

Values & Ethos

Including; Staffing Structure and Accreditation and Internal Quality Assurance Strategy



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Introduction

Community Ed is a community interest company (C.I.C) That provides a person-centred learning opportunity to young people currently on the periphery of education.

The founding directors have a wealth of experience in special educational needs and setting up new services, Sally Alden is a specialist Executive Headteacher with over 25 years of experience, she has a positive reputation for developing curriculums that break down social and emotional barriers affecting students' progression and successfully switching students back on to learning and achieving outcomes.

Andrew McGovern has the vocational knowledge and skills, that engages students, raising their aspirations and giving them future direction. Both Sally and Andrew have supported and educated some of the most challenging SEMH young people across Norfolk and Suffolk, they truly believe that all people have the right to an education and future opportunities, it up to us adults to unlock our young people full potential and deliver education in a way that meets that student's current need.

Together they are both passionate about providing opportunities for young people and with this they have identified the gaps within the current education offer. They want to provide an educational provision that bridges the gap between mainstream school and college and equip all students with the ability to make positive informed life choices.

Community Ed will focus on individual and using learning styles that promote engagement and progression. They have a vision to provide a place where students have a sense of belonging and are invested; in themselves their peers and their community. Being a none for profit provision allows all funding gained to go directly to the young people they support and educate.

This Policy has been developed to explain the fundamental values and ethos that underpin the delivery across Community Ed C.I.C. We believe our values and ethos flow through our policies. Our in-house training programme allows all staff to share their views, adding to the process.

Community Ed values the staff and believes that as a team, our values are shared, and because of this, our ethos is evident in practice. Community Ed offers a wide range of learning opportunities relevant for each student's needs, ensuring all students achieve their full potential. The policy will also include how we deliver our curriculum and qualifications, as well as manage our quality assurance across all areas of delivery, thus promoting high standards. The policy is a guide, to understand what processes and procedures are in place, allowing us to achieve our values and beliefs and how this is demonstrated in practice.

Leaders have high expectations for both staff and students and truly believe in positive progression for all. This starts with retaining a highly reliable, passionate and experienced staff team. We believe this is achieved through a robust, safer recruitment process and providing a desirable CPD programme that attracts the right people. All staff go through an in-depth induction

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process and probation period. Working with our students is often challenging but also really rewarding. We all feel privileged to be able to guide and shape our exceptional young people.

This policy will explain Initial assessment, Individual Living and Learning Plans, teaching and the curriculum, assessment and management. The Internal Quality Assurance that is in place to plan operate and evaluate internal assessment and quality assurance systems; to support and develop teachers and assessors; monitor and improve the quality assurance practice ensure policies, and ensure procedures and legislation are met.

Firstly, it is essential to explain a little bit about our provision and what we are trying to achieve. Community Ed provides an Independent Special Educational Needs offer to students in its well-established community hub in Great Yarmouth. Community Ed was founded in 2020. Our provision provides specialised support to young people with social, emotional barriers affecting their education, behaviour and progression. The Director of operations and his team have gained a positive reputation across Norfolk for addressing social and emotional barriers alongside achieving academic progress, so students can positively move on to the next stage of their learning journey.

Community Ed is supported by robust governance, that has a visual presence, challenging and supporting the leadership team. The governors have identified our achievements and valued the opportunities we have provided our young people. Community Ed is available to boys and girls as day students from across Norfolk and Suffolk. All students are aged between 11 and 18, and could have an Educational Health Care Plan (EHCP) that detail one or more specific learning difficulties; this is often accompanied by several negative reports and past exclusions from mainstream. This often results in mistrust and frustration, leading to challenging behaviour. Community Ed focuses on the social, mental and emotional barriers affecting the student's future progression. We offers a broad curriculum in order to prepare our students, ready for the next stage of their lives. We offer experiences that will equip them with an understanding of risk and skills necessary to make safe, informed choice.

Values and Ethos

Community Ed works holistically, using a child-centred approach, this runs through our provision; building trust, modelling appropriate behaviour and providing positive reinforcement that raises self-esteem. This leads to a learning mindset, higher levels of motivation and future aspirations.

Community Ed strongly believes that all our young people have the right to be healthy, happy and safe; to make friends, be valued and respected and enjoy high aspirations for their future.

