



**The Grange
Therapeutic School**

ASSESSMENT GUIDELINES

GP40

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Rationale

We are currently within the greatest period of assessment change for many years. The introduction of both new programmes of study and new methods of assessment have brought with them challenges - but also opportunities. We recognise and acknowledge that, during this period of transition, it will take time to change and develop our assessment processes but, within this period, the commitment to deliver excellence for our pupils, set out within this policy, remains constant.

The process that we are working through will be ongoing. The need for assessment within the school to be flexible, adaptable and robust enough to meet the ever changing demands of the modern world, and ensure our pupils are prepared for a life within it, is the cornerstone of this policy.

The Grange Therapeutic School Curriculum Policy Statement

This policy has been created to ensure that, at The Grange Therapeutic School, we use assessment to:

- Give reliable information to parents about how their child, and the school, is performing
- Allow meaningful tracking of pupils towards end of key stage expectations in the new curriculum, including regular feedback to parents
- Lead to successful personalisation, in that it will enable the school to build up a unique picture of each learner's strengths and areas for development, enabling the school to offer the right curriculum and the learner to make well informed choices
- Create flightpaths to ensure end of Key Stage 4 targets are set and achieved through rigorous assessment and moderation.
- Provide information which is transferable, easily understood and covers both qualitative and quantitative assessment
- Differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling
- Be reliable and free from bias
- Help drive improvement for pupils and teachers
- Improve the quality of teaching by using data to identify gaps in knowledge and using this information to drive curricular changes/ developments.
- Ensure feedback to pupils contributes to improved learning and is focused on specific and tangible objectives
- Produce recordable measures which can demonstrate comparison against expected standards and reflect progress over time
- Ensure the school is keeping up with external best practice and innovation.
- Support intervention by enabling the school to identify any significant gaps in learning, plan how to address them and track progress in doing so.
- Support SEN by enabling the school to understand and address the barriers to learning for each individual.

Assessment in Principle

At The Grange Therapeutic School, our methods of assessment are underpinned by the principles set out, in February 2014, by the NAHT:

- 1) Assessment is at the heart of teaching and learning
 - a) Assessment provides evidence to guide teaching and learning
 - b) Assessment provides the opportunity for Pupils to demonstrate and review their progress.
- 2) Assessment is fair

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- a) Assessment is inclusive of all abilities
 - b) Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.
- 3) Assessment is honest
- a) Assessment outcomes are used in ways that minimise undesirable effects
 - b) Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning
 - c) Assessment judgements are moderated by experienced professionals to ensure their accuracy.
- 4) Assessment is ambitious
- a) Assessment places achievement in context against nationally standardised criteria and expected standards
 - b) Assessment embodies, through objective criteria, a pathway of progress and development for every child
 - c) Assessment objectives set high expectations for learners.
- 5) Assessment is appropriate
- a) The purpose of any assessment process should be clearly stated
 - b) Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information)
 - c) Assessment should draw on a wide range of evidence to provide a complete picture of Pupil achievement
 - d) Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.
- 6) Assessment is consistent
- a) Judgements are formed according to common principles
 - b) The results are readily understandable by third parties
 - c) A school's results are capable of comparison with other schools, both locally and nationally.
- 7) Assessment outcomes provide meaningful and understandable information for:
- a) pupils in developing their learning;
 - b) parents in supporting children with their learning;
 - c) teachers in planning teaching and learning.
- 8) Assessment must provide information that justifies the time spent;
- a) school leaders and governors in planning and allocating resources; and
 - b) government and agents of government.
- 9) Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

Assessment in Practice

1. Assessment for Learning

Assessment at The Grange is based on the recommendations established by the Assessment Reform Group. Assessment at our school is used:

To foster motivation

Pupils with significant educational needs have the greatest anxiety about the value of their achievement. Assessment should emphasise the progress pupils have made in terms that a pupil can both understand and appreciate. It should focus on the individual Pupil and their achievements rather than in comparison with others who may be of a different stage in their own learning. This should include feedback that is face- to- face and immediate. From this basis, a pupil

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is more likely to listen to constructive advice on how to meet the next challenge and so learn to take risks in a secure environment.

