

Assessment Policy

Management of controlled assessments

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Kings Mill School & Residence



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1 Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- JCQ (2021) Instruction for conducting examinations
- JCQ (2019) General Regulations for Approved Centres
- DfE (2015) Special Educational Needs and Disability code of practice: 0 to 25 years

This policy operates in conjunction with the following school policies:

- Assessment, recording and Reporting Policy
- Marking and Feedback Policy
- Child Protection and Safeguarding Policy
- Data Protection Policy

2 Principles

Using the principles and processes of assessment, our aims are to:

- Comply with the relevant awarding body's statutory assessment requirements.
- Monitor progress and support learning.
- Celebrate the achievements of pupils and identify areas for development.
- Inform pupils of their progress and provide advice on how to improve.
- Guide the planning, teaching, additional support, curriculum development and the creation of resources.
- Communicate with parents and the wider community about pupils' achievement.
- Provide assessment information to ensure continuity when a pupil changes year group or leaves the school.

3 Roles and responsibilities

The governing board is responsible for:

- Monitoring the success of this policy.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- Reviewing this policy on a two yearly basis, in conjunction with relevant members of staff.

The Senior Leadership Team are responsible for:

- Ensuring this policy is adhered to consistently across the school.
- Familiarising themselves with relevant guidance from awarding bodies and the JCQ.
- Ensuring staff are supported and appropriately trained to undertake their duties in relation to examinations and assessments.
- Ensuring staff with responsibilities relating to assessment and examinations meet internal and external deadlines.

- Advising parents that they must not contact awarding bodies directly and that all queries must be directed to the school.
- Handling complaints regarding this policy in line with the school's Complaints Procedure Policy.

At Key Stages four and five students may take external examinations. The assistant head responsible for the sixth form and senior classes is responsible for ensuring the school:

- Complies with relevant guidance from awarding bodies and the JCQ.
- Takes all reasonable steps to maintain the integrity of the examinations and assessments, including the security of all assessment materials.
- Delivers qualifications, as required by the relevant awarding body, in accordance with relevant equality legislation.
- Enables relevant staff to receive appropriate training and support to facilitate the effective delivery of examinations and assessments, and ensure compliance with the published JCQ regulations.
- Manages conflicts of interest in line with section 12 of this policy.
- Follows the Child Protection and Safeguarding Policy.
- Makes arrangements to receive, check and store examination materials safely and securely for as long as required.
- Makes arrangements to receive and issue material received from the awarding bodies to staff and pupils, and notify them of any advice and instructions relevant to the examinations and assessments.
- Allows pupils access to relevant pre-release materials, on or as soon as possible after the date specified by the awarding bodies.
- Cooperates with any monitoring visits from the JCQ or awarding bodies.
- Submits, in accordance with awarding bodies' instructions, information they may reasonably require in relation to their examinations and assessments.
- Has a workforce that is able to deliver the examinations and assessments.
- Provides fully qualified teachers to mark non-examination assessments.
- Has arrangements in place to coordinate and standardise all marking of school-assessed work.
- Complies with local health and safety rules.
- Provides the relevant contact information to awarding bodies and responds to the National Centre Number Register.
- If due to an adverse event we are unable to function as a registered centre for a qualification in which a student is entered, we will work with the awarding body in the best interests of the student to ensure they are not disadvantaged by the event.

The external assessment co-ordinator is responsible for:

- Familiarising themselves with, and following, relevant guidance from awarding bodies and the JCQ.
- Carrying out all necessary duties as directed by the headteacher.
- Collecting and recording assessment data.
- Ensuring summative assessment records, such as Functional Skills examination results, are kept electronically and held for six years after the year of the examination.
- Coordinating support for pupils.

Class Teachers are responsible for:

- Preparing students for external assessments.
- Discussing with students and parents which assessments would be appropriate.
- Familiarising themselves with, and following, relevant guidance from awarding bodies and the JCQ.
- Determining appropriate arrangements for pupils who may require special consideration.
- Preparing portfolios in line with the awarding body guidance.
- Attending internal quality assurance meetings and providing examples marked by them.
- Ensuring all pupils have an equal opportunity to demonstrate their abilities, e.g. making sure no additional notes are brought into the examination room.
- Ensuring the security of the examination materials during examinations.
- Preventing and reporting possible pupil malpractice.
- Preventing possible administrative failures.
- Keeping formative assessment records, such as pupils' work, for one year.

