

# King Alfred's EdExcel BTEC Assessment Policy

Person responsible for policy: Emma Frost BTEC Quality Nominee

Date agreed by the SLT	5/9/2023
Date to be reviewed ( <i>maximum 12 months after date above</i> )	5/9/2024
Senior Leadership Team member accountable for review	Chloe Butterfield

**Revised: September 2023**  
**Version No: 9**

This policy will be reviewed every 12 months by Emma Frost, BTEC Quality Nominee.

## King Alfreds Academy

### Assessment Policy

#### Aims:

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

### Definitions/Terminology

#### Assessor:

- The person responsible for making decisions about whether learners' work achieves the national standard required for certification.

#### Formative Assessment:

- Used to review learner progress and inform improvement.

#### Summative Assessment:

- The definitive assessment of the learner's achievement and must be to national standards. This assessment informs a unit grade.

#### Standardisation:

- A method of comparison to enable centre assessors to review the consistency and accuracy of their assessment.

#### Learning Outcomes:

- What the learner should know, understand or be able to do as a result of completing the unit.

#### Unit Content:

- The unit content gives centres the substance to devise and plan the programme of learning needed for the learning outcomes to be successfully achieved.

#### Unit Grading Grid:

- Each unit grading grid contains statements of the assessment criteria used to determine the standard of learner evidence. Merit and distinction grading criteria refer to a qualitative improvement in the learner's evidence, and not a quantitative one.

## Responsibilities

#### Programme Leader:

- Responsible for managing programme delivery and assessment of the learners, to ensure coverage of all units and grading criteria.

#### Assessor:

- Responsible for carrying out assessment to national standards. The assessor provides feedback to learners; assures the authenticity of learner work; records and tracks achievement.

#### In order to do this, King Alfred's will:

1. Ensure that learners are provided with assignments that are fit for purpose, to enable them to

produce appropriate evidence for assessment. Nearly all briefs are Pearson written briefs and all briefs are IV'd by a second member of staff. The official documentation is signed by both the assessor and the IV. For monitoring purposes, some briefs are checked by the LIV for each course. All courses are encouraged to put some of their briefs through the assignment checking service as set by Pearson. All briefs and IV of briefs are kept in subject folders and checked by the QN. All staff are encouraged to ensure that every brief has a vocational context of our local area to base the assignment around.

2. Produce a clear and accurate assessment plan at the start of the programme/academic year. This is completed by the programme leader and LIV of each course. This is a live document, which is updated regularly throughout the year. These are also checked by the QN regularly. Assessment plans enable staff to plan out their assignments and deadlines throughout the year and enable staff to see they have covered everything your learners need to learn in your BTEC programme.
3. Provide clear, published dates for handout of assignments and deadlines for assessment. Most subjects advertise their assignments online, on paper and verbally. Students are made aware that they can apply for an extension of their hand-in date if they apply correctly for this process, for instance in the case of illness. If students have to resubmit work then they know that they have 15 working days to hand in. Students understand why re-takes happen and that they are capped at a pass on a new assignment brief.
4. Assess learner's evidence using only the published assessment and grading criteria. All of our briefs are either written by Pearson or written using Pearson grading criteria. We also use the specification throughout our teaching and assessing. Any alterations to courses are updated to subject leaders through the exam officer and QN.
5. Ensure that assessment decisions are impartial, valid and reliable. The IV process also helps to ensure that the process is impartial, valid and reliable. Assessment plans and IV plans are planned at the start of the year. They are checked by the QN. If students change courses or withdraw then IV plans get changed accordingly.
6. Not limit or 'cap' learner achievement if work is submitted late OR incomplete. The late submissions follow Pearson's guidance, however there are no Pearson guidelines on submissions of work that is incomplete.
7. Ensure resubmission of evidence is in line with Pearson regulations. We use Pearson paperwork to record the resubmissions. This is standardised across the school. We give students the opportunity to resubmit if we feel they will be able to benefit from this. We direct them towards the criteria and give them their extra time to resubmit the work. We also make sure that the LIV is aware of the resubmission.
8. Develop assessment procedures that will minimise the opportunity for plagiarism and assessment malpractice. See the assessment malpractice policy. All staff and students are briefed on the principles behind plagiarism and assessment malpractice and it is in the staff and student handbook.
9. Maintain accurate and detailed records of assessment decisions. All staff have learner trackers and programme leaders have whole cohort trackers. All trackers are checked by programme leaders and LIV regularly and they are checked by the QN. IV records are kept for 3 years after certification.
10. Maintain a robust and rigorous internal verification procedure. The IV plan is made at the start of the course. It is a risk-based approach, where learners of all abilities and across all units and assignments are IV'd. Every unit is IV'd and it is our policy to IV 4-8 learners per unit (depending on risk). We also IV different students for each assignment in a unit in order to make the IV process the most robust & effective.
11. Provide samples for standards verification as required by the awarding organisation. This includes all BTEC qualifications in terms of assessment, IV and EV processes.
12. Monitor standards verification reports and undertake any remedial action required. Each LIV keeps

a record of the SV process and they work with and track actions in place to alter their delivery process to meet the demands of the SV report.