To help learners know how to improve

Pupils need explicit feedback on the steps that they are following and how to move along these steps. They need specific statements about their current strengths, but also the new skills and knowledge they might acquire to move to the next level.

Through this process, pupils will be able to plan ahead and so develop a longer term view about learners. They will develop from individuals enjoying a single process of learning to one of continuous progress and achievement.

To promote understanding of goals and criteria

All pupils need to understand what is it that they are trying to achieve. Teachers need to tell their pupils what the point of a lesson is through use of effective learning objectives and what the expected outcomes will be so that they can judge if the planned goal has been achieved. In this way the pupil can become more autonomous in the learning process. At the same time, pupils need to exert their own influence on planning so that they can set goals in aspects that they value.

To develop a capacity for self-assessment

Pupils with additional learning needs have difficulty standing back and forming judgement about what they have put down. They have a limited vocabulary to describe their actions and analyse the value of these actions. They also find it problematic to use this information about past performance to influence future actions. All pupils need to reflect on how well they have done and why. They will be enabled to move towards greater independence as learners if they are more included in the process that judges how successful they have been. Using student friendly speak when assessing will allow pupils to greater access feedback and use key terms to assess their own work.

To be part of effective planning

There should be formal arrangements across the school and within each class for both the pupil and teacher to come together to gain information about progress being made. In this way it is more likely that future planning would be influenced by what has gone before and both teacher and pupil will be more prepared for what is to come. These formal arrangements will make it clear how the pupil is to take part, to receive feedback and to make their own contribution to future plans. Planning should be based on assessment data to ensure it is relevant and appropriate to the individual learner. Teachers will use data to ensure they teach to stage and not age.

To use data to help pupils know how to improve

The school has a target setting arrangement for all pupils which is used to determine the overall progress of pupils. The history of an individual's achievement is recorded on a profile sheet and each achievement is given a numerical value. The sheets are collated into year groups and the data is translated into trends in progress. Each subject leader analyses the data to predict expected outcomes. The Head of Education then uses the information to set individual and whole school targets for improvement. Due to the changing face of education, from the 2016/17 academic year, KGTS will continue to assess using NC2000/ APP tracking to assess students. However, it must be noted that key strands from the new NC14 will be highlighted and included in assessment whilst other areas that are no longer applicable will be downgraded.

To focus on how pupils learn

The process of learning has to be in the minds of both teacher and pupil.

It is usually accomplished by establishing a variety of learning styles and incorporating them in their learning. Pupils are assessed and the assessment outcomes are shared with them. KGTS is currently exploring the use of multisensory learning and application of different learning styles within lessons. A firm decision will be made by the end of the 2016/17 academic year.

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To employ modern technology to provide feedback

Assessment is a means of showing pupils what they say and do in the classroom.

The more information they are given about past performance the more likely they are to have improved performance in the future. KGTS is piloting the use of ALFIE to create and assess baseline data which may be a truer reflection of the current level of the pupil as opposed to Local Authority data. Many SEBD/SEMH pupils have difficulty recalling what they have learned and how they learned it. Capturing pupils work using visual means helps them to see what they have done and can refer to it anytime in future.

2. Roles and responsibilities

Acorn Care and Education will ensure that:

- it considers the advice of the Principal and Head of Education when approving this assessment policy and when setting statutory and non-statutory targets
- progress towards annual statutory targets is monitored
- it contributes to decision making about assessment within the school.

The Senior Leadership Team will ensure that:

- they have an oversight of assessment within the school
- detailed assessment information is available on each pupil attending the school
- assessment data is monitored, analysed and reviewed on a regular basis
- levels of attainment and rates of progression are discussed with teachers on a regular basis and that actions are taken where necessary to improve these.
- pupils not progressing appropriately will be identified and additional provisions will be put in place to ensure every opportunity to progress properly.
 - An 'Intervention Referral Form' has been created. SLT will ensure tutors/ teachers identify pupils struggling or not making progress and specifically identify skills the pupil needs intervention for to improve.
 - Any LAC, Pupil Premium, Ethnic Minority or Residential students not making progress during an assessment period will be immediately placed into intervention.

