

STAGE 5

SUMMATIVE ASSESSMENT OF ACHIEVEMENT

ETFOUNDATION.CO.UK

Natspec has produced
this guidance on behalf
of the Education and
Training Foundation.



RARPA Stage Five: What is involved?

Summative assessment of achievement

Stage Five is about completing a summative assessment of achievement that:

- supports learners' progress towards their chosen destination
- provides evidence of achievement that is meaningful to learners and key stakeholders
- demonstrates the progress and achievement of outcomes in personal development, communication, independence skills and employability
- finalises transition processes and prepares the learner for moving on
- celebrates achievement.

When summative assessment is well managed:

- learners know what they have achieved and how they have made progress towards their aspirations and long-term outcomes
- information gathered is useful in supporting a planned transition as it captures the progress made across the whole learning programme from baseline assessment to end point
- employers or other destination settings such as care providers, understand what the learner can do and knows now and this supports transition
- it includes a record of any external accreditation or qualification gained, along with achievements in broader aspects of the curriculum such as communication and personal development, independence skills, employability and citizenship
- achievement is demonstrated in a variety of creative ways that are meaningful to the learner
- achievements are celebrated and shared widely across the organisation and to external partners
- feedback is used to inform planning the curriculum for future learners
- the impact of the learning programme can be evaluated for individuals and groups of learners
- learners have a planned transition to their chosen destination, this starts before their final year on a learning programme
- providers use destination data to inform self-assessment and quality improvement plans.

RARPA Stage Five: What is involved? continued

Example from a Provider

Review meetings are arranged before the Easter holiday, and learners are encouraged to think carefully about who they would like to invite. The purpose of the meeting is to review their key achievements, share with those at the meeting what they would like to do after college, think about the next steps to take and identify who can help. Those invited may include family members, work experience job coach, keyworker, social worker, advocate and community support worker. Learners introduce the meeting by sharing three achievements they are particularly proud of, and may choose to show, for example, a work file, an electronic presentation or a job coaching review from work experience.

After this meeting, learners work on an Action Plan which gives a strong focus to the final few weeks of the course. Each learner takes personal responsibility for their own plan, and by doing so stays in control of the transition from college. At the same time as working on the Action Points learners will put together their own CV, usually in electronic format to include video clips and voiceover descriptions. The CV is a fantastic record of all key achievements on the Towards Independence course, and particularly employability skills. It has become a tradition for the CVs to be shown by our proud graduates to their guests at the end of year celebration.

(General Further Education College)



The links below take you to documents, produced by post-16 providers, that can support at this RARPA Stage

[A template of a Key Worker Report \(opens in web browser\)](#) used to record progress and achievement.

[A template of a Transition Plan \(opens in web browser\)](#) used in preparation for moving on from college.

[A template \(opens in web browser\)](#) to support recording transition visits as part of a planned transition from college.

RARPA Stage Five: Key Points from the Education Inspection Framework for Further Education and Skills 2019

The Education Inspection Framework sets the standards against which Ofsted will judge the overall effectiveness of a provider. There is a strong focus on how providers meet the standards for learners with SEND across all four key judgements. Using a RARPA process effectively enables providers to demonstrate they are ensuring learners with SEND are not disadvantaged compared to other learners and can access high quality provision that is ambitious, challenging and meets needs. Understanding how RARPA links to the requirements of the Education Inspection Framework supports providers to consider how they are meeting the standards and providing evidence to demonstrate continual quality improvement.

RARPA Stage Five: Summative assessment of achievement

From 'Evaluating Types of Provision' (para 164)

Education programmes for young people

- Inspectors will consider how well leaders and teachers promote high expectations for achievement and progress through the systems they use to monitor and develop the quality of provision for learners, including the most disadvantaged, those with SEND and those with high needs. (166)

Adult learning programmes

- Inspectors will judge how effectively staff work with learners, employers and other partners such as Jobcentre Plus, to ensure that teaching, learning and assessment enable learners to develop personal, social and employability skills that prepare them well for their intended job role, career aims and/or personal goals. (167)

Provision for learners with high needs

- Inspectors will judge how successfully learners participate in good-quality and individually tailored learning programmes that lead to paid or voluntary employment where appropriate (including to supported internships, traineeships and apprenticeships) and/or to greater independence in their everyday lives. (170)

From 'Quality of Education' for all learning programmes (para 171)

- A well-constructed, well-taught curriculum will lead to good results because those results will reflect what learners have learned. There need be no conflict between teaching a broad, rich curriculum and achieving success in examinations and tests or assessments. (184)
- Disadvantaged learners and learners with SEND acquire the knowledge and skills they need to succeed in life. (184)
- End-point assessments and examinations are useful indicators of learners' outcomes, but they only represent a sample of what learners have learned. Inspectors will balance this with their first-hand assessment of learners' work. (184)
- All learning builds towards an end point. Learners are being prepared for their next stage of education, training or employment at each stage of their learning. Inspectors will consider whether learners are ready for their next steps. (184)
- Inspectors will also consider whether learners are ready for the next stage and are going to appropriate, high-quality destinations. (184)

