RARPA Policy

Recognising and Recording Progress and Achievement

Adopted: January 2016

Reviewed: 9th October 2021

To be reviewed: October 2023

Mission Statement

Why:

We believe in the right of every young adult at Chatsworth Futures to access high quality learning opportunities which will empower and enable them to live happy, safe, healthy, valued and fulfilling adult lives.

How:

We achieve this by providing a safe, caring, challenging and positive learning environment in which the dignity, individual choices and aspirations of each learner are respected and celebrated.

We strive to work collaboratively with learners, their families and colleagues to develop an inclusive, equitable and friendly organisation in which healthy risk taking is encouraged, enjoyable experiences are offered and strong relationships are at the heart of all we do.

What:

We endeavour to nurture independent, empowered and fulfilled individuals who are able to live purposeful, productive and happy lives as they move on from Chatsworth Futures.

Recognising and Recording Progress and Achievement (RARPA)

The learners at Chatsworth Futures have a range of learning difficulties and disabilities such as severe learning difficulties, profound learning difficulties, multi-sensory impairment, autism, sensory processing difficulties and challenging behaviour.

Chatsworth Futures implements two systems for student achievements: non-accredited learning through RARPA framework to promote good practice in teaching and learning and accredited learning with the Entry Level Qualification system.

Entry Level Qualifications makes it easier for schools, colleges and other providers to design and deliver successful learning programmes and recognises the need for flexible accreditation and enhanced support for students.

The RARPA framework "puts students at the centre of the learning process, encourages professional development and enables effective quality assurance and quality improvement by learning providers".

Chatsworth Futures ILPs recognise the importance of accredited and non-accredited learning and it's delivered through personalised learning programmes, built around the learner's starting point, their individual needs and their progression aspirations.

The staged process has been designed to:

- Focus on and promote the needs and interests of students;
- Take account of students' diverse and sometimes multiple purposes in learning;
- Allow for negotiation of the content and outcomes of learning programmes
- Encourage students to reflect on and recognise their own progress and achievement, thus increasing their confidence;

- Promote and support informed learner self-assessment, peer assessment and dialogue about learning and achievement between students and tutors/trainers;
- Enable both the achievement of planned learning objectives and learning outcomes not specified at the outset to be recognised and valued;
- Promote good practice in teaching, learning and assessment
- Enhance providers' quality assurance and improvement practices.

The staged process consists of five elements. These are:

1. Aims**:** appropriate to an individual learner or groups of students

As the student applies to Chatsworth Futures, aims are identified for the student's course. These are based on the needs of the students as assessed by the multidisciplinary team, previous reports, students and families and the core aims of the establishment. We also identify relevant and suitable units of Entry Level qualifications and Accreditation where appropriate.

2. Initial Assessment**:**
To establish the learner's starting point an Initial Assessment is completed by the multi-disciplinary team identifying the support needs and course content. This assessment is refined via the baseline assessment process during the first term of the course.

3. Challenging Learning Objectives/Outcomes**:**
Identification of appropriate objectives for the learner is an outcome of the baseline assessment process. Appropriate medium term objectives are devised that link well to the long term goals. The first set of medium term objectives are agreed within the baseline assessment process and recorded within the students' Individual Learning Plan (ILP). These are reviewed and updated on termly basis in consultation with the multidisciplinary team throughout the student's course. Short term planning sheets and Desired Learning Outcomes sheets (DLOs) include a reference to these priority targets.

4. Formative Assessment:

Recognition and recording of progress and achievement during the programme takes place for all students, through a range of methods. Teaching, support and therapeutic staff record progress against short and medium term objectives. Students are supported to record achievements through records of achievement (ROAs) in Progress Files. Students are supported to compile a visual presentation at their Progress Reviews. And to complete a Person Centred Review booklet to prepare for their Progress Review meeting. Images/ video clips record progress over the year. Evidence sheets for accredited units are submitted for internal verification each term. Staff report on student progress over each academic year. These reports are shared with the student, families and services supporting the learner through the Review meeting.

5. Summative Assessment:

End of programme learner self-assessment and tutor review of overall progress and achievement are supported by the Summary Review Report and Progress File. Each report includes a reference to the long term goals identified at the start of the course for the students and progress towards them. A measure of the success in achieving the long term goals is included within the self-assessment process for the college. Students will also receive certification from the examining board upon completion of their award, certificate or diploma. A compilation of Personal Presentations over the duration of the course is created.

RARPA Target Setting Principles and Processes

- All targets set should move learners towards their goals

- Targets are identified from skills gaps on Baseline Assessments

- All targets should be SMART and detail the level of support the learner is expected to achieve

- Targets should be achievable in a realistic timeframe, following the college's *minimum target expectations* benchmarks

- All targets should be purposeful, challenging and aspirational

- Targets should be written in appropriate, learner-accessible language

- All targets should be broken down into appropriate and manageable objectives

- Basic targets and objectives can be found in the target cache on Databridge

- Cache objectives must be personalised to each learner using the comments from Baseline Assessments as appropriate

- Targets and objectives should be written following the standard college format

Example:

Target	Find the items to make a sandwich with occasional support
Objective 1	*wash my hands*
Objective 2	*locate the items from storage*
Objective 3	*select the appropriate quantities of ingredients*
Objective 4	*select the correct cutlery and crockery*