Assessment Policy

(Academy Transformation Trust Further Education)

March 2021

Contents

1. Principles behind this Assessment Policy

Academy Transformation Trust Further Education (ATTFE) provides for all learners of 16+ age. Their needs are many and varied. However, form this variety of need and potential emerges a homogeneity of focus: for each learner to at least achieve their learning aim, to achieve their learning potential, and to strive towards and be expected to exceed it.

2. Definition of Terms

ASSESSMENT

The term 'Assessment' is broadly based on the Black & William definition: "Assessment refers to all those activities undertaken by teachers and by their students in assessing themselves which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged." (Black & William *Inside the Black Box* 1998 Kings College London).

ASSESSMENT FOR LEARNING (AfL formative assessment)
AfL is any assessment activity which informs the next steps to learning. The key message is that AfL depends crucially on the senior leadership team, curriculum leads and tutors ensuring that the information gained is used.

ASSESSMENT OF LEARNING (AoL Summative assessment)
AoL is any assessment which summarises where learners are at a given point in time – it provides a snapshot of what has been learned (both in terms of attainment and achievement) and provides robust feedback to learners on how to improve further.

INDIVIDUAL LEARNER TARGETS
These targets are specific actions which learners will take in order for them to realise learning outcomes / success criteria and/or to make further progress. It is expected that targets for all learners will provide stretch and challenge based upon prior learning.

CURRICULAR TARGETS
A curricular target expresses in words supported by data a specific aspect of the curriculum as a focus for improvement. It may be focussed on numeric outcomes. It is identified from a range of sources as an area of weakness in learning. Curricular targets can be for a whole class, a group of learners and/or an individual. They can also be long-term or medium-term.

3. Objectives

Assessment must be planned to ensure that all learners make good progress (see Addendum 1 for details on how this should be done):

• To provide clear guidelines on our approach to assessment
• To provide meaningful feedback to learners that leads to improved attainment
• To raise a learner's self-esteem and motivation
• To involve learners in their learning so that they know how they are progressing

- To inform future planning of that learner's programme, and progression advice
- To contribute to the evaluation of the curriculum and our service in terms of learner outcomes
- To assess the effectiveness and appropriateness of teaching, learning and assessment styles
- To provide a record and track learner progress so that we know whether what we are doing is having an appropriate impact on learners' outcomes and progression opportunities
- To provide information for a wider audience – parent and carers where appropriate, employers, stakeholders, so that they can support the learner to improve further.

We want our learners to be healthy, safe, to enjoy as well as achieve, to make a positive contribution to their community and, through achieving their full potential, further their economic well-being.

Whether our learners are with us for a day or two years we want everyone to gain as much as they can and leave having grown as citizens in terms of their social responsibility and potential economic contribution, and in their ability to learn independently. Thus, the accent on learning in Afl, for us, is broader than academic potential. Our central principles are knowing our learners and providing packages to ensure their growth and for them to see and recognise their improvements. Data, whether qualitative or quantitative is key to helping us ensure that all our learners make progress.

We expect and strive for our learners to become independent learners, for them to be able to stand back from themselves, focus on aspects for improvement, to be able to evaluate their work, working with others where appropriate, and to step towards achieving their goals. Learners must be directly involved in this by setting learning and improvement targets, which alongside tutor Afl, provides a sound framework and is central to many aspects of what we do.

Learners must be engaged with the assessment process as fully as possible in order to enhance their understanding of how to improve.

4. Practice

Effective use will be made of key objectives and qualification specifications to ensure learners know the skills and knowledge they need to progress in their learning and attain higher standards.

1. Lessons are planned around the skills that learners need to achieve their framework objectives and exam specifications, and these will be explained to learners.

2. Initial Assessment data is actively used so that lessons are planned to develop the skills that learners need to make good progress.

3. Exemplar material is used with learners to highlight the standards for which they are aiming.

4. Learners sometimes mark others' and their own work against success criteria and they set individual learning targets for themselves and their peers.

When work is returned, learners are given written or verbal feedback which gives a clear evaluation of performance against stated success criteria / learning outcomes learners will have a written record of verbal feedback. Feedback is given which will lead to learners recognising their next steps in learning and how to take them:

1. Marking must always refer back to learning objectives, exam skills and to the related key assessment criteria / learning outcomes

2. Learner work must always be marked in line with this policy, and work should be returned to learners within one week of being handed in

3. When marking generally for literacy purposes, ATTFE (see Appendix A) coding should be used regardless of the subject that gave purpose to the work

4. Learners should know and be familiar with what the coding in (3) above means.

Learners should be given opportunities for peer or self-assessment per year in each subject to promote independent learning and the learners' understanding of how to make progress – this is subject to interpretation depending on the length of time a learner attends ATTFE.

