

Procedure: **Assessment Planning, Tracking and Marking of Learners' Work**

Procedure Ref: **OP/10AFC/SP102**

Approved By: **Assistant Principal**

Date: **December 2019**

Signature:

1. Purpose

This procedure describes the actions and responsibilities of staff relating to assessment and marking of work. This also aims to ensure that learners have fair and equal access to assessment opportunities in line with respective Awarding Organisation policies.

2. Scope

This procedure applies to all teaching staff Assessors/ Work Based Assessors within Lakes College, including franchised provision.

3. Responsibility

- 3.1 The Assistant Principal will have overall responsibility for the strategic management of College assessment, monitoring of achievements and for the implementation of plans for improvements in outcomes for learners.
- 3.2 The Directors in conjunction with Curriculum Operational Leaders/Apprenticeship Team Leaders, will ensure that assessment arrangements are appropriate, monitored and that plans for improvements to learner pass rates are implemented and monitored.
- 3.3 It is the responsibility of subject Teachers, Assessors / Work Based Assessors, to ensure that they carry out and record assessments/ marking, in compliance with awarding organisation requirements, and the College procedure.
- 3.4 It is the responsibility of the Teaching and Learning Observation Team, to monitor the quality of marking, assessments and feedback to learners as part of the Observation process.

- 3.5 It is the responsibility of Course Leaders to ensure all courses have assessment schedules, that these are prepared and setup for tracking in a timely way, are communicated to learners and updated within the schedule timeframes.
- 3.6 It is the responsibility of Course Leaders, in conjunction with the Examinations Officer, to ensure that learners are registered accurately and in a timely way with relevant Awarding Organisations
- 3.7 It is the responsibility of Course Leaders, to ensure that accurate and timely assessment information is sent to the Examinations Officer using the college [Course Closure Process](#).

4. **Procedure**

4.1 **Student Registration with awarding organisations**

All learners will be registered with the appropriate awarding organisation for all elements of their programme, within the prescribed time period. For internally accredited courses, the Course Leaders will ensure that all learners are enrolled with the College, and that they have an appropriate individual 'Learning Plan'.

4.2 **Schedule of Assessment/ Marking and Access to Assessment Opportunities**

For Classroom based learners, an Assessment Schedule (units and criteria) will be set up, using the 'e-Tracker' software and be shared with learners as part of their Induction.

Before the start of a course, the Course Team will identify assessment schedules in 'E-Tracker', to include unit assessment 'Start dates' (for release), 'Submission dates' and 'Return of Marked Work dates'. This will also apply to completing practical assessments. This will also be reflected in the subject 'Scheme of Learning' (SOL).

For 'Apprenticeship Learners', a schedule will be established with the learners within their first review and setup, using the 'SalesForce & Learning Assistant' software (unless otherwise agreed to be via another tracking method).

For all learners, Course teams will ensure that the Assessment Schedule is reasonable, so that assessments are spread as evenly as possible throughout the course, to allow fair opportunity and access. Where applicable, assessments should include grading opportunities that are clearly understood and accessible to all.

Assessment schedules will show clear deadlines for the hand-in of learner work. Where applicable, learners can apply for 'extenuating circumstances' following the awarding organisation guidance and, where granted, follow an agreed new deadline. Where learners do not meet their deadline, the awarding organisation rules will be applied.

The Schedule will also include planned dates for internal and/or external examinations, in line with College Policy on Examinations (please see [Management of Examinations, registrations and Certification Procedure](#)), unless prescribed by an awarding organisation. No first attempt examinations will be scheduled within the last 4 weeks of

the Course's duration and all learners can only be entered for examinations where clear 'formative' evidence (for example; a 'Mock' examination) of their preparedness is authorised.

The classroom learners, the assessment schedule will also take account of the **college Academic Progress weeks** and for **Apprenticeships progress reviews** will be carried out at set intervals to review and set further improvement targets.

Assessment Scheduling ensures that learners have suitable access to assessment opportunities when off the College's main sites to other learning locations, and to accommodate learner working patterns (i.e. Shift work), where permitted within the controlled assessment regulations by awarding organisations.

4.3 Submission of work for assessment

For all learners and apprentices, it is expected that they will produce their work for assessment using digital tools (for example word processed reports, presentations).

For **Study Programmes, Professional Studies and Higher Education**, assessments will then be submitted through the course **Canvas** site using the process developed in **Appendix X** below.

For **Apprenticeships**, assessments will be uploaded into **Learning Assistant** as the default e-portfolio and **Canvas**.

In both cases above, electronic submission will provide learners/apprentices with a time/date receipt.

Where assessed work is handwritten (e.g., examinations), a physical product or artefact, this will be submitted to the relevant assessor and the learner provided with a receipt.

