



# Linwood School (Access to Fair) Assessment Policy

This policy is reviewed on a 3 year cycle and may be revised in response to feedback from students, tutors and external organisations.

Version	Review Date	Author	Details
1.1	05/03/2018	S Hawkins	Amended logos
1.1	08/03/2018	S J Clark	Review – no changes
1.2	25/09/2018	S J Clark	Added BTEC section
1.3	13/11/2019	M A Price	Added ASDAN section & reference to access arrangements and special consideration.
1.4	18/11/2020	M A Price	Review and update in line with updated BTEC guidance

## Statement of Assessment

- We aim to provide a variety of qualifications which provide all students with the opportunity to achieve their full potential by the most appropriate and direct route.
- Our Assessment Policy is based on the concepts of equality, diversity, clarity, consistency and openness.
- We will endeavour to ensure that the assessment processes are implemented in a way which is fair and non-discriminatory.

## Access

Students are made aware of the existence of this policy and have open access to it. It can be found on the school website.

All tutors are made aware of the contents and purpose of this policy.

## What students can expect from us

- We aim to ensure that all assessment of work is carried out fairly and in keeping with the awarding bodies' requirements.
- All portfolio-based work will be assessed fairly against the qualification standards and teachers involved will be fully trained.
- Internal assessments will be carried out fairly and according to awarding body instructions.
- Externally marked tests and exams will be administered according to the requirements of the awarding body.
- Where appropriate Access Arrangements and Special Consideration requests will be made to awarding organisations to ensure that no student is unfairly disadvantaged by any disability or learning difficulty.

## Students can also expect:

- To be fully inducted onto a new course and given information that can be shared with parents and carers.
- Learning outcomes, performance criteria and other significant elements of learning and assessment to be made clear at the outset of the course and when assignments are set.
- To be given appropriate assessment opportunities during the course with feedback provided on the quality of the work.
- All work to be marked within two weeks of submission by the student.
- Where equivalents and exemptions can be applied, we will ensure this is pursued with the relevant awarding body.

## Cheating and Plagiarism

A fair assessment of a 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:

- They are found guilty of copying, giving or sharing information or answers, unless part of a joint project
- They use an unauthorised aid during a test or examination
- They copy another student's answers during a test or examination
- They talk during a test or examination.

All allegations of cheating and plagiarism will lead to a full investigation which will follow the guidance of the relevant awarding body, and in line with Linwood School's Exams Malpractice Policy.

If a student feels he/she has been wrongly accused of cheating or plagiarism, they should be referred to the Linwood School Exams Complaints Policy.

## BTEC

### Aim

- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group 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 meet these aims, Linwood School 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 for the year during the Autumn term each year
- Provide clear, published dates for handout of assignments and deadlines for assessment
- Assess learners' evidence using only the published assessment and grading criteria
- Ensure assessment practices meet current BTEC assessment requirements and guidance, including designating appropriate staff for Lead Internal Verifier and Quality Nominee roles.
- Ensure that assessment decisions are impartial, valid and reliable
- Not limit or 'cap' learner achievement if work is submitted late
- 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 body
- 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 staff
- Provide resources to ensure that assessment can be performed accurately and appropriately.
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Approval Centre Agreement

## ASDAN

### Aim

- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group 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, the centre will:

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment
- Provide resources to ensure that assessment can be performed accurately and appropriately
- Assess learner's evidence using only the published assessment and grading criteria
- Ensure that assessment decisions are impartial, valid and reliable
- Not limit or 'cap' learner achievement if work is submitted late
- Develop assessment procedures that will minimise the opportunity for malpractice
- Maintain accurate and detailed records of assessment decisions
- Appoint an internal moderator and comply with the ASDAN procedure for internal moderation
- Comply with the ASDAN policy on Access Arrangements: Reasonable Adjustments and Special Consideration.