The Aquila Way

A Guide to- Assessment in Secondary

This version 15.08.2023

At The Aquila School every lesson counts and children should be learning all of the time. Therefore, teacher assessment is used as an ongoing assessment tool so teachers know where the children are and what they need to learn right now.

We use regular formative assessment to determine where children are, coupled with summative assessment at specific points in the academic year. In addition to this, students undertake standardised benchmark assessments as required by the regulatory body. Year 11 students will sit for external IGCSE / GCSE / BTEC examinations.

Purpose of assessment

- To inform feedback for students
- To identify and support the next steps in learning and teaching
- To inform planning to ensure it reflects the needs of all students
- To measure and analyse the attainment and progress of individuals, groups and cohorts of students
- To provide data to inform school improvement planning, measure school performance and effectiveness
- To report information to parents to ensure knowledge of their child's strengths and areas of development

TYPES OF ASSESSMENT

Baseline assessment

For children who have been with us previously – end of year data from the previous academic year is used to determine their baseline assessment. Teachers shouldn't need to change any of the data. However, if they determine, based on classroom observation and initial work completed, that a student has changed significantly over the summer, they can use their professional judgement to change as necessary to accurately reflect the child now.

For children who are new to our school, teachers are to use their own professional knowledge of the curriculum supported with CAT4 assessment data to determine where the children are in regards to the curriculum the children have completed. cannot assess them on their current year groups objectives as they have not been taught these.

At baseline a child could be-

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Emerging (they are working towards the expectations of the curriculum for the year before or even two years before)

Expected (they are working at the level you would expect for a child who has completed the previous year)

Exceeding (they are working above what you would expect a child who has completed the previous year to be working at)

Excelling (they are working well beyond what you would expect a child who has completed the previous year to be working at)

Formative Assessment

Formative assessment strategies are used regularly in every lesson to assess all student's knowledge, skills and understanding, identify gaps, misconceptions and provide effective feedback to maximise student's progress. Formative assessment is used to guide the journey of learning throughout a lesson and sequence of lessons. Strategies for formative assessment include questioning, discussion, observation, marking and feedback, self and peer assessment against success criteria

Summative Assessment

Internal and external summative assessments are carried out throughout the year to provide age standardised scores for students, measure attainment and progress of cohorts, complete gap analysis, inform interventions and compare performance of cohorts nationally at each moment in time. Trends in data are analysed and actions identified to improve progress and attainment.

Year group	Internal Formative Assessments	External Summative Assessments
7	End of unit assessments End of year examinations STAR reading / AR Class tests / quizzes	GL – PTE GL – PTM CAT4 PASS NGRT
8	End of unit assessments End of year examinations STAR reading / AR Class tests / quizzes	GL – PTE GL – PTM GL - PTS CAT4 PASS NGRT
9	End of unit assessments End of year examinations STAR reading / AR Class tests / quizzes	GL – PTE GL – PTM GL - PTS CAT4 PASS NGRT

10	End of unit assessments End of year examinations (mocks) Class tests / quizzes	GL – PTE GL – PTM GL - PTS CAT4 PASS NGRT
11	End of unit assessments Mock examinations Class tests / quizzes	CAT4 PASS NGRT IGCSE Examinations and coursework BTEC Coursework

DEFINITIONS OF PROGRESS AND ATTAINMENT

Progress

Expected progress is individual to each child, based on their baseline levels. As per the Secondary Assessment System, a child makes progress if they move up one step from one year to the next.

If students finish the academic year on a specific attainment grade and subsequently increase their attainment by two or more steps the following year, they will make 'Above Expected Progress'.