This will include strategies such as 'traffic lighting', marking against success criteria marking against key framework objectives, setting targets for peers and negotiating, targets with tutors:

1. Learners need help in understanding success criteria and framework objectives and also in how to set realistic targets for future learning and progress.

2. Learners will be helped to self and peer assess.

5. Managing Assessment

Assessment is an essential teaching skill and there is an important link between assessment and high quality teaching.

1. Tutors

a) It is the responsibility of all tutors to ensure that assessment is an integral part of the teaching and learning experience at all levels – from planning through to delivery and evaluation. They must use the information and data available to them to ensure that they plan student learning to meet their students' needs. They must keep abreast of the latest developments in assessment and follow the guidelines set out in the ATTFE assessment policy. Where identified, either at a

personal level as part of performance management or at a whole-provider level, training will be provided in order to ensure good assessment practice and uniformity across ATTFE.

b) Each subject tutor is responsible for accessing, using, monitoring and updating assessment data for their teaching groups.

c) Each subject tutor is responsible for ensuring that all lessons deliver the agreed schemes of work and that all assessments identified in that scheme of work are completed.

d) Records of individual learner progress must be simple, relevant and useful, should show their progress towards their target, and provide information for future planning. They should be regularly maintained and should be available to support judgements made.

e) All reports and comments re. learner attainment must be supported by evidence and shared with learners.

f) Assessment practices must be communicated and shared with learners – displays, reference materials, checklists, curriculum progression ladders, etc. will be used to support learners in becoming competent at assessing their own and others' performance and level of attainment.

2. Curriculum Leaders

In the context of assessment all curriculum leaders must provide leadership in ensuring that:

a) All tutors plan for formative and summative assessment to stretch and challenge learners, and to identify assessment opportunities

b) AfI takes place, including appropriate feedback to learners to help them improve further. A range of evidence should be produced to support judgements regarding progress, achievement and attainment

c) The feedback that tutors give to learners is diagnostic, formative and understood by them and includes feedback on the skills that they need to develop as well as content

d) Regular moderation/standardisation is planned within the subject area

e) ATTFE deadlines and statutory requirements are met

f) Regular monitoring of the progress of individuals and groups takes place and action is taken to promote achievement and progress

g) Regular analysis of assessment data takes place so that curriculum leaders have a good understanding of learner progress in their subject area, and of any interventions that may be needed

h) Curriculum leaders are responsible for ensuring that teachers and tutors communicate regularly with parents, cares and employers and other stakeholders about learner progress, and that formal reviews take place at least twice per year

i) Curriculum leaders are responsible for devising an assessment policy and an assessment schedule pertinent to their own curriculum area, and the needs of their learners, based on this document. The assessment schedule must ensure that assessment activities are varied and designed to give opportunities to all learners to achieve their full potential. It must also ensure that appropriate levels of challenge are planned in for all learners

j) Curriculum leaders are responsible for monitoring the implementation and review of the assessment policy and schedule within their own curriculum area. This must include at least half-termly monitoring of assessment practice

k) Curriculum leaders communicate and share good practice in marking and assessment half-termly, including peer assessment between their staff of each other's assessment practice.

3. Senior Managers

Senior managers have a strong understanding of key aspects of assessment, from the use of data to effective classroom practice, and they monitor these rigorously

a) Senior Leadership Team is responsible for monitoring assessment practices and the use of data across ATTFE. They establish an annual planning and review cycle which ensures that appropriate colleagues regularly reflect on the progress learners make in their subject area, and that they reflect annually on the performance of their section. Individual tutors are also responsible for reflecting on the data available and must set challenging targets for all of their learners.

b) The Data Team is responsible for ensuring that all relevant data is available to staff and administrative support is provided to help collect, produce this data through the use of PICS.

4. Learners

a) Assessment is the responsibility of learners, to complete in a timely manner, and of all staff to set and mark work, and to provide feedback to help learners move forward.

