

POLICY STATEMENT

INITIAL ASSESSMENT

Darley Training is committed to accurately identifying what each learner needs to learn and to find out what the barriers to full engagement and successful progression may be and to put in place appropriate support from the start of the learning programme

The Initial Assessment is a vital part of the learning and teaching process. This policy and associated procedures provide a framework to ensure the highest quality in assessment that meets the needs of all learners and in all settings.

All learners on Government funded provision will undertake an Initial Assessment to check their level of English and mathematics at entry.

The Initial Assessment is used to inform signposting and referral to appropriate learning, training or employment opportunities, and ensure that the learner has the skills to match what they want to do. Upon completion and review of a learner's Initial Assessment they may be deemed to require further Diagnostic assessment to identify specific learning strengths and needs and possible referral for Additional Learning Support

Implementation

When conducting Initial Assessment, staff ensure that:

- Learners are fully involved in the initial assessment or Diagnostic Assessment process.
- Learners understand the benefits of what they are being asked to do and how the information will be used.
- Assessment methods are appropriate to the learners' needs.
- Assessment material is available on paper and on-screen and are administered fairly and consistently by trained and qualified staff.
- The purpose of each method is explained to the learner.
- Assessment methods are monitored to ensure that they are effective and that they do not discriminate against certain groups of learners. Special consideration is given to learners with learning difficulties and disabilities.
- Darley Training uses ForSkills Skills Builder to provide nationally recognised tests that are reliable and valid.
- Outcomes of Initial Assessment and Diagnostic Assessments are shared with the learner immediately, included on the learner profile and used when developing the learner individual learning plan. The results are stored on the Functional Skills Tracker and accessible to the relevant course teams.
- If the learner is not placed on their desired course, constructive feedback is given in a positive and encouraging way and alternative recommendations and/or referrals are made.
- Learners' views are collected on the initial assessment process to help improve the procedures.
- Tutors are trained on understanding and using initial assessment results to inform their teaching and learning plans.

The results of the Initial Assessment are used to:

- Ensure learners receive appropriate and timely support for English, Maths, ESOL, dyslexia, etc.
- Ensure all learners support needs are met through diverse teaching and learning strategies including for example differentiation, incorporation of preferred learning styles in teaching methods, provision of additional and specialist learning support, teaching and learning resources, use of assistive technology and ILT
- Design English/Maths support modules to be put in place prior to enrolment and designed into the timetable for certain groups. For example, contextualised English and Maths packages, with particular relevance for specific vocational areas.

The main purpose of the policy is to ensure that learners are enrolled on to programmes of learning where they are given the appropriate tools and support to succeed. Initial assessment enables teaching staff to make informed decisions at enrolment, learning support to be accurately targeted and allocated, learning programmes to be designed to meet learner needs and puts learners on the right track to succeed on programme.

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