Chiron OEP Assessment Policy

Policy implemented:	June 2023
Last reviewed:	September 2026
Next review due:	June 2027

1. Summary

Chiron OEP is an online education provider which aims to provide top quality online education for young people who are struggling to access mainstream education due to their complex circumstances. We offer a range of programmes for students aged 11 to 18 focused around English, Mathematics and Creative arts. The programmes aim to support young people in building their resilience, confidence and skills to either complete appropriate Level 2 qualifications or re-enter mainstream education.

Our project-based curriculum provides highly engaging and differentiated lessons and our small group sizes and focus on feedback allow students to receive the support they need to make progress.

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting relevant stakeholders
- Clearly set out how and when assessment practice will be monitored and evaluated

In this policy, "the Organisation" means Salutem Care & Education [Salutem Ld Bidco Iv Limited, Pathways Care Group Limited, Pathways 4 Care Ltd, Modus Care Limited, Clearwater Care (Hackney) Limited, Greenfield Close Residential Home Limited, Salutem Shared Services Limited, Salutem Shared Services Ii Limited, Salutem Shared Services Iii Limited, Modus Care (Plymouth) Limited, Salutem Ld Bidco Limited, Salutem Ld Bidco Ii Limited, Salutem Ld Topco Limited, Salutem Ld Topco Ii Limited, Newlife Care Services Limited, Pathways Daycare Limited, Amity Residential Care Limited]. References to "Salutem" are used as a short form.

2. Document Control

Initial purpose and scope of the new policy/procedure agreed by:	Ayesha Allen, Principal
Technical review carried out:	Craig Harris, June 2025
Final quality check carried out:	Policy Officer
Date implemented:	June 2023
Version Number:	1.0
Date of the next review:	June 2027
Department responsible:	Education
Job Title of Lead Person:	Ayesha Allen, Principal
Author / Main Contact, including their job title (if different from above):	-

In addition to this policy, local authorities and other commissioners may have their own policies, procedures and guidance which Services must comply with. These policies should complement this policy.

However, there may be additional requirements put in place by local authorities and other commissioners and these must be adhered to. Changes must not be made to Salutem's policies and procedures without corporate approval but, where needed, local procedures should be developed to accompany these.

EQUALITY AND DIVERSITY STATEMENT

The Salutem Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any such factors and all will be treated with dignity and respect.

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3. Headings

1. Summary 1
2. Document Control 2
3. Headings 3
4. Definitions 4
5. Content 4
6. Areas of Governance 11
7. Areas of Responsibility 11
8. Learning and Development 12
9. Associated Documents 12
10. Useful Links 12
11. References 12
12. Version Control 13

This policy must be brought to the attention of all employees.
The controlled version of this policy and its associated documents are available on the Blink Hub. Printed or downloaded copies are uncontrolled and may not be up to date.

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4. Definitions

Assessment types

The below table (taken from the NFER 2007 Position Paper on assessment) describes four types of assessment and how these intersect. These terms are referred to throughout this policy.

	Purposes	
Processes	Formative	Summative
Informal	*Questioning* *Feedback* *Peer assessment* *Self assessment*	*Essays in uncontrolled conditions* *Portfolios* *Coursework* *NC teacher assessment*
Formal	*Analysis of tests, exams, essays* *Target setting*	*Tests* *Exams* *Essays in controlled conditions*

Assessment for Learning (AfL)

Assessment for Learning (or AfL) refers specially to the diagnostic use of informal, formative assessment to understand where a student is in terms of their learning.

5. Content

Principals of Assessment

At Chiron OEP our aim is to provide a point of introduction and restoration for students who need additional support and are unable to access mainstream schooling. It is key that we are providing opportunities for students to reflect on their progress positively in order to build reliance and a growth mindset. Ongoing assessment is a key part of this as it gives both the teacher and the student an understanding of where they are in their learning journey.

At Chiron OEP we believe in assessment for learning (AfL) and all assessment forms part of a three-part cycle which is embedded into our curriculum and delivery.