5. Quality and consistency of marking is monitored within subject areas and by curriculum leads:

a) The Senior Leadership Team will conduct a scrutiny of work across all subject areas at least once per year. Curriculum leads will undertake two work scrutinies

within their subject areas each year. Findings and points for action will be discussed with all staff.

b) At least one main assessment task will be moderated by all members of the subject area per year.

6. Linked Documents

- Subject assessment policies and programmes of study
- Monitoring and evaluation policy
- Initial assessment data
- Individual learning plans
- Whole provider and subject development plans.

7. Monitoring, Evaluating and Reviewing the Policy

Monitoring and evaluating the assessment policy will be carried out at several levels:

- Senior Leadership Team
- Curriculum leaders
- LAC.

This will be carried out annually and will include:

- Checking that assessment and marking expectations are being met by all staff and in all subject areas
- Sampling of assessment practice across the range of provision.

Addendum 1: Planning for Assessment

a) **Teaching, marking and setting targets**

Planning what needs to be assessed must be led by learners' needs and learning objectives rather than activities.

1. Medium-term and short-term planning must be guided by the key questions:
   'What do I want learners to learn by the end of the unit/lesson to demonstrate that they have made progress?'
   'How will I ensure that all learners are sufficiently stretched and challenged?'
   'How do I check that the learners know that they've learnt it?'
   …then plan the activities.

Teachers expect high achievement and support it by clarity of aims and outcomes, by methods that involve learners that help them to know how to learn and then give them some responsibility.

1. Lesson planning must ensure that learners make good progress towards attaining at least national rates of achievement, or from their starting points.

2. Differentiated learning objectives must be clearly stated at the beginning of each lesson and learners must be made aware of what they are.

3. Learning objectives must be written in terms of what learners will learn and learners must know which objectives(s) they individually are expected to meet.

4. Learning objectives must be linked to explicit success criteria / learning outcomes and must form the basis of marking, individual learning target-setting and review sessions (including plenaries). These success criteria must be shared and modelled with learners on an individualised basis as appropriate.

5. Learners must experience different kinds of assessment which will make assessment visible to them as an integral part of the learning process.

6. There must be clear behaviour / social / skills-based targets for learners and these must be referenced in each lesson. In the case of apprenticeships, work-based learning and study programmes they must have some clear focus on employability.

7. Skilful questioning must be used to assess attainment and to help learners find more complex answers for themselves (using, for example, Bloom's Taxonomy), and to set targets for further progression.

8. Individual's learning throughout lessons must be monitored in order to continuously assess the pace and strength of progress and to intervene to address misconceptions by reshaping and modifying teaching to meet learners' needs.

9. Time must be spent in each lesson to check learning and assess learners' progress.

10. Progress must be praised and achievement must be rewarded through comments and ATTFE's praise and rewards systems, and clear actions must be given to help each learner to improve further.

11. Learners sometimes mark others' and their own work against success criteria and they set individual learning targets for themselves and their peers.

Addendum 2: Target Setting

Individual Learning Targets must focus on specific and achievable goals.

1. Individual Learning Targets should be SMART (Specific, Measurable, Achievable, Realistic & Time-related).

a) Monitoring and supporting progress

Data will be made available to support the monitoring of progress.

1. Initial assessment data will be made available to all appropriate colleagues and to learners. This includes attainment and any other baseline assessments made during a learner's recruitment/induction period – qualitative data is also vital.

2. Performance of learners in other nationally recognised exams and qualifications will be made available to allow appropriate colleagues to assess ATTFE's performance and to ensure that challenging targets are set for learner outcomes.

b) Target-setting

1. This data is used to inform a variety of target setting and review procedures. It is designed to be diagnostic, identify individual needs and support intervention programmes. As far as is possible learners will be involved in the review process and reflect on the data and 'next steps' with appropriate ATTFE staff (usually their tutor).

Addendum 3: Data Usage

Data is used for the following purposes:

1. To provide baseline information for curricular target-setting and for setting individual learning targets.

2. To provide summative information where required (e.g. statutory reporting).

3. To monitor, track and analyse the progress made by class groups, teaching groups, gender and ethnic groups and individual learners in order to share good practice and put appropriate interventions in place to help all learners achieve.

4. To monitor, track and analyse the achievement or underachievement by individuals or groups of learners in order to share good practice and put appropriate interventions in place to help all learners achieve.

5. To identify and reduce gaps between different groups of learners and subject areas.

6. Subject staff and other appropriate colleagues may use data to identify individual needs and support applications for help from outside agencies.