Attainment

Key

Indicative GCSE Grade your child will achieve?		Progress		
		Below	Expected	Above
Attainment	**Excelling**	6	8, 7	9
	Exceeding	5, 4	6	8, 7
	Expected	3, 2, 1	5, 4	6
	Emerging	U	3, 2, 1	5, 4

Step	Year 7	Year 8	Year 9	Year 10	Year 11	New GCSE	Old GCSE
12					Excelling	9	
11					Excelling	8	A*
10			Excelling	Excelling	Excelling	7	A
09			Excelling	Excelling	Exceeding	6	B
08	Excelling	Excelling	Excelling	Exceeding	Expected	5	B/C
07	Excelling	Excelling	Exceeding	Expected	Expected	4	C
06	Excelling	Exceeding	Expected	Expected	Emerging	3	D
05	Exceeding	Expected	Expected	Emerging	Emerging	2	E/F
04	Expected	Expected	Emerging	Emerging	Emerging	1	G
03	Expected	Emerging	Emerging	Concern	Concern		
02	Emerging	Emerging	Concern	Concern	Concern	U	U
01	Emerging	Concern	Concern	Concern	Concern		

Moderation

- Assessments are moderated in advance by department teams to ensure all teachers are in agreement with the assessment expectations and rubrics.
- Books are reviewed by the Heads of Department and SLT on a regular basis to ensure consistency in presentation and completion of work.

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Standardisation

- Following assessments, teachers will meet to review marking and ensure that the assessment criteria is applied consistently and fairly.

Pupils of Determination

While most pupils of determination are assessed as above, some pupils will follow an ASDAN programme of study and their assessment in some subjects will be modified. Additionally some pupils have complex learning needs and are registered under the Rahhal programme with the Hemam centre at school. These pupils have bespoke pathways where their learning both academic and social is assessed using diagnostic tools such as the Verbal Behaviour Milestones Assessment and Placement Program, Autism Diagnostic Observation Schedule and Mullen Scales. The school uses the AET Autism Progression Framework and the Engagement Model as appropriate. Additionally,

Recording of Data - Engage

Engage is the main digital platform that is used to record the attainment and measure the progress of students in the secondary school. There are formal data capture points throughout the academic year (see Reporting in the Secondary School) where quality assurance takes place with Heads of Departments Leaders and the Leadership Team.

Teachers also record student behaviour and attendance for each data capture.

Assessment Cycle

Monitoring

Assessment will be regularly monitored by leaders at all levels to ensure accuracy and consistency, following a robust quality assurance schedule. Quality Assurance forms an integral part of regular departmental meetings, with routine dialogue with subject SLT links. With regards to assessment quality assurance, the largest focus is on the moderation of work and assessments.

Following the marking and summative grading of work, departments are required to cross-moderate to ensure the accuracy of grading. SLT Links will also take a sample selection of students to ensure this has been conducted. Other quality assurance will include:

- Lesson observations
- Book looks
- Planning checks
- Learning walks

- Data captures
- Data meetings
- Moderation
- Triangulation of data

Reporting cycle

We regularly update parents on the progress of students. There are currently five reports sent home to parents during the academic year. In most cases, these are data snapshots with a summary of the key data for each subject each term. One of these is an annual written report that includes key data, plus additional comments including strengths and areas of improvement for each subject. An additional written report is completed by the form teachers and focuses on the child's overall wellbeing. Parents are also invited to attend parent teacher conferences throughout the year. Reporting data and attitude to learning forms an integral part of these.

	November	March	April	May	July
Year 7	Data report	Data report	Pastoral written report		Data report Subject written report
Year 8	Data report	Data report	Pastoral written report		Data report Subject written report
Year 9	Data report	Data report	Pastoral written report	Subject written report	Data report
Year 10	Data report	Data report Subject written report	Pastoral written report		Data report
Year 11	Data report	Data report Subject written report	Pastoral written report		Data report

Parents/Teacher meetings

Formal parent teacher meetings are held 5 times a year in per year group in secondary. Three of these meetings are with form teachers and the other two are with specialist subject teachers. Teachers share progress and attainment information and next steps in learning. Parents can request further meetings throughout the year if required.

Linked Documents

Feedback and Reflection Policy

Secondary Assessment System

Key Stage 5 Assessment Policy (Appendix 1)

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Appendix 1 - Assessment Policy KS5

This version 19.09.23

Responsibility:

The responsibility for the implementation and maintenance of this policy lies with the school leadership and all members of the school community, including pupils, staff, parents, and other stakeholders. All members of the school community are encouraged to contribute to the continuous improvement of teaching and learning.