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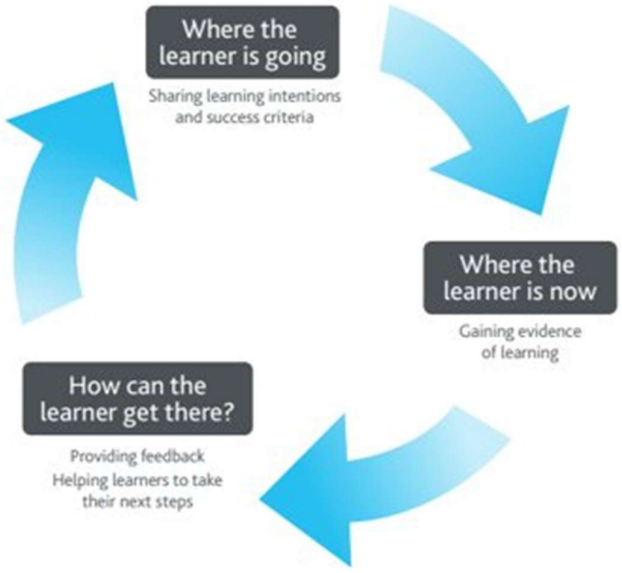

[Source: Assessment for learning (cambridgeinternational.org)]

We recognise that as a remote education provision we have a heightened need to check in with learners through a variety of assessment techniques. Embedding assessment is key to our ability to teach remotely and to the engagement of our young people in the virtual space.

The recording of assessment outcomes is designed to support us in mapping this journey and identifying the learning needs of our students and staff. Assessment tracking is the starting point of this mission, not the end point.

We recognise that for many of our students the anxiety around assessment and feedback will be high and therefore assessment and feedback needs to be **little and often**. We need to strive for an appropriate balance of the following three guiding principles for feedback:

- "Clear is kind"
- Feedback is an important part of growth
- The progress, rather than the outcome, is what we are interested in.

Approaches to Assessment

At Chiron OEP we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-lesson formative assessment, formative assessment tasks and testing.In-lesson assessment is used solely for the purpose of AfL.

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Formative assessment tasks and tests form part of a termly grade. These **grades are not shared with students** who instead only receive feedback regarding what they are doing well and what they need to work on. We recognise that sharing grades can be anxiety inducing for students and therefore the sharing of grades is not part of our practise.

In-lesson formative assessment

Effective in-lesson formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve

As a remote provision we focus on the following methods for in-lesson AfL:

- Questioning: Giving students the opportunity to respond to questions directly from the teacher in live lessons; either verbally, via the chat facility on Teams or using the reactions on Teams to quickly check the responses of a group.
- Polls: Utilising the polling capability in Socrative
- Quizzes: Creating opportunities to capture understanding of the group using Kahoot or Socrative
- Marking of classwork: Students will receive feedback on their classwork through Showbie or OneNote

When designing opportunities for in-lesson formative assessment we are guided by the principles highlighted by Black and Wiliams (1998) which suggest that these we are aiming to:

1. help learners understand exactly what they have to do in order to succeed
2. encourage productive classroom discussion
3. include sufficient thinking time
4. embed opportunities for all learners to express their understanding
5. provide feedback that helps students to move on in their learning and avoids comparison with other learners, then giving them the opportunity to act on that feedback
6. train learners in self-assessment and provide opportunities for them to be learning resources for each other.

The information gathered by the teacher in formative assessment is used to shape the learning journey of the class. Teachers may decide to change the pace of the learning, to include more challenging topics or to go back and cover a topic again. This type of assessment is not recorded for

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sharing but as a school we monitor the quality of the assessment to ensure that we are sharing good practice.

Formative assessment tasks

In order to build confidence and resilience we focus much of our learning on projects, giving our students the chance to explore their understanding and creating a range of opportunities for both engagement and success. These projects are assessed and feedback is shared on an ongoing basis. The nature of these projects is that they are collaborative and support with completion is always available. However, in order to demonstrate the progress students have made it is sometimes necessary for students to complete a task independently so that we can assess them. These tasks mirror the projects (or are a specific piece of work from within the wider project) but are smaller, discrete, independent tasks which are then marked by the teacher with the outcomes recorded and shared. We will build in one of these assessment tasks per half-term and the feedback will be shared with the student and the TAC.

