

Name of Policy:	ASSESSMENT POLICY
Last Approved :	September 2023
Approved By:	Leadership Team
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SMT Owner:	Steve Dann



1 Introduction

The Long Road Assessment Policy is a common set of expectations and standards that apply to all College courses. It is expected that each course team will develop its own practices within the framework below, setting out type and frequency of assessment, processes for marking and recording achievement, the arrangements for standardisation and moderation of marks and supportive feedback to students. Course Teams will refer to the specific guidance from awarding bodies and JCQ in addition to this policy.

Risk Management

Failure to assess standards of student work in an accurate and timely manner is a significant risk to raising achievement.

Failure to comply with the regulations of regulatory bodies such as JCQ risks the integrity of courses and could lead to penalties up to and including the removal of licences to offer courses.

2 Checks on Learning

- 2.1 The purpose of this type of assessment is to check students learning during a topic or piece of work. It should allow the learner to demonstrate their knowledge and understanding of the work completed.
- 2.2 It may include classroom activities such as good questioning, presentations, peer discussions, peer marking of past exam questions, quizzes and games. It should form part of the teacher's planning and be directly related to the lesson (or series

of lessons) objectives and should involve both teacher and learner in reflection and dialogue about improvement to learning.

- 2.3 It should allow students to develop the capacity for self-evaluation.
- 2.4 Teachers should use the outcome to reflect upon the success of the lesson in achieving the objectives set. Teachers may record such evidence for later reporting or target setting. Feedback may largely be verbal rather than written.
- 2.5 This type of assessment will be monitored by Learning Reviews.

3 Formative Assessment and Key Assessments

- 3.1 The purpose of this type of assessment is to give feedback relating to a clear set of criteria, and to feed forward to students on how to improve attainment. Each course should have an Assessment Plan detailing common assessments, including external assessments, for the academic year, and saved on V Drive in the Course Team Review folder.
- 3.2 Tasks may be set in class or for completion out of class. It would usually be expected that all students in the class complete this type of assessment.
- 3.3 Common marked tasks will be built into schemes of work. There should be a standardisation procedure for common tasks, which may involve cross-marking, discussion at Course Team Meetings or sampled work. The Course Team will use the college marking notation and grading systems, which may be supplemented with course specific notation as necessary.
- 3.4 For exam based courses there are Key Assessment weeks built into the college calendar. There are 6 Key Assessment weeks over a 2 year course. All examined courses will set an appropriate assessment during this week and record the grades achieved onto ProMonitor.
- 3.5 Written feedback should be within a reasonable time period depending on the nature of the task. Five working days is reasonable. Feedback should be constructive and related to the assessment objectives. Students should be given the opportunity to reflect upon their own performance
- 3.6 Formative assessment should be used to inform the Working At grade. Learning Conversations will compare grades achieved in assessments to the Minimum Expected Grade and identify areas for improvement.
- 3.7 The teacher will take appropriate action following these assessments including talking to individual students and/or contacting the parents/carers where necessary. This will include passing on information about successes as well as about under-performance.
- 3.8 The Course Team Leader will monitor specified marked assessments and discuss progress with teachers at Course Team Meetings.

