandable targets and feedback about their achievements.
- Keep records of assessment (including baseline assessment, marking, educational reports, observation notes, review documents, individual education plans and transition information).
- Undertake summative assessments where appropriate (summative assessments can include pupil self-assessment, formal exams, teacher summary of module, group summary of module)
- Communicate targets for improvement with parents during annual reviews and parent visits.
- Staff will moderate work within their team. Regular discussions will take place across teams to ensure continuity and progression across the school.
- IEP targets will be assessed every term.
- Promote collaboration between all stakeholders to set targets (IEP or clinical)
- Support the Director and Head of Education to monitor the policy and practice.
- Provide pupils with a record of their progress and achievement. This will take the form of examples of work, baseline assessments, individual education plans and a list of any accreditations gained.

## 5. Planning and Delivery of Assessment

On entry at Orbis all pupils undertake a transitional assessment period, this includes Literacy and Numeracy assessments, the implementation of a draft timetable, completion of risk assessments and the introduction of an individual education plan. Formal schemes of work and weekly plans are written, implemented and amended where necessary by each teacher, with guidance and monitoring from the Head of Education. These schemes refer to assessment opportunities to assist progression in these areas and to develop transferable skills.

## 6. Accreditation

6.1 We aim to use a variety of accredited programmes, dependent on individual need, from the following providers:

- ASDAN
- Agored Cymru
- AQA

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- Duke of Edinburgh
- London School of Financial Excellence

## 7. Orbis believes in the following principles relating to access to accreditations:

- All pupils have an individual entitlement to experience a broad, balanced relevant and differentiated learning pathway that is supportive of their personal aims
- The pupil pathway/curriculum should be meaningful, realistic and achievable
- Accreditations should be seen as a form of celebrating achievements and not as the actual achievement
- The experience of participation and exposure to new activities should be paramount in any programme that is planned for our learners
- Slow progression may be recorded, however personal learning goals and annual assessments should map the distance travelled for each learner and inform areas for future development
- An array of motivational tools should be utilised across the school to ensure that the individual pupils have a clear vehicle for learning, thus captivating them to become engaged
- Opportunities to play an active role and evaluate the pupils own work must be provided where possible, celebrating and highlighting strengths and areas for development
- Standardisation among staff should be encouraged when compiling work that is to be entered for formal qualifications/accreditations.
- Internal verification of formal awards should become standard practice and shared amongst the team.

## 8. Quality Assurance for accreditations

### 8.1 Verification Sampling Strategy

The awarding bodies recommend the following as good practice in sampling assessments.

### 8.2 Formative Sampling

The Internal Verifier (IV) should intervene at different stages in the process. This will avoid the problem of 'end-loaded' sampling and enable the IV to detect problems at an early stage. It will provide an opportunity to highlight the needs of individual teachers who deliver formal sessions and share good practice.

### 8.3 Summative Sampling

This involves reviewing the quality of the assessment decisions by evaluating how the teacher has reached the decision to enter a pupil for a formal qualification/accreditation. The IV must be

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able to follow an audit trail which clearly demonstrates that the teacher has checked that the evidence presented meets the 'rules of evidence'.

8.4 Evidence must have been confirmed by the teacher as:

## **Valid**

Relevant to the standards expected by the awarding bodies

## **Authentic**

Produced by the pupil (level of support highlighted)

## **Reliable**

Accurately reflects the level of performance which has been consistently demonstrated by the pupil.

## **Current**

Sufficiently recent to be confident the same level of skill/understanding/knowledge exists at the time of entrance

## **Sufficient**

Provides a full cross reference of the pupil's personal abilities

## **7.9 The strategies should ensure that:**

The samples of work should represent a sufficiently accurate picture of the quality of assessment within the school, to be confident that the pieces of work not sampled also meet expected standards.

