



**The Dales School**  
*North Yorkshire*

# **Assessment Policy**

**Person responsible:**  
**Reviewed and approved by the Full  
Governing Body:**  
**Next Review Date:**

Headteacher  
February 2022  
February 2023

**Signed**.....

**Date:** .....

## **The Dales School – Assessment Policy**

This policy includes policy practice on how The Dales School manages:

1. Access to fair assessment
2. Internal moderation
3. Conflict of Interest
4. Withdrawal of qualifications
5. Candidate Malpractice Statement
6. Staff malpractice
7. Candidate Malpractice Policy
8. Appeals

### **1. Access to Fair Assessment Policy**

#### **Statement of Assessment**

- We aim to provide appropriate qualifications/accreditation which provide students with the meaningful 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 the assessment processes are implemented in a way which is fair and non-discriminatory- personalised to the student's needs.

#### **Access**

If appropriate and meaningful and in line with the student's learning needs students are made aware of the existence of this policy and have open access to it I.e. via school induction process or EHCP reviews. It can be found in the school policy file and also online at [www.thedalesschool.org](http://www.thedalesschool.org)

All tutors are made aware of the contents and purpose of this policy.

This policy is reviewed annually and may be revised in response to feedback from key stakeholders.

#### **What students can expect from us**

- All students work is by portfolio building not examinations.
- We aim to ensure that all assessment/moderation of work is carried out fairly and in keeping with the awarding bodies 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.
- Externally marked tests/portfolios will be according to the requirements of the awarding body (ASDAN) or other.

#### **Students can also expect:**

- 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 work.
- All work to be considered for moderation must be students own work.
- Where equivalents and exemptions can be applied, we will ensure this is pursued with the relevant awarding body.

## **2. Internal moderation**

The aim of this policy is to ensure that:

- Robust internal moderation practices which are valid and reliable, cover all tutors/assessors and meet the requirements of ASDAN organisation
- The internal moderation procedures are fair and open
- Accurate and detailed records are kept of internal moderation decisions

The centre will:

- It is the responsibility of all 6<sup>th</sup> form leads to participate in the moderation process by keeping the necessary records, attending relevant meetings and submitting candidate work as requested
- Ensure that all assessments activities are valid, appropriate and fit for purpose
- Apply a strategy that will provide a representative sample across all tutors/assessors
- Create a plan of internal moderation in relation to all assessment activities
- Define, maintain and support effective internal moderation roles, including the provision of training where required.
- Provide standardised documentation to support internal moderation activity and record keeping
- Ensure that feedback and outcomes of internal and external moderation support further development of good practice
- Meet external moderation requirements
- Carry out an annual evaluation and review of internal moderation policy and procedures
- All assessment evidence that has been internally moderated must be kept on site until after the external moderation. The work remains the property of the candidate and can be returned to the candidate according to the requirements of the relevant awarding organisation
- Have an appeals policy which is annually reviewed

## **3. Conflict of interest**

A conflict of interest is a situation where a member of staff has competing interests or loyalties.

In relation to the formal assessment and quality assurance of candidates' work within National Qualifications, it can be defined as a conflict between the official responsibilities of a member of staff (e.g. a tutor, assessor and/or internal

moderator), and any other interests that the member of staff may have which could compromise (or appear to compromise) any assessment decisions they might make.

All relevant staff undertaking assessment ('assessors'), moderation ('moderators' or 'verifiers') and other individuals involved in the assessment and quality assurance of a candidate's work have a responsibility to be aware of the potential for a conflict of interest. It is their duty to disclose any actual, potential or perceived conflict of interest. 6<sup>th</sup> form staff planning and delivering ASDAN units with responsibility for evidence collation will sign a conflict of interest form held centrally at the beginning of each academic year. This ensures that appropriate action is taken [if required] to ensure that any conflict of interest does not detrimentally impact on the standards of the Centre, the Awarding Organisation or the Regulatory Authorities.

The Centre will maintain written records of all disclosures. These records will outline the nature and extent of the reported conflict, and (where required) the action taken to manage the conflict and mitigate any adverse effects. In the event that an 'undisclosed' conflict of interest may have impacted upon assessment decisions is identified, the Centre will notify the relevant Awarding Organisations immediately.

The following are examples of potential conflicts of interest:

- A member of staff works for a centre and a family member takes a qualification at the same centre.
- A member of staff at the centre is completing a qualification delivered and assessed by the centre.
- Tutor, assessor or internal moderator working with more than one centre or private training provider.
- Tutor, assessor or internal moderator partaking in the appointment, promotion, supervision or evaluation of a person with whom they have family connections with.
- A member of centre staff involved in the delivery or outcome of an ASDAN qualification having a family connection with an ASDAN registered learner or learner's family.

#### **4. Withdrawal of Qualifications Procedure**

##### **Purpose**

This procedure has been designed to protect the interests of learners in the event of the school withdrawing a qualification from its curriculum offer; either voluntary or upon the instruction of the Awarding Organisation.

##### **Reasons for voluntary withdrawal of qualifications**

On occasion, the School may decide to withdraw a qualification from its curriculum offer. This would normally be for one of the following reasons: the qualification not meeting the personalised curriculum needs of students; financial constraints.

##### **Procedure**

- a) The decision to withdraw a qualification will be made by the Head Teacher. This decision will be made after consultation with the Deputy Head and relevant staff.

