



ASSESSMENT POLICY

Aim:

- To ensure that assessment methodology is valid, reliable and does not disadvantage or give an advantage any groups of learners or individuals.
- To ensure that the assessment procedure is open, fair and free from bias and to national standards.
- To ensure that there is accurate and detailed recording of assessment decisions.

In order to do this BTEC teachers 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
- assess learner's evidence using only the published assessment and grading criteria
- ensure that assessment decisions are impartial, valid and reliable
- 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 as required by the awarding organisation
- monitor standards verification 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 subject staff
- provide resources to ensure that assessment can be performed accurately and appropriately
- Issue students with two exercise books as per the Marking policy (exam and notebook – these should be different colours to differentiate). Assess work in the books as per the marking policy.

In order to do this Quality Nominee will:

- Meet with Lead IV's individually on a termly basis
- Monitor assessment practice through learning walks and work samples as per BTEC Calendar



- Develop assessment procedures that will minimise the opportunity for malpractice
- Monitor the IV procedures across the centre through regular meetings with Lead IV's.
- Monitor standards verification reports and coordinate with Lead IV's 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

Procedures:

Assessors should assess students' work **within one week of the work being submitted for assessment**. This may be part of assignments or whole assignments.

The teacher or tutor must decide when the learner is fully prepared to undertake the assessment. Once learners are working on assignments which they will submit for assessment, **they must work independently** to produce and prepare evidence for assessment

Preparing for assessment

Before starting an assessment, the tutor must ensure each learner understands the:

- assessment requirements
- nature of the evidence they need to produce
- importance of time management and meeting deadlines.

Working on an assessment

Once the learner begins work for the assessment, the tutor must not: provide specific assessment feedback on the evidence produced by the learner before it is submitted for assessment or confirm achievement of specific assessment criteria until the assessment stage.

While learners are undertaking an assessment, teachers can continue to give general feedback and support, particularly around the development of knowledge, understanding and skills



Teachers should also supervise learners when they are undertaking assignment work in class – although the work itself must be produced by the learners themselves, either in or outside class.

Verbal feedback should not include assessment of the specific assignment evidence as learners are generating it, or confirm the achievement of specific assessment criteria – this happens only when formal assessment takes place.

Following assessment, the assessor formally records their assessment decisions against individual assessment criteria on the assessment record.

The assessor should:

- **give feedback** on which criteria the learner has achieved – and not achieved – giving clear reasons why, so the learner can learn and progress **BUT avoid giving direct, specific instructions** on how the learner can improve the evidence to achieve a higher grade (should the Lead Internal Verifier authorise a resubmission).

- A resubmission must be completed and handed in within 15 days of work being re-issued back to the student.
- Regular moderation meetings **MUST** take place within subject teams with clear IV schedules created by Lead IV's in September.
- Assignment briefs will be those provided by Pearson. Any alterations to be internally verified prior to issuing to students
- Assessment plans produced by Lead IVs will be given to QN in September to keep central record.
- Clear assessment tracking records must be kept by all BTEC teachers and must be accessible to QN. Regular work samples and learning walks will be undertaken by QN as per BTEC calendar.

Subsequently refer to the APPEALS POLICY.

The following documents are all stored in a staff shared google drive.

BTEC Calendar, BTEC Guide to Internal Assessment, Assessment and Verification forms, Appeals policy

Link to BTEC Subject pages: <https://qualifications.pearson.com/en/home.html>



Reviewed by:

Date: 6th December 2020

To be reviewed December 2021

A handwritten signature in black ink, appearing to read 'Liz Allton', written in a cursive style.

Liz Allton – Quality Nominee