Evaluation and review:

The effectiveness of this policy will be evaluated through regular monitoring and assessment of teaching and learning practices, pupil achievement and progress, stakeholder feedback, and other relevant metrics. The results of these evaluations will be used to inform future improvements to this policy and our approach to teaching and learning.

The policy will be reviewed annually. The next date of review is 16.06.2024.

The policy will be reviewed by Head of Secondary, Assistant Head Data, Assessment & Reporting, DP & CP Coordinator, CRS Coordinator.

Approval:

This policy has been approved by the school leadership and will be reviewed and updated on a regular basis to ensure it remains relevant and effective in supporting our pupils' academic and career success.

Contents

Assessment Policy KS5

IB Mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations 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.

(www.ibo.org)

IB Learner Profile

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

learner-profile-2017-en

Aquila School Vision, Mission and Values

Vision

A happy community school with amazing learning at its heart where pupils are empowered to make choices, engage in meaningful learning experiences and make exceptional progress

Mission

Lessons that promote enquiry, innovative thinking, making decisions and problem solving lead our pupils to be independent, creative and resilient learners.
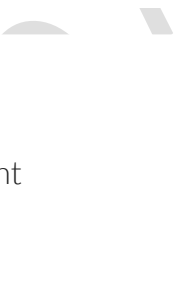
Engaging, memorable and fun lessons, underpinned by academic rigour ensure every pupil makes as much progress as possible. Teachers are empowered to teach pupils what they need to learn right now.

A community school where courtesy and respectful relationships are key to our success. Through collaboration with families and school connectedness our pupils love coming to school and love learning. We aspire to be the school of choice.

Our pupils are safe, supervised and well cared for at all times - pupils know that the first priority of every adult in school is their wellbeing. The wellbeing of all of our community - staff, families and pupils - is central to how we work.

Values:

The following values underpin our approach to teaching and learning:

- Respect
- Kindness
- Excellence
- Empowerment
- Cooperation
- Honesty

Philosophy of assessment at Aquila School

Whilst we promote ourselves as a non-testing school we firmly believe that knowing where our pupils are in their learning (assessment) informs the development of effective teaching, learning and reflection in the classroom. Therefore, we define assessment as *'a process of understanding where a pupil is on their learning journey that enables strategies and resources to be put in place to support progress'*

Purpose of this policy

The aim of this policy is to provide guidance on the assessment processes and procedures in KS5. It applies to all pupils in Year 12 and Year 13 enrolled on programmes offered at TAS. These are currently IBDP, IBCP and BTEC International L3

The purpose of assessment in KS5 is to gather a range of data and information that

- Informs the development of teaching and learning
- Is used to identify strategies to support pupil progress
- Provides the basis for pupil progress meetings
- Informs the development of target and predicted grades for selected stakeholders, in particular, pupils, parents and universities
- Contributes to the curriculum development and school improvement plans

Forms of assessment used in KS5

Formative assessment (AfI) should be regular and ongoing, to guide pupil development through teacher, self and peer assessment, and will make use of a range of tools as listed below. Formative assessment results should be used to inform the development of learning activities that meet individual pupils' needs. It enables pupils to know where they are in their learning and what they need to do next to make progress.

Formative assessment tools include but are not limited to:

- Diagnostic assessment, at the start of a unit / topic
- Self-assessment and peer assessment
- Quizzes
- Home learning tasks
- Lesson activities
- Discussions
- Practical and project work
- Questioning
- Teacher observations

Summative assessments (Internal) take place at the end of a completed unit and the end of term or year. It measures the standards reached by a pupil at a certain milestone. All IB assessments are designed in alignment with IBDP/CP course objectives and subject specific assessment criteria. (See individual IB DP/CP subject guides).

All Pearson L3 Diploma assessments use assignment briefs provided by Pearson (see the section on BTEC specific requirements and individual subject specifications.)

Summative assessment is used to place students in appropriate SL or HL groups and to generate reports to inform parents about the standard attained at that moment in time in relation to minimum standards required in the IBDP or IBCP programmes.

Summative assessment is used by teachers to inform them about the quality of their work and whether their classes are at the target expected. It is used to compare student results from year to year within the school or to compare the school's results with those of other institutions worldwide.