4 Non-Examination Assessment (NEA)

- 4.1 Non Examined Assessment is defined as any piece of written work or practical work which is marked by the College or an external examiner and which contributes to a GCSE, BTEC, Cambridge Technical or GCE award.
- 4.2 Policy and procedures regarding plagiarism, submission and appeals will be explained to students during the induction period. Definitions and examples will be included in the course handbook information and emailed to parents in the first few weeks of the course.
- 4.3 Irregularities in the form of plagiarism in coursework discovered prior to the student signing a declaration of authentication will not be reported to the Awarding Body but dealt with as an internal disciplinary matter. The work will not gain any credit. An irregularity in the form of plagiarism in coursework discovered after the signing of the declaration of authentication by the student will be reported to the Awarding Body which may lead to one of the following:
- a. The piece of work will be awarded a zero mark;
 - b. The student is disqualified from that unit for that exam session;
 - c. The student is disqualified from the whole subject for that examination session;
 - d. The student is disqualified and barred from entering again for a period of time.
 - e. Coursework must be handed in by the agreed published departmental deadline. Interim Deadlines will also be published and teachers will inform the parents of students who miss this deadline. If the coursework has not been completed by the interim deadline, it must be submitted on the final deadline day to receive a mark after which there will be no further opportunity to complete this work for an improved mark.
- 4.4 All students are given the same and sufficient time to complete this work. If there are any special circumstances e.g. prolonged absences covered by a medical certificate, there is a possibility of an extension but this must be agreed with the Head of Department. A note will be given to the parents by the Head of Department to confirm the extension. Exam concessions do not apply to NEA unless specified by the awarding organisation.
- 4.5 If there are any special circumstances on the deadline day, arrangements must be made to submit the coursework to meet the deadline. If it is impossible to submit the work, the HoD must be contacted by phone on the deadline day for advice.
- 4.6 Normally there will be no extension of a NEA deadline if a student is absent for a short period of time during the period that the coursework is being completed.
- 4.7 The Course Team Leader will ensure that marking is consistent across the team using standardisation and moderation process (this may be specified by the exam board). Guidance on NEA is available from the Awarding Bodies, and must follow the regulations set by JCQ. <https://www.jcq.org.uk/exams-office/non-examination-assessments> All

teachers involved in the setting, marking and administration of NEA must make themselves familiar with the guidance and regulations.

- 4.8 The setting, feedback, marking and administration of NEA is subject to the college malpractice and maladministration section of this policy. Any member of college staff who suspects malpractice or maladministration must report it to the relevant line manager, or member of the Leadership Team. See Whistleblowing policy.
- 4.9 Students must be informed of the mark they have achieved for NEA and have the opportunity to appeal the mark, using the review request process (see NEA appeals process document). This must be done in a timely manner so that any review can take place within the timescales expected for submission of marks to the awarding body. Appeals must be made in writing to the Vice Principal.
- 4.10 **Student NEA and Data Protection.** As student NEA will include personal data this must be kept securely until the period for retention has elapsed. After this period, the student NEA should either be returned to students or securely destroyed by shredding or other means, and deleted if an electronic copy, so that the department does not keep NEA for longer than is necessary.
- 4.11 Departments should make students aware that awarding organisations may not return copies of NEA sent for moderation, so it would be best practice for all students to keep a copy of their NEA for any future reference before it is submitted.
- 4.12 It is the student responsibility to back up any work they have submitted electronically, failure to keep safe copies of NEA will not be accepted as a reason for non-submission.
- 4.13 Course Team Leaders will analyse the outcomes of all summative assessment, including NEA, in order to monitor student progress and inform course planning and Course Team Reviews. It is best practice for NEA outcomes to be recorded on ProMonitor so that results are accessible if needed by the Exams Officer or managers.
- 4.14 Controlled Assessment applies to legacy GCSE and Diploma Principal learning Qualifications including the WJEC Criminology course. JCQ regulations are found at <https://www.jcq.org.uk/exams-office/non-examination-assessments/>
The senior leadership team has overall responsibility for ensuring controlled assessment operates successfully, which involves:
 - a. establishing centre policy on controlled assessment
 - b. assigning responsibilities to specific members of staff
 - c. ensuring that all staff understand their roles and responsibilities – for example using professional development sessions
 - d. dealing with issues arising – for example resolving timetable clashes, obtaining additional facilities
 - e. monitoring the operation of controlled assessment – for example receiving reports from subject departments and/or the exams office.