4 Examination materials

The school will immediately inform the awarding body if the security of examination materials is put at risk.

Deliveries containing confidential examination materials will be signed for and a log will be kept at the initial point of delivery. They will then be delivered promptly to a member of SLT. At the point of delivery, examination materials will be moved to a designated secure room in the school.

Where examination materials are to be printed out this will be done by the external assessment coordinator or a member of SLT.

All examination materials will be checked by an authorised member of staff in the designated secure room. The awarding body will be informed immediately if there are any problems. Examination materials will only be accessed in accordance with the awarding body's specific instructions.

Only staff members authorised by the headteacher will be allowed to access the school's secure storage facility.

Any examination stationery, e.g. answer booklets, will be stored in the secure room.

5 Other arrangements for pupils

If permitted by the awarding body, pupils may use additional equipment, e.g. calculators or dictionaries. Any additional equipment will comply with the awarding body's specification. Pupils are responsible for providing this additional equipment, but additional equipment will be provided if necessary.

Reasonable adjustments will be arranged for pupils where necessary, and in line with JCQ guidance and instructions from awarding bodies, e.g. coloured paper, enlarged print and word processors.

Pupils will be provided with a copy of the JCQ's 'Information for candidates' documents prior to any examinations taking place.

6 Malpractice

Pupils will be warned about the possible penalties an awarding body may apply if they are found to have committed malpractice.

If a pupil is suspected of committing malpractice, the invigilator will warn the pupil that they may be removed from the examination room.

The pupil will be warned that the awarding body will be informed of any suspected or confirmed cases of malpractice and that they may decide to disqualify the pupil. The invigilator will record any malpractice incidents.

The headteacher will follow their duty to monitor and report potential malpractice by invigilators and school staff to the awarding body immediately.

7 Quality Assurance

The purpose of internal quality assurance is to provide Assessors with confidence in the grades they have awarded, to ensure fairness and objectivity of decisions and to confirm consistency in the application of assessment criteria and standards. All internal quality assurance (IQA) processes should be completed prior to any grades being submitted for EQA approval.

It is the responsibility of all staff to participate in the moderation process by keeping the necessary records, attending relevant meetings and submitting marked candidate work as requested.

All assessment evidence that has been internally moderated must be kept on site until after the external moderation. The work remains the property of the candidate and can be returned to the candidate according to the requirements of the relevant awarding organisation.

The centre will:

- ensure that all assessment activities are valid, appropriate and fit for purpose.
- define, maintain and support effective internal moderation roles, including the provision of training where required
- ensure that feedback and outcomes of internal and external moderation support future development of good practice
- Tutors/assessors will put together and keep a portfolio of moderated work.

8 Access Arrangements and reasonable adjustments

The Equality Act 2010 requires Awarding Organisations to make Reasonable Adjustments to ensure a learner who has a disability as defined in the Act are not placed at a substantial disadvantage in comparison to learners with no disabilities. Assessment should be a fair test of a learners' knowledge and what they are able to do, however, for some learners, the usual format of assessment may not be suitable.

An Access Arrangement is any action that helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage in the assessment situation. Awarding bodies are required to make Reasonable Adjustments where a learner, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled.

Where an access arrangement or reasonable adjustment is required the teacher entering a student for assessment will apply for this in accordance with the time scale required by the awarding body.

Any pupil suffering from, or suspected of suffering from, an infectious or contagious disease will take the examination in a separate room in which all instructions for conducting examinations can be applied.

9 Appeals

All students at Kings Mill have the right to make an appeal about any of the marks received for the qualifications they are undertaking.

If any student wishes to appeal a decision, they should follow the following procedure.

- If possible, speak to the member of staff responsible for teaching the qualification in the first instance about the reason they wish to appeal.
- The member of staff has a responsibility to explain to the candidate why he/she received the grade/mark.
- If the student is not satisfied with the explanation, the piece of work will be re-marked by another member of staff also involved with that qualification.
- The student will be informed of the outcome of the re-marking by letter.
- If the student wants to continue the appeal, he/she needs to contact the Centre Coordinator. Please note: a student must have the support of the centre to be able to appeal against a result. Appeals may be requested of the awarding body by the Centre Coordinator if there are reasonable grounds for believing there has been an error in marking; the pupil's consent will be required before any appeal is requested.