- All subjects should add their assessments to the assessment calendar. This is shared with pupils.
- There should be no more than 1 summative assessment per day.
- Pupils should be given 2 weeks' notice of a summative assessment

Designing assessments

- All assessments should relate directly to the IB or Pearson course of study and its objectives and assessment criteria as outlined in the IB Subject Guide or Pearson Specification, be accompanied by a mark scheme and internally standardised / moderated.
- Assessment outcomes and grading should be based on evidence and not subject to any form of bias.
- All records of assessment outcomes and grades should be kept on file by the teacher and shared with the HOD.
- Duration of summative assessments should reflect the length and time allocation of the individual component.
- Mock examinations must reflect IB examinations for each subject in terms of number of papers, weighting, skills and content assessed and examination length. (A separate mock examination timetable will be put in place to reflect this.)
- Questions asked in summative assessments should be unseen
    - Teachers must not include the same questions which pupils have taken on previous assessments
    - Teachers must not include the same questions as pupils have taken during revision or practice sessions
- Balanced selection of course content
    - Year 12 end of year assessments must include material from topics covered during the whole academic year

- - Year 13 mock examinations must include material from topics covered through the whole course.
- Use a range of questions to reflect IB examination design. Questions should be taken from a mix of IB past papers where possible and should cover all assessment objectives, in line with weights given to these subjects in the subject guide.
- All assessments should include adaptations for pupil access arrangements as outlined in Pupil Learner Profiles and Individual Education Plans.
- The teacher identified in the department with responsibility for design of the examination in a session should compile the following for approval by the HOD:
  - master copy of the examination
  - assessment rubric
  - mark scheme with fully worked solutions
  - cover sheet attached to the master copy. A sample template of this will be provided to all HODs and teachers by the DP Coordinator prior to the examination period.

For guidance on feedback and marking, please see the [Feedback and Reflection Guidelines](#)

Grading IB internal assessments

The 7 - 1-point scale is used by senior examiners when determining grade boundaries for examination papers and IA components, this scale is also used by universities when determining entrance requirements. To ensure grading consistency, this 7 point scale is used to assess internal summative assessment performance in IB Diploma subjects at TAS. Subject specific descriptors for each grade point are listed in the document *'Grade descriptors'*, published by the IB each year. The IB coordinator must ensure that this document is made available to all DP and Core subject teachers. These descriptors are used by subject teachers to determine pupil attainment.

Numerical assessments should be expressed as a percentage. 7 - 1 grade boundaries are determined following internal standardization and moderation using a normal distribution curve and are aligned with the IB grade boundaries stated in the most recent *DP examination subject report* on the IB Subject page and the *IB DP grade descriptors* document.

Grade boundaries established collectively by DP subject teachers in each subject are to be used by all teachers of that subject in Year 12 and 13.

This scale is also used for formal reporting to parents and universities.

IB Grade	Descriptor

7	Excellent performance
	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
6	Very good performance
	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
5	Good performance
	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
4	Satisfactory performance
	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
3	Mediocre performance
	Limited achievement against most assessment objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support. This is the minimum passing grade required in order to meet promotion requirements.
2	Poor performance
	Very limited achievement against all assessment objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support.
1	Very poor performance
	Minimal achievement in terms of all assessment objectives.

Grading BTEC CRS internal assessments

The grading criteria for BTEC, Pass, Merit, Distinction is awarded to pupils who achieve the required assessment criteria as described in the assessment rubric and assessment guidance for each unit. Internal summative assessments for BTEC are practice assessments and mirror the final assessment described in the unit assignment brief.

The internal summative assessment grades are awarded at Unit level and do not reflect the final grade that a pupil may achieve. However, they may give an indication of pupil potential to achieve a specific final grade.

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CRS coursework deadlines and resubmissions details are shared with pupils and parents at the start of the academic year.

The final grade for BTEC is based on a culmination of points achieved at Unit level. This differs between subjects. The details of the required points are shared with pupils and parents through the reporting process and outlined in the pupil pathway handbook.