Heads of department will ensure that:

- schemes of work include regular opportunities for developing assessment for learning and providing regular feedback to pupils;
- staff and pupils have access to, and discuss, portfolios and exemplars of work;
- teachers within their department monitor and moderate their summative assessments for consistency;
- work scrutiny takes place to ensure the correct content is being covered in order to provide the maximum opportunity for pupils to progress in assessments.
- they review the progress of different year groups (with reference to baseline assessment) with tests, assessments and examinations and adjust the curriculum in response to these findings;
- they look at the balance of time for different activities in relation to pupil performance and alter as necessary, for example time for coursework or for aspects of examinations;
- they keep abreast of developments within assessment;
- they maintain departmental records of assessments.

Teaching staff and learning support staff will:

- Recognise that *all* pupils can improve;
- Appreciate that good assessment is an essential part of the teaching and learning
- Demonstrate progress through reflection, dialogue and action planning;
- Be aware of the emotional impact of comments, grades and marks and give regular oral and written feedback that is positive and constructive, recognising achievements as well as being developmental, and that focuses on the work that has been produced, rather than on the person;

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- Understand learner motivation by emphasising progress and achievement rather than failure and avoid comparison with others;
- Be clear about a learner’s strengths and how to develop these, their areas for improvement and the next steps needed for them to make progress;
- Encourage independent learning by enabling pupils to take charge of their learning though developing their skills of reflection, self- assessment and their capacity to identify next steps;
- Praise progress and reward achievement through comments and the school’s praise and reward systems;
- Recognise that assessment for learning should be used in all areas of educational activity and that it should enable all learners to achieve their best and have their achievements recognised;
- Make it fit for purpose, varied and use it to inform future planning and teaching;
- Advise on “next steps” in clearly explained accessible language and, where appropriate, set SMART targets;
- Keep detailed records and regularly review pupils’ base line data, their effort, attainment, strengths and areas for development, as well as their completion of classwork and homework, lesson attendance and lesson punctuality;
- Use their subject knowledge, records, departmental portfolios and all relevant criteria when making summative assessments about pupils.
- Create IEP targets based on maths, English and behaviour that reflect key and current priorities for individual pupils.

Pupils will:

- be made fully aware of their current working levels and informed of the next steps in order to progress;
- agree target for progression with their teachers;
- be treated as partners in their learning;
- have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge;
- be given additional support if they start to fall behind in their learning, helping them get back on track quickly.

Parents and carers will:

- be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives;
- be kept regularly informed about the progress their child is making, in line with the relevant section of this policy.

3. Recording and tracking

On entry, most pupils arrive with baseline data provided by the Local Authority. This data can appear to be inaccurate and not a true reflection of the pupil’s ability at that stage. Within 6 weeks of arrival, pupils will perform a WRAT-4 and baseline assessment in English, maths and science in order to record more accurate data. This data will then be fed back to the Local Authority to ensure honesty and transparency in the baseline assessment process. This data will then be input and used for analysis in Classroom Monitor.

The Grange Therapeutic School’s preferred method for recording and tracking pupil assessment data is Classroom Monitor, an award-winning online interactive mark book used in over 1,500 UK schools. The system offers criteria for every subject from the National Curriculum, Assessing Pupil Progress (APP), Early Years Foundation Stage and P-Scales, and allows teachers to personalise the curriculum to meet their needs.

Teachers input data into the online mark book, which can then be extracted and presented in various different ways, to analyse information, generate end of term or year reports, or share pupil progress with parents and carers. It can also be used to develop the ‘flight path’ of any pupil. By using assessment levels at key transition stages, an end of key stage 3 and 4 target can be generated to ensure pupils make expected or above progress from entry.

Each year group or class has its own area within the online mark book, consisting of pupil names and curriculum criteria to mark against. Pupils can be marked as ‘red’ (working towards the target), ‘amber’ (almost achieved the target), or

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'green' (the pupil has met the target). Additionally, teachers can upload evidence of each pupil's work to the system, providing a record of assessments which can help with Ofsted inspections.