The students' social, moral, cultural and spiritual needs are at the forefront of our curriculum, this is overarching in all that we do and allows the students to explore their identity, rights, and engage in appropriate behaviour. As a special educational needs provider, we celebrate the magic of difference, developing the curriculum to allow students to explore and celebrate their differences.

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Our curriculum is built around individual needs, focusing on individual strengths, differentiation of learning and outside of the box creative thinking. Most of our students have significant gaps in their academic knowledge and social and emotional development; therefore, we believe it's essential to assess a starting point, so we can build on prior knowledge, alongside remain relevant and ambitious, allowing all students to be stretched to their full potential.

Staff help students identify strengths and support weaknesses; we help students learn the meaning of respect and empathy. Thus, giving them the ability to make and maintain positive friendships. Our ethos is to empower young people, providing them with the appropriate skills to stay healthy and safe. We also have an overarching Relationship, Sex Education and Health Education policy providing multiple opportunities to act safe and feel safe.

Code of Conduct

Our students do not understand the true meaning of respect. We believe that this is fundamental to achieving in life. We identify the value of emotional literacy, so at every opportunity, we embed the ethos of respect. This covers over skills such as; listening skills, taking turns, taking responsibility for your actions and walking away from conflict to name but a few. The code of conduct is displayed in each class. It is divided into four elements;

- Respect for yourself
- Respect for others
- Respect for your provision
- Respect for your environment

All elements are broken down to a list of desirable behaviors. Staff can refer to the code and reinforce positive behavior or if it's not being followed point out negative behavior that is not acceptable. This is used daily, and you often hear students quoting it to others.

Enrichment Team

We have an enrichment team that provides social, emotional and mental health support to parents, students and staff. We believe everyone needs to identify positive and negative mental health; therefore, we have an open-door policy to all, with access to Community Eds therapist that will listen, support and help individuals' problem-solve worries and concerns. This is both proactive and powerful as it provides a clear message to young people that it's healthy and helpful to talk and work through concerns. The enrichment team also coordinates the students Individual Living and Learning Plans (ILLP).

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Individual Living and Learning Plans

Community Ed believes that our ILLPs is an essential document across our provision; the framework provides the information that leads to a holistic baseline assessment, putting context to why what and how. 'Why' highlighting, why that young person might be behaving a certain way. 'What' highlights, what staff are likely to see when negative behavior happens. This allows staff to apply positive reinforcement and address need before escalation happens. Finally, 'how' outlines, how can we move the young person positively forward.

Community Ed values the relationship between home and school. Parents have often had negative experiences with education in the past. Before students come to us, they and their parents have been through several professionals and trust in the system is often broken. We work holistically with parents; building trust. We offer them a voice and value the involvement. Parents work with our team to co-construct the ILLP. This provides a comprehensive picture of that child's past and helps us identify our starting points, alongside giving some ownership and power back to the parents.

Often students struggle to build positive friendships and demonstrating appropriate behaviour. Community Ed believes in the value the opportunity for students to work alongside their peers; allowing students to address academic learning objectives, and overcoming social and emotional barriers affecting progression.

Each student is undertaking an individual journey, and from the time they walk through the door, they are learning. The ILLP allows them to work on the areas of the curriculum that are most needed by them at that time. Some may need more social and emotional skills, while others may be more focused and able to progress academically or vocationally. Therefore, our curriculum provides lots of opportunities to meet all needs at the same time.

A timetable and subject schemes of work are produced half termly. The six half terms fit into a yearly overview for each subject area both are guided by ILLP. This allows teachers to provide curriculum structure but remains responsive to need. All documentation feeds back into lesson planning and one-to-one provision. This is support through our Holistic Curriculum Framework, allowing us to meet needs and continue to be ambitious. It also allows us to respond to need and deliver what is relevant at that point in time, alongside setting accredited schemes of work that is stretching individuals learning potential.

Curriculum

Our curriculum has two main objectives. Objective one; is to provide accredited learning opportunities to maximise students' potential. Learning is built on strengths and learning styles. We use students' interests to maximise motivation and increase self-esteem. The aim is to help student identify future goal and learn essential skills for the next stage in life. Objective two focuses on the social and emotional development of students, providing them with opportunities to identify positive life choices and appropriate behaviour which is evident in all we do – it is the core to Community Eds ethos.

