

Key Stage 5 Assessment Policy

At the end of each half term students have an assessment which is thoroughly marked with a grade, comments and follow up tasks to do to ensure students are acting on teacher feedback (this may mean answering specific questions/redrafting certain aspects or focusing on red elements of their PLC (Personal Learning Checklist). These assessments enables the teacher to make a professional and informed judgement about the current level of attainment.

Students are expected to have at least one extended piece of work or examination during the assessment tasks and this should be focused on quality over quantity. After work is assessed there must be evidence of students acting upon the teacher's feedback and progress being made. Where appropriate students should have an assignment folder which contains all assessed assignments and homework and an additional notebook for note taking and revision. The assignment folder is folder that is used to access progress in learning. Both the notebook and assignment folder will be looked at for the quality of presentation and content.

Feedback Week

Feedback Week takes place on the penultimate week of each half term or after Pre Public Exam's. This is also the week that data collection closes and staff have assessed an extended piece of writing or coursework. During Feedback Week teachers assign students individual work which responds to the red elements of their PLC's or redrafting/correcting or improving their extended piece of work or coursework. When planning independent work for the students for Feedback Week teachers should also consider work/assessments from the top/middle and bottom and then write up common mistakes for the entire class. Students can investigate to see if they have made any of the common mistakes and redraft/rework prior to their 1:1 learning conversations. Whole class feedback tasks can be also be delivered on certain tasks/homework which focus on common mistakes. During the learning conversations teachers should also check to ensure students are keeping good records and have good level of presentation in their note books. As students are independently working subject teachers should aim to have 3-4 conversations per lesson.

Lesson Monitoring

There are some key questions and considerations that are be taken into account when conducting Key Stage 5 Learning Walks, Book Scrutiny and Observations.

- Do students have access to a copy of the syllabus, key terminology, copies of exam papers, suggested reading, PLC, assignment briefs and grading tracker?
- Does the language in the teacher's feedback relate to the exam board assessment objectives and mark bands?
- Are students gaining what they need from the teacher to make excellent progress? If not why not?
- Are students making the same mistakes again? If they are then why?
- Do the students know how to improve and have they?
- Is there verbal and class feedback taking place?
- Are students given the opportunity to develop their confidence and oracy skills?
- Is the teacher using challenging activities and questioning to drive progress?
- Is there lots of peer and self-assessment taking place?
- Are assignments briefs, notebooks and folders clearly labelled and presented?

BTEC Assessment Policy

All assignment briefs should have clearly identify dates for summative assessment of each assignment. Formative feedback is important to help develop understanding during teaching and learning. It **must not confirm achievement of assessment criteria**, as this is only done when formal assessment takes place following submission of evidence. This should be understood by all assessors and learners. We do not require evidence of formative feedback, but it may be a requirement of other external stakeholders, such as Ofsted.

One opportunity only will be provided for summative assessment of finished work, at which point the assessor confirms the specific assessment criteria achieved. One further resubmission may be authorised by the lead internal verifier where required, but you must work independently with no further guidance from the assessor. All resubmissions must be clearly documented with rationale / reasoning. It is the Lead IV's responsibility to ensure fairness, and to consult with the Quality Nominee prior to final approval being communicated to the learner.

Each department will provide learners with a folder to store their work. Each folder will be presented using the following documents:

- Unit Tracker (Displayed on the outside of folder)
- Assessment Record Sheet
- Assignment Brief (s)

When all units are completed and have been IV'd, these will be handed to the Assessor to file. These will be kept in a safe area and can be used as evidence to show progress. For lesson observations or for external visitors, these can be called upon to examine. Final submission of work should have the following documents attached:

- Learner Consent Declaration Form
- Summative Assessment Record Sheet
- Assignment Brief (s)
- Record of practical Activity (where appropriate)

These requirements are mandatory for all learners registered on BTEC Firsts and Nationals from 1 September 2016. Full guidance can be found in the Guide to Internal Assessment for BTEC Firsts and Nationals: www.btec.co.uk/keydocuments