The data within the mark book can be analysed in a number of ways, with teachers able to drill down into any group and turn the relevant data into graphs, Excel spreadsheets and Word Documents.

Moderation

Before data is certified, a moderation process must occur between subject leads and teachers. This process includes an array of checks before levels can be submitted:

- Subject leads will perform work scrutiny half termly to ensure that SOW are being followed and staff are tailoring lessons to the correct ability for their group.
- Subject leads will organise moderation meetings once half termly where judgements are compared and decisions are made that are consistent across the department.
- Any improvement in level on Classroom Monitor requires at least one piece of evidence to provide evidence of progress in a certain area.
- Subject leads have to justify levels to the SLT to ensure correct progress is being made by *all* pupils
N.B. This evidence can be shown through a variety of areas, not just necessarily academic progress.
N.B. Due to the nature of the boys, it is not always possible to make 4 points of progress per academic year. The individual needs of each pupils will be taken into account when judging if progress is appropriate.

As a result of moderation:

- Subject leads will create action plans for any pupil/s who have not made the required progress.
- Action plans will be shared with relevant staff and SLT to ensure every effort is being made to support all pupils.
- Adaptations may be made to the curriculum or assessment strategy based on evidence obtained during the unit. These changes will then be passed on to the department.
- Any staff requiring support will be identified and subject leads will endeavour to offer advice or suggest external training to SLT that may be relevant.

NOTE: ASSESSING THE NEW NATIONAL CURRICULUM

Our Curriculum Framework

Regulations do not require this independent EBD School to adopt the new National Curriculum (NC14). However, we have committed to using NC14 as a basis for our curriculum framework for all students up to and including KS3 with the following provisos:

1. we will modify our planning for individual pupils where this enables us to better meet the objectives of the Statement/ EHCP.
2. we will decide what to prioritise in terms of subject content within our class by class planning based on the prior learning and needs of pupils within those classes. Thus for example where young people join our school having missed or failed to engage with significant elements of the previous key stage, we will on those elements of the programmes of study for that key stage that are foundation stones for future development, and on those elements that are most likely to re-engage disaffected learners. Thus we will enable our learners to move successfully towards the programmes of study that match their age and stage.
3. Our current accreditation policy is to enable pupils to enter GCSE examinations where this is within their capability. With this in mind we will plan to cover by the end of KS3 all those elements that are required as a foundation for GCSE. Where however pupils with learning difficulties or those with a vocational ambition have alternative pathways, we will have regard in our KS3 planning in particular to those elements that are essential for those pathways.

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Our assessment framework up to KS3.

We have, over the academic year 2015/16 tracked students, diagnosed gaps and set targets using National Curriculum 2000 levels (Enriched in Maths and English by APP assessment focuses).

We have done this for several reasons:

1. There is as yet no transparent model for progression in the new National curriculum apart from a strong link to year groups and key stages. While this may be appropriate for pupils in mainstream schools who follow a conventional pattern it is less so for our pupils, many of whom have missed substantial school time before joining us, and most of whom have struggled to cope with a 'standard' curriculum. Constant comparison for students who have been in the past demotivated by their perceived lack of progression would risk depressing achievement as well as self-esteem further.
2. NC14 points towards planning based on whole year groups and strongly linked to Key Stages. Our groupings at KGTS bring together students from a number of year groups for academic and social reasons, and many pupils still need to catch up with curriculum content from previous key stages. While we are able to accommodate these variables into our NC14 planning (see curriculum section above) it would be counterproductive to both plan and track in relation to a single age group.
3. In its first year of implementation it is not yet clear to us as teachers which aspects of the NC14 programmes of study we need to prioritise to re-engage, motivate and enable catch-up for. (see curriculum point 2 above). Our initial evaluation of and experience with an assessment structure that closely matched NC14 (Rising Stars) showed that it was too detailed, and pressurised staff into 'covering' all aspects at the expenses of elements that needed to be prioritised.
4. The NC2000/APP model of progression has been found to offer both staff and learners a very clear picture of the components of skills, knowledge and understanding that are essential for development. Staff have found that it enables them to make sound best fit judgments, diagnose gaps and weaknesses and plan for activities that are set at the right levels. Learners are motivated by being able to see short but significant steps taken and understand what they need to do next. Furthermore, at this early stage in the implementation of NC14, the presence of a non-age specific tracking tool that staff know well provides reassurance that what we are planning for is sufficiently challenging.

