



Assessment Policy

BlueWhale Training will do all we can to ensure that all young people achieve to the best of their abilities. Any arrangements for assessment must start from the need to engage students in the process of identifying appropriate and realistic learning outcomes to enable them to take responsibility for their own learning.

Puposes Of Assessment

1. To provide information for students, referral partners, parents, staff on progress.
2. To allow for on programme monitoring and evaluation to improve learning and teaching.
3. To act as a positive aid to the performance of each student.
4. To provide objective guidance on vocational programme choice and student progression.
5. To prepare students for external examinations and awards.

Guiding Principles

All assessment policies and instruments of assessment should:

Support learning and teaching.

Ensure that all specific learning needs are identified at an early stage through diagnostic assessment and professional judgement.

Promote self awareness in students.

Acknowledge achievement at all levels to maintain student motivation.

Be an opportunity to evaluate course materials, learning processes and teaching methodology.

Ensure consistency of approach, while recognising subject specificity.

Reflect Equal Opportunities Policies, Safeguarding and British Values.

Meet the requirements of awarding body.

Assist the process of target setting for individual students.

Student Assessment

We will assess the achievement of learning outcomes as determined by the objectives of the vocational qualifications.

- Knowledge and understanding
- Skills developed within the course
- We will also seek to assess skills displayed across a range of learning opportunities
- Co-operation with others
- Ability to solve problems
- Capacity for independent learning

Types Of Assessment

1. Student progress is normally assessed formally.
2. Assessment may be formative or summative.
3. Assessment may involve the setting of specific tasks or form part of day to day training and
4. development. The balance of these will be decided by each staff member and the needs of the
5. student on that day.
6. Assessment may be based on what students say, write or do
7. Not all activities need to be formally assessed. A holistic view of a student's abilities may be seen as

more appropriate.

8. In some cases student self assessment or peer assessment may be appropriate.
9. Instruments of assessment may be altered to accommodate specific needs, but where applicable, must be authorised the awarding body.

Timing Of Assessments

Due to the nature of the vocational qualification we provide, timings may vary dependent upon the achievement of individual students. We operate a roll on roll off training provision and work with individual students dependent upon their needs and length of stay with us.

Planning Of Assessment

1. Assessment are part of the planning process and discussed with students as part of their on programme support. This is completed via the Student Learning Plan, this is completed monthly or as they achieve units within their qualifications.
2. Aims and objectives and learning outcomes of the programmes for learning are discussed and defined with the students.
3. A programme of study, including a timescale for completion of each part or unit of a qualification will be shared with students. This is documented within our Student Progress Tracker, which is available to all staff
4. Assessments will indicate how well students are progressing towards the stated aims, objectives and learning outcomes of their qualifications.

Monitoring

Monitoring and evaluation is undertaken via the following procedures;

1. Standardisation of student work during staff meeting.
2. Internal quality assurance processes to include staff observations & formative and summative IQA
3. External Verification visits from awarding bodies.

Information For Parents

1. A clear explanation using the flowcharts demonstrating pathways to work will be made available to referral partners and parents at the time of reporting or as requested.
2. Referral partners will be informed about general assessment procedures and key timings.

Reporting

Reporting to referral partners and parents/ carers on student progress is an essential part of the BlueWhale partnership and plays a vital role in raising student attainment.

The aims and guiding principles are:

- Aims
 1. To provide specific information for referral partners, parents, students and staff.
 2. To enhance stakeholder partnership.
 3. To inform all stakeholders of student progress in a positive manner.
 4. To alert partners, students and parents to areas of concern so that these can be quickly addressed.
- Guiding Principles
 1. Reports are completed termly and sent to the referral partners, these will be positive in their comments and demonstrate a sound knowledge of the student.
 2. Reports will highlight students strengths & achievements as well as indicating areas in need of development.

Signed:

A handwritten signature in black ink, appearing to read 'Ben Hayes', with a stylized flourish at the end.

Ben Hayes - Company Director - August '22

Review Date: August '23