



Policy Document Control Box	
Policy title	RBET Trust-wide Assessment Policy DRAFT
Policy owner	Kim Anderson RBET Director of Education
Version	1.00
Approving body	RBET Trustees
Approving signature	
Date of meeting when version approved	
Date of next review	

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Policy Contents	
1. Policy Statement.....	1
2. Purpose.....	2
3. Legislation and guidance.....	2
4. Principles	2
4. Types of Assessment	3
5. Assessment Methods	3
6. Responsibilities.....	3
7. Recording and Reporting	4

8. Summative Assessment.....	4
8a. Grading Scales	5
9. Formative Assessment.....	5
9a. Grading Scales	5
10. Ensuring Consistency and Quality	6
11. Policy Review	6
12. Links with other policies	6
Appendices:	6
Appendix 1: Assessment Schedule	6
Appendix 2: Ad-Hoc Assessment Overview.....	7

1. Policy Statement

Red Balloon Educational Trust (RBET) is committed to providing high-quality, inclusive education for all young people across our Centres, both online and in person. Assessment is central to our ability to identify, support, and celebrate each learner's progress, ensuring their academic, social, and emotional development.

2. Purpose

This policy sets out an overview for assessment across all RBET Centre's: Red Balloon of the Air; Red Balloon Worthing; RBET Aylesbury and RBET Norfolk. It is essential that all stakeholders (learners, staff, governing board members and parents/carers) understand Red Balloon's approach to understanding academic and pastoral performance with consideration of historical knowledge and skills as well as indications of future achievements.

Our aims are to:

- Provide clear guidelines on our approach to formative and summative assessment throughout RBET including clarity around how and when we monitor and evaluate assessment practices
- Establish a consistent and coherent approach to recording outcomes and reporting to parent(s)/carer(s)
- Accurately measure individual progress and ensure this is embedded in practice to inform teaching and learning
- Identify and address gaps in learning and wellbeing to best facilitate progress for learners
- Support effective transition between online and in-person settings
- Enable clear communication with learners, parents/carers, and staff

Whilst this policy outlines the Trust's approach to implementing, monitoring and sharing assessment and progress, in order to facilitate the complex structure of each RBET Centre each Centre holds responsibility for their own Assessment Procedure which sits underneath this policy. Each Assessment Procedure outlines their individual approaches to assessment which are not standardised across the Trust in order to meet the needs of their specific cohort and within the remits of their practices. For further information about each Centre's individual assessment management, please see their Assessment Procedure.

3. Legislation and guidance

This policy has been developed in alignment with:

- The recommendations in the final report of the [Commission on Assessment without Levels](#)
- Statutory reporting requirements set out in the [Education \(Pupil Information\) \(England\) Regulations 2005 – schedule 1](#)

This policy also complies with the Trust's funding agreement and articles of association.

4. Principles

- **Individualised:** Assessment is tailored to each learner's needs, context, and starting points.
- **Holistic:** We assess academic, social, and emotional development.
- **Continuous:** Assessment is ongoing and informs planning, not just end-of-term.
- **Transparent:** Criteria and processes are clear to learners, staff, and parents/carers.
- **Consistent:** Assessment methods and expectations are aligned across Centres, while allowing for local adaptation.

RBET aims to achieve our assessment aims whilst remaining prudent of staff workload and wellbeing therefore all elements of this assessment policy keep purpose and understanding at the forefront of each principle to protect the staff involved with assessment as well as the wellbeing of each learner. This policy has also been developed with awareness of the Trust's context to be flexible for upscaling or reduction as necessary to meet organisational needs.

4. Types of Assessment

- **Formative Assessment:** Ongoing checks for learning during sessions (e.g., questioning, quizzes, peer/self-assessment).
- **Summative Assessment:** More formal judgements at key points taking into account internal ongoing curricular and pastoral tracking (e.g., end of topic tests, project work, online portfolio reviews).
- **Baseline Assessment:** On entry, to understand each learner's starting point and needs.

- **Holistic Progress Reviews:** Regular reviews combining academic and social/emotional measures.

5. Assessment Methods

- Written tasks (including digital submissions for online learners)
- Oral presentations and discussions
- Practical work and projects
- Observation and participation in one-to-one and group tasks
- Self and peer assessment
- Staff feedback and professional judgement
- Wellbeing check-ins and personal development trackers

6. Responsibilities

- **Trust Leadership:**
 - Set overall policy, monitor implementation, and review effectiveness.
 - Collate reports across the Trust and report to the Board of Trustees.
 - Remain up to date with national legislative changes to ensure alignment with Department for Education and contextual expectations.
- **Head of Centre/Headteacher:**
 - Adapt procedures to local context, ensure staff training, and report on outcomes.
 - Implement and maintain the agreed Trust summative assessment framework.
 - Constantly develop and maintain Centre-level formative assessment frameworks, ensuring progress tracking remains consistently applied to all learners and presented to the Trust and third-parties such as OFSTED or local authority commissioners where appropriate.
 - Remain up to date with local legislative changes to ensure alignment within the remit of the local authority and local context.
 - Collaborate with Trust Leadership to update, enforce and maintain this policy.
- **Curriculum leads, Teachers in Charge and Heads of Department:**
 - Ensure reports are completed within set time frames by employees within their remit.
 - Moderate all report content to ensure accuracy and appropriateness.
- **Administrators:**
 - Ensure reports are processed and shared with all relevant stakeholders including staff, commissioners and families.
- **Teachers/Mentors/Therapists:**
 - Implement assessment strategies, record progress, provide feedback, and contribute to holistic reviews.
- **Learners:**
 - Engage in self and peer assessment, reflect on progress, and set personal targets.

