

EASTLEIGH COLLEGE

ASSESSMENT AND MARKING POLICY

The assessment and marking policy must be read in conjunction with the Awarding Body criteria for the qualification and the Eastleigh College Assessment and Internal Quality Assurance handbook. The assessment and marking policy will only vary according to specific awarding body requirements.

Statement of principles

In accordance with the core values of the governing body, the assessment and marking policy will comply with the basic principles of ethics, legality, prudence, equality, safety, timeliness, fairness, transparency and simplicity.

ASSESSMENT AND MARKING POLICY

Assessment is an integral part of the teaching and learning process which is related to stated and shared criteria. It is a formative and summative process. Assessment is both a tool for learning and measuring what has been learnt. Assessment must be planned and timely. Assessment promotes the full involvement of learners in the development of their skills, knowledge and understanding and provides a framework in which the progress of a learner can be monitored.

No formal assessment will take place prior to the candidate being registered with the awarding body.

The purpose of assessment is to:

- promote self-confidence and self-esteem
- identify strengths – giving opportunities to praise good work and effort
- identify specific difficulties and see mistakes as opportunities to learn
- encourage the identification of future learning targets
- increase the motivation to learn and raise expectations
- provide feedback to practitioners and learners
- provide progress information to parents, employers and other practitioners
- facilitate the evaluation of the programme of learning and methods

Planning for assessment should include formative assessment, summative assessment, end of unit assessment, continuous assessment of classwork, coursework and homework.

Assignments, examination papers and other assessment instruments should be internally verified prior to implementation. Where level descriptors and grade descriptors apply the criteria should be clear. The purpose and requirements of assessment, including the schedule should be communicated. Assessment regulations by awarding bodies should also be described.

All work should be assessed according to recognised assessment criteria for the programme of study and be explicit and understood by the learners. The assessment criteria need to be clear, relevant and fairly applied. Learners need to know what they need to learn and where and how they can achieve their aim. Learners should be aware of the standards they are required to achieve and be able to recognise when they have achieved that standard.

The mode of assessment must be appropriate to meet the needs of the learner.

Self and peer assessment should be promoted.

Assessment, decisions and feedback

Learners' progress against course and individual challenging targets should be used to inform current and future assessment activity. Feedback will inform the learner about the extent to which the criteria have been met. Feedback should be informative. The learner should be able to understand what they have done well and why.

The tutor/lecturer/assessor should expect learners to achieve the highest possible grade. Consequently learners should be set aspirational targets. These targets should be explicit and recorded appropriately.

Verbal and written feedback on progress and performance against assessment criteria should be provided (Feedback should be provided on how work could be improved). Work to be re-assessed must be submitted within agreed timeframes. Learners should be given regular opportunities to assess, evaluate, and review their own work. Outstanding effort and achievement should be recognised and celebrated in accordance with the Recognised Achievement Guidelines. All work produced by learners should be monitored to inform progress and development. Learners should be provided with verbal and written feedback when work is returned referring to areas of strength, areas for development, areas of concern and actions required to attain future targets.

If work does not meet the grade criteria it is referred. Feedback should be clear so that the student understands what remedial work should be completed. Remedial work should be submitted within agreed timeframes. This work must be marked and returned to the students within agreed timeframes. Assessors will report results accurately as stated in the Assessment & Malpractice procedure.

Where achievement against targets is not met, learners should be monitored.

Learners must be made fully aware of the formal appeals procedure.

Marked work

Work should be marked against assessment criteria and returned where relevant within agreed timeframes.

Learner written work should be marked and returned, with feedback, within 10 working days for level 1 & 2 programmes and within 15 working days for level 3 programmes; assessors should leave adequate time to act on any feedback from the internal verification process within this period.

Marking is a form of dialogue based on stated and shared criteria and is an integral part of the teaching and learning process. Marking is designed to promote the performance of individual learners.

The purpose of marking is to:

- give specific feedback to learners on their work
- indicate learner achievement
- value individual effort
- show learners how their work may be improved
- involve learners in their own learning
- diagnose learners' individual difficulties and needs
- ensure work has been understood
- plan future learning for groups and individuals
- record achievement against programme requirements
- record progress against individual targets
- assure parents and employers that work is seen and evaluated

Staff shall work in a clearly identifiable manner and use common notations in communicating messages on the learner's work. The marker needs to have empathy with the learner and learner's specific needs and mark accordingly, ensuring they consider any specific special educational needs or special examination arrangements.

It is important that spelling, punctuation and grammar are assessed (marked, corrected and fed back to the students appropriately). Positive marking should be employed for learners with learning difficulties or disabilities. Comments should also be given on planning and style of work.

Internal quality assurance

All courses will have a rigorous internal verification process in place which will be implemented through an internal quality assurance (IQA) plan. Assessment decisions will be in accordance with the awarding body standards and guidelines.

Assessors/tutors/lecturers must establish the authenticity and ownership of the work and check work for plagiarism. The nature, seriousness and consequences of plagiarism form part of student induction and is within the code of conduct.

The most appropriate method of assessment should be used for their students. Alternatives should be employed if this suits the needs of the learners and is acceptable by the Awarding Body. The use of assistive technology may enable students to produce written work for assessment. In these cases guidance should be sought from Student Support Services.

Joint Council for Qualifications (JCQ) Informing candidates of their centre assessed marks

Centres have for many years been required to have a written internal appeals procedure relating to internal assessment decisions. As part of this procedure, candidates **must** be told the mark given by their centre for a centre assessed component/unit. This applies to legacy and new GCE and GCSE qualifications, and Project qualifications.

This requirement is to enable candidates to request a review of the centre's marking prior to the marks being submitted to the awarding body, should they wish to do so, and will facilitate the operation of a fair review process. It is reflected in the regulators' *Qualification Level Conditions and Requirements*.

Centres should use the internal standardisation process to ensure that all teachers are confident in correctly and accurately applying the marking standard. Exemplar material and any guidance provided by the awarding body should be used. This should help to prevent marking errors and avoid candidates requesting a review of the mark awarded by the centre.

<https://www.jcq.org.uk/exams-office/non-examination-assessments/notice-to-centres---informing-candidates-of-their-centre-assessed-marks>

Monitoring and Standardisation of Assessment Practice and Judgements

Monitoring

The Lead Internal Quality Assurer (IQA) Curriculum Manager, Vice Principal are expected to monitor the assessment process on a regular basis. This will normally involve:

- Observing assessors/tutors/lecturers
- Checking that assessment procedures comply with national standards
- Identifying problems or areas where advice or guidance is required, and provide constructive advice on how to improve assessment practice
- Ensuring that candidates are aware of and are satisfied with the process

Standardisation

Standardisation is undertaken to ensure that assessment decisions are based on the evidence provided. This requirement will be met through regular documented team meetings.

Monitoring and review

SMT will receive, a report, as required on a review of progress in implementing the policy and include recommendation for revision of the policy where appropriate.

This policy will be reviewed every two years by the Vice Principal – Quality and presented to SMT for approval.

Reviewed by Curriculum Managers 28.02.20, agreed as being fit for purpose. Will be reviewed as part of the full quality review in July 20

Re-reviewed by VP – Quality August 2020 – no revisions proposed

Approved by SMT 25 September 2020