

Queen Elizabeth Sixth Form College

ASSESSMENT POLICY FOR NON-EXAM ASSESSMENT, COURSEWORK AND INTERNAL ASSESSMENT

Purpose and scope of the policy

To ensure:

- That assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals.
- That the assessment procedure is open, fair and free from bias.
- That assessment is carried out to meet national standards of each individual course.
- That there is accurate and detailed recording and tracking of assessment decisions, internal verification and/or moderation.
- That assessment of all courses is carried out to the national standard for each course.
- That there is equal and fair access to assessment for all learners.
- That learners are given guidance on how to meet the assessment criteria.
- That achievement is accurately recorded and tracked.
- To ensure that assessment leads to accurate and valid certification claims.

In order to achieve the above aims, staff who manage and deliver courses will:

- Plan an appropriate assessment scheme that meets the needs of the course and provides learners with a manageable timetable of assessment.
- Ensure assessment assignments are fit for purpose and enable learners to produce appropriate evidence for the learning outcomes and assessment criteria being assessed .
- Design assessments in such a way that all learners have the opportunity to demonstrate their skills, competencies and knowledge that relate to the specified assessment criteria.
- Ensure that learners are well prepared before starting summative assessment.
- Make sure that learners are clear about how they can achieve the assessment criteria.
- Ensure that learners are provided with feedback and formative assessment and kept informed of their progress, in accordance with any specific requirements of the course/assessment.
- Ensure that learners are aware of rules and guidelines for avoiding malpractice, for example how to reference sources correctly and avoid plagiarism.
- Make sure that assessment procedures minimise the opportunity for malpractice and be alert to possible malpractice taking place or being evident in learners' work.
- Assess learners' evidence using the assessment and grading criteria published for the course.
- Ensure that assessment and grading decisions are impartial, valid and reliable.
- Not limit or 'cap' to learner achievement, (for example if work is submitted late).
- Maintain accurate and detailed records of assessment decisions, and where appropriate scores and/or grades, keeping these safe and secure.
- Maintain a robust and rigorous internal verification/moderation procedure.

- Maintain appropriate records of internal verification/moderation in line with subject and/or exam board requirements and college internal verification / moderation guidelines and policies
- Provide samples of student work for standards verification/moderation as required by the awarding body.
- Monitor standards verification/moderation reports and undertake any improvement actions required.
- Ensure that the assessment methodology are understood by all staff who contribute to the delivery of each course.
- Provide resources to ensure that assessment can be performed accurately and appropriately.
- Share good assessment practice both within and between teams.

This policy will be reviewed annually by the Assistant Principal (Performance).

Appendix to the assessment policy - Definitions/Terminology:

Formative assessment: used to review learner progress and inform improvement.

Summative assessment: the definitive assessment of the learner's achievement - this must be to national standards. This assessment contributes to achievement and grades.

Standardisation: a method of comparison to enable assessors to review the consistency and accuracy of their assessment.

Internal verification / moderation : these are processes undertaken to ensure that:

- assessment assignments)are fit for purpose - i.e. they enable the learner to produce evidence which meets the assessment objectives or grading criteria
- assessment and grading is consistent across the programme
- assessment decisions accurately judge learners' work against the grading criteria or assessment objectives

Learning outcomes: what the learner should know, understand or be able to do as a result of completing the unit.

Assessment criteria: statements that describe what a learner has to be able to do/produce/demonstrate with regard to the learning outcome in order to be awarded a particular mark or grade