Every subject department will need to:

- a. select awarding organisations and specifications
- b. decide on timings of assessment to meet requirements of terminal assessment
- c. arrange internal standardisation of marking by all teachers involved in assessing an internally assessed component
- d. ensure that all teachers understand their roles and responsibilities in controlled assessment and are familiar with the requirements of the specification – for example through departmental meetings and professional development

- e. ensure schemes of work incorporate controlled assessment appropriately
- f. consult with the special educational needs coordinator (SENCO) on additional arrangements, which might be needed for particular candidates
- g. make contingency arrangements for the event of absences by candidates or teacher – for example a second, alternative date for the controlled assessment
- h. arrange for secure storage of candidates' work.

Individual teachers will need to:

- a. contribute to decisions about the selection of the awarding organisation and specification
- b. decide how the controlled assessment should be incorporated into the scheme of work
- c. to provide a coherent sequence of learning and ensure students are well-prepared for the
- d. controlled assessment – for example in developing linguistic or practical skills or carrying out fieldwork or research
- e. provide information as necessary to the subject department (on planning of teaching) and to the exams office (individual unit codes, planned dates of assessment)
- f. book facilities, resources and any specialist requirements needed for the controlled assessment
- g. obtain confidential materials and tasks set by the awarding organisation
- h. supervise assessments, applying the specified level of control, and ensuring authentication forms are signed by candidates and the supervising teacher
- i. store candidates' work securely.

Exams office staff will:

- a. liaise as necessary with the senior management team, subject departments and
- b. individual teachers
- c. enter students for individual units, including controlled assessment units and externally examined units
- d. be responsible, as necessary, for storage and transmission of information, data and confidential materials between awarding organisations and teachers.
- e. ensuring all necessary accommodation (rooms, workshops, studios, ICT suites) and facilities (equipment, laptops, apparatus, desks and chairs) are available and in place for controlled assessment tasks
- f. arranging any additional equipment or materials which will be needed for the controlled
- g. assessment task well in advance
- h. resolving any timetabling clashes for accommodation or facilities
- i. ensuring, in liaison as necessary with teachers, that suitable secure storage exists for candidates' work.

5 OCR Cambridge Technicals and BTEC Courses

Context

The college runs both OCR and BTEC courses which have slightly different quality assurance processes. The college currently offers both the 2012 and 2016 suites of qualifications. However, within the college, all course teams will essentially follow the same best practice for internal quality assurance (QA). For BTEC teams this involves internal verification and for OCR teams this involves internal standardisation. All teachers on applied courses are required to assess and take part in internal QA as part of their teaching role.

5.1 Aims

- To ensure that internal assurance is valid, reliable and covers all assessors and programme activity.
- To ensure that the internal assurance procedure is open, fair and free from bias.
- To ensure that there is accurate and detailed recording of internal assurance decisions.
- For BTEC courses, to ensure that all teams meet the criteria expected by the BTEC Quality Review and Development Process which is that there is a 'robust, consistent and transparent approach to verification.'

5.2 BTEC courses: roles and responsibilities

BTEC Quality assurance processes are the overall responsibility of the **Quality Nominee (Vice Principal)**. The Quality Nominee will be the main point of contact for the Centre Quality Reviewer. They will agree the agenda of the visit, negotiating when this will take place and which practitioners need to be involved, and complete the Centre Engagement Document.

Following the visit or desktop review they will manage the resolution of any Essential Actions and Recommendations.

Detailed processes and roles are found on the Pearson website:

<https://qualifications.pearson.com/en/support/support-topics/quality-assurance/btec-quality-assurance-handbook.html>

BTEC Registration and Certification is the responsibility of the **Exams Officer** (see BTEC Registration and Certification Policy)

Aim:

1. To register individual learners to the correct programme within agreed timescales.
2. To claim valid learner certificates within agreed timescales.
3. To construct a secure, accurate and accessible audit trail to ensure that individual learner registration and certification claims can be tracked to the certificate which is issued for each learner.

Course Team Leaders are the programme leader and has overall responsibility for the effective delivery and assessment of BTEC qualifications. The CTL is usually the IV for the course.

For Entry to Level 3 qualifications, the programme leader may also act as the **Lead Internal Verifier** if appropriate.