- b) School will take all reasonable steps to protect the interests of learners in relation to a qualification it withdraws. Existing learners will be able to complete a qualification for which they have registered where feasibly possible or will be given a reasonable amount of notice to complete the qualification. Any work completed by students towards the accreditation award that has been withdrawn can be shared with post 19 providers as part of the preparation for adulthood transition process.
- c) The school will give reasonable notice to Ofqual and Qualification Wales for its intention to withdraw a qualification. The school will inform students in an appropriate manner suitable to their learning needs i.e. at the EHCP [educational health and care plan] review.
- d) School will ensure that procedures followed are in line with the relevant Awarding Organisation and comply with the General Conditions of Recognition.

#### Withdrawal of qualifications by an Awarding Organisation

In the event that an Awarding Organisation withdraws a qualification from the school they will:

- Provide effective guidance to the school
  - Make available to the school any information which, for the purposes of that delivery, the school may reasonably require to be provided by the Awarding Organisation.
- e) The school will follow the same procedure outlined above in order to protect the interests of its learners.

## **5. Candidate Malpractice Statement**

Students enrolled at school have complex learning needs and have EHCPs [Education Health and Care plans]. Student assessment portfolios are evidenced and compiled by staff and contain annotated photographic evidence and sometimes students' work i.e. art work, mind map plan, written work. The level of support required and provided for our students negates the opportunity for any malpractice.

All instances of malpractice, including the immediate reporting of all suspected (alleged) and actual incidents of malpractice or maladministration will be reported to ASDAN.

## **6. Staff Malpractice**

### **Introduction**

This policy sets out to define the procedures to be followed in the event of any dispute or allegation regarding staff malpractice in the assessment of internally moderated qualifications (such as ASDAN: Personal Progress, PSD)

### **Examples of Malpractice**

Attempted or actual malpractice activity will not be tolerated. The following are examples of malpractice by staff with regards to portfolio based qualifications. This list is not exhaustive:

- Tampering with candidates' work prior to external moderation/verification.
- Assisting candidates with the production of work outside of the awarding body guidance.
- Fabricating assessment and/or internal verification records or authentication statements.

The following are examples of malpractice by staff with regards to examinations:

- Assisting candidates with the production of portfolios outside of the awarding body guidance.
- Allowing candidates to talk, use a mobile phone or go to the toilet unsupervised.
- Tampering with scripts prior to external marking taking place.

### **Staff Malpractice Procedure**

Investigations into allegations will be co-ordinated by Sharon Kettleborough who will ensure the initial investigation is carried out within ten working days. The person responsible for co-ordinating the investigation will depend on the qualification being investigated. The investigation will involve establishing the full facts and circumstances of any alleged malpractice. It should not be assumed that because an allegation has been made, it is true. Where appropriate, the staff member concerned and any potential witnesses will be interviewed and their version of events recorded on paper.

The member of staff will be:

- Informed in writing of the allegation made against him or her.
- Informed what evidence there is to support the allegation.
- Informed of the possible consequences, should malpractice be proven.
- Given the opportunity to consider their response to the allegations.
- Given the opportunity to submit a written statement.
- Given the opportunity to seek advice (as necessary) and to provide a supplementary statement (if required).
- Informed of the applicable appeals procedure, should a decision be made against him/her.
- Informed of the possibility that information relating to a serious case of malpractice will be shared with the relevant awarding body and may be shared with other awarding bodies, the regulators Ofqual, the police and/or professional bodies including the GTC.

If work is submitted for moderation/verification or for marking which is not the candidates' own work, the awarding body may not be able to give that candidate a result.

### **Staff Malpractice Sanctions**

Where a member of staff is found guilty of malpractice, The Dales School may impose the following sanctions:

1. **Written warning:** Issue the member of staff with a written warning stating that if the offence is repeated within a set period of time, further specified sanctions will be applied.
2. **Training:** Require the member of staff, as a condition of future involvement in both internal and external assessments to undertake specific training or mentoring, within a particular period of time, including a review process at the end of the training.
3. **Special conditions:** Impose special conditions on the future involvement in assessments by the member of staff.
4. **Suspension:** Bar the member of staff in all involvement in the administration of assessment for a set period of time.
5. **Dismissal:** Should the degree of malpractice be deemed gross professional misconduct, the member of staff could face dismissal from his/her post.

All instances of malpractice, including the immediate reporting of all suspected (alleged) and actual incidents of malpractice or maladministration will be reported to ASDAN.

### **Appeals**

The member of staff may appeal against sanctions imposed on them as per the appeals section of this assessment policy.

## **7. Appeals policy**

### **Induction**

This policy addresses the situation where students may wish to appeal against a decision which has been made concerning a qualification which has been awarded through ASDAN.

### **Access**

Students and their families/carers are made aware of the existence of this policy and have open access to it. It can be found with The Dales School policies and online at [www.thedaleschool.org](http://www.thedaleschool.org). The tutors are made aware of this policy and how to access it in order that students can be supported.

This policy is reviewed annually and may be amended in response to feedback from students, staff, parents/carers and external organisations.

### **Policy Statement**

All students at The Dales School with appropriate support from parents/carers have the right to make an appeal about any of the levels received for the qualifications they are undertaking.

If any student/parent/carer wishes to appeal a decision, they should follow the following procedure:

1. If possible, speak to the member of staff responsible for teaching the qualification in the first instance about the reason why they wish to appeal.
2. The member of staff has a responsibility to explain to the candidate why he/she received the grade/mark/level.

3. If the student/parent/carer is not satisfied with the explanation, the piece of work will be re-moderated by another member of staff also involved with that qualification.
4. The student will be informed of the outcome of the re-moderation by letter.
5. If the student wants to continue their appeal, he/she needs to contact the deputy head, who will provide the student with information about the appeals procedure for ASDAN and explain what is involved. The deputy head will assist with the completion of any forms and will correspond with the awarding body on behalf of the student.
6. Please note: a student must have the support of the centre to be able to appeal against a result.