



**Snowdon
Village**

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Cabot
Learning
Federation

Snowdon Village

Assessment Policy

Snowdon Village

Date Adopted: 26th August 2022 Cabot Learning
Federation

Implementation Date: 26th August 2022

Snowdon Village 'Assessment' Policy

Snowdon Village Vision and Objectives

Snowdon Village (SV) is a 4-16 academy offering a specialist delivery model for young people who find mainstream provision challenging for a number of reasons. SV provides a personalised, flexible and innovative programme of student, centred on the needs of the individual, enabling them to overcome their barriers to learning, equipping them with the skills for future success and enabling re-integration into full-time mainstream provision or meaningful onward progression. SV delivers this provision in partnership with Cabot Learning Federation (CLF), Bristol City Council (BCC), Parents/Carers, existing schools and other alternative providers and local employers in order to:

- Provide an inspiring and engaging curriculum which motivates students to exceed beyond their expectations.
- An academic, vocational and technical learning enabling each student to learn and achieve in a style best suited to them.
 - Be an inclusive centre of excellence.
- Enable students to aspire to and achieve meaningful and productive futures, in terms of careers, personal independence and the ability to make a positive contribution to society.

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| Author/Contact: | Curriculum Lead |
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| Approved/Ratified by: | Senior Leadership Team |

For use by Exams Office staff: (Curriculum Lead-Teaching and Learning)

Outlining staff responsibilities

The purpose of the document that follows is to help exams office staff at Snowdon Village to identify their responsibilities in planning and managing assessments as a team.

It explains the responsibilities of conducting Public Examinations such as GCSE's, Functional Skills, All Internal Assessments for vocational programmes and qualifications and other Technical Awards. The aim is to outline staff responsibilities to ensure quality assurance in teaching and learning practices.

Outlining staff responsibilities: Public Examinations-Functional Skills/GCSE Controlled Assessments/ Vocational Programmes and Qualifications/Technical Awards

Curriculum Lead:

- Accountable for the safe and secure conduct of all public examinations including Functional Skills, GCSE Controlled Assessments, Internal Assessments for Vocational Qualifications and Technical Awards. Ensure assessments comply with JCQ guidelines and respective awarding bodies' subject-specific instructions as well as centre guide to conducting internal assessments and verifications.
- At the start of the academic year, begin coordinating with teaching and support staff to schedule all examinations including mocks and internal assessments for vocational programmes. (It is advisable that controlled assessments are spread throughout the academic years of Key Stage 4.)
- Map overall resource management requirements for the year. As part of this resolve:
 - clashes/ problems over the timing or operation of examinations, internal assessments and internal verification for quality assurance.
 - 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 examinations and assessments to inform staff and learners of the procedure.

Curriculum Lead:

- Decide with teaching staff and assessors on the awarding body and specification for a particular GCSE/Vocational Programme /Qualification /Technical Award
- Ensure that all scheduled examinations and internal assessments (controlled and/or external assessment) is taken within the exam series in which the qualification is certificated, to comply with the terminal assessment requirement in accordance with the awarding body specification.
- Standardise internally the marking of all completed work with teachers/assessors involved in assessing and verifying an internally assessed component.
- Ensure that individual teachers/assessors understand their responsibilities with regards to conducting examinations and internal assessments of academic and vocational programmes/qualifications.
- Ensure that individual teachers/assessors understand the requirements of the awarding bodies' specification /centre guide and are familiar with the relevant teachers' notes, and any other subject-specific instructions.
- Where appropriate, develop new assessment tasks or contextualise sample awarding body assessment tasks to meet programme learning outcomes and assessment criteria, in line with awarding body specifications and verification requirements.

Teaching staff/Assessors

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments* (2018-2019).
- Understand and Comply with the general guidelines contained in Centre Approved Awarding Body requirements for Vocational Programmes/Qualifications. (AQA, Pearson (BTEC), NCFE, IMI, VTCT)
- Understand and comply with the awarding body specification for conducting controlled and internal assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding bodies' website.
- Supply to the exam's office details of all unit codes for controlled and internal assessments.
- 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 students as the specification allows.
- Ensure that students and supervising teachers/assessors 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 exam's 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.
- Enter students for individual units, whether assessed by controlled assessment, internally or external exam or on-screen test, before the deadline for final entries.
- Enter students' 'cash-in' codes for the terminal/scheduled 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 mark sheets for teaching staff/assessors to use, and collect and send mark sheets to awarding bodies before deadlines.
- On the few 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.
- Ensure access arrangements have been applied for.
- Work with teaching staff and assessors to ensure requirements for support staff are met
- Accountable for the safe and secure conduct of controlled assessment, and ensure that it complies with both the JCQ general guidelines and other awarding body instructions and centre guide to internal assessments and verification.
- Ensure procedures are in place to cover requirements for summative assessment and that these are communicated to all relevant consortium staff.
- Map overall requirements for the year. Resolve any clashes/problems arising over the timing or operation of controlled assessments. Any 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.
- Should decide on awarding body and specifications.

Must ensure that assessors understand controlled assessment requirements:

- Enter students for all units, whether assessed by controlled assessment internally, or externally assessed, before the awarding body deadline.
- 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 mark sheets for the use of teaching staff, and collect/send them to awarding bodies before deadlines.

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

Curriculum Lead ensures that:

Teaching staff/Assessors are responsible for ensuring that assessment tasks meet the requirements of the awarding body specifications, and for applying the relevant control requirements. (For example, by internally checking and approving assessments written by teaching staff and/or assessors, or ensuring they have been approved by the awarding body.)

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments* (2018-2019).
- Understand and comply with the awarding body specification for conducting controlled assessments, including any line of learning, level and unit specific instructions, teachers' notes or additional information on the awarding body's website. (AQA, Pearson (BTEC), NCFE, VTCT, IMI)
- Supply to the exam's office details of all unit codes for controlled assessments.
- Where appropriate, obtain confidential materials/tasks set by the awarding bodies from the relevant exams office in sufficient time to make preparation for assessments.
- Develop new assessment tasks or contextualise sample awarding body assessment tasks to meet learning outcomes and assessment criteria, in line with awarding body specifications and verification requirements.
- Follow the requirements for supervision as set out in the awarding body specification at the specified level of control, only permitting assistance to students as the specification allows.
- Work with assessors to standardise the marking of internally assessed units for each line of learning.
- Where an assessor will not be supervising the controlled assessment, he or she **must** arrange for a suitable person to do so, in line with the awarding body specification.
- Ensure that learners and assessors sign authentication forms on completion of an assessment.
- Mark assessments according to the mark schemes and guidance provided by the awarding bodies. Submit the marks through the relevant exams office to awarding bodies when required, keeping a record of the marks awarded.
- Retain learners' work securely between assessment sessions (if more than one).
- Post-completion, retain learners' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain learners' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Ask the home centre special educational needs coordinator/additional learning support for any assistance required for the administration and management of access arrangements.