**LIBERTY LEARNING AUTISM CONSULTANCY**

Assessment Policy

Assessment is an integral part of the planning, teaching and learning cycle. Once an initial referral and baseline assessment has been completed, there will be an informed continuous process. Assessment falls largely into 2 groups:

**Formative:** This is ongoing assessment, carried out by L.L.A.C. staff both formally and informally during a unit of work. The results of formative assessment have a direct impact on the teaching materials and strategies employed following the assessment. Results and observations of formative assessment are also fed back to students and noted by L.L.A.C. staff.

**Summative:** These occur at defined times. They are a 'snapshot' of what a pupil can achieve at a given moment in time.

**PURPOSES OF ASSESSMENT**

* Inform and support planning.
* Help plan next steps.
* Fuel records and reporting process.
* Help identify students' strengths and areas for development.
* Improve and evaluate teaching and learning, and so raise standards.
* Allow all students to recognize and achieve their full potential.
* Provide evidence of achievements.
* Plan for progression and development.
* Ensure equality of access.
* Fulfil statutory requirements through a range of planned activities including discussion, questioning and observation.

L.L.A.C. staff share their expectations and understandings of standards/stages with each other to improve the consistency of their decisions. Moderation helps L.L.A.C. staff to either confirm or adjust their initial judgment. The process involves L.L.A.C. staff sharing evidence of learning and collaborating to establish a shared understanding of what standard our evidence achieves to ensure continuity and consist ency.

Last Reviewed: 19/07/2021

Next Reviewed: 18/07/2022