RARPA Stage Five: Key Points continued

- Inspectors will evaluate learners' progress in relation to their starting points, based on their rate of learning, acquisition of knowledge, skills and behaviours and whether they have achieved their individual, challenging learning goals. (186)
- Inspectors will put more focus on the curriculum and less on providers' generation, analysis and interpretation of performance data. Inspectors will be interested in the conclusions drawn and actions taken from any internal assessment information, but they will not examine or verify that information first-hand. (188)

Leadership and Management (para 209)

- This judgement is about how leaders, managers and those responsible for governance ensure that the education and training delivered by the provider have a positive impact on all learners, including those with SEND and those who have high needs. It focuses on the areas in which inspection evidence and research show that leaders and managers can have the strongest impact on the quality of education and training provided. (209)



RARPA Stage Five: Key Themes from the Special Educational Needs and Disability Code of Practice 2014

The Special Educational Needs and Disability Code of Practice informs the further education and skills sector of its statutory duties in relation to young people and education. Where providers understand their duties to the Code of Practice and how this links to RARPA they will be able to provide evidence that learners are achieving their potential and increasing their opportunities for good life outcomes. The Code of Practice advises a person-centred approach and this links well to RARPA's focus on personalised learning outcomes and measuring achievement from an individual's starting points. Throughout the Code of Practice, providers are expected to work in partnership with health, social care and other educational providers to support good life outcomes.

'Local authorities should be ambitious for children and young people with SEN, raising their aspirations and promoting high expectations about what they can achieve in school, college and beyond. Local authorities should ensure children and young people have access to the right support and opportunities that will prepare them successfully for adulthood by helping them achieve the agreed outcomes in their EHC plan. This will enable many more young people with SEN to complete their formal education'. (para 8.49)

Statutory duties for FE Colleges, 6th form colleges, 16-19 academies and independent specialist colleges (Section 41 Children and Families Act 2014) include:

- duty to cooperate with local authorities in making arrangements for children and young people with SEN
- duty to admit a young person if the institution is named on the EHC Plan
- duty to regard the Code of Practice
- duty to use their best endeavours to secure special educational provision to meet young people's needs for those with or without an EHC Plan.



Special educational needs and disability code of practice: 0 to 25 years

Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities

January 2015

RARPA Stage Five: Key Themes continued

Key themes from the SEND Code of Practice	At RARPA Stage Five providers should:
Young people with SEN are entitled to an education that is ambitious and prepares them successfully for adulthood, including their chosen career.	Have a culture of high expectations for young people with SEN. Use summative assessment to celebrate and promote the achievements of current and past learners. Include different learner groups to demonstrate the diversity of SEN learners across the whole organisation.
Impartial careers advice must be available to support young people to move onto employment, training, adult learning opportunities and independent living.	Provide access to information, advice and guidance throughout the learning programme so that learners can make informed choices about their future. If a learner's plans have changed as a result of summative assessment, they are likely to require additional careers advice to plan their next steps.
There should be a planned transfer to adult social care and health services (if required). This should happen at a time when it most benefits the young person, not necessarily at age 18. Young people must not be left without support.	Review the health and social care services the learner uses at each annual review and work in partnership with external agencies to deliver a planned transition to adult services, at an appropriate time. If this has not taken place by the end of the learning programme, summative assessment should reflect any changes to health and social care needs that have impacted upon progress and achievement.
Young people moving onto higher education will need support to apply for the Disabled Students' Allowance.	Identify learners who are applying to higher education at an early stage so advice, support and guidance can be given to attending disability support assessments and making applications through Student Finance England. Learners will require their summative assessment to reflect both their qualifications and wider learning aims such as personal development, independence skills, employability and citizenship.
Young people with SEN can request a personal budget to pay for education, health and social care needs. For some young people managing their own personal budget will provide the autonomy and control needed as they move into adulthood.	Provide learners and their parents and carers information about personal budgets so they can make an informed choice about how to request and manage a personal budget.

RARPA Stage Five: Questions providers should ask themselves about Education, Health and Care Plans (EHC Plans)

The further education and skills sector has statutory responsibilities for young people with EHC Plans. At each stage of the RARPA process there are actions providers can take to ensure they are meeting these requirements. Young people aged 16 and over have the right to make their own decisions about their plans and should be involved, in appropriate ways, at each stage of the RARPA process to agree their long-term outcomes based on what is meaningful to them. Providers should challenge EHC Plan outcomes that are not person-centred, relevant to the individual and supportive of good life outcomes across the four preparing for adulthood pathways of education and employment, health, independent living and friends, relationships and community.

