



Assessment Policy

Date: September 2022

Date of last review: September 2023

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.

To do this, St Thomas More High School will:

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment
- Produce a clear and accurate assessment plan at the start of the programme/academic year
- Provide clear, published dates for handout of assignments and deadlines for assessment
- Assess learner evidence using only the published assessment and grading criteria
- Ensure assessment practices meet current BTEC assessment requirements and guidance
- Ensure that assessment decisions are impartial, valid, and reliable
- Not limit or 'cap' learner achievement if work is submitted late
- Develop assessment procedures that will minimise the opportunity for plagiarism and assessment malpractice
- Maintain accurate and detailed records of assessment decisions
- Maintain a robust and rigorous internal verification procedure
- Provide samples for standards verification/external examination as required by the awarding organisation
- Monitor standards verification/external examination reports and undertake any remedial action required
- Share good assessment practice between all BTEC programme teams
- Ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff
- Provide resources to ensure that assessment can be performed accurately and appropriately

- Teaching/delivery/assessment staff are timetabled to support blended learning when learners are working remotely
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Approval Centre Agreement

St Thomas More High School Procedures:

- Assessment plans are created by The Lead IV/Programme Leader and shared with the Quality Nominee and all Subject Assessors. Dates for assessment are clear and accurate. For Tech Awards 2022 the PSAs are conducted within the set timeframe
- Pearson approved Assignment briefs are used across the centre and reviewed before the start of the course. The Lead IV will internally verify the assignment brief before they are handed out to students. This is to ensure that the assignment brief is fit for purpose. The setting of assignments is undertaken in the face-to-face sessions and the deadlines given are clear
- Assessment processes will aim to promote learning and achievement of learners throughout the course. Appropriate arrangements are in place for learners with specific needs and the Assessor will liaise with the SEND Co-ordinator. The Assessor is responsible for ensuring that assessment processes are consistent and transparent, that evidence is valid, sufficient, authentic and that judgement of the evidence is valid and reliable. The learners are fully briefed on assessment methods and procedures including Student Appeals Procedures
- The Assessor provides constructive written feedback to learners on assessment (conveying levels of achievement if appropriate), discuss targets and areas for development on an individual basis. Any resubmissions and retakes must be agreed by the Assessor, Lead IV and Quality Nominee
- Assessment outcomes are recorded using appropriate documentation.

[Subjects | Pearson qualifications](#)

[Quality Assurance - BTEC Tech Awards, L2 and L3 | Pearson qualifications](#)

This policy should be read in conjunction with the schools Blended Learning Policy and Assessment Malpractice Policy. This policy will be reviewed every 6-12 months by the Quality Nominee which is currently Mrs E Hinkins.