

Westfield Academy - Assessment and IV Procedure 2022/2023

Westfield Academy is committed to providing students with an assessment process which has consistent standards and meets all of the requirements set out by the relevant awarding body. This procedure has been designed to provide a framework which, from entry to achievement, covers the; assessment, accreditation of any prior learning, work-based assessment, internal verification, moderation and standardisation procedures.

Aim

The aim of this procedure is to ensure that all students' work is assessed in a way that serves the stated learning objectives of the programme offered and studied by the student, facilitating the achievement and wider development of the student. To ensure that the assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals. To ensure that the assessment procedure is open, fair, free from bias and to national standards. The quality assurance of the assessment process will be established by quality control mechanisms for the assessment through a system of internal verification, moderation and standardisation. To ensure that there is accurate and detailed recording of assessment decisions.

Scope

This procedure covers all BTEC courses offered by Westfield Academy but may well apply to other assignment-based courses should they become part of the schools curriculum in the future. This procedure applies to all teaching staff, assessors, internal verifiers and students at the school.

Definitions

Assessment - is the measure or evaluation of students' knowledge and understanding, skills, attitudes and values, against explicitly stated criteria for success (in accordance with the specification and other material provided by the awarding body for the course concerned).

PSA - a shortened version of the full name, Pearson Set Assignments

Verification - is the process where internally set and marked assessments carried out by assessors are checked for consistency and quality by other teachers or managers within the school. External verification is the same check but this is carried out by professionals nominated by the awarding body of the qualification concerned.

Moderation - is the process where internal marking of externally set assessments (carried out by teachers) is checked to ensure that they are consistent and of the correct level of quality by their teachers and managers. External moderation is the same check carried out by professionals nominated by the awarding body of the qualification concerned.

Standardisation - is the process that ensures all assessments made by assessors and internal verifiers are marked to the same standards.

Objectives and principles

- To assess all students work with equal integrity by being consistent and transparent in our assessment judgements and processes so that the outcomes are fair, reliable and valid.
- To ensure the assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals.

- To establish quality control and recording mechanisms for assignments and their assessment through a system of sampling, moderation, internal verification and cross-departmental coordination as appropriate to the requirements of the programme that we offer.
 - To ensure that the assessment standards and specifications are implemented fully so that there is no risk to the reputation of the awarding body or of the qualifications that we offer.
 - To provide a student centred approach to the assessment which provides opportunities for students to achieve at levels corresponding to the demands of their course. Students are kept informed of their progress and maximise their chances of success in their learning. Assessment feedback to students is informative in relation to the assessment content and criteria providing guidance where applicable on how learners may improve their performance.
 - Learners' ethnic and cultural differences are taken into account and those with learning difficulties are supported, in accordance with the regulations of the awarding bodies.
 - To ensure that there are no conflicts of interest that would impact on the ability of assessors and verifiers to make assessment decisions
 - All effort is made to prevent plagiarism or other forms of deception by students and to ensure that all work provided and created is the students own.
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In order to do this, Westfield Academy will:

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment
 - Produce a clear and accurate assessment plan at the start of the programme/academic year
 - Provide clear, published dates for handout of assignments and deadlines for Assessment
 - Conduct PSA's within the set timeframe
 - Conduct internal standardisation of the assessment team, assessment decisions and have good moderation procedures in place.
 - Assess learner's evidence using only the published assessment and grading criteria
 - Ensure that assessment decisions are impartial, valid and reliable
 - Not limit or 'cap' learner achievement if work is submitted late
 - Develop assessment procedures that will minimise the opportunity for Malpractice
 - Maintain accurate and detailed records of assessment decisions
 - Maintain a robust and rigorous internal verification procedure
 - Provide samples for standards verification/external examination as required by the awarding organisation
 - Monitor standards verification/external examination reports and undertake any remedial action required
 - Share good assessment practice between all BTEC programme teams
 - Ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff
 - Provide resources to ensure that assessment can be performed accurately and appropriately.
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Procedures for assessment

An assessment is used by teachers to analyse the learner's attainment. For the learners this assessment will indicate if they are learning at the correct level the course material and if further study and/or evidence is needed.