Questions to ask yourselves	If your answer is no or you are unsure
Are you involved in or have you contributed to a local authority's decision about whether or not to cease an EHC Plan at the end of a programme?	Use both formative and summative assessments to provide evidence of progress towards outcomes. EHC Plans only remain in place where educational provision is required to support a young person to reach their EHC Plan outcomes. Local authorities will make decisions to cease an EHC Plan based on evidence of progress towards and achievement of outcomes in the plan. The summative assessment will usually be the key evidence local authorities base their decisions on.
Do you know if the learner's EHC Plan will continue when they move to a new setting?	Review the learner's chosen destination. If they are moving onto another educational setting and still require an EHC Plan there are specific timescales in the Code of Practice for local authorities to review planning five months before the transfer is due to take place. Therefore, EHCP Plan annual reviews may need to be scheduled earlier than usual. (see para 9.181 Send Code of Practice).
Have the learner's views on their transition to a new setting or returning to a learning programme been considered and are the local authority aware of these views?	Provide evidence to the local authority of how learners have expressed their views about their achievements and what they want to do next. Use person-centred planning tools to demonstrate this. Involve staff who know the learners well and parents and carers, if appropriate.
Do you have appropriate transition arrangements for learners transferring into adult social services?	Work in partnership with adult social care and health services to ensure the young person is not left without access to the support they need when they finish their learning programme. If a learner is due to leave education, ensure social care and health partners are involved in annual reviews and transition planning.

RARPA Stage Five: Questions continued

Questions to ask yourselves	If your answer is no or you are unsure
Are eligible learners and their families aware of their right to a personal budget and how to access this?	Provide learners with accessible information about how to request and manage a personal budget, if they do not already have one.
Is it clear from the summative assessment that the outcomes in the EHC Plan remain relevant and meaningful to the learner?	Relate the achievements in the summative assessment to the EHC Plan outcomes. Check that they remain relevant and ambitious for the young person and demonstrate how an additional year on the learning programme would not be a repetition of the previous one.
Do you know from the summative assessment, if a learner's needs are not being adequately met and they require an EHC Plan?	Identify where there are unmet or new needs that require support or a specific intervention. Summative assessment should include a review of how effectively needs are met and if there are any unmet needs. Discuss with the learner and parents and carers, if appropriate. Make a request to the local authority for an EHC Plan needs assessment. This can be done at any point up until the learner's 25th birthday.
Are you aware of the specific responsibilities to certain groups of young people with EHC Plans, in the Code of Practice?	Review how the Code of Practice applies to these groups and ensures young people are not disadvantaged by their particular circumstances. Chapter ten of the Code of Practice provides information for specific groups of young people which are: <ul style="list-style-type: none"> ■ looked after children ■ care leavers ■ children and young people with SEN and social care needs, including children in need ■ children and young people educated out of area ■ children and young people with SEN who are educated at home ■ children and young people in alternative provision ■ children and young people who have SEN and are in hospital ■ children of service personnel ■ children and young people in youth custody.

RARPA Stage Five: Links to person-centred tools to use at this stage

Person-centred approaches support providers to find out what is important to a learner, what matters to them most and what support strategies work best for them. Providers can use these person-centred thinking tools to support conversations with learners, their parents and carers and other multi-disciplinary professionals throughout the 5 RARPA stages. The tools prompt questions and ways to gather information that keeps the person at the centre. This works well with the RARPA focus on personalisation and emphasis on the learner voice.

Here are suggested tools for each stage of RARPA, produced by the Preparing for Adulthood Programme.

The first two tools are included at each stage because they are the key questions within a person-centred approach.

What we like and admire about a person - to help find out the person's strengths and qualities ([opens in web browser](#))

What's important to and for me - to help understand what matters to a person ([opens in web browser](#))

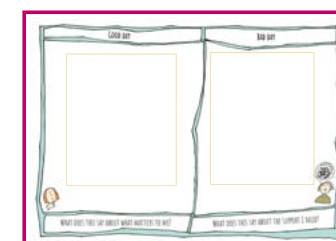
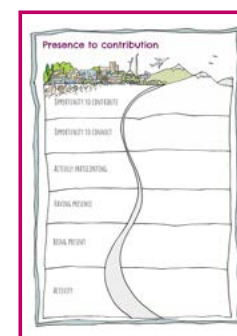
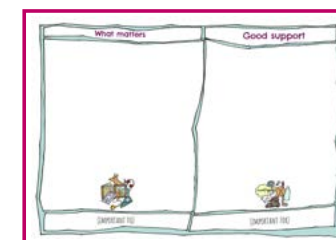
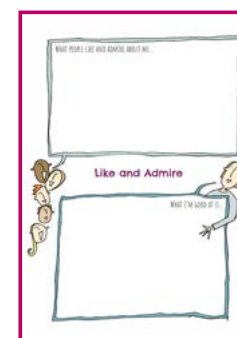
Useful person-centred tools to support learner involvement during summative assessment and for sharing key information with destinations during transition.

