Fair Assessment Policy

Statement on Assessment

Peterborough Skills Academy has the necessary systems and procedures in place to allow the provision of access to fair assessments. These reflect the needs of individual learners while also ensuring that the assessment continues to enable a valid, reliable and consistent judgement to be made about the achievement of all learning outcomes against the stated assessment criteria.

We aim to provide an assessment framework which provides all learners with the opportunity to achieve their full potential by the most appropriate and direct route. Our assessment policy is based on the concepts of equality, diversity, clarity, consistency and openness. We will endeavour to ensure that all our assessment processes are fair and non- discriminatory.

Learners and staff are made aware of the existence of this policy on the website and have open access to it:

This policy is reviewed annually and may be revised in response to feedback from students, teachers and external organisations.

Policy Statement

Every learner at Peterborough Skills Academy will be assessed fairly. This means that assessment will be a test of the learner's knowledge, what they understand, and what they are able to do. Every learner will be assessed using the same overall set of criteria. Assessments will be standardised, and work moderated to ensure that all learners have been judged against the same standards.

Peterborough Skills Academy's policy of 'access to fair assessment' ensures that all assessments/assessment activities undertaken by learners are reliable, valid, fit for purpose, and transparent. At Peterborough Skills Academy we recognise and respect equality and diversity and therefore use a variety of assessment strategies and language appropriate to the needs of the learner.

Learners can expect appropriate assessment opportunities throughout the year. Learning outcomes, performance criteria and other significant elements of learning and assessment will be made clear. Constructive and focussed feedback which is appropriate to the needs of the learner will be given by the assessor to enable the learner to improve their performance.

<u>At Peterborough Skills Academy tutors/assessors will:</u>

- Record the outcomes of all assessment activities
- Provide clear and constructive feedback to learners mapped against achievement of the learning outcomes and assessment criteria where appropriate
- Ensure that assessment tasks allow for the generation of evidence in diverse ways
- Ensure that they use appropriate language at a level suitable to the student
- Ensure that the assessment strategy allows for the generation of evidence against all the learning outcomes and assessment criteria

For learners working on externally accredited courses
• We aim to ensure that all assessment of work is carried out fairly and in keeping with the awarding body's requirements

• All portfolio-based work will be assessed fairly against the qualification standards and teachers involved will be fully trained

• Internal assessments will be carried out fairly and according to awarding body instructions

<u>Learners can also expect:</u>

• To be fully inducted onto a new course and given information that can be shared with parents and carers

• Learning outcomes, performance criteria and other significant elements of learning and assessment to be made clear at the outset of the course and when assignments are set

• To be given appropriate assessment opportunities during the course with feedback provided on the quality of the work.

Learners working towards an award must achieve the required units and pass an End Point Assessment in order to gain a qualification. It may sometimes be the case that some full qualifications are inaccessible because of a learner's inability to demonstrate competence in all parts of the qualification or to meet the individual needs of the learner. In these cases, individual unit certification may be available.

Cheating and Plagiarism

A fair assessment of learner's work can only be made if that work is entirely the learner's own. Therefore, learners can expect an awarding body to be informed if:

- They are found guilty of copying, giving or sharing information or answers, unless part of a joint project

- They use an unauthorised aid during a test or examination

- They copy another student's answers during a test or examination

- They talk during a test or examination.

All allegations of cheating and plagiarism will lead to a full investigation which will follow the guidance of the relevant awarding body.

If a learner feels he/she has been wrongly accused of cheating or plagiarism, they should be referred to the Complaints Policy.

Assessment Policy

Aim:
- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals
- To ensure that the assessment procedure is open, fair and free from bias and to national standards
- To ensure that there is accurate and detailed recording of assessment decisions

In order to do this, the centre will:

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment

- Assess learner's evidence using only the published assessment and grading criteria

- 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 malpractice

- Maintain accurate and detailed records of assessment decisions

• Maintain a robust and rigorous internal verification procedure and provide samples for Standards Verification as required by the awarding body

• Monitor standards verification reports and undertake any remedial action required

• Share good assessment practice

• Ensure that IMI assessment methodology and the role of the assessor are understood by all staff

• Provide resources to ensure that assessment can be performed accurately and appropriately.