- Prior to starting an assessment the assessor must ensure that each student understands the requirements of the assessment. The assessor will have checked that all students have had access to the content required for the assessment and they are aware of what support the assessor can provide once the assessment is started. Students will have been made aware of the need to manage their time and when the submission deadlines will be.
 - When the assignment brief has been given out the assessor must not provide specific feedback related directly to the assessment criteria. It is the students responsibility to use their knowledge, note and resource materials to work independently so that their understanding and knowledge can be checked.
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Resubmission/retakes

For BTEC qualifications students may wish to retake an assessment in order to improve their result and ultimately their overall grade. Students should discuss any retakes initially with their teacher, the teacher may also approach any students who they feel may not have achieved their best during an assessment in order to discuss retaking it. This is especially important for students studying on the newer BTEC Tech Awards. Retakes and resubmissions must be made in line with the awarding body, Pearsons, own rules regarding when retakes and resubmissions can take place. If students feel like they are being unfairly treated in regards to retakes or resubmissions by their class teacher they should speak to the head of department or exams manager in the first instance before then following the schools complaints & appeals procedure. It may be that there are rules surrounding the retakes and resubmissions that the teacher has not been able to explain to the student in detail during their lesson time that can be clarified and explained simply by the head of department or exams manager.

Assignment design/assignment brief

Assignment designs and briefs are released by the awarding body on specific dates with guidance around when and in what setting these should then be shared on with teachers and students. The exams manager will provide the assignment design/briefs to the relevant teacher once they are permitted to by the awarding body. The teacher will then share on with their students when permitted by the awarding body guidance.

Assessment plans

Assessment plans are developed by the teachers of BTEC classes. At Westfield Academy our BTEC teachers work as a team to ensure that all teachers have the necessary resources and assessment plans in place. Our quality nominee works closely with BTEC teachers across all subjects to ensure that their assessment plans are in place.

Assessment recording/tracking for learners

Assessment recording and tracking of learners is key for Westfield Academy to know where students are in their course and how they are progressing. Within each individual department that teaches a BTEC course in school teachers have their own system for recording and tracking learners and their progress. These systems and the progress of individual students is overseen and monitored by both the head of the department, the quality nominee and the deputy head teacher.

Responsibility for implementation

The head of department/curriculum is responsible for the audit and monitoring of assessment practices across the school.

The curriculum manager and head of centre are responsible for implementing and ensuring the quality of assessment practices in their areas and for ensuring there are enough sufficiently trained staff to carry out requisite assessment, verification, standardisation and moderation activities.

It is the responsibility of staff involved in the assessment, standardisation, moderation and verification activities to:

- Provide assessment processes that are fair and meet the requirements of the qualification
- Provide feedback to students that is accurate and informative in a timely fashion informing the student of their individual progress and provide guidance on how they can improve
- Comply fully with the schools' and Awarding Body guidelines regarding work that is submitted after the submission date and work that is submitted following a referral/submission decision
- Familiarise themselves and students with the schools appeals procedure(s)
- To keep up-to-date with Awarding Body guidance in respect of assessment, standardisation, moderation and verification including any changes that are made to the specification of a qualification

- Respond promptly to feedback from both internal and external moderators and verifiers
 - Ensure that the quality of assessment is ensured by carrying out internal standardisation, moderation or verification as required by the school, Awarding Body and Examination Boards
 - Record internal standardisation, moderation and verification decisions accurately and systematically using agreed documentation
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Associated documentation

The following documentation link to this procedure and should be read for guidance around assessments:

- Exams procedure
- Malpractice and Maladministration procedure
- Non-Examination Assessment procedure
- Complaints procedure
- Appeals procedure
- Awarding Body and Examination Board Guidelines available on the awarding body websites

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Simon Dallimore
Head of Centre

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Abbie Taylor
Exams Manager

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Date

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Date

This procedure is next due for review on **01/09/2023**