Initial Assessment Policy

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Initial Assessment Policy

Introduction

This policy outlines Back 2 Work's commitment to initial and diagnostic assessment.

Rationale

The rationale underlying this policy is to establish consistency in initial assessment whilst offering all learners entitlement to a process which is appropriate to their individual needs.

Principles

- To ensure all learners are on the right type and level of programme.

- To identify all learners previous experience and achievement and use this to improve their progress through their learning programme.

- To enable identification of an appropriate starting point for each learner, against which their progress can be measured.

- To support the planning of an appropriate individual learning programme.

- To allow staff to identify learning and assessment strategies which will maximise a benchmark against which to measure progress.

- To identify pastoral support needs.

- To identify barriers to learning, enabling the strengthens and weaknesses to be addressed.

- To provide the appropriate Basic and Functional Skills support in relation to the learners starting point.

Implementation

- Implementation of this policy will be steered by Senior Management and Director of Quality & Performance.

- Directors and appropriate key managers will take responsibility for the procurement of learning support and appropriate provision to meet individual needs.

- The value of the assessment tools and strategies used, will be monitored for initial activities, in consultation with appropriate specialists. It is the responsibility of key managers to ensure appropriate initial assessment is facilitated and results communicated to appropriate staff.

Process

Initial assessment is a staged process at B2W which allows early and informed judgements to be made about individuals.

Either electronic or paper based Initial assessments will be completed as follows:

- BKSB Literacy, Numeracy, and ICT assessments.
- Learning style assessments.
- Additional Learning support needs assessments.
- ESOL skills and ESOL assessments.
- Dyslexia and Dyscalculia screening.

In addition to the above all learners must complete a pre-enrolment interview and individual planning session. Through questioning we will obtain information on:

- Prior education and qualifications.

- Career goals.

- Long term aspirations.

- Personal circumstances.

- Additional Learning Support Needs

Based on information ascertained from the above an individualised learning plan will be produced.

Focus

- Learners are fully involved in the entire initial assessment process.

- Learners understand the benefits of what they are being asked to do and how information will be used.

- Learners understand the purpose of each stage of the assessment process.

- Outcomes are recorded on the learner file and also all relevant training staff have access to the Learning and Development Plan.

- Tutors can plan appropriate training and differentiation in line with initial assessment results.

- The Lead IQA's will liaise with the appropriate staff regarding viewing relevant sections of the documentation received from external agencies to enable the tutor/ assessor (s) to best support the young person.

- Constructive feedback and support is given on the results of all assessments.