



THAMESVIEW SCHOOL

**Thong Lane, Gravesend,
Kent DA12 4LF**

Assessment Policy

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THAMESVIEW SCHOOL ASSESSMENT POLICY

IBO MISSION STATEMENT

The International Baccalaureate Organisation aims to develop enquiring, knowledgeable and caring young people who help to create a better and more peaceful world through international understanding and respect.

To this end, the IBO works with schools, Government and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

PHILOSOPHY

This assessment policy has been derived from the schools and the IB's assessment philosophy and principles, which must be consistent with each other. It is constructed around educational and pedagogical values and therefore represents a statement of intent and action describing principles and practices for achieving educational goals relating to all aspects of assessment and the aims and objectives of any course.

AIMS OF THE ASSESSMENT POLICY

The purpose of this assessment policy is:

- To ensure the planning and management of internal/ external assessments is conducted efficiently and in the best interest of IBCP candidates
- To ensure the operation of an efficient assessment system with clear guidelines for all relevant staff

It is the responsibility of everyone involved in the IBCP assessment processes to read, understand and implement this policy.

ROLES AND RESPONSIBILITIES OF STAFF FOR IB ASSESSMENT

At Thamesview School, it is the responsibility of all key stakeholders in ensuring that IB assessments are carried out in compliance with the regulations as set out in this document:

Deputy Headteacher (Raising Standards)

- Accountable for the safe and secure conduct of all IBCP assessments
- Ensure assessments comply with IB guidelines, rules and regulations
- At the start of the academic year, begin coordinating with CP staff to schedule IBCP internal/ external assessments
- Map overall resource management requirements for the year. As part of this resolve:
 - Clashes/ problems over the timing or operation of assessments

- Issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Ensure that all staff involved have a calendar of events
- Create, publish and update an internal appeals policy for assessments

Subject Leaders

- Ensure that the correct internal/ controlled assessment is taken in the exam series in which the IBCP is certificated
- Standardise internally the marking of all teachers involved in assessing an internally assessed component
- Ensure that individual teachers understand their responsibilities with regard to internal/ controlled assessment
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions
- Supply to the exams office details of all unit codes for controlled assessments
- Obtain confidential materials/tasks set by the IB in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times in co-ordination with the IB exam board regulations/JCQ regulations.
- Retain candidates' work securely between assessment sessions (if more than one)
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the Centre

Teaching Staff

- Understand and must comply with the general guidelines contained in the IB publication Instructions for conducting assessments (where applicable)
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows
- Ensure that students and staff supervising assessment, sign authentication forms on completion of an assessment
- Mark internally assessed components using the mark schemes provided by the IB. Submit correct marks through the exams office to the awarding body when required, keeping a record of the marks awarded
- Ask the Assistant Headteacher (SENCO) for any guidance required for the administration and management of access arrangements. SENCO will inform staff of access arrangements

Exams Office Staff

- Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format
- Download and distribute marksheets for teaching staff to use, and collect and send marksheets to awarding bodies before deadlines

- Arrange suitable accommodation where internal/ external assessment can be carried out, at the direction of the senior leadership team

FORMATIVE AND SUMMATIVE ASSESSMENT

At Thamesview effective assessment practice is the responsibility of all and should form an integral part of every lesson.

- Assessment of Learning (AOL) is summative designed to measure progress in learning and arrive at an overall assessment at a particular designated point in time.
- Assessment for Learning (AFL) is formative, designed solely to help the learner progress and develop their work. This is used throughout lessons, and is an on-going up-to-date method of judging where a student's progress currently stands in a topic.

The school recognises the importance of Assessment for Learning (AFL) in relation to the IB and principles include;

- Every teacher should know and have clearly communicated to every student where they currently are in their learning, where they need to go next and how best to get there.
- Feedback of any kind given to students should be about the particular qualities of his or her work, with advice on what he or she can do to improve. All targets are based on the content of intellectual/academic work. A teacher may wish to place an additional target related to presentation on a piece of work, but it should not be the case that a presentation target is the only target that exists on a piece of work.
- Students are able to communicate through some means at periods throughout a lesson so that the teacher can track progress in real-time and make necessary adjustments to the lesson to ensure student engagement, understanding and progress.
- Teachers can use a range of AFL methods such as directed questioning, traffic lights, wipe boards, a Kagan Structure or any other activity to gain instant knowledge of where a student is currently working in the lesson.