Standardization of Assessments in DP & CP

Extended Essays / Reflective Projects

At TAS, EE supervisors will standardize for all Extended Essays (EE) with teachers from the same subject group. Alternatively, standardization may be conducted with course teachers from another ISP IB school, if another subject group teacher is not available at TAS. Standardization of extended essays will occur during a scheduled Thursday collaborative meeting.

RP supervisors will standardise all Reflective Projects with teachers from the same Careers Related Study pathway. Standardisation of extended essays will occur during a scheduled Thursday collaborative meeting.

Final Extended Essay and Reflective Project grades need to be confirmed with the EE and RP Coordinators as well as the DP & CP Coordinator, along with evidence of the standardization process, before grades are submitted to the IB.

DP Internal Assessments and Other External Assessments

All TAS, DP course teachers need to organise standardisation of a minimum of one internal/external assessment per course. Teacher standardisation of internal/external assessments can be conducted with teachers from the same subject group. Alternatively, standardization may be conducted with course teachers from another ISP IB school, if another subject group teacher is not available at TAS. A minimum of three student High/Medium/Low (H/M/L) samples (for courses with more than three students) must be standardised per course, each year.

All internal/external assessment grades need to be confirmed with the DP & CP Coordinator, along with evidence of the standardisation process, before grades are submitted to the IB.

Promotion and Final award requirements

IBDP

The IB requires DP students to meet both the following criteria in order to qualify for the Diploma:

- all DP students must attain a minimum total of 24 points in their final examinations, and
- all DP students must attain a minimum of 12 points in their HL subjects

TAS uses the same criteria as the IB to determine whether a student continues in the Diploma Program following each examination session in Year 12.

In addition, the IB's requirements for the Diploma state that a student with an attainment grade of 2 or lower in three or more subjects will not meet DP requirements.

TAS, therefore, also incorporates the following requirements in our promotion criteria:

- in order to meet promotion requirements for Year 13, a student must achieve a minimum passing grade of 3 in each subject. This is accepted by the Knowledge and Human Development Authority (KHDA), a branch of the Department of Education, Dubai, as the minimum passing grade in each subject.

- a student is allowed up to two re-take examinations only at the end of Year 12.

IBCP

To be awarded the IBCP Certificate and achieve MOE equivalency, pupils must meet the following criteria:

- Minimum Grade 3 in at least 2 x Diploma subjects
- Minimum Grade D in Reflective Project
- Minimum PP in L3 CRS at Diploma level
- Complete the CP Core - Service Learning, Language Development, Personal & Professional Skills.
- No penalty received for academic misconduct

TAS uses the same criteria as the IB to determine whether a student continues in the Careers-related Program following each examination session in Year 12.

Candidates may access their final IB results here. They should ask the IB coordinator for their personal code and PIN.

Post IB DP / CP Examination Services for Students

1. **Legalisation of results**
   Students who wish to have their IB results document legalized (currently a requirement by Italian universities) must fill out this form and return it to the IB DP coordinator by the indicated date, as well as email a scanned copy of his/her passport. There is a fee for this service. Please click here to download the legalisation request form

2. **Transcript of IB results**
   Students who wish to have their IB results sent directly to their universities from the IB must fill out this form and return it to the IB DP coordinator by the indicated date. There is generally no fee for this service. (Note that this is a different document to any Aquila Transcript.) Please click here to download the transcript of IB results request form

3. **Enquiry upon results**
   Students who would like more information about their final IB results, including the possibility of re-marking some material, should speak directly with the IB DP coordinator about the possibility for an "enquiry upon results."
   N.B. This is a very time-sensitive operation and there are fees for these services.

Academic misconduct

Academic misconduct, as defined by IB and Pearson (see sub policies below) is treated with the utmost seriousness at TAS in line with Pearson and IB regulations, details of which can be found in the 'sub-policies' section P13 - P17. Also see the Academic Honesty & Integrity Policy IBCP / IBDP for detailed guidance on definitions, practice and procedures.