- The Internal Verifier and Head of Education monitor the assessment decisions of each teacher in accordance with their level of experience.
- The Internal Verifier samples the full range of assessment methods used to establish the level of attainment for each pending award.
- The samples take account of all candidate cohorts, across all awards ensuring continuity.

The above system will be monitored, reviewed and updated on a continuous basis to ensure that the school delivers a quality provision to all pupils in accordance with the guidance issued by awarding bodies.

## **7.10 Standardisation Meetings**

In addition to the above, termly standardisation meetings will be held to ensure that each teacher makes valid decisions, that all teachers make the same decision on the same evidence and that all candidates are assessed fairly. Education meetings will provide opportunity for staff to raise

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areas of concerns/difficulty on a weekly basis. In addition to timetabled standardisation meetings, additional meetings will be held to discuss specific issues, new awards and revised documentation etc.

*“The simplest means of completing a standardisation review is to collate copies of evidence presented for unit accreditation and ask each teacher to make a decision based on what is in front of them. It is also helpful to ask them to note any queries they have e.g. further information needed or authentication of a piece of evidence. This enables the Internal Verifier to check that teachers are asking the right questions when looking at portfolio evidence as well as arriving at the correct decisions that the process as well as the judgement is sound” (Joint Awarding Body Guidance on Internal Verification of NVQs)*

## 8.Assessors Guidance

### All staff will:

- Participate in the identification of training needs
- Receive personal development in the assessment process
- Be assessed by the manager who is responsible for registering the pupils, and maintaining the quality of assessments within the school, by checking the assessment paper work used is consistent throughout the school.
- The Head of Education or the IV will also keep the Awarding Body informed and any information that could affect the school’s registration.
- The Head of Education and IV will engage in peer monitoring sessions on an annual basis

## 9.Equal Opportunities

The school promotes equal opportunities in line with the Orbis Education and Care Equal Opportunities Policy.

## 10.Access to Fair Assessment

Access to assessment for the full qualification or units, is available to all pupils who have the potential to reach the standard required, and is free from any barriers, which restrict access unnecessarily. The school prides itself on providing achievable, realistic targets and balancing achievements with development opportunities.

## 11.Special Assessment Requirements

Due to the high level of needs presented by many of our pupils, the school aims to accommodate those pupils who may require alternative assessments routes, whilst recognising that neither the national standards nor the validity of assessment are compromised in any way. Special

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assessment needs could arise as a result of physical or sensory impairments, behavioural difficulties or learning difficulties.

## 12.Supporting Documentation/Learning Materials

All supporting learning materials are designed for learners and presented using pupil appropriate communication - - speech, signing symbols, objects of reference.

## 13.Individual Needs

The pupil will have an initial baseline assessment. This will be used to evaluate the pupil's needs and starting point of any learning pathway. This is also be used to ensure there are no unnecessary barriers during teaching and the assessing period. Special arrangements can be made.

## 14.Confidentiality

All details relating to pupils are confidential, and Orbis aims to maintain confidentiality in relation to all aspects of the assessment process. Teachers should not discuss outcomes with the pupils or staff members outside of the Orbis team, unless permission has been given, as this would be a breach of confidentiality. In addition, all records are confidential, and should support the requirements of the Data Protection Act.

## 15.Equality Impact Statement

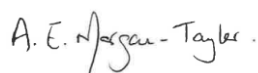
All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to Age, Disability Gender reassignment, Marriage and Civil partnership, Pregnancy and Maternity, Race, Religion or belief, Sex and Sexual Orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact the director of Education.

Orbis will then actively respond to the enquiry.

This policy is owned by: Quality Department

Date: 24/02/2021

Signed:

A handwritten signature in black ink, reading "A. E. Morgan-Taylor".

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Company Confidential

Policy Name:	Assessment and Accreditation Policy
Issue Date:	
Name of Service	

The people listed below have read and understood the policy named above and are aware of the responsibilities they have in relation to the policy requirements.

Name	Signature	Date

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