The Dales School
North Yorkshire

Assessment Policy

Person responsible:	Headteacher
Reviewed and approved by the Full Governing Body:	March 2026
Next Review Date:	March 2027

Signed……... **Date**: ……..

The Dales School – Assessment Policy

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

1. Access to Fair assessment and Examinations
2. Internal Moderation
3. Conflict of Interest
4. Withdrawal of Qualifications
5. Candidate Malpractice Statement
6. Staff Malpractice and Maladministration
7. Candidate Malpractice and Maladministration Policy
8. Appeals
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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 online at www.thedalesschool.org

All tutors/leads 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/formal tutor assessment not examinations. Examinations are a formal assessment system that do not meet our students' complex learning needs and therefore not part of our curriculum model.
- Some students may access end of programme testing for the NCFE functional skills accreditations, with appropriate access and support arrangements acknowledged by the awarding body.
- 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/leads involved will be fully trained.
- Assessments for accreditation will be carried out fairly and to follow the awarding body instructions and regulations.
- Externally marked tests/portfolios will be according to the requirements of the awarding body (ASDAN/NCFE) 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 student's 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/NCFE 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 6th form leads to participate in the moderation process by keeping the necessary records, attending relevant meetings and submitting candidate work as requested. ASDAN trained staff from across school can also support with internal moderation.
- 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/assessment 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. 6th form staff planning and delivering ASDAN & NCFE units and programmes of study 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 school, the Awarding Organisation or the Regulatory Authorities.

The school 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 school will notify the relevant Awarding Organisations immediately.

The following are examples of potential conflicts of interest:

- A member of staff works for a school and a family member takes a qualification at the same school.
- A member of staff at the school is completing a qualification delivered and assessed by the school.
- Tutor, assessor or internal moderator working with more than one school 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.
- A member of school staff involved in the delivery or outcome of an ASDAN/NCFE qualification having a family connection with an ASDAN/NCFE 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. Where applicable to student learning need at the beginning of each unit introduction students will be reminded of malpractice using total communication strategies.

The Use and Monitoring of AI

The accredited courses offered within our setting are primarily evidenced through staff observations of student activities/engagement and recorded through staff narrative and photographic evidence- the use of AI is highly unlikely to be used unless supported by staff.
School's AI statement is captured within the IT policy.

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

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 or assessed tasks (such as ASDAN: Personal Progress, PSD, NCFE Functional Skills).
Malpractice is prevented through staff training and awareness, support and supervision and school QA processes.

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 [not currently in place within our setting]:

- 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 Headteacher who will ensure the initial investigation is carried out within ten working days. 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.

Maladministration
Maladministration is any unintentional activity or practice that leads to non-compliance with ASDAN requirements. In most cases, maladministration will relate to administrative or quality assurance procedures and may involve candidates and school staff. Maladministration, if serious enough, may be treated as malpractice. An example of staff maladministration may include incomplete record keeping e.g., assessment plans, moderation records. Lead staff are made aware of malpractice through ASDAN PP/PSD training.

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

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 or NCFE.

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.thedalesschool.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/NCFE 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 school to be able to appeal against a result.

Appendix 1
Written procedure for checking the accuracy of candidate registration and certification claims (Candidate Registration and Submissions) against assessment and/or IM records, and accuracy of certificates once received.

• Whole school curriculum lead [Deputy head teacher] receives ASDAN accreditation routes for each Yr.12 student in Autumn term to confirm and agree the PP or PSD accreditation pathway and access to the NCFE Skills Builder assessment platform.

• Information shared with school admin and examination clerk to use the information to enrol Yr.12 students on to the agreed ASDAN accreditation pathway and/or NCFE functional skills accreditation during Yr.12-13 or 14.

- 6th form NCFE trained lead to liaise with school admin and examination clerk and DH if a student is ready for NCFE functional skills accreditation course so enrolment is authorised and processes completed correctly in accordance with NCFE regulations and school policy.

• Once enrolled, admin and examinations clerk shares the update with whole school curriculum lead [DH] to check accuracy of enrolment.

• Admin and examinations clerk and DH work together to submit request to ASDAN for Yr.14 external moderation, moderating and checking all student information is accurate

• Receipt of successfully awarded certificates is by school admin and examinations clerk and shared with DH for confirmation and accuracy. Certificates then shared with students/family

Appendix 2

Communications Statement for ASDAN and Other Awarding Bodies

This statement outlines how the Dales School communicates and disseminates information from ASDAN or any awarding body within our setting to key stakeholders.