The curriculum is delivered through the timetable covering all main subjects. Art & Design is delivered through our enrichment team and through, built around individual interests. All subjects are accredited through ASDAN short courses, and AQAs are providing students with the opportunity to gain accreditation, raising aspirations and self-esteem. Core subjects also have a national recognised functional skill accreditation attached, allowing students to move on to the next stage in their learning journey. Subjects are delivered in small group lessons of no more than four students; this is accompanied by one-to-one sessions when needed.

All students have set targets in both academic and social and emotional development, and these are recorded within the ILLP. The timetable also allows students to participate in individual learning opportunities of their choice through enrichment. This could include such areas as; cooking, media, Art and crafts, mechanics, fishing, electronics or music, sports and fitness, alongside working in the community.

Another essential part of our ethos is '*positive outcomes for everyone*'. We want to allow everyone to develop; this includes students, parents and staff. We believe a truly holistic approach involves looking at the whole individual. Parents are provided with the opportunity to work with their child in an area of their choice, building relationships and celebrating achievements.

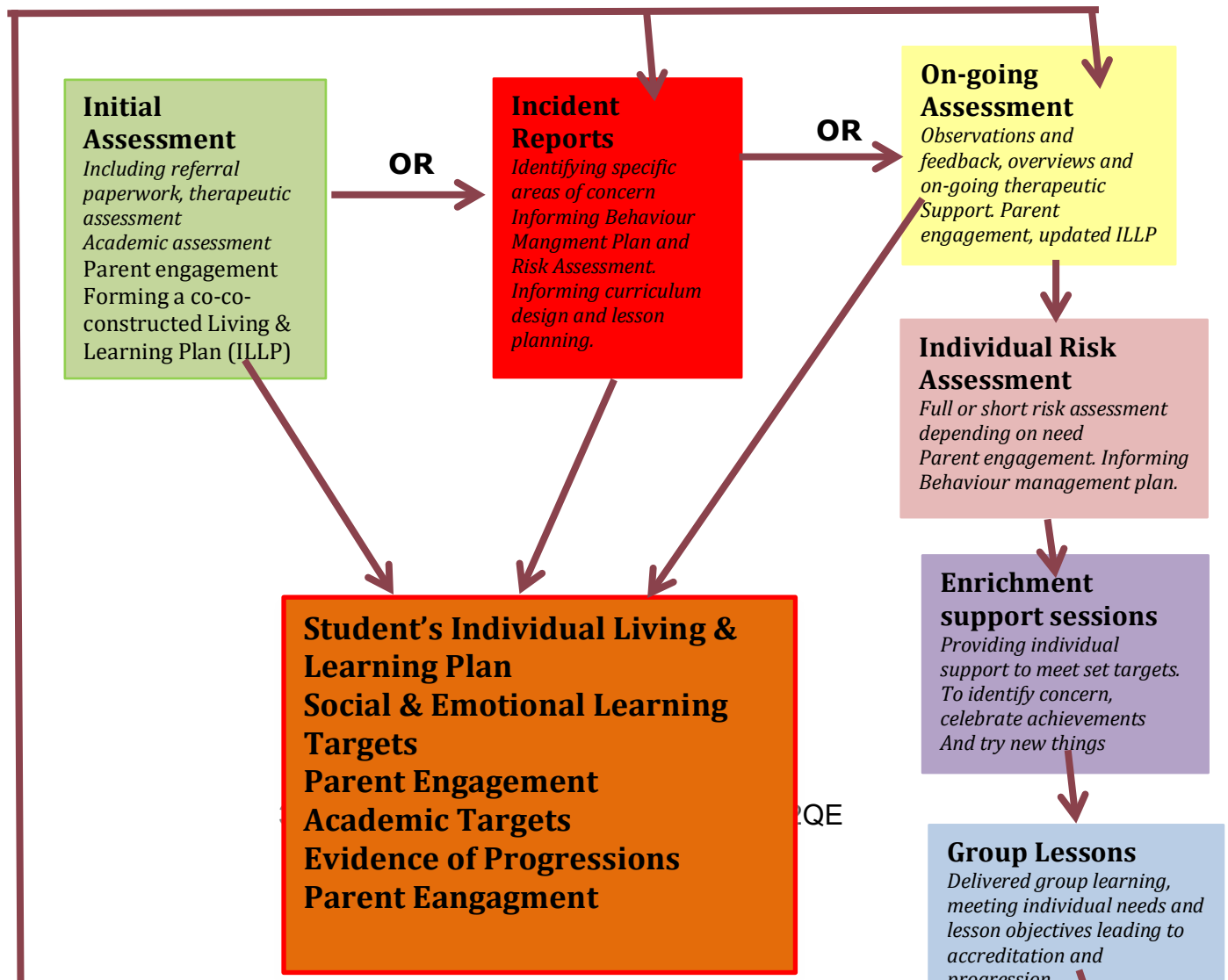
The ILLP will also play a large part in an individual child's timetable and learning direction. By using the child's EHCP to identify their need, along with our own assessment over a 4-week period, we will set individual targets. The targets will cover our two areas of focus; academic or achievement and social and emotional learning and enrichment. Depending on the child's current need, one of these targets will take priority. This allows all students to access the full timetable by providing different lesson objectives to meet different needs.