Good day and bad day - to plan for more good days and less bad ones in the future ([opens in web browser](#))

Perfect week - to demonstrate what a person would like to happen across their week in the future ([opens in web browser](#))

Presence to contribution - to show how a person can become a valued member of their community ([opens in web browser](#))

Inclusion web - to review and develop ways for people to have connections to others and be included in events and activities that are important to them ([opens in web browser](#))



RARPA Stage Five: Quality Assurance

Summative Assessment of Achievement

Use the examples of activities to measure quality assurance at this stage. The list is not exhaustive or prescriptive. Providers may already have alternative or additional means of checking quality at each RARPA stage.

Evidence from these activities will inform providers' self-assessment reviews and quality improvement programmes.

Examples of quality assurance activity:

- Review achievement data to demonstrate a consistent level of judgement has been applied at summative assessment. This could include a scrutiny of evidence to support assessment, final progress reports, learner work and reviewing learners' ILPs or equivalent. Identify if there are any patterns of inequality between groups of learners e.g. gender, ethnicity, disability or special educational need.
- Check that the summative achievements recorded
 - represent a satisfactory amount of progress from starting points
 - build on progress made through meeting learning objectives
 - have enabled progress towards long-term aspirations
- Use a learner survey to find out how well learners believe that the learning programme overall has met their needs. Hold learner voice or learner representative meetings to gain feedback on what they have achieved. Ask learners if it has met their expectations and if they would change anything or do anything differently, including the type of support or interventions they have received.
- Gather feedback from key stakeholders such as parents, carers and multi-disciplinary professionals on how the learning programme has enabled the learner to achieve.
- Conduct walk throughs of classrooms and communal spaces to observe how learners' achievements are shared and celebrated. Review the website and other sources of information for evidence that learner's achievements are highly valued.
- Request feedback from learners' new settings on the usefulness of the summative achievement data shared with them, in planning support, activities and opportunities.

RARPA Stage Five: Quality Assurance continued

- Review support and care plans. Identify successful interventions and build on these. Address where support has not led to learner achievement. Work with external partners to assess the quality and benefits of any external specialist support.
- Seek feedback one year on from learners to assess how well they are doing in their new settings. Use this feedback to evaluate if the summative assessment supported the transition process.
- Compare year on year achievement data to assess whether the provider is continuously improving, sharing best practice and taking action to address concerns.
- Triangulate data collected at the end of the learning programme to inform the self-assessment review and develop the quality improvement programme.
- Conduct an internal review of the RARPA provision using the template below.
- Arrange for an external review of the RARPA provision using the template below.

Useful links

Use this [template \(opens in web browser\)](#) for an **internal** review of RARPA in your provision

Use this [template \(opens in web browser\)](#) for an **external** review of RARPA in your provision



RARPA Stage Five: Self Audit Tool

Use the self-audit tool to assess what you are already doing well and where you need to take further action.

Stage Five: Summative assessment of achievement				Action Required
Do all learners have a final assessment of their achievements on the learning programme that shows the progress they have made from their starting points?				
Are final progress reports checked for consistency of approach, language, content and assessment of achievement across the whole programme?				
Have learners achieved their learning objectives and longer-term outcomes as expected?				
Can learners articulate, in appropriate ways, what they know and can do now that they could not at the start of their learning programme?				
Are achievements in personal development, communication, independence, employability and behaviour, where appropriate, identified and reported on?				
Is there evidence that the support and interventions in place have enabled learners to achieve?				
Has a moderation of final assessments taken place and is this used to inform planning of the curriculum?				
Is there evidence of creative, meaningful ways to demonstrate achievement, such as videos, displays, learner feedback, celebration events and awards, that involve the learners and express the 'learner voice'?				
Is achievement shared with the wider community, including parents and carers and other key stakeholders?				
Have learners continued with a planned transition to their next setting or destination? Has information from the summative assessment been shared with the learner's consent?				
Is there an analysis of destination data that informs planning?				
Is best practice in summative assessment being shared and actions identified to make improvements where required?				
Can staff deliver their responsibilities for summative assessment effectively and without incurring an overload of work?				
Do staff have targets to improve summative assessment, if required, in their performance reviews and the appraisal process?				
Is evidencing of achievement reflected in the self-assessment report and the quality improvement plan?				

■ No evidence requires attention ■ Requires development ■ Evidence of this informs planning and delivery