Communication channels

School uses a wide range of communication channels to relay information in an effective and timely manner to the people who require it. Key lines of communication are delivered through school's IT systems, school uses a virtual platform to safely support encrypted emails, for virtual meetings and sharing documentation, a messaging system for contacting families, a discrete platform [Tapestry] for sharing pupil learning and assessment records with families, telephone and walk talkie system for daily operational purposes, regular scheduled face to face meeting times across the week, a social media page and termly newsletters.

What information is shared and by whom

Information from ASDAN is usually received by email, the deputy head teacher is responsible for ensuring the information is disseminated to the correct audience. Generalised information received is forwarded to all leads for ASDAN programme. Each ASDAN lead has access to the ASDAN website. Specific emails regarding registration and external moderation are directed to key office staff with responsibility for supporting ASDAN administration. Key information about the study programme and accreditation route is shared with families/students at the start of the 6th form phase [transition term], termly updates about new units of study are shared via newsletter by the class leads. ASDAN moderation meetings, and any face to face scheduled meetings have minutes that are shared in Teams folder that all staff can access- note taker/lead for the meeting is responsible for this. Governors receive annual updates on accreditation outcomes and destinations provided in a report by the deputy headteacher.

Appendix 3

Internal Quality Assurance Processes

The ASDAN Personal Progress [PP] and Personal, Social Development [PSD] courses run over three years and a unit of study for each course planned for each term.

Standardisation

At the end of each term a scheduled moderation meeting takes place to sample, standardise and feedback on the termly unit coursework and evidence. Work evidenced includes Tapestry observations and photographs, assessor student work e.g., symbolised worksheets, art work images, mind maps, charts. Assessors meet to look at the unit evidence and judge it against the unit assessment descriptions outlined in the ASDAN PP/PSD course requirements. An assessor must only moderate unit evidence they have not assessed that term, usually a PP assessor will moderate a PSD unit of study and PSD assessor moderate PP. There is additional trained ASDAN staff capacity to ensure the moderation process is robust and not compromised.

Feedback Mechanisms for Assessors, Sampling IQA Recording [IQA]

The moderation process offers opportunity for professional challenge, dialogue and discourse. As part of the discussion immediate feedback is given by assessor colleagues to each other. Once sampled work has been moderated the outcomes are recorded during the meeting and feedback is provided using ASDAN templates. The expectation is for any amendments, recommendations to be completed within a timely manner so units can be completed and stored centrally for final EQA processes. School has a small cohort of learners accessing PP and PSD, sampling takes place by choosing proportionate numbers from each accredited course and ensuring a term-on-term systematic rolling plan, so all students have their work sampled across the three-year programme. A sampling record for each term is completed and retained by assessor leads.

Verification of Assessment Plans

Assessment plans for termly units of study are written in readiness for the start of each term. The plans are written using the ASDAN templates and complement the whole school medium term planning process. Assessment plans are verified by the school lead for teaching and learning [deputy headteacher DH] and aligns with the whole school QA schedule and protocol.

Feedback Mechanisms for QA Lead [EQA]

External moderation is generally completed in the summer term, at the end of Yr.14 and the three-year programme of study. Formal moderation feedback and any supporting emails from ASDAN are sent to the school and shared with the lead for teaching and learning [DH] by the office administrator with responsibility for ASDAN admin. The DH can also access all external moderation reports on the ASDAN website. Actions from the moderation are then planned as part of school's development plan [SDP]. The SDP is shared in Teams for all staff and Governors to

access, it is also presented at Governors meeting. Immediate external moderation outcomes are shared via email to assessors and team.

Support & Training of Staff

All lead staff [teachers] in 6th form are assessors for ASDAN. ASDAN training for PP and PSD is offered and completed by all lead staff planning and delivering the accredited courses. Ongoing support for leads is provided by additional ASDAN trained staff capacity- DH and SEND Lead Practitioner. Support staff receive Tapestry CPD to enable the support of ASDAN observations. Weekly class meetings allow for ASDAN discussions and support if required, minutes are taken by the leads and uploaded to Teams.