**West Hatch High School**

**BTEC Assessment Policy**

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| --- | --- |
| Date Adopted / Ratified / Approved | Next Review Date |
| Sep 2022 | Sep 2023 |
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Key staff involved in the assessment policy

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| --- | --- |
| **Role** | **Name(s)** |
| Quality Nominee | **Miss Clare Fitzgerald** |
| Exams Officer | **Ms Clare Fitzgerald** |
| SPL’s | **Mr Aaron D’Silva(Sport), Mrs P Judge(Dance), Mr E Korboe(Business Studies), Mr T Wallis (Applied Science)** |
| Lead IVs | **Miss C Huggins(Sport), Mr E Korboe(Business Studies) Mrs P Judge(Dance, Mr T Wallis(Applied Science)** |
| Senior Leadership Link | **Mrs N Steadman(SLT Link BTEC) Mrs N Steadman(SLT Link Exams)** |

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Purpose of the policy

West Hatch High School is committed to ensuring that BTEC assessment is run as effectively and efficiently as possible. This policy will ensure that:

* Assessment methodology is valid, reliable and does not disadvantage or advantage any group or learners or individuals
* The assessment procedure is open, fair and free from bias and meets national standards
* There is accurate and detailed recording of assessment decisions

This policy is reviewed annually to ensure ways of working in the centre are accurately reflected and that exams and assessments are conducted to current awarding body guidelines.

This policy will be communicated to all relevant centre staff.

To ensure that the purpose of this policy is met, West Hatch High School will ensure that:

* Learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence assessment
* A clear and accurate assessment plan is produced at the start of the programme/academic year
* Learners are provided with clear, published dates for handout of assignments and deadlines for Assessment
* Learners’ evidence is assessed using only the published assessment and grading criteria
* Assessment decisions are impartial, valid and reliable
* There is no limit or ‘cap’ on learner achievement if work is submitted late
* Assessment procedures will be developed to minimise the opportunity for malpractice
* School maintains accurate and detailed records of assessment decisions
* There is a robust and vigorous internal verification procedure
* Samples of work are available for verification/external examination as required by the awarding body
* Standards verification/external examination reports are monitored and to undertake any remedial action required
* Good assessment practice will be shared between all BTEC programme teams
* BTEC assessment methodology and the role of the assessor are understood by all BTEC staff
* Resources are provided to ensure that assessment can be performed accurately and appropriately

Roles and responsibilities overview

This policy identifies roles and responsibilities of centre staff within this cycle.

Assessment

Assessment is used by teachers to judge learner’s attainment. For learners, assessment indicates successful learning and the need for further study or further evidence or intervention on the teacher’s behalf. Assessment can be formative and summative; teachers will use both in assessing learners’ attainment as set out by Pearson requirements.

* Before starting an assessment, the assessor must ensure that each learner understands the assessment requirements – this includes having access to the content of what is required for the assessment and also the importance of time management and submission deadlines. The learners must also be aware of the restrictions in how the assessor can provide support once the assessment has been started.
* Once the assignment brief has been given out the assessor must not provide specific assessment feedback directly related to the achievement of specific assessment criteria. Learners must use their knowledge / notes / textbook to work independently towards the task
* Only one submission is allowed for each assignment task. This must be handed in to the assessor on the designated deadline day outlined within the assessment plan, unless there has been an agreed extension between the assessor and the learner. The Lead IV must be informed of any agreed extensions.
* For each assignment task the learner must submit: -
  1. An assignment which consists of evidence towards the targeted assessment criteria
  2. A signed and dated declaration of authenticity which confirms the evidence has been produced independently
  3. Appropriately referencing
* The feedback from the assessor must be completed on the Pearson approved assessment feedback form and within the specified time allocated within the assessment plan. An appropriate number should be handed on for internal verification. Internal verification should be within a maximum of 10 working days of the assessor’s decision. The date for this must also be identified within the assessment plan
* The assessor must formally record and confirm the achievement of specific assessment criteria on the assessment feedback form. They should also complete a confirmation that the evidence they have assessed is authentic and is the learner’s own work. Feedback confirms which assessment criteria have been achieved and what evidence has been provided towards criteria not achieved. The assessor must not provide feedback on how to improve the evidence to achieve higher grades.