4. Reporting

Progress is demonstrated to parents at the end of each term via a progress report (3 per year), detailing targets, previous and current working levels in each subject and a ready to learn grade. At Key Stage 4, this report includes projected examination grades and pupil progress towards meeting expectations.

Each year, comprehensive Annual Review Meeting is held for progress to be discussed with parents and carers, alongside representatives from placing local authorities.

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Timeline	Target	Success criteria	Completion date
Short term targets	Collect all Key Stage 3 English, maths and science data on to Classroom Monitor and begin to perform basic analysis. N.B. English and maths to use APP, science to assess against NC levels.	Data will be up to date and accurate in the core subjects. This data will then be used for the final Head teacher report for the 2015/16 academic year.	July 2016
	Explore foundation subjects using NC levels and comparing to award specifications i.e. ICT Open Award Level 1- what transfers across.	All class/ subject teachers will have inputted basic data but maybe need to manually adjust scores, depending upon how well the levels match NC14.	July 2016
	Use accurate Key Stage 2 data to direct planning for new academic year 2016/17- plan to stage not age.	Head of Lower School will meet with new year 8 tutors to share assessment data as well as planning resources. This will improve the transition and promote progress during this key stage of their education at KGTS.	July/September 2016
	Create Key Stage 4 tracking tool to highlight all options picked, what pupils will gain from course and how well they are progressing against the award specification.	All Key Stage 4 pupils to have a detailed pro forma of qualifications earned/ working towards. This will be used to assertively track progress against awards that may not necessarily use levels, for example NCFE.	In place July 2016- use to be ongoing
Medium term targets	Whole school to use Classroom Monitor data to inform planning and ensure each individual pupil is appropriately challenged.	Staff will become comfortable regularly inputting relevant and accurate data. Data will be evidenced appropriately to ensure consistency and this data will be highlighted in planning to ensure clear differentiation and personalised learning objectives/ outcomes.	Reviewed in December 2016
	Identify key assessment focusses to base new NC around. Irrelevant strands of the new NC with be downgraded and more important/relevant will be highlighted on the assessment tool.	With the use of APP in English and maths, subject leads will begin to understand the assessment focusses that are relevant to their subject. Subject leads should then start to create a flexible curriculum to secure relevant knowledge based on previous experiences of the pupil with clear and relevant assessment focusses.	Curriculum review March 2016
	Teachers to successfully implement marking policy to involve pupils in the assessment process. Marking will highlight levels and targets in how to improve.	Accurate and consistent marking against policy will ensure use of levels when assessing work. This will encourage more consistent levelling as well as an evidence base to support levels awarded.	Continuous review
	Create an environment whereby pupils are fully aware of their levels and what they have achieved in recent assessment. A simple tracking sheet will be devised that will highlight current level, end of key stage level and level attained during each assessment.	Pupils will become more involved in the assessment process and be made aware of whether. <ul style="list-style-type: none"> a) They have made progress during the assessment period; b) Whether they are on track to meet end of year/ Key Stage target. 	October 2016- leading to ongoing use