To support pupils in avoiding an academic misconduct situation, they will receive a range of support and guidance on referencing. This will include

- Workshop
- Referencing guidelines booklet, including the use of AI
- Skills building workshops and student support drop-in availability
- Guidance from teachers during the learning process

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Reporting guidelines

The [Reporting Guidelines](#) document provides clear guidelines on our reporting procedures and timelines. A snapshot from this document is included below:

	Term 1	Term 2	Term 3
Year 12 Dates subject to review	PTC - Pastoral: Oct PTC - Subject: Sept Data Snapshot: Dec	PTC - Subject: Jan Data Snapshot Mar	Written report Jun Pastoral written: May PTC - Pastoral: Jun Data Snapshot: Jun
Year 13 Dates subject to review	PTC - Pastoral: Sep PTC - Subject: Oct	PTC - Subject: Post mock Data Snapshot: Post mock Written report: Post mock	Pastoral written: Mar

Data Snapshots

We send data snapshots to families each term. This is to ensure that families are aware of their child's current working level - and so there are no surprises when the written report is issued.

Written Reports

Written reports are completed by subject teachers for all subjects. They identify a pupil's strengths, what they have learnt (with examples of where they have succeeded/made progress) and identify key areas/targets for the pupil to move forward. They are written in a positive tone, as any issues with the pupil should already have been addressed with parents. They should include how a pupil has developed a range of Learner profile attributes and include clear examples

Pastoral Reports

These are written by form tutors and cover the pastoral development of a pupil over the year. This includes how they have met key values, learning skills and the learner profile, in addition to how they have contributed to the life of the school through engagement in activities, ECAs, trips and any non-academic achievements. They should also include how a pupil has developed a range of Learner profile attributes and include clear examples

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Parent-Teacher/Tutor Consultations

Parent-Tutor consultations will be held online, as parents are only meeting one person. Parent-Teacher consultations will be held in person, in the auditorium.

Sub Policies

IB specific

This section is specific to IB assessment procedures and practices. Whilst there may be some overlap with BTEC procedures and practices, it is paramount that the following are adhered to during the IB component assessment process

Examination modifications and access arrangements

"Inclusion is defined as an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Access arrangements do not change what the student is expected to learn and do not lower expectations, but instead provide the optimal support to address challenges and to enable the student to work around them. At a fundamental level, they address equal access and fairness to learning and teaching and in addition, validity and meaningfulness to assessment. A candidate with access requirements is one who requires access arrangements in teaching, learning and assessment.

*The IB approach to access and inclusion is articulated in the **Access and Inclusion Policy (IBO)** with details on the access arrangements that are available for IB assessments if they are used as part of teaching and learning. The procedure to request authorisation from the IB for access arrangements for IB assessments is set out in the **Career Related programme Assessment procedures** document."*

(B1 General regulations: Career-related Programme, B1.1.1 Article 14, www.ibo.org)

Candidates affected by adverse circumstances

"Adverse circumstances are situations that have their onset or occurance during the examinations or up to three months before the examinations in May/November, which are beyond the control of a candidate and/or the school, which affect candidates and have a bearing on their performance in IB assessments. They may impact an individual candidate, or multiple candidates where the same circumstances may affect a group of candidates or the entire cohort.

*The IB approach to adverse circumstances is set out in the **Career-related Programme Assessment procedures** which details what is included and not included as an adverse circumstance and the possible actions that the IB is able to apply in such situations."*

Academic misconduct - Malpractice / Plagiarism

*" The IB approach to academic misconduct is set out in the publication **Academic Integrity.** The IB defines academic misconduct as behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of an assessment. Behaviour that may disadvantage another candidate is also regarded as academic misconduct."*

(B1 General regulations: Career-related Programme, B1.1.1 Article 16, www.ibo.org)

Please refer to the Academic Honesty & Integrity Policy IBCP / IBDP for guidance

Pearson BTEC specific

This section is specific to BTEC assessment procedures and practices. Whilst there may be some overlap with International Baccalaureate procedures and practices, it is paramount that the following are adhered to during the BTEC component assessment process

BTEC Assessment

As a BTEC centre, we will

- Develop assessment procedures that will minimise the opportunity for malpractice.
- Maintain a robust and rigorous internal verification procedure in line with the Internal Verification guidelines below
- Share good assessment practice between all BTEC programme teams.
- Ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff.
- Ensure a regular cycle of annual evaluation and review of BTEC provision should focus on achievement and address delivery, assessment and operational issues and promote improvements that will have a positive impact on the pupil experience.