5.3 OCR Applied courses. The administration of OCR General Applied qualifications is detailed here <http://www.ocr.org.uk/administration/admin-overviews/cambridge-nationals/>

The Vice Principal (Curriculum and Guidance) has overall responsibility for ensuring processes are followed and that quality assurance is in line with OCR and JCQ regulations.

The Exams Officer is responsible for ensuring the centre is approved and for making entries are onto the Interchange in a timely manner. The Exams Officer is also responsible for the administration of examinations, including liaising with the SENDCO about access arrangements.

Course Team Leaders are responsible for ensuring that assessment outcomes are entered onto the interchange accurately and in a timely manner so that students are able to achieve the qualification by the planned date. Course Team Leaders are responsible for ensuring the sample is ready for moderation and all required evidence is available for the moderation visit, or for posting to the moderator. Course Team Leaders should produce an assessment plan and share it with their **HoD and AVP**.

6 Public Examinations

Long Road College policy is designed to promote quality, consistency, accuracy and fairness in assessment and awarding. In all cases, the final awarding decisions are taken by the Awarding Bodies: AQA; OCR; Edexcel; WJEC; CCEA and others.

Examinations and Procedures Relating to Examinations

Examinations policy is decided by the Leadership Team with reference to the guidance and regulations supplied by the JCQ and the Awarding Bodies. The Examinations Officer is responsible to the Head of Centre for day to day examination administration.

All candidates should note that the Awarding Bodies are often unable to process appeals and queries relating to the examinations process, timetabling, internal assessment or complaints from students or parents. All queries of this type must be raised in the first instance with the College Examinations Officer. Should a complaint relating to the administration of some part of the exams process be made against the Examinations Officer, this must first be notified to the College Vice Principal.

At the time of the exams, candidates must be aware of the JCQ 'Warning to Candidates', a copy of which is posted inside and outside each exam room. During examinations, candidates must follow any instructions given to them by the Examinations Officer, member of the Examinations Office staff or any Invigilator present. Candidates must also be aware of the regulations regarding the submission of internal assessment, particularly those relating to the proper acknowledgement of sources. Failure to do so can result in the Awarding Bodies or the JCQ setting penalties which can include official reprimands, loss of examination marks or in extreme cases the loss of all examination results and banning from future examinations.

The College undertakes to administer examinations in accordance with the published JCQ guidance, given in the Instructions for the Conduct of Examinations (I.C.E.) document, and others.

Technological Communication Devices and Examinations

The possession of any kind of technological communication device (such as a mobile phone or IPOD) in an examination room, whether switched on or not, is an offence under JCQ regulation I.C.E. 9.3. College policy is that a technological communication device of any kind

must not be brought into the examination room. Failure to observe this regulation may result in the loss of marks or all results for the exam.

Exam Entries

Students on full time courses at the college have their examination entries paid for and administered by the college as part of the Study Programme agreement.

If a student does not meet the college expectations for commitment to their Study Programme, by having poor attendance, or by failing to complete sufficient directed study, the college may expect the student to contribute to the costs of examination entries. This decision is taken by the Vice Principal and can be appealed under the complaints process.

Students and former students who wish to resit an examination need to take responsibility for entering themselves for that examination. They can get forms from Registry and the relevant fee and form, correctly filled out, needs to be taken to finance in advance of the final date of entry which is clearly marked on the entry form.

Entries will not be taken after the closing date.

For A Levels, all examined components must be retaken. NEA marks can be carried through from a previous exam series. The college will not normally accept NEA from former students as a resubmission.