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		This information will be shared using a visual assessment resource that tracks progress and is given to the pupil.	
Long term targets	Become data rich in all subjects covered across KGTS at all Key Stages.	Core and foundation subjects will be consistently updated with evidence provided to ensure levels are correct. Levels on Classroom Monitor should match with reports.	July 2017
	Use data to create accurate end of Key Stage 3 and 4 targets- thus allowing for a sound understanding of what pupils and teachers should be aiming to achieve by the end of Key Stage 4.	As data is consistently updated onto Classroom Monitor over numerous assessment periods, accurate data can be created/ analysed to provide a more precise picture of what the pupil should be aiming to achieve by the end of Key Stage 4. This will then dictate what pupils enter and to ensure that it is the correct level, for e.g. GCSE, functional skills or Entry Level.	July 2017
	Provide accurate baseline data in order to create a more relevant flight path for individual pupils upon entry.	Use of ALFIE and entrance assessment data will be used to formulate a more accurate baseline level. This data will then be used upon entry to generate progress data and predict key transition point expected levels.	Trial to begin September 2016
	Enter year 9 pupils into award specification courses thus providing the greatest opportunity to gain a variety of accreditations.	After 2016/17 year 8 cohort has completed transition year (year 8) they will pick options and begin award specifications. From there forward, year 9s will begin to participate in a Key Stage 4 timetable.	September 2017

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Annex 1

Controlled Assessment Policy

1. Principles of Controlled Assessment

Coursework/Controlled Assessment is defined as work assigned to and completed by a Pupil during a course of study; it is evaluated as part of the Pupil's final grade in the course.

Coursework/Controlled Assessment will form an element of the assessment procedures in both the internal and the external assessment of pupils.

Ensuring the validity of the marks produced from Coursework/Controlled Assessment is vital in maintaining the integrity and reputation of this school in the assessment of its Pupils.

Each subject department is responsible for:

- developing, maintaining and implementing its own internal assessment procedures within the parameters of the whole school policy for Assessment, Recording & Reporting and these will be evidenced in ongoing departmental practice;
- implementing the procedures for setting, scheduling, marking, standardising, moderating and administering external Coursework/Controlled Assessment as regulated by the examination boards

2. Roles and responsibilities

The Senior leadership team:

- are accountable for the safe and secure conduct of controlled assessments
- ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- coordinate with heads of department/subject to schedule controlled assessments.
- map overall resource management requirements for the year. As part of this resolve:
 - clashes/ problems over the timing or operation of controlled assessments.
 - issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- ensure that all staff involved have a calendar of events
- create, publish and update an internal appeals policy for controlled assessments.

Heads of department:

- decide on the awarding body and specification for a particular GCSE.
- ensure that at least 40% of overall assessment (controlled and/or external assessment) is taken in the exam series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the awarding body specification.
- standardise internally the marking of all teachers involved in assessing an internally assessed component.
- ensure that individual teachers understand their responsibilities with regard to controlled assessment.
- ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

Teaching staff must ensure they:

- understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments*.
- understand and comply with the awarding body specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- supply to the exams office details of all unit codes for controlled assessments.

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- obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to Pupils as the specification allows.
- ensure that pupils and supervising teachers sign authentication forms on completion of an assessment.
- mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded.
- retain candidates' work securely between assessment sessions (if more than one).
- post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- ask the appropriate special educational needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements.

Exams Office Staff:

- enter Pupils for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
- enter Pupils' 'cash-in' codes for the terminal exam series.
- where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- download and distribute marksheets for teaching staff to use, and collect and send marksheets to awarding bodies before deadlines.
- on the occasions where controlled assessment cannot be conducted in the classroom, arrange suitable accommodation where controlled assessment can be carried out, at the direction of the senior leadership team.

Special educational needs coordinator/additional learning support

- ensure access arrangements have been applied for.
- work with teaching staff to ensure requirements for support staff are met.