13. Share good assessment practice between all BTEC programme teams. This happens via termly meetings but also through Microsoft teams.

14. Ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff. This is completed as part of the induction process for staff, of which is delivered by the LIV and by the QN.

15. Provide resources to ensure that assessment can be performed accurately and appropriately. All units are taught in classrooms, with book work like in any other qualification. Students are officially introduced to the brief. Students complete their assignments with any mock assignments, their books, recommended resources and the assignment brief.

## Procedures

Feedback for learners on internal assessments:

- The assessor decides when the learner is prepared to take the assessment. In preparation for the assessment the assessor must ensure that the learner understands the requirements of the assessment, the nature of evidence that needs collecting and the importance of time management and meeting the set deadline.
- Once taking the assessment the learner must undertake the work independently. Teachers can only give feedback with regards to behaviour, attitude, confirmation of deadlines and clarification of what the brief requires.
- Once working on the assignment, the assessor cannot provide specific feedback on the work produced by the learner and they cannot confirm achievement of specific assessment criteria.
- The feedback can include:
  - Identifying areas for learner progression.
  - Explaining how BTEC assessment works and learners need to do to achieve a pass, merit or distinction.
  - Set mock tasks to help learners understand what level they have reached and prepare for assessment.
  - Feedback on SPAG.
- When the learner is provided with feedback it is clearly provided on the assessment record sheet. It should explain the reason behind the assessment decision and the criteria not achieved. Students are then given the opportunity to resubmit, which goes through the LIV. This gives them the opportunity to resubmit, however the feedback can only redirect students towards the criteria and not give them instructions of how to get a better grade.

Internal assessment rules:

- Learners will have one resubmission maximum as long as the rules of assessment are met with the 1<sup>st</sup> submission.
- The assessor must record the assessment result and confirm the achievement.
- Every learner must submit one piece of work, which must be signed and dated to declare authenticity.
- The LIV can only authorize a resubmission if they have met the initial deadline; the tutor judges that they will be able to improve without further guidance and the assessor has authenticated the evidence submitted for assessment and the evidence is accompanied by a signed and dated declaration of authenticity by the learner. The learner has 15 days to resubmit.
- If a student does not achieve a pass on a resubmission then with the authorization of the LIV the student can have a re-take of which they can only meet the pass criteria. The LIV will only authorize a retake in exceptional circumstances, where they believe it is necessary, appropriate and fair. The re-take must be a new task only at the pass criteria which were not achieved on the original assignment. A new deadline must be agreed. Learner and assessor

must both sign declarations of authenticity. Once a re-take has been taken there are no further re-submissions.

- If a student submits a piece of work that is not complete then this acts as their 1<sup>st</sup> submission. They will be authorised a resubmission if all of the conditions are met.

Assignment briefs:

- Most of our briefs are written by Pearson and adapted by us as a centre. This enables us to make our briefs contextualized to our local area and to make them deemed appropriate for the needs of our learners.
- All assignment briefs are written on official Pearson paperwork.
- All briefs are not signposted towards certain criteria. They should target all assessment criteria.
- All briefs will clearly indicate what evidence needs to be submitted.

Assessment tracking:

- All units are tracked on spreadsheets and collected by programme leaders at least once a term. They track student progress, data collection points and teaching progress.
- Every programme leader is in charge of collating all of the tracking documents and calculating final grades.

Links:

- Pearson qualification subject pages
- BTEC centre guide to internal assessment

**This BTEC Assessment policy was agreed by the Curriculum Team on 5/9/2023.**

**It will be reviewed within 12 months to take account of:**

- **Changes to the school environment and organisation**
- **Advice from the Local Authority and its officers**
- **National legislation and proposals as is considered appropriate.**

Policy due to be reviewed in 05/09/2024

Signed.....efrost@ka.vale-academy.org.....Quality Nominee

Signed.....cbutterfield@ka.vale-academy.org.....Deputy Headteacher