7. To inform curriculum delivery and planning. Curriculum coordinators may use data to evaluate the delivery of their subject, to identify areas of strength and weakness and so address this through subject development planning and performance management.

8. To help set individual, subject area and ATTFE targets.

9. To monitor how well learners progress from one level of learning to the next.

10. To measure the effectiveness of ATTFE in helping learners to make good progress and to achieve.

Addendum 4: Feedback

"It is the nature, rather than the amount, that is critical when giving students feedback on… written work."
(Black, Harrison, Lee, Marshall & Wiliam: Working inside the Black Box 2002 p8)

General Principles:

When work is returned, learners are given written or spoken feedback which gives a clear evaluation of performance against stated success criteria / learning outcomes. Feedback is given which will lead to learners recognising their next steps to learning and how to take them.

1. Learning objectives and learning outcomes including the development of skills, are used as the benchmark for oral and written feedback. They must be shared and made clear to the learners in advance of attempting a task.

2. Learners must receive regular and detailed feedback on their work, which is constructive, informative and focused, so that they understand how they are progressing and what steps they need to take to improve.

3. Tutors should return assessed written work and feedback on oral work normally within one week of its completion/submission dedicating quality time to its return, discussion and learner reflection.

4. Tutors are expected to comply with the ATTFE Marking Policy.

5. Tutors are responsible for recording marks or comments for learners' work regularly to ensure that written evidence is available to inform discussions with learners, parents, employers and other stakeholders, and colleagues; and to ensure that all learners make progress.

6. Written feedback should always refer back to learning objectives and to the related key assessment criteria / learning outcomes, and to those learning aims identified at Initial Assessment and in subsequent work.

7. Feedback to any learner should be about the particular qualities of his or her work, with developmental advice on what he or she can do to improve, and must avoid comparisons with other learners.

8. Written feedback should always promote learners' understanding of their strengths and weaknesses and where and how to improve. Sensitivity should always be shown towards a learner's work and their feelings about it. Comments should be constructive. Use of a learner's name personalises the feedback. The

'praise sandwich' will be used so that points for development are phrased in a way that make it possible for learners to know how to improve.

9. Feedback should give each learner specific guidance on strengths and weaknesses.

10. Learners should receive detailed written feedback on their work frequently and regularly.

11. Written feedback should always require interactivity/action by the learner in the form of a response to the marking.

12. Learner work should always be marked in line with the written feedback guidelines (below) and work must be returned to learners within one week of being handed in.

13. When marking generally for literacy purposes, the ATTFE coding (see Appendix 1) should be used regardless of the subject that gave purpose to the work.

The quality and consistency of marking must be monitored within subject areas by curriculum leaders

1 Curriculum leaders should conduct a scrutiny of work across all subject areas at the mid-point of every term.

2 SLT will conduct a cross-curricular scrutiny of work across all subject areas at least once per year. This will normally be by the January of each academic year to ensure that recommendations, improvements, interventions and action points will help current-year learners. Findings and points for action will be discussed with curriculum leaders and all staff.

3 There should be a portfolio of work available for each subject.

Addendum 5: Written Feedback Guidelines

Written feedback should be:

- Useful – it must motivate and inform the learner and it must make a difference to the progress of the learner
- Comprehensive – it must be sufficiently detailed to enable the learner to clearly understand how to improve

Feedback comments must be:

- Clear, easy to read and to interpret
- Linked to the success criteria and should relate back to the identified learning outcomes and skill development needs – they should highlight successes
- Linked to high learner expectations – and should link to learners attaining at least the standards for which they are aiming.
- Helpfully specific
- Constructive in tone – they need to indicate points in the work where improvement can take place and where improvement has taken place since the previous work.
- Sensitively expressed
- Supportive they need to give prompts which will enable the learner to attain or go beyond the expected outcome, or to make progress with their work
- Timely
- Time-constrained – they need to specify a time by which learners need to have responded to the feedback
- Not just proof-reading
- Part of a process of improvement over time
- Challenging – and need to give ideas of progress
- Honest and evaluative – they must recognise learner successes and misconceptions
- Geared around next steps to learning
- Must be applied consistently across a subject area and ATTFE
- Personalised.

Suggested Process for Written Feedback:

1. Establish rationale for written work
2. Communicate objectives and outcomes, and skills to develop (e.g. research, planning, structure)
3. Highlight successes
4. Give prompts for progress
5. Allow time for acting on feedback comments
6. Review action / redraft; and ensure that progress is checked in the next piece of work.