The above will be communicated to learners during their induction and throughout their programme.

4.4 Marking and Tracking of Learners' Work

For all learners, Teachers/Assessors will mark work against appropriate criteria, which is shared with the learner.

Assessment/feedback sheets will include written comments on what the learner had achieved, noting what they have done particularly well (the medal), as well as what needs to be improved (the mission).

Feedback should include reference to English, Maths and Digital skills development, with any errors within the work corrected and flagged up to the learner in their feedback, to promote the development of these skills.

All learner performance will be measured against their respective starting point expectations. Where applicable, this will include performance against the learner target

grade/s, to ensure learners are being stretched and challenged to achieve the highest possible grades (see also [Value Added Achievement Procedure](#)).

All assessed work will be returned to the learner within 10 working days. Where a deadline has not been met by the learner, the awarding organisation rules will be invoked. If a learner submits a piece of work after the agreed deadline date, the Tutor will agree a date by which the work will be marked (please see [Late Submission of Work for Assessment Procedure](#)).

All classroom based learning summative assessments will be tracked using the E-Trackr and all Apprenticeship learning using Learning Assistant/Share-Point.

Alternative tracking arrangements may be used where learners do not access the college site and where they are not apprenticeships (i.e., Workplace Learning) or where Awarding Organisations provide better systems to indicate learner and group progress. Alternative arrangements must be approved by a senior leader before the course/programme commences.

Assessment progress and performance will be periodically reviewed, as part of the College quality cycle, using the Data Dashboards along with the ensuring that all learners are making at least good progress on their courses.

4.4 Completion of Practical Assessments

For VRQ and NVQ practical assessments, Assessors will follow the awarding organisation code of practice and standards.

For all other assessments of practical work, the Teacher will provide a checklist against which skills and competence is assessed. Learners will have access to this checklist prior to the assessment.

All assessed work (written and practical) is subject to the [College's Internal Quality Assurance of Assessment \(Internal Verification\) Procedure](#).

4.5 Recording the Results of Marked Work/ Assessments

Teachers/Assessors will maintain accurate and timely records of all completed criteria and units, including late submissions and resubmitted work using the 'E-Trackr' system (for Classroom Based learning) or 'Learning Assistant/Salesforce' (for Apprenticeship learning).

4.6 Appeals against Assessment / Marking Decisions

Learners may appeal against any marking or assessment decision (for both written and practical work), in line with the College's student [Appeals against Assessment Procedure](#).

4.7 Equality and Diversity

Assessment, wherever possible, will be designed to enable all learners to have the best opportunity to demonstrate their knowledge, understanding and skills. If a Teacher/Assessor identifies that a learner has a specific learning difficulty or disability, which is not accommodated within awarding organisation guidelines for assessment, the awarding organisation will be informed of this and a request for special consideration is to be made.

4.8 Record Keeping

Learner summary records will be kept for 3 years in accordance with current awarding organisation policies. Where required, learner assessment evidence (assignments) must also be kept in line with the awarding organisation policy (for example, BTEC learner work to be retained for 12 weeks post issue of certificates).

All registration records must also be routinely checked for accuracy by Examinations and Curriculum staff to meet awarding body audit regulatory requirements.

References

- [Late Submission of Work for Assessment](#)
- [Internal Quality Assurance of Assessment \(Verification\)](#)
- [Student Appeals Against Assessment Decisions](#)
- [Lakes College generic Assessment Cover Sheet and Feedback sheet](#)
- [Guidance on the Correction of English in Assessed Works \(SPaG Targets\)](#)
- [City and Guilds Centre Manual and quality guides](#)
- [Pearson Centre Guide to Internal Assessment](#)
- [NCFE Quality Assurance guide](#)
- See relevant **Awarding body websites** for current assessment related forms and guidance on specific qualification rules where these are required for use

INITIAL IMPACT ASSESSMENT

Policy to be assessed: Assessment & Marking of Learners Work	New or existing Policy? Existing procedure
1. Briefly describe the aims, objectives and purposes of this document/function or areas of work	This procedure describes the actions and responsibilities of staff relating to assessment and marking of learners work.

Assessing Relevance Please assess the relevance of the function/policy to the promotion of equality of any protected characteristics If the function/policy is relevant continue with the assessment. If not discontinue.			
2i	Does the policy affect the public directly or indirectly?		N
2ii	Have complaints been received from different equality groups about the policy and its effect on them?		N
2iii	Does the policy have employment implications?		N
Signed (Lead Manager) (Lead Manager is responsible for the effective working of this policy/function)		Signature: <i>MARK BIRSCHEL</i> Date: December 2019	