

Carshalton College – Assessment Process



Introduction to Assessment process

Carshalton College has a holistic approach to assessment which includes all delivery staff and subject areas over a period of time. This approach to identifying priority essential skill targets for our learners impacts positively on our learners' behaviours, with key areas for development embedded into every session. It additionally brings out the best in staff as they believe in what they are working on, whilst watching their learners reap the benefits.

The following output contains four (see below) documents, which arguably make up the most crucial element of a learner's assessment at Carshalton College. To show how the process works in practice, the examples provided are the versions completed for a young man named Patrick. Whilst we also assess against different vocational areas, Independent Living skills, literacy and numeracy, we focus on the individual skills a learner needs to develop and truly achieve their potential.

Document A – This is the initial assessment/interview document that gets completed when a prospective learner first visits the college.

Document B - This is the baseline assessment document. It is kept on a shared drive and all staff feed into it across the learners' initial six weeks.

Document C – This is the baseline summary. This is a summary of all of the baseline assessment information and it is produced when the baseline assessment period is complete.

Document D – This is an ILP – Individual Learner's Plan. It contains learning targets that a learner will work on across their learning programme. The targets link directly to the assessment and are updated every half term.

Carshalton College uses the MENCAP Essential Skills Award (ESA) to support the process of assessing skills and prioritising learning. We think it is effective in ensuring a focus on the most crucial skills learners with learning disabilities need to learn and value its focus on the development of specific skills as opposed to the completion of tasks. These core or essential skills can then be generalised across a learner's programme through a broad range of subjects and activities. The ESA skills are identified in three levels, 1-3. To avoid confusion with entry levels 1-3 with our learners, we have changed the ESA levels to levels A – C.

Level A skills

- *To follow instructions*
- *To follow routines*
- *To make choices*
- *To relate to others*
- *To behave appropriately*

- *To keep safe*
- *To take care of belongings*
- *To communicate*
- *To take part in activities*
- *To initiate communication and respond to others*

The first stage is where learners make initial contact with the college. At this point information is gathered via the school, parents or the advisors for learners with learning difficulties and/ or disabilities (previously connexions). An interview will then take place where the learner is interviewed by two of our teaching staff which formulates the initial assessment (document A). The interview minutes, all of the supporting paperwork and the two teachers' recommendations are then passed to the Curriculum Manager who decides whether we can meet the learner's needs and offer a place.

When a learner starts their programme they undergo our baseline assessment period which lasts for 6 weeks. The baseline assessment period will assess and identify obvious priority needs such as functional skills Maths, English and ICT. More importantly it also assesses the learner's Essential Skills needs which are imperative to the learner as they develop and progress.

The learner's baseline assessment is an open document (document B) which is saved onto the college shared drive. Regardless of whichever area the staff are working in, they will plan to assess the different skills to determine whether they are priority areas for the learner to develop. This information will then be recorded centrally on the baseline assessment document as all staff feed their assessment findings into it across the 6 week period. When the 6 week baseline period is completed a baseline summary document will be produced, which is a concise and precise summary of the learners strengths and development needs (document C). Priority learning targets will then be identified from the baseline summary, negotiated with the learner and then included in their ILP (document D). These targets are negotiated with and then addressed by the learner across their learning programme, ensuring a consistent and coherent approach.