DDA and Accessibility

1. No candidate with a disability should be disadvantaged through the college's processes of facilitating public examinations and assessment. The college strives to ensure that all candidates are given an equal opportunity to perform.
2. The College will ensure that the expectations of the Equality Act 2010 are met in regard to examinations. This includes applying to Awarding Bodies for access arrangements or reasonable adjustments for candidates with a disability. This is largely through the Access Arrangements Online tool.
3. The College will comply with the [regulations, guidance and recommended deadlines](#) contained in the JCQ "Access Arrangements, Reasonable Adjustments and Special Consideration" document published and revised on an annual basis.
4. Prior to enrolment the Academic Support Team visits all Cambridge Area Partnership to liaise in providing continuity of provision for students with previously identified and approved access requirements.
5. On enrolment, students identified as having a potential need or who disclose a learning difficulty or disability have a one to one interview which includes a review of exam access information previously required. Academic Support co-ordinate this review and pass relevant information to the Exams Office to make operational arrangements.
6. In the Induction period, there is a programme of screening and initial assessments to identify and follow-up any further students who may be eligible for extra arrangements in exams.
7. New and update assessments for access arrangements are usually completed by members of the Academic Support team with relevant SpLD qualifications.
8. All students are reminded at the time of exam entry to communicate any access need that has arisen since the last review or admissions and enrolment. Students will inform the Exams Office directly, or Academic Support if necessary. This is particularly relevant for Year 2 students who did not have arrangements in Year 1 but need it for January exams in Year 2
9. The Exams Office will organise and communicate arrangements to candidates, Academic Support, Computer Services (if required) and invigilators.

10. Students who do not attend Academic Support meetings to review access need, or do not respond to reminders, or who do not meet deadlines for submitting any required evidence of need, may not be able to have access needs met.
11. Data transmitted to JCQ and Awarding Bodies is subject to College Data Protection policies and is kept under locked storage. All students who wish the Exams Office to apply to Awarding Bodies for Access Arrangements must have completed and signed the relevant data protection notice giving us permission to share their relevant personal data with the Awarding Bodies.
12. In circumstances where the access arrangements which have been sanctioned by Exam Boards are disputed by the student or parents, the college will investigate in order to report back but will not become involved in a dispute between students and Awarding Bodies.

Attendance at Examinations

If for any reason, a student cannot attend an examination, they must contact the College Exams office immediately and before the start of the examination. If a candidate misses an examination they will not be able to sit it until the next time the exam is offered. In very special circumstances, if a candidate has a medical certificate they may be given an assessed grade for an examination. Candidates **MUST** attend examinations on time. Failure to do so could mean that the awarding body does not accept your script.

Exam results and certificates

Registry is responsible for the communication of exam results to students. This is done electronically to the student email address. The college will not release results to any 3rd party, including parents, without student consent. Registry will administer the storage and distribution of certificates.

Post Results Services

Awarding Bodies offer a range of post results services, some of which are free, and others have a cost attached. The most up to date list of services available will be published on the college website, along with details of how to access them. Students will receive a link to the site along with their examination results email.

7 Assessment Malpractice

This section should be read alongside current guidance from JCQ on assessment malpractice <https://www.jcq.org.uk/exams-office/malpractice>

It is the responsibility of all staff involved in the assessment of student work to be up to date with the latest guidance from JCQ and the awarding bodies.

Malpractice (JCQ definition)

'Malpractice', **includes maladministration and non-compliance**, meaning any act, default or practice which is a breach of the Regulations or which:

- compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate; **and/or**
- damages the authority, reputation or credibility of any awarding body or centre or any officer, employee or agent of any awarding body or centre.

In practice this refers to:

- improper assistance to candidates

- inventing or changing assessment marks
- failure to keep candidate work or evidence secure
- fraudulent certification claims
- inappropriate retention of certificates
- producing falsified witness statements for non-written assessment
- allowing work which is plagiarised to be submitted
- facilitating or allowing impersonation (i.e. someone other than the enrolled and claimed candidate sitting an examination)
- misusing learner support concessions, or knowingly allowing the same
- student malpractice during exams

Mitigation

- All staff will have training each year on exam regulations and be asked to remind students before exam periods.
- Exam regulations will be stated on the Statement of Entry to all students taking exams in a session.
- Regular reminders will be sent via college communications routes in the run up to exams, including any new risks such as social media claims that exam papers have been leaked and can be bought.
- All signage as per the ICE booklet will be displayed prominently in examination areas.