The significant gaps within some students' development has impacted their ability to interact socially and emotionally, because of this they do not have the skills or knowledge to control their behaviour or acknowledge and take responsibility for their actions. In turn, this disrupts their ability to learn and could affect others learning. We believe that it is critical to address these gaps before we can move a child forward. On joining us some students that don't currently have the ability or mental capacity to achieve and behave in line with their peers, need to be given the opportunity to understand what is expected. These students need one to one provision that demonstrates boundaries and acceptable behaviour; these students also need managed groups that cannot

affect others progress in the process. This opportunity allows them, students, to apply learnt skills which are positively reinforced over time. Students manage to learn to correct their behaviour quickly as they want to be part of the group and have to work towards this through positive choices. Appropriate behaviour is celebrated and positively reinforced. If students are having a bad day, there is always a new day tomorrow. Students know they belong, and we value them, it is their behaviour that is sometimes not acceptable. The ILLP provide staff with an insight into the reasons behind the behaviour and identify the message the child is trying to communicate.

Breaking down barriers and celebrating achievement and progression forms an integral part of our ethos. Our holistic approach identifies the individual and highlights all aspects that make them who they currently are. Our Holistic Framework provides us with the ability to process the information we need to remain individually focused. By following critical stepping stones, we can all work together providing ambitious, person-centred learning that will contribute to well-rounded individuals ready for their next stage in life.

Community Eds: Holistic Approach to Learning Curriculum Framework



Accreditations

We offer Functional Skills (FS) accreditation in English, Maths and ICT).

Some of our students join us at a lower level FS than Entry 1. For these students, we offer personalised English, Math's through the AQAs Awards scheme, alongside addressing gaps and maximising progression. These are often the students with the most social and emotional needs, resulting in behavioural issues and low self-esteem. This is often a slow process, as we need to build trust so we can address the social and emotional barriers, building confidence, modelling and naming correct behaviour and promoting social and emotional learning opportunities in all that we do.

Other elements of the timetable are used to embed English, Maths and ICT accreditation alongside achieving separate related AQA Awards. AQAs awards can be delivered at entry and level one up to level two and can often be the first accreditation some of our young people have achieved. This improves self-esteem and motivation. PSHE, RSHE, and SMSC are embedded throughout the curriculum as well as being delivered as a core subject.

Community Ed promotes positive reinforcement across its delivery. This strengthens relationships with individuals, within families and between staff members. This approach allows us to turn the most challenging situations towards success by focusing on individual skills and qualities.

Celebrating Achievements

Celebrating achievements is an integral part of life and contributes to raising aspirations and motivation towards future learning. This is why Community Ed provides lots of opportunities to celebrate success. We have a learner of the month award gaining vouchers, our mentoring system-allowing students to earn coins when work is above what is expected. All learning achieved is rewarded with a celebration day giving staff, students and parents the opportunity to celebrate achievements and receive certificates and qualifications gained.