Examples of useful prompt phrases:

REMINDERS

- Check the success criteria / learning outcomes – have you covered everything?
- Remember the Learning Objective
- The objective was to explain …is this an explanation or a description?
- Remember your audience.
- Remember in the last piece of work we talked about capital letters for proper nouns – have you done this in this piece of work?

SCAFFOLDS

- Add in a reason here – e.g. 'The steam evaporates because …'
- Justify your decision: 'I think that … because …'
- Change 'bad' for a word that makes him sound more scary
- What type of king is King Lear? Good, bad, decisive, arrogant, biased?
- Which drama convention did your group use? Role-on-the wall / Forum Theatre / Thought tracking?
- Write five other words with the letter sequence – ough.

EXAMPLES

- Try one of these … / Choose one of these to add in here …or add in one of your own
- Describe the experiment – perhaps: ….
- Start your summary with …

Addendum 6: Marking Policy

Aims / Rationale

Marking should be used:

- To improve learning
- To raise learner confidence in their ability to improve their own work
- As an opportunity for self-assessment
- To develop self confidence
- To inform teachers' planning for learning
- To value and respect learners' efforts but also to challenge them to improve further.

Principles

- Marking must be constructive and a recognition of effort
- Marking must indicate achievement, next steps and ensure progress
- Marking must be linked to learning objectives, success criteria and skills development
- Marking must be regular and frequent, with marked work at least every two weeks
- Marking must use of the 'praise sandwich' model
- Marking must help learners to improve and to understand their standard of work and progress
- Marking strategies must include tutor, peer and self-assessment
- Marking must be individualised feedback.

Professional Judgement

Permanent and temporary staff must pay heed to the marking policy. Due to the vulnerable nature of some of the learners at ATTFE professional judgement will need to be used with regard to how or when work is marked.

Adult Annotation/ Marking Symbols

- All work must be dated and named
- The learning objective must be somewhere on the work
- A comment on the work must refer to the progress towards, or the achievement of the success criteria
- The comment on the work must refer to the next step (this may be recorded on lesson planning or evaluation rather on the learner's work)
- Any comment written on a learner's work must be constructive
- Tutor's comment must, when necessary, include contextual information to explain outcome
- Marking policy symbols to be used when marking work as shown at Appendix A.

Marking for Literacy

Literacy is the responsibility of every single tutor, in every single classroom and learning environment.

The expectation is that:

- Literacy is explicitly taught in EVERY lesson and that naturally occurring opportunities are capitalised upon
- Literacy concepts and keywords are explained explicitly to learners
- Literacy is explicitly marked every time marking occurs in learners' work.

Literacy Marking Principles

Every piece of marked work must be marked for the following literacy aspects:

1. Capital letters and full stops are used correctly (for names, places, the start of sentences, personal pronouns and initialisms)
2. Punctuation is used correctly (commas, speech marks, apostrophes, brackets)
3. High frequency and subject specific words are spelled correctly
4. Connectives are used
5. Sentences make sense.

Addendum 7: Spelling Guidelines

Opportunities must be taken in every subject area to promote a positive approach towards more accurate spelling, especially in vocational/technical language. All tutors must be aware of the importance of creating opportunities for learners to improve their spelling.

Good spelling is important in writing:

- It eases communication and understanding
- It creates a good impression and helps career prospects
- It frees the writer to be more expressive
- It can prevent the writer's ideas being quickly dismissed, as they may be if the spelling is inaccurate
- It increases learner confidence.

There are several fundamental principles on which these guidelines are based:

- Correct spelling is important in any form of written work, be it handwritten or computer generated
- Spelling is a skill that can be taught and learnt with appropriate strategies for some learners e.g. those who are dyslexic
- Spelling errors can occur across all ability ranges
- All learners can improve their spelling as long as:
  - They are shown how and given the rules for spelling
  - They are willing to learn
  - Tutors give them the confidence to see that they can improve by explaining the rules and highlighting the progress they make.

A spelling error should be denoted by the error being underlined or circled and 'SP' either adjacent to the misspelt word or in the margin. Tutor marking should always be done in a distinctive bright colour <u>but not red</u> because research has consistently shown that this does not support learner reaction to marking. Non-tutor marking (e.g. self-assessment marking or peer marking by learners) should be made in another distinctive colour e.g. green or purple. Wherever possible the feedback must be on the rule that the learner needs to learn, rather than on individual words e.g. 'i before e' and apostrophes

Spelling Correction Expectations (where appropriate)

<u>Lower and middle achievers</u> - the tutor should write the correct spelling on the learner's work. Lower ability learners should copy it three times within the piece of work.

