



LONDON PROFESSIONAL ACADEMY (LPA)

STUDENT INITIAL ASSESSMENT POLICY

Title: STUDENT INITIAL ASSESSMENT POLICY (LPA)

Approved date: Sept, 2022

Approved by: London Professional Academy

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INTRODUCTION

All students should have an initial assessment and this Policy outlines London Professional Academy's (LPA) commitment to initial assessments, diagnostic assessments and specialist assessment as appropriate for all student cohorts.

PURPOSE

The purpose of the initial and diagnostic assessment process at LPA is to identify students' potential learning and support needs. This in turn allows early and informed judgements to be made about individuals interested in enrolling on a course and is then used to place students on an appropriate learning programme which matches their skills, knowledge and abilities.

PROCESS

There will be two processes, one for new students to the academy and one for progressing/returning students. Existing and progressing students will complete diagnostic assessments as part of the re-enrolment process. All new full-time/study programme students and part-time students will complete an initial assessment before enrolment and then a diagnostic assessment as part of induction. Some part-time/full cost courses will be exempt from this process.

DEFINITIONS

The initial assessment process will include:

- initial assessment in English
- Initial assessment in maths
- Free writing
- Dyslexia screener (where applicable)
- Additional learning support needs assessment (as appropriate for individual students)

The further assessment of students will include:

- Assessment in English
- Assessment in maths (as appropriate for individual students)

These processes are also informed by information from a variety of other sources e.g. Schools, external agencies, medical history, prior achievement, statements of educational needs, Education, Health and Care plans, learning styles assessments and vocational diagnostic assessments.

RATIONALE

The rationale underlying this policy is the academy's recognition that early identification of a student's learning and support needs is critical as it is the first stage in the learning process and all further stages depend on this.

It also establishes consistency in initial and diagnostic assessment whilst offering all learners an entitlement to a process appropriate to their individual needs.

CORE PRINCIPLES

- To give students the opportunity to achieve success through learning
- To inform judgements and ensure all learners are enrolled on to the appropriate type and level of programme
- To identify all learner's 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
- To support the planning of an appropriate individual programme of study
- To allow staff to identify learning and assessment strategies which will maximise a benchmark against which to measure progress
- To identify support needs; support from progress coaches, vocational link workers, teaching assistants and other support areas as appropriate
- To identify the learners who needs extra support
- To identify barriers to learning, enabling learners' strengths and weaknesses to be addressed
- To underpin Personal and Social Development.

EQUALITY ANALYSIS

By virtue of the provisions of the Equality Act 2010, LPA has a duty to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct
- advance equality of opportunity between people of different groups
- foster good relations between people from different groups.

In implementing this Policy and associated procedures, LPA will actively take these aims into account as part of its decision making process and will demonstrate how this has been undertaken. Where necessary a full equality impact assessment will be undertaken.

IMPLEMENTATION, MONITORING AND REVIEW

Implementation of this policy will be overseen by the Students, Tutors and Senior Management Team (SMT). 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 and diagnostic assessment is facilitated and that the results are communicated to all appropriate staff.

This Policy will be reviewed every three years and updated, as applicable, to ensure that it remains appropriate in the light of any relevant changes to the law, organisational policies or contractual obligations.