

Assessment Policy and Procedures

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Policy and procedure:	Assessment Policy and Procedures
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Synopsis:	This policy document describes the principles for assessment followed by Bellerbys College. It describes expectations for formative and summative assessment and gives an overarching summary of related policy and procedure documents.
Policy Owner:	Director of Curriculum
Relevant to:	This policy and procedures apply to all academic teaching staff and academic management staff and relevant administrative staff.
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Related Documents:	<ul style="list-style-type: none"> • Bellerbys College Teaching and Learning Policy • Bellerbys College SEND Policy and Procedures • Bellerbys College Promoting Positive Behaviour Policy • Bellerbys College Disciplinary Policy and Procedures
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1. Introduction

This policy addresses initial, formative and summative assessment and provides guidance for teachers, academic managers and relevant administrative staff.

The policy is informed by best practice identified through the *Department for Education Teachers' Standards* and the *Ofsted Inspection Handbook for Non-Association independent Schools*.

2. Policy and procedures aim

The aim of this policy and procedures is to provide an overarching summary of principles for assessment and the procedures for initial, formative and summative assessment. In addition, reference is made to all other relevant policy and procedure documents so as to provide a comprehensive overview.

3. General principles underlying this policy and procedures

The policy and procedures for assessment are explicit, clear, and consistently applied.

4. Principles of assessment

The following is adapted from the *'Underpinning Principles of Assessment'*, described in the *Report of the NAHT (National Association of Head Teachers) Commission on Assessment, February 2014* and informed by the work of Dylan Wiliam (*Embedded Formative Assessment, 2011*).

The general principles below apply to both formative and summative assessment, but some statements will be more applicable to one aspect:

- Assessment is at the heart of teaching and learning. It provides feedback to guide teaching and learning for both teachers and learners. It provides the opportunity for students to review and demonstrate their own learning. It takes place on an on-going basis during lessons and as the result of specific assessment tasks, e.g. homework and tests.
- Assessment is inclusive of all appropriate abilities and is free from bias. Assessment judgements are moderated by experienced professionals to ensure their accuracy. Academic impropriety by students is dealt with effectively.
- Assessment processes are transparent. Success criteria are shared with learners and outcomes are conveyed in an open, honest and transparent way to assist students with their learning.
- Judgements are formed according to common principles and the results are readily understandable by third parties.
- Assessment places achievement in context against nationally standardised criteria and expected standards and sets high expectations for learners. Assessment embodies a pathway of progress and development for each student.
- Assessment is valid and reliable. The purpose and focus of any assessment process is clearly stated and is appropriate to the learning needs of students. Assessment outcomes are based on student performance only in the domain/area of the stated purpose/focus of that assessment. Assessment draws on a sufficiently wide range of evidence to provide a comprehensive overview of student achievement. Assessment scores achieved across time and in different locations accurately reflect consistent levels of student performance.
- Assessment outcomes provide meaningful and understandable information for:
 - Students in developing their learning
 - Teachers in planning teaching and learning
- Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

5. Initial assessment

5.1 Overview

The following initial screening assessments are carried out towards the start of the specified programmes:

- CAT4 testing for Foundation and Undergraduate year 1 students
- ALIS testing for A Level students
- Language ability arrival testing is conducted for students, using the Oxford University Press (OUP) English Placement test. The results of this test are used only where an official IELTS test result is not available. The testing focuses on the use of English and listening skills only. Results for a baseline for on-arrival English language level and are used to inform some classing decisions. English test results are used alongside baseline scores in target setting.

Alongside assessment, students are evaluated on arrival for special educational needs and disability (SEND). Continuing monitoring and management of the progress of these students is carried out throughout their programmes of study. SEND information is also included as part of the pre-arrival health declaration form requested from all students before they arrive at college. Please refer to

Bellerbys College SEND Policy and Procedures for more information.

These results are provided to tutors and subject teachers towards the start of the students' programmes of study, together with individual, class and tutor group baseline profile reports. These reports include details such as gender, age, nationality, previous IELTS and academic entry qualifications. In addition, they include a medical flag to indicate where a student has a medical condition that it is relevant for teachers and tutors to be aware of. A SEND flag is similarly included. All staff will be expected to appropriately maintain the confidentiality of initial assessment information.