3. Procedures

1. Managing Coursework

- Ensure Pupils are fully aware of the Coursework/Controlled Assessment task requirements by giving them the course specification and marking criteria;
- Provide the Pupils with copies of the published departmental assessment calendar;
- Provide standardised examples work from previous years or from examination board exemplars;
- Ensure that Pupils are fully aware of the Coursework/Controlled Assessment task deadlines and the procedures for marking, standardisation and moderation which will be carried out in school;
- Make Pupils aware of the Internal Appeals Procedure and the regulations concerning Academic Misconduct;

2. Scheduling Coursework

- Ensure Pupils are adequately paced in workload to complete the Coursework/Controlled Assessment tasks within the published timeframe, making sufficient progress at each of the deadlines outlined in the departmental assessment calendar;

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- b. Help the Pupils manage their workload by reminding Pupils of the relative value of Coursework/Controlled Assessment versus examination work and to balance these in proportion

3. Departmental Marking of Coursework

- a. Mark all Coursework/Controlled Assessment within the timeframe published in the departmental assessment calendar,
- b. Throughout, the teacher should provide and retain written feedback on progress and standard to date. This may be evidenced electronically if submitted/maintained in this manner. Such feedback will be used as part of the appeals procedure where it is invoked by the Pupil or his Parent(s)/Carer(s);
- c. Provide the Head of Department with the Coursework/Controlled Assessment marks and samples within the published timeframe;
- d. Head of Department will retain a copy of all pupil marks and make these available to the relevant Head of Pupil Learning;
- e. Attend standardisation and moderation meetings as required by the Head of Department and carry out all agreed adjustments to Coursework/Controlled Assessment marks;
- f. Do NOT provide the Pupil with the final mark for the Coursework/Controlled Assessment, either before or after the internal moderation and standardisation procedures.
- g. Annotate final Coursework/Controlled Assessment according to examination board guidelines to highlight how marks have been achieved. This will be important if the work is examined within either the Internal Appeals Procedure or any subsequent procedure carried out by the examination board;

4. Coursework/Controlled Assessment deadlines

1. The deadline for Pupils is in two parts:
 - a. the submission date - when all Coursework/Controlled Assessment should be handed in by Pupils;
 - b. the final acceptance date – for those Pupils who failed to meet the submission date and after which no Coursework/Controlled Assessment will be accepted. The Pupil is given either a mark for any incomplete work submitted or a zero mark if no work is submitted.
 - c. In determining these dates, the Head of Department will consult with the teachers in his/her department and leave sufficient time for the marking, internal moderation, standardisation and administration;
 - d. All Coursework/Controlled Assessment should be handed in before or on the submission date;

2. If a Pupil fails to meet set deadlines without acceptable medical authorisation:
 - a. The teacher will inform the Head of Department;
 - b. The Head of Department will inform the Parent(s)/carer(s) about what has occurred;

3. No Coursework/Controlled Assessment will be accepted by the school after a reasonable date before submission of marks to the examination authority.

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- a. Time must be allowed for verification of the Pupil's work, through marking and moderation of work by the teacher and the department;
- b. Failure to do so will mean that the school will award the Pupil either a mark for the incomplete work submitted or a zero mark if no work is submitted.

5. Malpractice and Maladministration

Definition of Malpractice

Malpractice* is defined as any deliberate activity, neglect, default or other practice that compromises the integrity of the internal and external assessment process, and/or the validity of certificates. It covers any deliberate actions, neglect, default or other practice that compromises, or could compromise:

The assessment process

The integrity of a regulated qualification

The validity of a result or certificate

The reputation and credibility of Pearson, the qualification or the wider qualifications community

Malpractice may include a range of issues from the failure to maintain appropriate records or systems to the deliberate falsification of records in order to claim certificates.

For the purpose of this policy this term also covers misconduct and forms of unnecessary discrimination or bias towards certain or groups of learners.

Definition of Maladministration

Maladministration is defined as any activity or practice, which results in noncompliance with administrative regulations and requirements and includes the application of persistent mistakes or poor administration within the Centre (e.g. inappropriate learner records). definitions need putting into our assessment policy

6. Disciplinary Procedures for Academic Misconduct

1. Academic misconduct is defined as any attempt by Pupils to gain an unfair advantage in assessments. An allegation of academic misconduct may be made by a member of staff against a Pupil.
2. Academic misconduct may include though not be limited to:
 - a. Plagiarism- using others' ideas and words without clearly acknowledging the source of that information.
 - b. Falsifying or fabricating data -the misrepresentation of the results of experimental work or the presentation of fictitious results.
 - c. Collusion- two or more Pupils working together, without the prior authorisation of the subject teacher, to produce the same piece of work, and then attempting to present this as entirely their own work.
 - d. Copying- one Pupil copies work from another Pupil, with or without the knowledge of the first Pupil.
 - e. Any other willful deception in any element of an assessment.