10 Anti-bribery, Corruption and Malpractice

Kings Mill School has zero tolerance towards bribery or corruption in any form. To assist us, individuals must tell us about any relevant issue that has come to their attention. We appreciate that they may wish to do so in confidence, therefore individuals are referred to our Whistleblowing Policy.

Any identified incidence of bribery or corruption will be passed on to the relevant awarding body.

11 Complaints

The Head Teacher or Centre Coordinator are responsible for handling complaints regarding this assessment in line with the school's Complaints Procedure Policy.

12 Conflicts of interest

Conflicts of interest will be managed by informing the awarding bodies, before the published deadline for entries, of:

- Any members of staff who are taking qualifications at the school which include internally assessed components or units.
- Any members of staff who are teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. child) for qualifications which include internally assessed components or units.

Records will be maintained of all instances where:

- Staff involved in examinations have members of their family, close friends or their immediate family being entered for examinations and assessments either at the school itself or other examination centres.

- Staff are taking qualifications at their school which do not include internally assessed components or units.
- Staff are taking qualifications at other centres.

The Centre Coordinator will ensure that the records include details of the measures taken to mitigate any potential risk to the integrity of the qualifications affected.

The records will be retained until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

13 Fair assessment

A fair assessment of student's work can only be made if that work is entirely the student's own. Therefore, students can expect an awarding body to be informed if there are any reasons to suspect that the work produced is not the work of that student.

14 Monitoring and review

This policy will be reviewed by the headteacher and governing body on a biennial basis unless legislation changes.

Appendix A

Steps for Controlled assessment for NCFE Functional skills assessments

- Step 1 Within 3 weeks of the start of term class teachers will check the NCFE website for assessment topics. This will allow them to decide if contextualization may be required. Using the long term plan they will write a medium term plan setting out how they will teach the required material to their class.
- Step 2 Two weeks before the designated assessment week class teachers will notify the Designated Person (Senior Leader with responsibility for sixth form) of which students are ready for which assessments. The Designated Person must book the learners for the controlled assessment via the customer facing Portal.
- Step 3 The Designated Person will then access the Functional Skills Qualification Information page on Qual Hub on the NCFE website and the password protected zip files, containing the assessments. The Designated Person must download and store these assessments in sealed envelopes in the locked filing cabinet within the office at the student centre. Access will be restricted to the Designated Person and/or a deputy in their absence.
- Step 4 The designated person will complete the assessment tracking document and work with the class teachers to plan a timetable for assessment during the school's allocated assessment week. If contextualization or reasonable adjustments are required the class teacher will apply for pre approval. The timetable will specify who is acting as the Assessor for each Assessment, usually one of the class teachers at the sixth form centre.
- Step 5 The assessments within the sealed envelopes should only be removed from the secure storage, by the Designated Person and given to the Assessor in time for the assessment taking place. The only exception would be to allow for transporting the materials to another location. In this case, they must be removed from the secure storage at the latest possible moment, and transported to the relevant location by a Designated Person who has sight of the materials at all times. Once at the new location they should be securely stored until the time of the assessment.
- Step 6 Once removed from the secure location, by the Designated Person and given to the Assessor, the materials must be taken to the assessment room. Once in the assessment location the papers can be removed from the sealed envelope and distributed for the assessment to take place. NCFE's assessment tracking document must be completed by the Assessor for each learner that attends.
- Step 7 Immediately after an assessment, the Assessor will return the completed and unused assessments to the Designated Person, to be stored securely. If they can't be returned immediately due to location or time of the day, the Assessor must ensure the materials are stored securely until the point that they can be returned. Once received by the Designated Person, they will check that all papers have been returned, confirm that NCFE's assessment tracking document has been updated, and securely destroy any unused papers.
- Step 8 Assessors will mark the papers being careful to return them to the designated person for safe storage when not being marked or storing them securely until they can be returned.

- Step 9 The IQA will mark a sample of the assessments again being careful to return them to the designated person for safe storage when not being marked or storing them securely until they can be returned.
- Step 10 Once the assessments have been marked and IQA has taken place the designated person will be informed by the assessor of the results and will complete the assessment tracking document.