REPORTING STUDENT ACHIEVEMENT

- Assessment will be recorded using SIMS and will use an agreed set of common terms. This will be centrally collated and will happen at least termly for all pupils. The following will be collected:
 - Current Grade
 - Predicted Grade
 - Mock Grade (if applicable)
 - Behaviour (Grade 1 to 4)
 - Homework (Grade 1 to 4)
 - Comment from the teacher with target for progression (1 per year)
- Recorded grades will be linked to course outcomes within Key Stage 4 and 5 (predominately (but not exclusively) GCSE, BTEC and IB systems.
- Reporting to parents will take place according to the school calendar. Each pupil will have termly progress reports and a full report each academic year. They will have one parent consultation meeting in which the pupils progress, attainment and targets will be discussed

BTEC ASSESSMENT

As part of the IBCP, Thamesview School will be offering three separate pathways for the Career-Related element. Edexcel, the awarding body for the BTEC routes that we will follow have outlined their rules and regulations in relation to assessment processes:

- All school devised assessment materials must be internally and/or externally verified before being issued to learners.
 - a) Completed learner assignments will be assessed internally, be subject to internal verification and external moderation by the awarding body.
 - b) Learners must be left in no doubt that any grade awarded will be subject to internal and/or external scrutiny, (moderation) and that ultimately the final decision rests with the awarding body.
 - c) The Assessor is responsible for ensuring that assessment processes are consistent and transparent, that evidence is valid, sufficient, authentic and that judgement of evidence is valid and reliable.
 - d) Learners will be given an interim deadline for each assignment. Following feedback a new deadline will be set after which the work is assessed and the outcome entered on the tracking document and the front criteria assessment sheet within the unit folder. The assessment decisions are then internally verified according to the procedure outlined below.

INTERNAL/ LEAD INTERNAL VERIFICATION

The Internal Verifier and Lead IV is at the heart of quality assurance on BTEC programmes. The role is to ensure that internally assessed work consistently meets national standards but can also lead to staff development and quality improvement:

- Each course will have an identified team of Internal Verifiers (IV) made up of staff within the curriculum area in question, allowing accuracy and validity of assessment decisions to be determined. Each PAT will have a nominated and accredited Lead IV whose job it is to oversee the IV of that PAT and confirm national standards are met.
- Internal Verifiers and Lead IVs will have the knowledge and qualifications relevant to the qualification(s) and other competence-based award(s) for which they are responsible to enable accurate judgements to be made regarding candidate performance in relation to competence criteria.
- Provision will be made for communication between curriculum areas to share 'best practice' and areas of concern. Typically, this will be achieved through an annual meeting of Internal Verifiers/programme managers at which standards and processes are discussed to maximise consistency between courses.
- The internal verifier should:
 - Not verify their own work or assignments.
 - Ensure IV takes place within two months of the learners completion of the assignment(s) in question

- Make all IV evidence available to the EV Plan with the course team a tri-annual internal verification schedule linked to the outline course plans.
 - Consider the assessment decisions of all units and all assessors to judge whether the assessor has assessed accurately against the unit grading criteria
 - Verify 50% of the sample for National Standards Sampling (NSS), though this proportion could be higher, particularly for assessors who are new to BTEC.
 - Consider alternative methods of moderation/verification as required for non-written (ephemeral) assessments (e.g. assessments of performance, oral presentations, and work placements). In most cases, the documentary record of the assessor(s) will provide the basis for verification.
 - Maintain secure records of all work sampled as part of their verification process using a standard template.
 - If a concern is raised the IV should discuss this with the assessor prior to the final confirmation of the marks for all the learners taking the assignment. As a result of the IV process it may be necessary for the assessor(s) to reconsider the marks awarded for the entire cohort of learners and, as a consequence, to make changes either to all marks or to some marks.
 - Where re-sampling is necessary the work should be verified again before being sent to the EV and records kept.
- The Lead Internal Verifier's responsibilities are:
 - Register with Edexcel through OSCA2 and confirm registration every year
 - Undertake induction training through booking on to an event (you'll only need to do this once)
 - Complete the accreditation process: practice exercise and assessment exercise (normally only once every three years)
 - Make other assessors and verifiers aware of the practice exercise, for example through a team development event
 - Ensure that there is an assessment and verification plan for the programmes in the sector which is fit for purpose and meets Edexcel's requirements
 - Sign off the plan and check that it is being followed at suitable points
 - Undertake some internal verification and/or assessment for individual units within at least one of the programmes
 - Ensure that records of assessment and samples of learner work are being retained for use with Standards Verification if necessary. Plan to set aside examples of work that has been verified to different levels and grades
 - Liaise with the Standards Verifier to ensure that appropriate sampling takes place, if and when sampling is required
 - Make arrangements for handover to a deputy or replacement if unable to carry out the role.
 - Not lead verify their own IV decisions but can Lead IV their work or assignments.
 - Ensure that assignment briefs are verified as fit for purpose prior to their being circulated to learners. They should enable learners to meet the unit grading criteria.

- Use the Edexcel approved documentation to ensure Lead IV is valid and transparent.
- Sign to show that documents / IV decisions have been Lead IVd – using the school bought stamp or signing the appropriate section of the documentation.

ASSESSMENT POLICY

This policy was agreed and adopted at a Governors' Meeting held on

_____ (*date*)

Signed: _____ (Governor)

Signed: _____ (Headteacher)

The policy will be formally reviewed in _____ (*date*)