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3. A Pupil who aids and abets a fellow Pupil to commit academic misconduct shall be deemed to have committed academic misconduct and will be dealt with accordingly.
4. When a case of suspected academic misconduct has been identified:
 - a. The teacher involved will collect the evidence and bring the matter to the attention of the Head of the Department. They will examine the evidence, interview the Pupil, consult with other staff and Pupils as appropriate and establish the nature and extent of the misconduct.
 - b. If, as a result of this investigation, the Head of Department is satisfied that no academic misconduct has taken place, no further action will be taken against the Pupil.
 - c. Where the Pupil admits to the academic misconduct, the Head of Department will decide the appropriate penalty in accordance with the relevant policy, taking account of the extent of the misconduct, whether wilful deception was involved and the extent to which the assessment would have contributed to the final award.
 - d. The Pupil to repeat the assessment under the supervision of the Head of Department within a specified timeframe. Failure to comply will result in a zero mark.

7. Appeals Procedure

1. The school is committed to ensuring that whenever its teachers assess Pupils' work, this is done fairly, consistently and in accordance with the specification for the qualification concerned. However, to meet the requirements of the examination boards an internal appeals procedure is available
2. An appeal may only be made against the process that produced the grade or mark to be submitted to the examination board and not against the mark or grade, i.e. where the Pupil or his parents believe that the procedures for managing, marking, moderating and standardising coursework have not been carried out within the procedures set out above
3. Internal marking, moderation and standardisation of coursework will always be conducted by staff who have appropriate knowledge, understanding and skills, and who have been trained in this activity
4. When the coursework procedures have been carried out as described above, the Pupil has met the submission dates and final deadline and received appropriate feedback then the final mark should not be a surprise
5. Pupils will not have access to the final mark after internal moderation and standardisation has occurred and the mark is ready to be sent to the examination board
6. The marks submitted to the Examination Boards are subject to further external moderation and standardisation procedures and the final mark is decided by the Chief Moderator for each subject area
7. Access to coursework results will only occur after the examination results are provided by the relevant Examination Boards

8. The Internal Appeals Procedure

If a Pupil believes that his work has not been treated in accordance with the procedures outlined above he may make use of the Internal Appeals Procedure.

1. Appeals should be made as soon as possible, and must be made at least two weeks before the end of the last externally assessed paper in that examinations series

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2. Appeals should be made in writing to the Headteacher, who will investigate the appeal. If, for any reason, the Headteacher is not able to conduct the investigation he may appoint another named person, providing they are not working within the departmental area involved in the appeal
3. This named person will decide whether the process used for the internal assessment conformed to the internal regulations, the requirements of the awarding body and the examinations code of practice of the QCA. This will be done before the end of the current examination series
4. If the appeal results in a change in the mark awarded to the Pupil or his fellow Pupils then the relevant examination board will be informed of the change and the reasons for it
5. The appellant will be informed in writing of the outcome of the appeal, including any correspondence with the examination board, any changes made to the assessment of the Pupil's work, and any changes made to improve matters in future
6. After a Pupil's work has been assessed and moderated internally it is moderated by the examinations board to ensure consistency between centres. Such moderation can change the marks awarded for internally assessed work, this is outside the control of the school and is not covered by the Internal Appeals Procedure
7. If a Pupil has concerns about external moderation, he should ask in the Main Office for a copy of the appeals procedure of the relevant examinations board

9. Monitoring, evaluation and review

Acorn Care and Education will receive an annual report from the principal on:

- the standards reached in each subject compared with national and local benchmarks.
- the standards achieved at the end of each key stage taking into account any important variations between groups of Pupils, subjects, courses and trends over time, compared with national and local benchmarks.
- the number of Pupils for whom the curriculum was disapplied and the arrangements which were made.

Acorn Care and Education will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

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