

Education Policy and Procedure

Assessment for Learning Policy

Labyrinth Education takes a learner-centred approach to assessment, viewing it as an integral part of each student's educational journey. At Labyrinth, we believe assessment should be a collaborative process, engaging learners actively rather than being imposed upon them.

Purpose of Assessment at Labyrinth Education

- Guide lesson planning and goal setting.
- Monitor and track individual learner progress.
- Assess the effectiveness of educational strategies and interventions.
- Provide key information for learners, parents, educators, and external professionals.
- Help learners recognize areas for improvement and steps to advance their skills.
- Create opportunities for learners with autism to showcase their understanding.
- Encourage personal growth to ensure continuous progress through motivation and challenge.
- Establish baseline measurements to ensure appropriate levels of challenge and progress tracking.

Assessment Process

- **Pre-enrolment assessment** involves collaboration between learners, parents/carers, and supporting professionals. This process helps families make informed decisions about enrolment while ensuring that Labyrinth Education can effectively meet the learner's needs.
- **Initial (baseline) assessment** occurs within the first 6 to 12 weeks of joining Labyrinth Education (dependent on learner need and transition). This assessment helps establish a strong foundation for setting bespoke personalised targets that will measure progress by incorporating details from each learner's most recent Education, Health, and Care Plan (EHCP). Baselining of learners skills along with learner engagement, building relationships with peers and staff are all taken into consideration at this stage to adapt the curriculum to best suit the learner profile.
- **Formative assessment** is an ongoing process that supports learners in identifying their strengths and areas for development. Staff record observations daily and provide relevant updates to carers during handovers, as well as weekly and termly reports on learner activities and progress.
- **Summative assessment** takes place at set intervals (end of each term) to evaluate progress and inform the setting of new, achievable targets.
- **Phonics assessment** takes place during the initial baselining assessment, with intervention used to provide learners with appropriate reading and communication learning.

Why We Assess

Impactful assessment encourages reflection through questions such as:

- "Are we delivering the intended lessons effectively?"
- "Are learners gaining the knowledge and skills they need?"
- "How can we improve our teaching approach for better learning outcomes?"

Assessment provides valuable insight into a learner's current abilities, enabling educators to set appropriate goals and monitor progress. Effective assessment shapes teaching strategies, informs curriculum adjustments, and, in some cases, determines funding support.

Focus Areas of Assessment

- Skills development across the core pathways: Community Inclusion, Health and Well-being, Employment and Independence.
- Individual learning styles and approaches.
- Identifying and overcoming learning challenges through developing learner independence, adaptive skills and behaviour.
- Communication and Therapeutic requirements.

Assessment Tools

Labyrinth Education utilises a structured framework designed to track progress in learners with autism. This system aligns with each learner's EHCP to define objectives and measure achievements effectively. The Labyrinth Assessment Framework (LAF) measures learners progress through a tiered system of Developing, Embedded and Secure targets which are broken down targets set by each learners individual EHCP outcome targets.

In addition each learner will be tracked using an appropriate phonics assessment tool that will baseline, monitor progress and support learner development in reading.

Recording Progress

Through both formative and summative assessment, we track each learner's development over time. Progress is documented in each learner's Individual Learning Plan (ILP). Where applicable, learners' achievements are also mapped against accredited qualifications.

Reporting on Progress

All staff contribute to reporting progress and recognizing learner achievements. Skills and development are demonstrated throughout the day, beyond structured lessons. Tutors maintain Tracker Files, while ILPs serve as the primary record of progress. Progress reporting feeds into annual reviews, which are conducted for all learners with an EHCP. Tutors will send weekly reports home to parents and carers informing them on how their child has progressed throughout the week.