<u>Middle achievers</u> - the spelling should be put into a sentence and written out three times.

<u>Higher achievers</u> - the tutor should highlight the error only. The learner should use a dictionary or spelling bank to find the correct spelling. The spelling should be put into a sentence and written out three times.

This should be done in the marking feedback session.
Tutors should use their professional judgement as to how many errors are highlighted in total. It is important to monitor learners' spelling progress with a view to reducing the number or frequency of errors.

Strategies to improve spelling in all subject areas

- Issue subject specific spelling lists at the beginning of each topic for key terminology/vocabulary – for display and should be copied and learnt by learners
- Encourage the use of spelling rules and mnemonics (a short rhyme or phrase that helps the learner)
- Use key vocabulary placemats when writing.
- When learners experience new words encourage them to use the following method:
  - SAY the word
  - COVER it up
  - WRITE it down
  - CHECK if it is correct.

More popular spelling strategies

- Break it into sounds (d-i-a-r-y)
- Break it into syllables (re-mem-ber)
- Break it into affixes (dis-satisfy)[*]
- Use a mnemonic (ne<u>cess</u>ary – one collar, two sleeves)
- Refer to a word in the same family (muscle, muscular)
- Say it as it sounds e.g. Sun-day
- Words within words e.g. Parl – i – am – ent
- Refer to etymology/word origins e.g. bi-cycle = two wheels
- Use analogy (a comparison or similarity between two things that are alike in some way) e.g. bright and blight
- Use a key word e.g. horrible/drinkable for ible and able
- Apply a spelling rule e.g. a 'q' is usually followed by a 'u'
- Learn by sight (look, cover, write check)
- Visual memory (look, cover, write check)
- Copy out words and stick them up where they will be seen
- Learn spellings and have an informal test
- Subject specific dictionaries.

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[*] Suffix - a letter or set of letters joined at the end of a word to make another word e.g. sing*ing.* Prefix – a letter or set of letters joined to the start of a word to make another word e.g. *dis*credit

sp	Spelling
gr	Grammar
p	Punctuation
t	Tense
c	Capital letter needed
xc	Capital letter should not be used
^	Word/s missing
//	New paragraph
?	Meaning is unclear

An example of this code should be kept in every learner's final portfolio / folder and in every tutor's course file.

Appendix B: Assessment Protocol for Awarding Bodies

1   Policy Statement

Assessment is the process of monitoring candidate/ learner progress against Awarding Body criteria in order to ensure that all candidate/learnr work meets the national standards. It provides a continuous check on the quality of work produced by a candidate/learner. ATTFE is committed:

1.1 To ensure that all learners are fairly, accurately and regularly assessed in a consistent manner.

1.2 To meet and exceed the requirements placed upon us by agencies such as Ofqual, QCA and JCQ commitments to learners.

1.3 To ensure that valid assessment decisions are reached for all our learners and that external requirements are fully met.

1.4 To ensure internal quality monitoring supports staff in their assessment activities by affording them the opportunity to receive critically supportive comment on the assessment decisions reached.

2   Scope

For the purpose of this policy, the term assessment encompasses all forms of activity that checks and validates student/learner work. It may be implemented through the systems as required or laid down by examining or awarding bodies; or it may occur through observation of student activities, marking written work, assignment or any other form of evidence presented by a learner or candidate.

Any task, assessment, activity, essay or project that contributes to learners' final achievement in a vocational area, academic subject or key skill will fall within the scope of this policy.

3   Responsibilities

This policy requires active commitment from all staff – assessors, internal verifiers, programme leaders and any other members of the course team to ensure that:

a) Records of assessment are kept in secure location and only accessed by staff authorised to do so.

b) All activities are planned and executed in accordance with all current policies and procedures laid down by ATTFE and the Awarding Body.

c) All evidence is assessed and recorded according to Awarding Body requirements and/or guidelines.

d) All assessors' work is subject to quality assurance and will be monitored by the course internal moderator/verifier.

4   Actions to Implement and Develop Policy

This policy requires that:

4.1 Every programme with work that is internally assessed and which contributes to the final assessment outcome of a student is subject to effective and valid assessment procedures.