5.2 CAT4 testing

CAT4 consists of a suite of tests to support schools in understanding students' developed abilities and likely academic potential. CAT4 assesses a student's ability to reason with and manipulate different types of material through a series of verbal, non-verbal, quantitative and spatial ability tasks. Together, these four tests provide teachers with an instantly received and comprehensive profile of a student's reasoning abilities and, as such, the core abilities related to learning. Additional detail can be found in the provider's guide, GL Assessment Administration Instructions for CAT4 Cognitive Abilities Test.

5.3 CEM testing

Alis is a post-16 monitoring system designed to provide an individualised learner profile and provide baseline measures and predictive information to ensure learners maximise their potential. Both assessments are computer-based and adaptive to each student. This means that each individual receives a unique assessment tailored for them, with questions varying in difficulty according to the responses given. Vocabulary, maths and non-verbal abilities are tested. Additional information can be found at www.cem.org

6. Formative Assessment

6.1 Approach to formative assessment

- Bellerbys College Teaching and Learning Policy provides guidance for teachers regarding formative assessment. The following relevant statements are taken from the policy and outline Bellerbys College approach to formative assessment:
- ‘Teachers should ensure that their students fully understand the learning objectives of their studies at every stage. In turn, students should reflect on their own progress towards achieving their goals and share responsibility for their learning outcomes.
- Students are made aware of the learning objectives for each lesson to enable them to evaluate their own understanding and progress and identify when they need help or clarification. Learning objectives clearly distinguish the acquisition of subject knowledge from the development of learning and other skills
- Success criteria are clearly defined for the students, so that they know what they have to do in order to meet learning objectives and to achieve good homework and assessment outcomes
- Lesson content is reinforced through homework, key tests and provision of learning resources and activities available, via the VLE (StudySmart) and other means, to students outside of lesson time.
- In addition to subject teaching, every lesson and homework task shares a focus to reinforce and enhance the development of English language, numeracy, independent learning, communication and reasoning skills.’

Within lessons teachers ensure that feedback on learning is given by and to learners at frequent intervals using a variety of means, such as questioning, discussion, tasks, quizzes and review activities, and involving teacher-, peer- and self-evaluation. The feedback in lessons identifies what has been done well and what needs to improve and guides timely action in response (for students and for the teacher).

Bellerbys College teachers work to achieve best practice for formative assessment, for example:

- Relevant prior learning is confirmed in lesson systematically and accurately
- Understanding is checked systematically through effective questioning throughout the lesson
- Teachers anticipate required interventions, doing so with notable impact on the quality of learning.
- Systems are in place to involve all students in reading/responding to constructive feedback and acting on it.
- Learners are confident and critical in assessing their own and others’ work, and to set themselves meaningful targets for improvement.’

6.2 Providing feedback on written work and formative assessment tasks

All programmes

All feedback given to students should be constructive; it should clearly and explicitly communicate to the student their grade/mark (if applicable), what they have done well, and any areas in need of improvement. Where possible, the feedback may also include constructive guidance on how to improve in the identified areas.

Different approaches to giving constructive feedback may be employed, for example:

- www – what went well (one to three points of positive recognition) – and ebi – even better if (one or two actions for improvement).

- The feedback sandwich – one or two achievements followed by one or two areas for improvement, followed by a final encouraging statement.

In addition, feedback may be given verbally or in writing.

Feedback on all programmes should be provided according to the following general protocol:

- Feedback should be given to students within 1 week of the relevant work being submitted for assessment, providing that the work was submitted by the given deadline
- Work submitted for assessment after the given deadline should be marked and returned as promptly as possible to the student, but this does not need to be within the 1-week timeframe specified above.
- Students submitting work that contributes towards summative assessment outcomes should be informed that assessment grades given internally are provisional pending external moderation.

Foundation Programme-specific protocols

- Constructive feedback, in written form, is provided to students where it forms part of the summative assessment of the qualification
- Further verbal explanation of this feedback is offered to students both within and outside class contact hours.

A Level Programmes-specific protocols

- All subject teachers set homework weekly.
- Assessed work that forms part of the summative assessment of the qualification will be marked, and marks communicated, in accordance with the appropriate exam board regulations.
- Key assessments and two formal tests, using past exam papers are identified and scheduled during each term in accordance with the relevant subject's scheme(s) of work.