The subject lead will

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- Ensure that pupils are provided with assignments that are relevant and fit for purpose, to enable them to produce appropriate evidence for assessment. These include
  - Pearson Set Assignments for specified units as outlined in the subject specification. There are two PSAs available for each year. Teachers choose one for the whole cohort
  - Authorised Assignment Briefs will be used for all other units. These are available on the Pearson subject website
- Produce a clear and accurate assessment plan at the start of the programme/academic year. This includes assignment resubmission dates and IV dates
- Provide clear, published dates for handout of assignments and deadlines for assessment. These should be included in the Assessment plan.
- Provide samples for standards verification as required by Pearson.
- Monitor standards verification reports and undertake any remedial action required.
- Provide resources to ensure that assessment can be performed accurately and appropriately.

The subject teacher / assessor will
- Assess pupil's evidence using only the published assessment and grading criteria, as outlined in the subject specification.
- Ensure that assessment decisions are impartial, valid and reliable.
- Not limit or 'cap' pupil achievement if work is submitted late.
- Maintain accurate and detailed records of assessment decisions.

BTEC Special Considerations and Reasonable Adjustments
As a BTEC centre, we will

- Identify in advance whether any action is needed to help reduce the effect of a disability or difficulty, which will place a pupil at a substantial disadvantage in the assessment.
- Ensure that the reasonable adjustment does not affect the reliability or validity of assessment outcomes or give a pupil an advantage over other pupils undertaking the same or similar assessments.
- Put in place reasonable adjustment before the pupil starts the assessment.
- Record the reasonable adjustment using form RA1 and store it with the pupil records for three years.
- Make the record available to Pearson or a regulator, if requested.

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- Assess the work produced following the application of a reasonable adjustment in the same way as the work from other pupils and be available for external quality assurance, where required.
- Request for a special consideration through form C1 to Pearson to apply to an assessment result.
- Not claim certificates until the outcome of the special consideration has been confirmed by Pearson

BTEC Contingency and Adverse Effects
This includes withdrawal of centre approval status and protection of Learners' interests in the case of such a withdrawal.

As a BTEC centre, we will

- Promote a culture of contingency planning in all processes.
- Ensure contingencies that may affect pupils are determined.
- Ensure arrangements are in place to deal with such contingencies.
- Ensure centre staff are aware of contingency arrangements so that their response is consistent.
- Evaluate the appropriateness of such arrangements.
- Update contingency arrangements.
- Report to Pearson any serious disruptions which may impact safe certification.
- Notify Pearson of any issues which put at risk the centre's ability to meet Pearson's centre approval criteria.
- Take all steps to protect pupils' interest in case of withdrawal of centre approval.

BTEC Internal Verification
As a BTEC centre, we will
- Appoint a Lead Internal Verifier for each subject area.
- Ensure that Lead IVs are briefed and trained in the requirements for current internal verification procedures
- Ensure that effective internal verification roles are defined, maintained and supported.
- Ensure that Internal verification is promoted as a developmental process between staff.
- Ensure that an appropriately structured sample of assessment from all programmes, units, sites and Assessors is internally verified, to ensure that centre programmes conform to the required standard.

The Lead IV will

- Oversee effective Internal Verification systems in their subject area.
- Provide and use standardised internal verification documentation during the assessment and IV process
- Monitor that all assignment briefs are verified as fit for purpose.
- Produce an annual internal verification schedule, linked to assessment plans
- Internally verify a structured sample of assessment from all units, pupils and Assessors.
- Maintain and secure records of all internal verification activity.
- Provide feedback to the teacher / assessor on the outcome of internal verification and provide guidance on its use to enhance future assessment practice.

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Linked Documents

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Reporting Guidelines – The Aquila School

Feedback, Marking and Reflection guidance – The Aquila School

IBDP Assessment calendar – The Aquila School

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