4.2 All assessment must be carried out by suitably qualified/experienced staff acceptable to ATTFE and the Awarding Bodies.

4.3 All learners/candidates must have their progress regularly reviewed by the tutor/assessor and appropriate oral and written feedback given.

4.4 Assessment must take into account, all types of evidence as laid down by the Awarding Body/scheme requirements.

4.5 Each programme must have identified members of staff who will assess or mark candidate/learner work for that particular programme.

4.6 Where trainee assessors or internal verifiers undertake assessments, all of their assessment decisions must be verified by a qualified assessor or internal verifier and countersigned.

4.7 Assessment must be carried out continuously throughout the year or as dictated by the Awarding Body guidance. In addition to this, each programme will identify appropriate periods of time when internal verification/moderation takes place. These times will be included in a course calendar, which should be key on the course file.

4.8 Any evidence that is produced must meet the requirements of the Awarding Body and ATTFE Quality Improvement system.

4.9 The evidence must be recorded on appropriate documentation, which takes into account the requirements of Awarding Bodies and ATTFE Quality Improvement.

4.10   Assignments must be internally verified before they are issued to learners in addition to the quality assurance checks after the assignments have been marked.

4.11   Internal verification/moderation must take place before assessment decisions are finalised and notified to students, and before certification is claimed.

4.12   When required, assessors must attend standardisation meetings and maintain a current Continuous Professional Development file as required by ATTFE and Awarding Bodies.

5 **Monitoring and Evaluation**

5.1 Where appropriate, External Verification reports will provide evidence of monitoring and evaluation.

5.2 Evidence that both assessment and internal verification/moderation has taken place must be available for monitoring by the quality advisers/lead verifier upon request.

5.3 Internal monitoring of assessment activity will be carried out via internal verifier/moderator/lead verifier.

Appendix C: Draft Trust Assessment Policy

Assessment Policy: Co-creation

Purpose of the Assessment Policy
The purpose of the ATT Assessment Policy is to allow every academy to measure the impact of their curriculum against the curriculum intent at Trust and academy level allowing for meaningful collaboration whilst, at the same time, retaining local perspective.
At the heart of this policy will be core principles encompassing formative and summative assessments, and their role in learning, with a clear commitment to ensuring every learner, irrespective of their individual starting point, makes strong progress, which has the potential to transform their lives.

Principles of Assessment
- Trust Curriculum Intent
  - It is our core responsibility to ensure that students have access to the very best education possible. One of the most fundamental and influential aspects of a child's education is the curriculum that they have access to. The power of curriculum is immense. It has the power to not only transform an individual, but to also transform whole communities and shape their understanding of the world and their place in it. Therefore, it is imperative that the curriculum on offer within our academies is truly world class and gives students access to powerful knowledge that takes them far beyond what their own individual experience ever could. In order to achieve this, we must ensure we expose all students 'to the best that has been thought and said and engender an appreciation of human creativity and achievement'. To truly transform lives, we must not only show students what is possible but inspire and instil the confidence in them to go out and do it.
  - All learners in our academies will experience a curriculum that:
    - is ambitious and enjoyable through knowledge and skills developed from Foundation Stage to Post 16 and Adult provision.
    - is knowledge rich, ensuring access to a wide, global cultural capital – thus maximising lifetime opportunities.
    - is inclusive, nurturing and tailored towards the needs of the individual.
    - is focused on developing the very best oracy, literacy, numeracy and digital skills – enabling access to the widest learning and the very best careers possible to ensure we develop global citizens.
    - is enriching, ensuring all experience a rich variety of cultural, artistic and sporting activities.
    - is broad in terms of coverage and (at least) encompassing the breadth of the 2014 English National Curriculum.
    - celebrates the uniqueness of each educational setting in terms of localised knowledge and skills.
    - develops character, personal pride and the highest moral standards.
    - celebrates diversity, challenges injustice, promotes equality and encourages the creation of a better world.
    - is delivered by well-qualified, forward-thinking, skilled, passionate professionals.
- Research evidence
- Current best practice in ATT and other academies and Trusts

- Trust-wide alignment
- A common approach to end of year assessment in Primary
- Common Mocks
- Inclusion
- Baseline assessment
- Define and agree a Trust-wide common language around assessment
- Should we agree a Trust-wide approach to target setting – does this fit into this policy?
- Adapt TNG meeting cycle to support curriculum development and assessment