

Title	Recognising and Recording Progress and Achievement Policy
Issue Date	June 2014
Review Date	June 2016
Equality Impact Assessment Date	June 2014
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Total Number of Pages	3
Owner	Royal College Manchester (Katherine Corey)
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Definition(s)
<p><i>ILP</i> - Individual Learning Plans <i>RARPA</i> - recognising and recording of progress and achievement <i>ROAs</i> - Record of achievement</p>
Purpose
<p>The students at Seashell Trust have a range of learning difficulties and disabilities such as multi-sensory impairment, autism, sensory processing difficulties, challenging behaviour, severe learning difficulties, profound learning difficulties and complex medical needs</p> <p>The College at Seashell Trust implements two systems for student achievements: accredited learning with the Foundation learning and non-accredited learning through RARPA framework to promote good practice in teaching and learning.</p> <p>Foundation Learning makes it easier for schools, colleges and other providers to design and deliver successful learning programmes and recognises the need for flexible accreditation and enhanced support for students.</p> <p>The RARPA framework “puts students at the centre of the learning process, encourages professional development and enables effective quality assurance and quality improvement by learning providers”. The college’s ILPs recognise the importance of accredited and non-accredited learning and it’s delivered through personalised learning programmes, built around the learner’s starting point, their individual needs and their progression aspirations.</p>
Policy
<p>The staged process has been designed to:</p> <ul style="list-style-type: none"> • Focus on and promote the needs and interests of students; • Take account of students’ diverse and sometimes multiple purposes in learning; • Allow for negotiation of the content and outcomes of learning programmes • Encourage students to reflect on and recognise their own progress and achievement, thus increasing their confidence; • Promote and support informed learner self-assessment, peer assessment and dialogue about learning and achievement between students and tutors/trainers; • Enable both the achievement of planned learning objectives and learning outcomes not specified at the outset to be recognised and valued; • Promote good practice in teaching, learning and assessment • Enhance providers’ quality assurance and improvement practices. <p>The staged process consists of five elements. These are:</p> <ol style="list-style-type: none"> 1. Aims: appropriate to an individual learner or groups of students <p>As the student applies to the college for a 19+ course, aims are identified for the student’s course. These are based on the needs of the students as assessed by the multidisciplinary team, students and families and the core aims of the establishment. We also identify relevant</p>

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and suitable units of Foundation Learning for those students for whom it is appropriate for.

2. **Initial Assessment:**

to establish the learner's starting point an Initial Assessment is completed by the multi-disciplinary team identifying the support needs and course content. This assessment is refined via the baseline assessment process during the first term of the course.

3. **Challenging Learning Objectives/Outcomes:**

Identification of appropriate objectives for the learner is an outcome of the baseline assessment process. Appropriate medium term objectives are devised that link well to the long term goals. The first set of medium term objectives are agreed within the baseline assessment meeting and recorded within the students' Individual Learning Plan (ILP). These are reviewed and updated on termly basis in consultation with the multidisciplinary team throughout the student's course. Short term planning sheets include a reference to these priority targets.

4. **Formative Assessment:**

Recognition and recording of progress and achievement during the programme takes place for all students, through a range of methods. Teaching, support and therapeutic staff record progress against short and medium term objectives. Students are supported to record achievements through records of achievement (ROAs) in Progress Files. Students are supported to compile a visual personal statement for presentation at their Progress Reviews. And to complete a Person Centred Review booklet to prepare for their Progress Review meeting. Images/ video clips record progress over the year. Evidence sheets for accredited units are submitted for internal verification each term. Teaching, residential and therapeutic staff report on student progress over each academic year. These reports are shared with the student, families and services supporting the learner through the Review meeting.

5. **Summative Assessment:**

End of programme learner self-assessment and tutor review of overall progress and achievement are supported by the Summary Review Report and Progress File. Each report includes a reference to the long term goals identified at the start of the course for the students and progress towards them. A measure of the success in achieving the long term goals (primary learning goals) is included within the self-assessment process for the college. Students will also receive certification from the examining board upon completion of their award, certificate or diploma. A compilation of Personal Presentations over the duration of the course is created.

Responsibilities

All staff in the college and residence receive training in the supporting students through different elements of the Foundation learning and RARPA framework. All staff support students in the recognition and recording of progress and achievements.

Managers/teachers are responsible for monitoring elements of the Foundation learning and RARPA

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framework. They give individual feedback to teachers about the quality of the implementation of Foundation learning units and RARPA elements and report on the overall success of the college in this area through the self-assessment process. Targets for improvement at an individual and organisational level are identified through self-assessment.

Related Document(s)

Teaching and learning (Autism)
 Individual subject policies