Community Eds Roles and Responsibilities

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<p>Operational Director – Oversees and manages the running of the provision, Report to governance, Manage quality cycle To set and manage budget in-line with income Produce an SER in line with relevant government policy Work with other Directors to meet and evidences standards Works with subject teachers to develop curriculum, Construct and deliver development plan. To quality assure provisions Set values and ethos and maintain this with staff Update policy and evidence, it in practice GDPR DPO, and Safeguarding Lead</p>	<p>IQA quality assurance and Finance Officer To support quality control, including accreditations and awarding bodies. Oversee safer recruitment and manage staff files and CPD. To assess all accreditations, meet standards. Internally verify all completed work Support staff with meeting standards Keep up to date audit records Observe teaching staff in line with delivery requirements of our accreditation Coordinate the finance Manage petty cash</p>
<p>Lead teacher To deputise in the Directors absence To assess and record that learning is taking place To manage and support staff on the day-to-day delivery of the curriculum. Deputy safeguarding lead To report progression data to governance To lead in core subject To mentor teaching staff</p>	<p>Parent Support Enrichment Lead One to one session’s with students Providing mentoring support for students Communication and support to parents Coordinate behaviour management Update student risk assessments Provide enrichment sessions Work with staff coordinating the documentation of behaviour</p>
<p>Subject Teachers/tutors Teach and evidence lesson plans and schemes of work Pursue subject yearly overview Support curriculum development Accreditation assessor in subject areas Support and mentor Teaching Assistance</p>	<p>Therapist Coordinate the constructions of ILLPS with parents Set social and emotional targets and record progression in ILLPs Provide practical advice to staff, parents and students. Undertake home visits and support new students Provide therapy to students Provide clinical support to staff</p>
<p>Administrator Provide admin support Keep up to date evidence and manage students’ files. Be a visual presence in the office To administrate for accreditation Invigilator/ Exams Officer.</p>	<p>Teaching Assistants/keyworker support Support group and one-one lessons Complete incident reports and update behaviour plans Mentor students in line with individual targets</p>

Roles and Responsibilities in-line with Accreditation and Quality Assurance

Operational Director - Quality Manager –

- Sets policy on quality and related issues
- Manage day to day delivery
- Report to Director's
- Is responsible for internal communication on quality issues
- Ensures quality has a high profile in the senior management team
- Organises the external inspections that take place
- Manages quality initiatives
- Line manages the Internal quality assurer (IQA)
- Seeks to ensure consistency and promote best practice across the departments/sectors.
- Intake of learners
- Team meetings and Training
- Internal Audits
- Quality Cycle
- Self-assessments for external agencies
- Standardisation between IQA's
- Observation of IQA's
- Line management of the IQA's

Internal Quality Assurer (IQA) Quality Assurance Coordinator –

- The IQA is an experienced person within the programme or qualification who can help maintain the integrity of the qualification.
- Lead improvements in the delivery
- Ensure tutor/assessors interpret, understand and apply the standards and requirements their learners are working towards
- Plan and carry out sampling of assessed work
- Monitor delivery and assessment practice
- Interview learners and witnesses
- Document the quality assurance process and decisions
- Identify issues and trends
- Observe teachers/assessors working with learners

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- Provide feedback to teachers/assessors
- Advise and support teachers/assessors
- Lead standardisation activities to ensure accuracy and consistency of assessment decisions between teacher/ assessors
- Take part in CPD
- Coordinate CPD for staff
- Deal with any assessment appeals and complaints
- Manage grievances raised against members of the team
- External quality assurance visits / remote sampling
- Liaise with others involved in the internal quality assurance process, e.g. EQA
- Implement external quality assurance action points
- Carry out a training needs analysis with teacher/assessors

Programme Administrator / Exams Officer–

- Responsible for the administration to meet Awarding Body requirements
- Invigilator / Exams officer
- Responsible for the IT element of Awarding Body qualifications, E-assessments.
- Learners examination papers, both internally and externally marked
- Evidence of the arrangements for the conduct of examinations
- Assessment tracking system and evidence in line with the criteria
- Registration with AB and claiming of certificates once the evidence has been through the quality assurance process
- Notifying the AB of any changes within the centre.

Teacher (LT) -

Undertakes all the teacher's responsibilities but takes a management role, ensuring the communication between delivery, quality assurance and management is maintained. This role involves supporting the leadership. The Lead Teacher, works very closely with the IQA, helping to identify school needs, developing strategies for new qualifications, playing a part in staff and physical resources. All teachers/tutors feed into the Lead Teacher even if the **Operational Director** is fundamentally responsible for reviews and the progression.

Teacher / Tutor Assessor –

The teacher is a subject or topic expert who holds the experience, knowledge and skills as required in the assessment strategy. This person is responsible for assessment decisions that take place and accept that their work is subject to internal and external assurance.

- Manage learner journeys from identifying needs, managing progress, and setting SMART

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targets, completing SOW and Yearly overviews.