The marks from these formative assessments will be recorded on the assessment tracker in Nourish and will form part of the student's grade for the term. These grades help us to understand a young person's progress but are not designed to be shared with the student. The student will however have the chance to see their marked work so that they understand what they need to do to improve.

Formative assessment tests

A key part of our school mission is to support students with re-engaging in mainstream (where appropriate) and this means that we recognise the need to build resilience around testing. Each half term there will be one assessment week in which a test will be set online. The test will be specifically designed for the curriculum, focusing on the recent learning (with some interleaving of topics from previous projects) but using GCSE or SATs style questions to help students with transition if/when they are ready to move on. The formal style questions also helps staff to benchmark the grades against national standards.

The testing week will allow for students to revise with the teacher and include some time for reflection on the learning through a self-reflection survey. The teacher will aim to mark and feedback to students within the week so that the impact of any anxiety is minimal. We will not share "grades" as an outcome of these tests, but students will have the chance to see the marked work along with specific, personalised feedback on how they are progressing.

Data and reporting

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We will be recording the progress of students each half term using the assessment tests and the outcomes of the assessment tasks. Feedback will be available to the students and their parents/carers via Showbie. Showbie can also be shared with professionals involved to ensure accountability and smooth transition when a child moves on from Chiron OEP.

If a student wishes to, they can request their grade from the teacher but we will not share the grades other than for our own analysis.

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Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

Formal examinations

The school is responsible for the administration and organisation of all formal assessments and examinations undertaken by students. This includes working in partnership with an approved examinations centre to register and enter students for formal assessments in accordance with the centre's examinations policy and procedures, which are available on the examinations centre's website. The school will liaise with the examinations centre to ensure that all entries are submitted correctly and within required deadlines. The school also accepts responsibility for identifying and securing a suitable examination venue that meets all relevant examination, safeguarding, accessibility, and health and safety requirements.

Where students are following an examination pathway, the school will inform students and parents/carers as early as possible. This communication will include details of the qualification(s) being undertaken, the format and delivery arrangements for assessments, any relevant examination regulations and expectations, and the dates, times, and locations of examinations as soon as this information becomes available. The school will work closely with students, parents/carers, and the examinations centre to ensure that all parties are fully informed and supported throughout the assessment process.

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6. Areas of Governance

This policy has been written with expert contribution from appropriate stakeholders. The Information Governance team will monitor, reflect on and gain organisational learning from the implementation of this policy. This policy will be reviewed and updated two years from implementation unless legal changes demand a more timely amendment.

The application of this policy and its associated documents is mandatory for all services staff, volunteers, agency staff and all other Salutem representatives. Staff understanding of this policy and associated documents will be assured through training, assessment of competency and supervision.

Staff understanding of this policy will be assured through training and the delivery of awareness raising workshops as deemed necessary by Divisional Management. The people we support will be involved in the review to ensure it captures the important issues for them.

7. Areas of Responsibility

Ambito Education Quality Assurance Team

The Ambito Education Quality Assurance Team are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

Principal

The Principal is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governing advisors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

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- Ensuring that we stay up to date with research on good practise in assessment, particularly assessment in remote learning
- Arranging for training where there is a need and to keep the teaching staff up to date with current practise

Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice
- Share relevant feedback and assessments on the Showbie Parent Portal

8. Learning and Development

Salutem is committed to ensuring that all staff are aware of what is expected of them so that everyone is appropriately supported. Staff should speak to their line manager in relation to their learning needs using supervision and through the appraisal process.

Chiron OEP has a weekly staff meeting in which we discuss pedagogy including assessment and endeavor to keep up to date with research and tech. Th best practice is shared and celebrated, and we aim to provide a supportive environment for all our teachers to learn.

9. Associated Documents

Curriculum Policy
Complaints Policy

10. Useful Links

My.Showbie.com

11. References

Assessment for learning (cambridgeinternational.org)

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12. Version Control

This is a controlled document. As a controlled document, any printed copies of this document, or saved onto local or network drives should be actively monitored to ensure the latest version is always available.

Version Number	Date	Status	Changes
V1.0	June 2023	New	New policy
V1.1	June 2025	Review	Addition of overview infographic, update of tracking information.
V1. 2	September 2026	Review	Addition for formal examinations section

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