7. Summative assessment on programmes where responsibilities are external

7.1 JCQ (Joint Council for Qualifications) regulations

All summative assessment including examinations, controlled assessment, coursework and portfolios of evidence for GCSE and A Level programmes is administered according to the 'JCQ General Regulations for Approved Centres': <http://www.jcq.org.uk/exams-office/general-regulations>. The Head of Centre which is the College Director is responsible for ensuring that these regulations are adhered to.

The general regulations deal with the relationship between centres and awarding bodies, the responsibilities of awarding bodies and the responsibilities of centres to include:

- Access arrangements
- Controlled assessment coursework and portfolios Registrations and entries
- During the examination/assessment Malpractice
- Results
- Access to scripts, enquiries about results and appeals Awards and certificates

These regulations are supplemented by range of detailed supporting documents (including for example, access arrangements, controlled assessments, appeals, malpractice) all of which are available from the JCQ website alongside the general regulations: <http://www.jcq.org.uk/exams-office/general-regulations>

In addition, all examinations are conducted according to the 'JCQ (Joint Council for Qualifications) General and Vocational Qualifications Instructions for Conducting Examinations'.

7.2 Awarding body specifications

In supporting the summative assessment process for BTEC, Functional Skills, IYOne and A Level programmes, staff follow the standards and guidance provided by the relevant awarding bodies in specification documents. Qualification specifications supplement the JQC guidance and include subject content; assessment objectives; performance criteria by grade; arrangements for summative assessment; standardisation and moderation.

8. Summative assessment on programmes where responsibility lies with Bellerbys College

For programmes where the summative assessment is the responsibility of Bellerbys College (Foundation and English Language Preparation) each College follows a common set of internal examination procedures derived from the Joint Council for Examinations (JQC)

8.1 Introduction to Bellerbys programmes

The Foundation Programme is externally accredited by the Universities of Lancaster.

Summative assessment policy and procedures are contained in the accredited and validated documentation approved by the accrediting and validating universities. These documents are available on the programme repositories on Bellerbys College VLE (Study Smart) <http://studysmart.bellerbys.com/course/category.php?id=575>

8.2 Assessment principles

- The assessment principles which apply to both programmes are based on the indicators of the QAA Code of Practice on Assessment (Chapter B6):
- The standard for each module and for the programme as a whole are maintained consistently over time
- Student performance is consistently judged against this standard
- All assessments are valid and reliable
- The assessment regime promotes effective learning
- Boards of assessment have clear and consistent membership rules, clear procedures and accountabilities
- Assessments are conducted rigorously and fairly
- Assessment is of a sufficient quantity and large enough variety for students to be able to demonstrate achievement of learning outcomes
- Timely and appropriate feedback on assessments is offered to students
- Staff who are involved in assessments are appropriately experienced.

8.3 Assessment policy and procedures

A summary is provided below of summative assessment policy and procedure documents which are available on the Huddle

'The Foundation Programme Academic regulations' deal with the following:

- Summative assessment of coursework, including late submission
- Summative assessment by examination (the JQC instructions for conducting examinations are followed) and arrangements for resits
- Marking exams
- The terms of reference for the following groups;
 - the Programme Assessment Board (PAB) which oversees the whole programme delivery and assessment
 - the Module Assessment Board (MAB) which meets termly for each module and records student achievement to date

- the Mitigating Circumstances Board (MCB) which makes recommendations to the MAB Regulations for reassessment
- Award criteria.
- Policy and procedure for addressing mitigating circumstances.
- Academic impropriety to include breaching of exam regulations, plagiarism and collusion; academic impropriety procedures; academic impropriety penalties.
- Appeals policy and procedure.
- A trial procedure for dealing with reports of errors on foundation examination papers, details the action taken when a student queries the accuracy of a question during the examination.

8.4 Guidance for assessment production

- Award criteria – credit rating and the use of the overall % module score which is recorded at the end of each term during the Module Assessment Board (MAB).
- Progression.
- Specification of which elements must be passed and retake arrangements ☒ Policy and procedure for late submission of coursework.