7. Recording and Reporting

- All RBET Centre's use the Trust's agreed tracking and reporting systems which are centrally managed in SharePoint and the Management Information System (Arbor).
- Maintain regular records of academic and personal development.
- Hold regular progress review meetings with learners and parents/carers.
- Share key data with Trust leadership for quality assurance.

8. Summative Assessment

Across RBET, the summative assessment framework is applied consistently at all Centres. The results of each reporting point is presented to parent(s)/carer(s) through 'Progress Reports' three times a year at the end of each Term (December, March and July).

Each Progress Report will include a current grade, End of Year Target, a general comment per subject and three ad-hoc columns covering Engagement - Academic, Interactions and Effort.

- Please see appendix 2 for an overview of how each of these three ad-hoc columns are assessed and graded.

Centres may choose to also include a comment from the Head of Centre and Mentor if appropriate, if not included within the progress report this will form part of an alternative presentation of progress such as an Individual Provision Plan. For additional information on the inclusion of additional comments please see the relevant Centre's Assessment Procedure.

8a. Grading Scales

All RBET Centres follow the same grading scale to enable cross-Centre collaboration and comparison within the Trust, enabling the identification of strengths and weaknesses in provision.

Pre-qualification and Functional Skills level learners are graded using a five-point scale: Emerging, Developing, Securing, Strengthening and Mastering. This scale is applied to learners studying for a Functional Skills qualification to increase depth and clarity in reporting as we feel that the standard 'Pass' or 'Fail' results which will be applied after the course has been completed does not support learner progress and development of confidence.

All target, current and baseline grades for qualification level learners follow a scale ranging from BTEC and finally into GCSE grades. For internal and reporting purposes, GCSE grades have been further divided into 3 groups using 'ABC' to allow staff to demonstrate full range and greater depth of progress within each grade band. For example, GCSE grade 7a shows the learner is very strong within the grade and almost close to the next step 8c. 7b demonstrates the learner is secure within the grade whereas 7c shows the learner is just meeting the

minimum threshold for the grade. RBET hopes the transparency and clarity of its grading scales supports learners, staff and families to maximise progress and ability to achieve full potential.

9. Formative Assessment

Each course delivered by Red Balloon carefully monitors the progress of learners through formative assessment. Each RBET Centre is responsible for developing and maintaining their own formative assessment frameworks which can be found in each Centre's Assessment Procedure for additional information regarding formative assessment practices.

Whilst the formative assessment frameworks are locally managed by Centres, the overall approach to this element of assessment across RBET aims to ensure.... ADD HERE OVERALL PRINCIPLES EG GRADING SCALES BELOW ARE THESE CONSISTENT?

9a. Grading Scales

All elements monitored within formative frameworks follow the same grading scales as applied in summative assessments. GCSE level learners are graded using the 1-9 scale as outlined above with all those studying below GCSE level graded using the five-point scale from emerging to mastering or using the relevant grades from Functional Skills and ASDAN qualifications.

10. Ensuring Consistency and Quality

- Centre leadership will provide regular training and moderation sessions for staff across Centres
- DIRECTOR OF EDUCATION OVERSIGHT??
- Conduct internal moderation of assessment
 - Each Centre may approach moderation differently for example if the head of centre conducts moderation or heads of department however all reports are reviewed carefully and available to the senior leadership team at all points. Provision leads at each Centre maintain oversight of all reports and may spot check moderation regularly.
- Review and update assessment tools to reflect best practice and regulatory changes

11. Policy Review

This policy will be reviewed annually by the Director of Education in consultation with Centre staff, learners, and parents/carers.

12. Links with other policies

This policy should be read in conjunction with:

- Curriculum Policy
- PSHE Policy

- SMSC Policy

Appendices:

Appendix 1: Assessment Schedule

All RBET Centre's report on learner progress through 'Progress Reports' three times during each Academic Year at the end of term points in December (Autumn 2), March (Spring 2) and July (Summer 2).

Term	Assessment Type	Responsible	Notes
Autumn 2	Summative	All student facing staff	
Spring 2	Summative	All student facing staff	
Summer 2	Summative	All student facing staff	

Appendix 2: Ad-Hoc Assessment Overview

Engagement - academic

- A Consistently demonstrates outstanding engagement in all learning activities; frequently extends learning through independent research
- B Good levels of engagement during learning sessions
- C Struggles to engage or participate with the learning sessions.

Effort

- A Demonstrates a consistently high level of effort in all tasks and activities; consistently goes above and beyond expectations.
- B Shows a good level of effort and dedication in most tasks; meets expectations consistently.
- C Limited effort evident, does not attend all learning sessions

Interactions

- A Consistently demonstrates highly positive and respectful interactions with learners and staff
- B Engages well with others, maintaining respectful and cooperative relationships with learners and staff.
- C Struggles with engaging in positive interactions unless they feel particularly comfortable; may have difficulty collaborating or communicating effectively with others