- Engage in learner reviews
- Understand and apply the standards
- Plan assessments to meet learner needs
- Communicate assessment requirements to learners
- Carry out assessments
- Compare evidence with set standards/criteria
- Make assessment decisions
- Document the assessment process and decisions
- Provide feedback to learners
- Take part in standardisation processes
- Take part in CPD
- Attend meetings
- Check the authenticity of witness testimonies
- Countersign other teachers' judgements
- Identify and overcome (if possible) any barriers to a fair assessment
- Implement internal and external quality assurance action points
- Justify their decisions, i.e. if an appeal is made against them
- Liaise with others involved in the assessment process
- Provide information to IQA's or managers
- Review learner progress
- Produce reports for IQA's, supervisors or employers

Teaching Assistant –

- The TA's role is fundamentally to support the learners' needs, providing access to learning for all
- Understand the need to manage expectations/goals set out by the teacher/ tutors and evidence accordingly
- Engage learners in the programme
- Undertake activities in and outside of the provision to help create a full programme of delivery, as instructed by the Lead Teacher
- Identify learning needs
- Provide feedback to learners
- Take part in CPD
- Attend meetings
- Complete relevant paperwork as part of the learners' journey

Recruitment / Staffing / Skills Analysis / New Qualifications

Community Ed C.I.C. has a comprehensive appointments strategy, which follows 'Safer Recruitment' process. This outlines the need to assess what is required before fulfilling a staffing requirement. All staff have completed an enhanced DBS and have two approved references before joining the team. Community Ed will assess the relevant skills needed, by looking at the qualification being delivered. Assessing the qualifications and experience that are needed to best meet the needs of the students and ensure the integrity of the qualification is maintained. This process will require a meeting between the leadership team and the Internal Quality Assurer / Coordinator. The appointments policy promotes equal opportunities and fair practice. The appointments policy also outlines a comprehensive support package that continues throughout employment, learning development plans and a review system.

One of the key areas in maintaining the integrity of a qualification is ensuring the staff are fully supported to deliver the qualification through reviews, CPD, training and standardisation. This is also managed through Community Eds comprehensive appointments strategy and the ongoing school's development plan. So, when a new qualification or a new member of staff is required, an analysis of need, along with a skills analysis, is planned and carried out. For new staff, the leadership team will carry out a skills analysis which will in turn inform the training and CPD requirements. The IQA supports this process for the qualification, who will help support the Operational Director / Lead Teacher with the analysis, to ensure it matches the Awarding Body requirements and the standards of the qualification. All new staff undertake a full induction that includes four reviews with set targets.

This is monitored through reviews throughout the academic year.

Operational Director responsible.

Quality Cycle and Evaluating Performance.

The Quality Cycle enables us to plan all communications with staff to ensure the quality of the provision is continually being met and improved, and the integrity of the qualification is being maintained. The dates are planned a year in advance so all staff can identify, whether they are

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expected in staff meetings, training etc. The Quality Cycle can be found in the document list QC. Whilst this list is not exhaustive, it provides an example of what is included.

Student Annual Review	Safeguarding Training & updates
Staff Appraisals and Training Audit	Students Feedback
Review of documents/policies	Student levels and workbook sampling
Observations of teaching	Progression data
Schemes of work and yearly overview termly audits	Reports to governance.
Curriculum audit	Attendance audits

Community Ed remains ambitious for all its students; therefore, senior leaders have a comprehensive framework for evaluating the performance of students. We believe that successful performance comes in many forms. The ability to work with others, showing respect for themselves and the people around them, as well as the motivation and mindset that demonstrates that they want to learn. Alongside this, we evaluate the progression in knowledge and accreditation gained from the students starting point and against their future targets. All areas are evaluated through Community Ed processes and procedures, that are then regularly assessed through staff’s meetings, staff training, audits and performance management. (Please refer to Community Eds Quality Cycle).

Functional Skills Qualification Delivery for Students

Model of Delivery

Community Ed supports some of the most vulnerable young people across Norfolk and Suffolk. Our provision is quite often the last chance for a learner to attend a learning environment, as they will have been permanently excluded from most other provisions. We believe a holistic approach to learning is required. The key to learning and progression is to ensure that all learners are treated individually; they are aware that their learning will progress through the different stages throughout their time at Community Ed. This will allow them to build on skills and knowledge. The delivery model reflects our ethos and fully embraces the need to offer flexibility alongside

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promoting an ambitious curriculum with an entirely individual approach.

