

# City College Stratford

## Assessment Policy

Jan 2025 v7

## 1. Introduction

Assessment is a vital part of the learning and teaching process. This policy and associated procedures provide a framework to ensure the highest quality in assessment that meets the needs of all learners, in all settings and includes work based assessments. The policy recognises the importance of giving constructive feedback that is appropriate, timely, adequate and shared with the learner, enabling them to be fully involved in their learning.

The policy outlines the assessment entitlement, identifies and offers guidelines for assessment malpractice and identifies roles and responsibilities of suitably qualified staff in the process of implementing assessment. It also outlines the procedure for appeals against internal assessment of work for external qualifications.

## 2. Types of assessments and assessment procedures

Based on the Learning Journey, a learner should take part the following assessments:

**2.1 Screening** – to include Advice & Guidance and a skills check to identify literacy, language or numeracy skills. Learners on Government funded provision will have initial assessment to check their level of English and mathematics at entry where applicable to certain qualifications. This takes the form of a skills check and identification of a learner's English and mathematics skills and whether there should be referral for a more detailed assessment.

- **Purpose** – informs signposting and referral to appropriate learning, training or employment opportunities, and ensures that the learner has the skills to match what they want to do
- **Undertaken by** – any full time learners, substantial part-time learners, 16-18 year olds and workplace learners (as part of the employees individual Training Needs Analysis) where applicable to the requirements of that qualification and its awarding body.

**2.2 Initial Assessment** – identifies the learner's level, allowing selection of the right learning programme. City College Stratford strictly carries out initial assessment for each learner and use their assessment records to support them better. The college uses different online tools for

initial assessment depending on requirements. Holistic process to identify the learner's achievements, skills, interests, previous learning experiences, goals and learning needs.

- **Purpose** – to ensure the learner is on the right learning programme
- **Undertaken by** – all full-time and part-time learners
- **Responsibility** – the tutor / assessor in the classroom or workplace.

**2.3 Diagnostic Assessment** – leads to a detailed personal profile, providing the basis for an Individual Learning Plan (ILP). Detailed diagnostic assessment of specific skills required for the course. This can include a diagnostic assessment of the underpinning skills of English and mathematics. This will be linked to the Initial Assessment.

- **Purpose** – to identify specific learning strengths and needs, referral for Additional Learning Support (ALS), and to determine learning targets and appropriate teaching and learning strategies to achieve them. Informs the learner's Individual Learning Plan (ILP)
- **Undertaken by** – all learners at the beginning of a learning programme and subsequently when the need arises
- **Responsibility** - the course tutor / personal tutor / assessor, ALS coordinator

**2.4 Formative Assessment** – takes place regularly to review progress against the learning plan and objectives. This would include assurance that there are proportionate processes in place which measure the progress and achievement of learners on non-accredited learning programmes. College assessors provide written and verbal feedback on formative assessment identifying learners' strengths and weaknesses on time.

Ongoing assessment of progress and constructive feedback and analysis of assessment outcomes

- **Purpose** – to inform learners of their progress and help course tutors/assessors and learners to adapt teaching and learning strategies to improve performance and update ILPs.
- **Undertaken by** – all learners throughout the course or programme through a range of approaches: teachers led assessment, self-assessment, peer assessment, through written and verbal feedback and as part of review, target setting and action planning.

- **Responsibility** – the course tutor/assessor and the learner. All assessment, review and Health and Safety documentation must be kept in the learner file which should be kept in a locked location within the work place and be made available for monitoring and audit purposes.

**2.5 Summative Assessment** – takes place at the end of each learning episode, giving feedback on learning achievements; may be a qualification, test, a completed ILP. For assuring quality, City college Stratford follows awarding body's guidelines and specifications fully to maintain required standards for summative assessment.

Takes place at the end of each learning episode, establishing the level of competence reached and the progress made and giving feedback to learners on their learning achievements

- **Purpose** – to enable tutor / assessor / learner to know how the quality of work relates to the standards of external awarding bodies and helps students to set their targets. Update ILPs

- **Undertaken by** – all learners through a range of approaches: ongoing assessment from written and oral tasks, marked and graded coursework, mock exams and end of year assessments / exams / controlled assessments, portfolios.

**2.6 Internal or mid-term assessment** – ensure learners' progress an internal or mid-term assessment may be required to carry out and feedback should be given (including reviews if required) by the assessors if required by the awarding body and/or prime contractors.

### **3. Standardisation**

All assessors must attend all standardisation meetings prior to the final or summative assessment. Standardisation meeting will be led by a qualified IQA. Assessments will be standardised and work moderated across the classes to ensure that all learners have been judged against the same standards.

### **4. Marking and Feedback**

Each assignment or portfolio must be assessed or marked by the qualified assessor following awarding body's guidelines and requirements. At least one written feedback should be given against summative assignment or portfolio and written/verbal feedback should be given against

formative assessment. Feedback should be detailed (as much as possible) to assist learners where applicable. Assessors are advised to use awarding body's assessment forms if available. After submission of work (formal and/or summative assignments) assessor should assess or mark within 7 days and present to the internal quality assurer (IQA) for verification. Assessors are strongly advised to follow IQA's instructions and set standards to maintain high standard and quality and follow other relevant policies and procedures such as Malpractice and plagiarism, Conflict of interests and Appeal policy where required.

For summative method, assessor can use a range of assessment methods including report, portfolio, professional discussion, witness statement, video witness and assignment following awarding body's requirements.

For a summative assessment, if an online test and/or written examination is required, centre Exam officer will appoint invigilators and book rooms in advance and return scripts to the awarding body within specified period (where required) for external verification.

## **5. Re-sits**

If any learners cannot pass the summative assessment, they can request sit again within a time period writing to IQA and they may pay exam fees and/or additional charge. For an exam, awarding body's guidelines will be followed for re-sit examination.

## **6. Review**

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

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