Reporting

It is the duty of all staff to report any suspected malpractice to Senior Leadership. See the college Whistle Blowing Policy and Code of Conduct.

The Head of Centre will report suspected malpractice according to the JCQ guidance and undertake any resulting investigation. Staff involved in malpractice will be subject to the Staff and Student Disciplinary policies in addition to the outcomes of any Awarding Body investigation.

8 Requests for reviews of assessment (NEA)

This section should be read alongside the college Assessment Policy and relates to updated regulations from JCQ <https://www.jcq.org.uk/exams-office/coursework/appeals-against-internally-assessed-marks--suggested-template-for-centres>

Long Road Sixth Form College is committed to ensuring that whenever staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Long Road Sixth Form College is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

1. Long Road Sixth Form College will ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body. Candidates will not be told a grade, as grade boundaries are variable year on year, and are applicable to the overall assessment, not individual components. Where staff decide to give an estimation of grade, it must be made clear that this is indicative only.

2. Long Road Sixth Form College will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment. This would normally comprise the student's work and the markscheme, as well as notes from other standardisation and moderation processes undertaken. It will not include details of other students' marks across the cohort.

3. Long Road Sixth Form College will, having received a request for copies of materials, promptly make them available to the candidate.

4. Long Road Sixth Form College will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.

5. Requests for reviews of marking **must** be made in writing to the Vice Principal within 3 working days of receiving the NEA mark.

6. Long Road Sixth Form College will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.

7. Long Road Sixth Form College will ensure that the review of marking is carried out by someone who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review. This will usually be the Head of Department, or a different Head of Department if it is in the same teaching team.

8. Long Road Sixth Form College will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.

9. The candidate will be informed in writing of the outcome of the review of the centre's marking. The outcomes of the review are that the mark to be submitted changes, including being revised down, or that there is no change. The reviewer will feed back to the Course Team Leader and the Vice Principal.

10. The candidate cannot make any changes to the work submitted and will not normally be allowed to resubmit this component as part of any resit of the exam in a future examination series.

11. The outcome of the review of the centre's marking will be made known to the Leadership Team and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.

After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of Long Road Sixth Form College and is not covered by this procedure.

Appendix: The Use of AI in Assessment (JCQ update April 2023)

<https://www.jcq.org.uk/exams-office/malpractice/artificial-intelligence/>

This guidance was published by JCQ following the increased use of ChatGPT and other AI generators.

The guidance emphasises the following requirements:

- As has always been the case, and in accordance with section 5.3(j) of the *JCQ General Regulations for Approved Centres* (<https://www.jcq.org.uk/exams-office/general-regulations/>), all work submitted for qualification assessments must be the students' own;
- Students who misuse AI such that the work they submit for assessment is not their own will have committed malpractice, in accordance with JCQ regulations, and may attract severe sanctions;
- Students and centre staff must be aware of the risks of using AI and must be clear on what constitutes malpractice;
- Students must make sure that work submitted for assessment is demonstrably their own. If any sections of their work are reproduced directly from AI generated responses, those elements must be identified by the student and they must understand that this will not allow them to demonstrate that they have independently met the marking criteria and therefore will not be rewarded (please see the *Acknowledging AI Use* section below);
- Teachers and assessors must only accept work for assessment which they consider to be the students' own (in accordance with section 5.3(j) of the *JCQ General Regulations for Approved Centres*); and
- Where teachers have doubts about the authenticity of student work submitted for assessment (for example, they suspect that parts of it have been generated by AI but this has not been acknowledged), they must investigate and take appropriate action.

Examples of AI misuse include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work is no longer the student's own
- Copying or paraphrasing whole responses of AI-generated content
- Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation or calculations
- Failing to acknowledge use of AI tools when they have been used as a source of information
- Incomplete or poor acknowledgement of AI tools
- Submitting work with intentionally incomplete or misleading references or bibliographies