Initial Assessment

Diagnosis of English and Maths levels provides a starting point and a goal in both functional skills and personal and social development. The Lead Teacher will decide at what point it is deemed the learner is ready.

A clear starting point is imperative to measuring progress for the learner (especially as most young people who come to the school have no prior qualifications). This is achieved through completion of a BKSB Initial Assessment. The Initial Assessment provides a level, E1, E2, E3, L1 or L2. This procedure is imperative and enables the teachers to plan all delivery to a level that the learner can cope with; this is then evidenced by the teacher/ tutor within students' individual schemes of work. Each student will achieve a percentage grade so progression can be recorded within a level, as students often take time to move from one level to another and progression needs celebrating to maximize motivation.

Diagnostic

The diagnostic is the second stage of assessment. The diagnostic identifies skills gaps. The diagnostic is a tool used to ensure the target set is achievable. Management of SMART targets, coupled with building learners' confidence, who have perhaps never achieved before, is crucial in the young people's development. The natural progression is to go to the next level achieved in the Initial Assessment. However, in a case where the next level of diagnostic shows the learner is not quite ready, the goal should be set at the current level. (Obviously, any prior learning will be considered). Once a learner has completed underpinning knowledge, the next stage is converting, building on experience. Functional skills are often delivered through scenario-based questions and real-life scenarios.

Learner Entitlement

All learners across Community Ed are entitled to know what to expect when gaining a qualification. Below is a list of what they can expect:

- To understand and identify what his/her success criteria/learning objectives are at all stages of a course
- To have the opportunity to develop self-assessment skills
- To learn how to develop the skills involved in meeting these criteria
- To have all tasks explained clearly
- To receive regular constructive feedback
- To receive guidance on how to improve
- To know whether he/she is performing at a level that meets or exceeds expectations

- To be assessed with objectivity and fairness
- To be able to challenge assessment judgements against the agreed criteria

Access arrangements and reasonable adjustments

Please refer to the awarding body (AB) qualification handbook/subject specification for support with access arrangements and reasonable adjustments. This needs to be considered at sign up and initial assessment. Some examples of what this may include are extra time, a reader and/or describe but are subject to authorisation by the AB. Community Ed allows all learners to access education and achieve accreditation at the highest level possible.

Fair Assessment: Key Points

Community Ed ensures fair access to assessment for all candidates. Students are also given information about our appeals policy, which candidates would need to refer to if they felt that fair access had not been available.

Administration for the accreditation process

The administration of the qualification is crucial to the overall success of the programme and the learners' experience and ability to achieve. It is essential for the success of Community Ed that all of those involved in the learners' journeys understand the part they play in administering the qualification. The main elements include the initial sign up where the learners' needs are identified; tracking of the registrations, quality assurance of both delivery and certification and maintaining the communication between the Awarding Body (AB) and Community Ed, so any changes across the provision are updated with the AB. This is outlined in section 1 (a breakdown of the roles and responsibilities). Below you will find a comprehensive guide on the administration process from sign up to certificate claiming, outlining at each stage who is responsible for what.

Referrals

Learners are recommended to the Community by external agencies or schools. The Operational Director is responsible for the signup process and identifying how the school will meet the needs

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of the learners. Once this has been decided, An ILLP is constructed with parents or the referral school and Community Ed, leading to assessments of the learners' social, emotional and behavioural needs. At the second stage (when the learners are ready), the initial assessment and diagnostic will be undertaken. This is the first building block in enabling the learners to progress. Its at this point, an individualised curriculum is set for the learner; however, this is subject to change once the social, emotional and behavioural assessment has been carried out.

The ethos at Community Ed dictates the learners' journeys are truly individual and will be treated as such, all the way through the learners' experience. The Operational Director, Lead Teacher, and teachers/tutors will meet to form the curriculum. This is achieved by building SMART targets around the learners' needs. The targets are established around their social, emotional, behavioural and academic areas. Quite often, the social, emotional and behavioural targets need to be addressed first as progression and achievement in these areas triggers the motivation and enthusiasm to learn in the academic areas.

