

JUNE 2024



# ASSESSMENT, FEEDBACK & APPEALS POLICY

(Examinations, Coursework and  
Controlled Assessments)

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| DOCUMENT CONTROL  |   |
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| ISSUED  | CHANGES FROM PREVIOUS VERSION   |
| Date reviewed: June 2024<br>Date of next review: June 2025<br>Reviewer: AA/KT<br>Date of ratification by Governing Board: | <b>New Replacement Policy linked to Examinations and JCQ procedures</b> |

## Introduction

Assessment, both formative and summative, is an integral part of ensuring pupils achieve their potential. However, each examination board have a set methodology when it comes to marking and feedback (if appropriate) in examinations. We strive to ensure that all pupils make appropriate progress and have the knowledge and skills to face the challenges they will be set in later life.

Teachers need to know current achievement, how to move pupils to the next level, to know if they are making good progress and what can be done about it if they are not. Information on attainment throughout the school is necessary to ensure that all resources are targeted appropriately and adjusted as needs change.

This policy covers assessment and feedback for Internal Assessed Examinations for Examination Boards and other JCQ approved assessments.

## Aims of this policy

- To establish guidance for staff on the way examination work is marked and feedback is given.
- To ensure that pupils are challenged and the work is their own
- To ensure that feedback is clear, relevant and useful to the pupil, where allowed.
- To support pupils in extending and improving their learning, and to support staff to become better informed about pupil progress.

## Prior to starting the course

As part of the student induction and introduction to the course Learners should be made aware of the JCQ Information for candidates – coursework assessments which informs candidates about some things that they must and must not do when they are completing and submitting coursework, including plagiarism, and penalties for breaking regulations. This document can be downloaded and printed from JCQ: <https://www.jcq.org.uk/exams-office/information-for-candidates-documents>

## Assessment Timescales

Assessment will, where appropriate, be carried out continuously throughout the course in order that learners can benefit from both formative and summative feedback.

The appropriate approved College or Awarding Body assessment proforma must be used for all assessment activity.

All assignment briefs and assessment tasks will be internally quality assured

prior to being given to learners. The IQA/QN is required to ensure that each brief/assessment task is fit-for-purpose. Learners will be issued with assignment briefs and assessment tasks only after approval by the IQA/QN.

Assessments clearly signpost the assessment criteria to be achieved and the content of tasks should clearly match the criteria with relevant scenario based tasks. Where appropriate, assessments can be modified to meet the needs of individual learners to enable them to be successful; such modifications must still meet the relevant awarding organisation's expectations.

The management of submission and any subsequent resubmissions must comply with the expectations of the relevant awarding organisation or institution.

As an example, the following stages would be expected (these will vary between awarding organisations and so specific expectations will need to be checked by the relevant IQA and assessors):

- A clear submission deadline.
- Within 15 days the submitted work is assessed and subject to IQA, if sampled.

The assessment feedback will detail which criteria have been met and which have not. Feedback will highlight areas of strength ('what went well' - WWW) and detail areas for improvement ('even better if' - EBI), though these will not relate to specific assessment criteria.

- There will then be one opportunity for the learner to request a resubmission to attempt to improve their grade based only on criteria attempted in the first submission. Any resubmissions must be authorised by the relevant IQA. In order to be authorised a resubmission the work must be authentic and submitted on time and the IQA must believe the learner is capable of improving the work without further teaching.

- A second round of feedback will be provided, again confirming which criteria have and have not been fully met. Updated feedback will be provided at this point regarding WWW and EBI statements.
- For some programmes a final retake opportunity for Pass criteria only can be provided based on a new assessment task - the only criteria to be included in the retake are any pass criteria not yet achieved.
- Retake assessments do NOT need to be taken within a set time frame, these can be completed at any time it is felt appropriate - however a unit is not complete until all resubmissions and retakes are finalised so leaving these too late could impact Standards Verification.

Feedback given to learners will be written for the assessment and resubmission assessment decision. Feedback will relate to the assessment and criteria that have been achieved so far and the criteria that has not been achieved.

Feedback will be detailed, legible and constructive to enable the learner to achieve their full potential. Where appropriate, feedback should incorporate the WWW/EBI- model to acknowledge 'What Went Well' within the assignment along with 'Even Better If' themes

that outline relevant skills, knowledge or understanding that the learner in question needs to target for development to support their future progress.

It is good practice to provide feedback on spelling, punctuation and grammar (SPAG). Where appropriate this should be done using a SPAG mark scheme, so that learners can 'self-correct' their work.

All feedback will be recorded on the learner work and accompanying assignment brief or assessment task sheet.

Where a learner needs to do additional work to achieve all the criteria or opts to do additional work to achieve a higher grade, this work should be added to the original work as a supplement and then assessed in the normal way where awarding organisation requirements allow for this.

All learner work handed in by the deadline will normally be marked, internally quality assured and returned to the learner within 15 working days

## Examination Board Specific Instructions

Each course leader should read the examination specification and any advice that the examination board recommends. That information supersedes this policy as it will be specific to that examination board and the specific assessment. In particular examination boards may request marking is done in a set colour, using a set template and have different "levels of control" applied to the paper. By this staff members may be allowed to give complete feedback on improvements, limited feedback on improvements or no feedback on improvements.

## Standardisation and Quality Assurance

Internal quality assurance must be carried out continuously throughout the year. A Lead Internal Quality Assurer will have the responsibility of planning the internal quality assurance strategy for each programme. This strategy will cover observation of all assessors/tutors/trainers and the sampling of work. The strategy will be programme-specific and reflect any circumstances to meet the particular needs of the team/programme and those outlined by the awarding body.

