



Cabot  
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# CLF POST 16 ASSESSMENT & QUALITY ASSURANCE POLICY

Implementation Date:  
November 2019

Next Review Date:  
July 2021

## History of Policy Changes

| Date             | Page           | Change  | Reason for Change                                | Changes made by |
|------------------|----------------|---|--|-----------------|
| June 2017        | Whole Document | Creation by the Cabot Learning Federation Post 16 | Following a review of policies                   | Dan Carter      |
| 17/7/2017        | Whole Document | Approved by Academy Council                       |  |                 |
| November 2019    | Whole document | Cyclical Review                                   |  | CLF Post 16 SLT |
| <b>15/9/2024</b> | Whole Document | Inclusion of Quality Assurance Procedure          | Application for Approval to deliver NCFE courses | Matt Elliott    |

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## Rationale

CLF Post 16 recognises that teachers' assessment, feedback and marking are instrumental in the learning process. The focus of feedback should be on helping students, parents/carers and teachers gain a clear understanding of how well students have gained knowledge, concepts and skills, and through this, students are supported in improving their learning. Where Internal Assessment is summative and contributes to final course outcomes, it is critical that internal Quality Assurance ensures the fairness, consistency and accuracy of assessment decisions for all learners

## Aims of the Assessment and Internal Quality Assurance Policy

- To bring consistency to the CLF Post 16 assessment methods and approach across staff from across the Federation teaching KS5.
- To ensure assessment informs effective teacher planning and improves student progress and outcomes.
- To promote collaboration, moderation and improvement of quality of assessment within and across centres by sharing expertise and using shared processes and systems that are effective in development.
- To ensure internal assessment standards are in line with expectations of exam boards, are consistent, fair and accurate.
- To reduce the chances of student grades based upon internally marked assessments, being reduced following exam board sampling and standards verification

## Post 16 Formative assessment expectations

- Student feedback needs to exist within a cycle that links into and informs each assessment point (AP1 – AP5), therefore giving evidence and accuracy to a teacher prediction.
- A cycle of assessment will include a variety of methods adopted within each subject linked to the assessment criteria and moves learning forward e.g. formal written marking, evidenced verbal feedback, peer assessment and marking, and self-evaluation.
- Every cycle (between each AP drop of six to seven weeks) must include a minimum of two formal written pieces of feedback from the subject teacher/s to every student they teach. This process should follow a pattern; set a piece of work, mark this to the assessment criteria and/or mark scheme, give a grade, set an improvement task/action, allow students to respond, mark this response. This process should be moderated where relevant to ensure consistency.
- Alongside formal marking, teachers should identify any literacy/punctuation errors through the use of **GPS coding** in the margin to indicate grammar, punctuation and spelling errors for the student to find the error, change it and then improve their work.
- Whilst adopting the key expectations of this policy, each subject should plan for its own personalised implementation, allowing for a degree of autonomy and personalisation within a subject.

## Monitoring, evaluation & Quality Assurance of Formative Assessment

Monitoring and evaluation of student feedback and its impact on student progress will be an ongoing focus and development throughout the year within the CLF Post 16. This will be quality assured as directed by the member of SLT responsible for Teaching & Learning. It is critical that this process is

developmental for colleagues to learn from and evaluate each other, improve student progress, ensure the sharing of best practice and improve the **consistency of assessment**.

Quality assurance will occur at the various Teaching and Learning focus points during the calendar year within structured meeting times and timetabled sessions. Outcomes of the QA will then be fed back to relevant areas with bright spots and missed opportunities to allow faculties to develop their practice further.

### **Post 16 Planning for Internally Assessed Summative Assessments**

- Where exam board syllabus requires students produce internally assessed and externally moderated coursework/ non-examined assessment, the lead teaching staff (staff who are delivering the majority of lessons on that course) will be responsible for planning of assessment.
- The Lead teacher will identify staff who will act as Assessor for each piece of coursework and staff to act as Internal Verifier (IV) of the marking of assessor
- For each unit of Assessment a member of staff will act as Assessor and will work collaboratively with a suitable member of staff to act as Internal Verifier to ensure the quality of assessment decisions for that course. Where a course involves multiple units of assessment it is not necessary for the roles of Assessor and IV to be performed by the same members of the team for every unit. Plans should be made explicit within the annual planning cycle and updated mid cycle where circumstances change.
- Where only one member of staff is responsible for a subject, they should discuss with the Post 16 Quality Nominee arrangements for standardisation of assessment with a suitably qualified colleague within the CLF Post 16. Where no such individual is employed, a suitably qualified member of staff should be identified within the wider Cabot Learning Federation.
- Planning of the delivery and quality assurance of internally assessed should include the following:
  - Schedule the production of coursework within Termly Plans.
  - In line with exam board requirements the Assessor will produce an Assessment Schedule which allows for assignments to be checked and approved by their Internal Verifier following exam board verification procedures where required
  - The Assessment Schedule should allocate time for the issuing of Assignment, the student production of work, feedback (as prescribed by the exam board guidance) review and final submission.
  - Where permissible the schedule should allow for students to resubmit coursework

### **Quality Assurance of Summative Assessment**

The Internal Verifier is at the heart of quality assurance, ensuring that internally assessed work consistently meets national standards. The internal verifier should

- Check the Assessment schedule covers all units as required by the program.
- Advise assessors on the consistent interpretation and application of National standards.
- IV all assignment briefs before issue to learners. Ensure appropriate corrective action is taken when assignment briefs are not fit for purpose
- Organise standardisation across Assessors when more than one Assessor is involved in assessing a unit of work
- Ensure an effective system of recording learner achievement is in place.
- Select a sample of assessed work in every unit and every assignment to check the accuracy of assessment, recording this internal verification of assessed work.

- During the course of the programme, every assessor, every unit, and work from every assignment should be sampled. The sample should be constructed in a way that assures the entire assessment process rigorously
- The IV will ensure appropriate corrective action is taken when assessment decisions are not accurate. If action is required, the assessor should complete this and return it to the internal verifier for sign off.
- Internal verification of assessment decisions should not be end-loaded. It is important that it is undertaken as soon as possible after assessment as this will improve the quality of assessment and not disadvantage learners.
- Internal Verification of assessment decisions must be timely and planned to fit the Assessment Schedule

### **Authentication of Candidate's Work**

- Students must be made aware and regularly reminded of meaning of Malpractice, particularly Plagiarism and the use of AI, and the sanctions that may follow if plagiarised work is submitted as part of the assessment.
- If the student hands in an assignment and the Assessors or Internal Verifier suspect it is not the student's own work, the matter should be reported to the Quality Nominee and/or member of SLT responsible for Raising Attainment, who will investigate and agree a suitable means of verifying the authenticity of the assessment
- On each assignment students must sign that the work submitted is their own and teachers / assessors should confirm that the work assessed is solely that of the candidate concerned and was conducted under required conditions. If plagiarism is detected, either by the Assessor or Internal Verifier, after the student has declared the authenticity of their work, this must be reported to the member of SLT responsible for Raising Attainment who will communicate with the exam board.