Staffing Resources

Community Ed encourages all staff to learn new skills and be the best they can possibly be. This ethos runs throughout our provision and is equally important to all staff members. Reviews, skills analysis, CPD and training all play a part in ensuring the staff at Community Ed have every opportunity to develop and meet the needs of the curriculum across our provision. Community Ed believes in the development of staff and encourage staff to undertake CPD. Teaching assistants/ Tutors can train as a teacher, fully supported by the company. This helps the quality assurance process, ensuring the needs of the AB by allowing the IQA to identify and match with the staff member's new qualifications and skills towards maximizing the accreditation opportunities.

Qualification Strategies

For more details on each qualification and how it will be delivered and assessed, please see the individual strategy. The strategy will outline who is responsible for what and for each particular qualification, as this may change. So, whilst the IQA strategy outlines the structure of how we at Community Ed quality assure the provision, the individual strategy outlines the specifics of the qualification, including access, learning needs and implementation.

REQUIREMENTS FOR CONTINUING PROFESSIONAL DEVELOPMENT OF STAFF (CPD):

Teachers/tutors and verifiers must be able to demonstrate to the Awarding Body how they keep

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skills and up-to-date knowledge in the area they are delivering to the level in which they are assessing and/or verifying.

Continuing Professional Development (CPD) must take place throughout the careers of teachers/tutors and verifiers. This **must** include the completion of a minimum number of hours CPD in each twelve months period using activities approved for CPD. Both a teacher and an IQA will have an annual development or CPD plan as part of the appraisal process; training needs analysis etc. The minimum, annual CPD requirement for assessors and IQA are as follows:

A total, minimum requirement for 30 hours CPD per annum (which does not have to be consecutive)

The CPD requirement must be carried out on **one or a combination of** the types of activities listed below. **No activity will carry a 'double hours' allowance.**

Teacher/tutors

- Attend at least two CPD events each year
- Show current evidence of CPD
- Have up-to-date knowledge of best practice
- Read relevant journals
- Undertake shadowing
- Attend relevant conferences
- Being observed

IQA

- Request feedback
- Undertaking training courses
- Individual research
- Attending forums
- Completing relevant qualifications
- Shadowing another IQA
- Training as an EQA
- Standardisation activities
- Undertaking related reading
- Attending relevant meetings or conferences
- Being observed

Individuals must provide relevant and suitable evidence that CPD has taken place within each 12 months period to be measured from 1 September - 31 August. CPD Plan, CPD Log. All teachers/tutors are required to maintain a record providing evidence of CPD training, a CV,

providing a clear understanding of experience. This needs to be made available to the External Quality Assurer during visits from the Awarding Body. This will be fed by reviews and skills analysis carried out by the Operational Director /Lead Teacher.

Monitoring of Assessment Practice

The IQA monitors assessment practice to ensure that all teachers/tutors adhere to national standards of assessment and to ensure that learners are aware of and satisfied with this process. Community Ed has developed an assessment monitoring strategy.

All teachers/tutors are monitored to ensure that a sufficient number make the same decision on the same evidence. This monitoring may be by colleagues or peers in the qualification team. But in addition, the IQA must monitor and give feedback to the teachers using methods as relevant to the qualification:

- Observation of performance
- Reviewing of assessment records
- Verifying portfolios
- Verifying assignment marking
- Verifying feedback to learners
- Gathering feedback from learners
- One to one supervision
- Standardisation activities

The IQA standardises assessment judgements to ensure that each assessor consistently makes valid decisions over time and with different learners. The IQA also standardises to ensure that all assessors working on the qualifications are making consistent judgements across the team.

Teachers/tutors are required to take part in and contribute to standardisation activities organised by the IQA for their programme.

Teachers/tutors are required to attend meetings convened by the IQA for their programme that may include:

- Meetings with the EQA
- Team meetings to review learner achievement and progress
- Team meetings to plan and review qualification and future development
- Standardisation meetings
- Team development activities

A qualified member of the team will validate and countersign all assessment or verification decisions for learners, teachers/tutors or IQAs.

The AB will increase the level of sampling and monitoring of assessment practice for new team members (whether qualified or not), trainee teachers and IQA's. The AB will also increase the level of sampling if learners have submitted a complaint or an appeal, or if there are discrepancies with the teacher's judgements.

Each learner will complete an interim reflection form and a final evaluation form on teachers and the Community Eds performance. It is the responsibility of the IQA to ensure that the evaluation sheets are completed then monitored and that the results are fed back to the teachers/tutors.