Teachers of BTEC courses will have standardisation meetings with other BTEC teachers and the quality nominee throughout the year to ensure that marking and feedback are standardised and the quality of the assessment assured. Records of these meetings should be kept and shared with the examination boards during routine inspections.

Quality Assurance uses these three processes:

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| Standardisation: | The agreement amongst assessors of the marking standard of learners' work.  |
| Moderation:      | The process by which the consistency of grading/markings by assessors is ensured and confirmed.   |
| Verification:    | The process by which assessments and evidence meet the requirements of awarding body specifications and ratify standardisation processes. |

(Each process can lead to mark/grade changes)

Internal quality assurance must take place before assessment decisions are finalised and notified to learners. Learners should normally receive assessment decisions no later than 15 working days after submission. Within this period relevant IQA sampling must have taken place as well.

Where assessment decisions are not agreed during the IQA process, the decision of the IQA will in most instances be final. The IQA should in such instances ensure that feedback to the assessor is thorough and explicitly details actions required to ensure learners are supported to achieve.

Records of assessment and internal quality assurance must be auditable and kept in a secure, accessible location for three years following learner achievement. Learner work must be kept for three months post certification

In accordance with JCQ and its awarding body members (AQA, OCR, Pearson and WJEC) the 'Review of centre marks GCE coursework, GCE and GCSE non-examination assessments' guidance, states candidates must now be informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body. Full guidance for JCQ compliance can be accessed at: <https://www.jcq.org.uk/?s=GCE+and+GCSE+non-examination+assessments>

Sample Guidance IQA sampling plans must cover ALL Assessors, units, methods of assessment, a range of grades including all attempted criteria and should be distributed evenly across the duration of course. All learners are not required to be sampled unless stipulated as a requirement by the awarding body. Once a sample amount for an assessor has been confirmed, the full range of grades should be seen (i.e. a sample of 10% of assessment decisions should include a R/NYA, PASS, MERIT and DISTINCTION if available).

## Appendix 1- Academic Appeals

It is the policy of Riverside Meadows to develop and maintain assessment procedures that are fair, reliable, and open to scrutiny.

The Academy operates a rigorous system of internal quality assurance to guarantee fair assessment that complies with awarding organisation requirements. It is recognised, however, that there could be exceptional circumstances when individual candidates or groups may wish to appeal against recommendations or decisions relating to assessment. The academic appeals procedure outlines the action that may be taken in such circumstances.

Note: Throughout this document a piece of work shall refer to a set task which has been submitted by the candidate to act as evidence in order to demonstrate their ability to meet the assessment criteria of a qualification.

Any candidate who believes that a piece of work submitted for assessment has been assessed unfairly, inconsistently, or not in accordance with the standards and level required by the awarding body, shall have the right to appeal against the assessment mark, grade or final outcome.

In the first instance any concerns should be discussed with the learner's teacher. While it is recognised that in most circumstances learner queries relating to assessment can and will be resolved informally, the formal appeals procedure is available to support candidates in their appeal.

If a candidate needs help in making an appeal, this can be obtained by contacting a member of Senior Leadership Team or Exams Officer.

It is the responsibility of candidates to inform the Academy if they are not satisfied with the grading of any piece of work.

This College Academic Appeals Appendix enables candidates to make a formal appeal against a recommendation or decision relating to:

- (i) The mark or grade for an individual item of coursework.
- (ii) The result of an individual course.
- (iii) Entitlement to an award.
- (iv) The class or grade of an award.

### **Grounds for Appeal**

A candidate may appeal against an assessment decision if they believe that the decision is unfair or unreasonable. Normally an appeal can be made on any one of the following grounds:

- (i) Relevant assessment criteria have been met but not acknowledged.
- (ii) The assessments were not conducted in accordance with the awarding body's regulations.

- (iii) Assessment procedures, including examinations, were not conducted fairly.
- (iv) The internal quality assurer was presented with incorrect or inaccurate assessment information.
- (v) There were medical or other extenuating circumstances of which the relevant Assessor was unaware when assessment decisions were being made.
- (vi) There was unfairness or impropriety on the part of one or more of the assessors/examiners.
- (vii) The candidate was unjustifiably excluded from an examination or an assessment opportunity.
- (viii) The candidate disagrees with the grade awarded following a centre adjustment procedure or any other unexpected events not planned for.

For appeals related to externally assessed work, End Point Assessments or examinations, the candidate must appeal directly to the relevant awarding organisation

It is the responsibility of the candidate to notify the Exams Officer in writing of any extenuating circumstances, which may be adversely affecting the candidate's performance. Normally, this should be done before the assessment process takes place.

The relevant awarding organisation's appeals procedure will be invoked where:

- (i) The issue cannot be resolved internally.
- (ii) The appeal is in relation to an examination/EPA.

The Examination Officer will maintain a written record of all appeals and subsequent decisions. The awarding bodies will be informed of any change to an internally assessed mark as a result of an appeal, of any implications for the conduct of the examination or for the issue of results at the School. Full details of any appeal will be available to the awarding body on request

### **Enquiries About Results (EARs)**

Each awarding body publishes procedures for appeals against its decisions. The Examinations Officer will provide copies of these and offer advice to candidates. Appeals against a grade or a result of an external examination have to be lodged by the School. The Headteacher will decide whether the School should support an EAR, taking into consideration knowledge of the exam system and their professional judgement. The candidate will be required to acknowledge that their grade may be confirmed, raised or lowered and will be responsible for paying the relevant fee at the time of the request where the School does not uphold a request for such an enquiry.

Policy agreed on: JUNE 2024 \_\_\_\_\_

Signed on behalf of the Trustees: \_\_\_\_\_

Committee: \_\_\_\_\_

Author: ANDREW ARMSTRONG \_\_\_\_\_

Review date (optional): \_\_\_\_\_

Website Y/N