Resubmission/retakes

Resubmission

* The Lead IV may authorise one opportunity for the learner to resubmit evidence to meet assessment criteria targeted by an assignment. This can only be authorised if the following conditions are met: -

1. The learner has met the initial deadline set in the assignment, or has met an agreed deadline extension
2. The assessor judges that the learner will be able to provide improved evidence without further guidance
3. The original work has been authenticated by both the learner and the teacher

If any of the above three conditions are not met the Lead IV must not authorise a resubmission.

* If the Lead IV authorises a resubmission it must be: -

1. Recorded on the assessment feedback form
2. Completed within 15 working days of the learner receiving the results of the assessment
3. Undertaken by the learner without any further guidance
4. The learner and the assessor must complete the appropriate forms to confirm the authenticity of the re submitted work

Retakes

Following receipt of assessment marks and after discussion with the learner The Subject Leader and Lead IV will consider whether it is appropriate to re-enter the learner for an external assessment. This information will be sent to the Exams Officer who will check the availability of the assessment and make the entries via Edexcel online as appropriate. Once the entries have been made, these are confirmed with the Subject Leader, who will then arrange for a letter to be sent home confirming the assessment information.

Assignment design/assignment brief

At West Hatch High School, it is recommended to lead IVs that Pearson assignment briefs are used unless there is very good reason to alter them. Staff are however encouraged to personalise them e.g. to use local businesses that learners are familiar with rather than generic ones. Lead IVs are encouraged to use the Assignment Checking Service to ensure the assignments are fit for purpose and allow learners to meet the assessment criteria.

The assignment brief is the document issued to learners at the start of the assessment process. Clear assignment briefs will: -

* Inform the learner of the tasks set
* Inform the learner of the methods of assessment
* Set clear deadlines for submission of work

Lead IVs must complete the “BTEC IV of Assignment Brief” document in accordance with the BTEC Internal Verification Policy. This can be found on the Pearson Website and is also saved on the Gateway under BTEC>Documents

Assessment plans

The Lead IV for each subject is responsible for the production and maintenance of the assessment plan for any courses they are responsible for. The assessment plan should be: -

* Completed in good time for the start of a course
* Shared with other assessors within the subject
* Made available to the Quality Nominee upon request
* Made available to the Standards Verifier upon request
* Monitored on a regular basis to ensure the assessment plan is being followed or to make minor alterations to consider unavoidable delays
* Made available at lead IV meetings upon request to share good practice.

Assessment recording/tracking for learners

To ensure effective assessment takes place all courses must have an assessment tracker in place prior to the start of delivery. The tracker must:-

* Be understandable
* Be up to date
* Track progress from starting point / prior attainment towards a challenging target that supports positive value added
* Cover all aspects of the course
* Be used regularly by teachers, Lead IV and Subject Leaders where necessary.
* Be accessible to learners so that they are able to engage with the tracker (under teacher guidance) to see their own individual progress
* Be able to be used to facilitate early intervention for learners becoming at risk.
* Be stored on the school staff gateway under BTEC > Documents > Department Areas, so that all teachers involved in the course can have access to them.
* Be reviewed regularly by teachers, lead IVs and the Subject Leader accordingly throughout the academic year.
* Be accessible to the Quality Nominee upon request.

Key dates and actions

The Exams Officer is responsible in conjunction with Lead IVs for the entry and registration of learners, submission of grades for internally assessed units and certification. The Exams Officer will inform and lead IVs of key dates and deadlines accordingly.

The Quality Nominee is responsible for liaising with the Lead Standards Verifier and the Subject Standards Verifiers. Once first contact has been made with the subject SV, the QN hands over to the Lead IV. The QN requests that they are copied into all e-mail communication though to ensure that a good overview is maintained and to ensure responses are timely.

Useful Documents

Copies of all documents can be found in the BTEC staff handbook and on the schools staff Gateway under BTEC> Documents.

West Hatch High School BTEC Learner handbook

The following links may also be useful.

[Pearson Qualification Subject Pages](https://qualifications.pearson.com/en/home.html)

[BTEC Guide to Internal Assessment](https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/news/Guide_to_Internal_Assessment_for_BTEC_Firsts_and_Nationals.pdf)

[Assessment and verification templates](https://qualifications.pearson.com/en/support/support-topics/assessment-and-verification/btec-assessment-and-verification-tools.html)