



Assessment Policy

1 Introduction

Improving the quality of teaching and learning and assessment for our learners is at the heart of what we do at Integer. Our courses are designed to challenge and inspire our learners to reach their potential. We are committed to continually reviewing and improving the quality of our teaching, learning and assessment through rigorous self-assessment, staff development plans and learner feedback on our delivery.

2 Aims of the policy

Assessment is an essential part of the learning and teaching process. This policy aims to provide a framework to ensure that all staff and learners work together to deliver assessment of the highest quality.

The policy outlines how assessment is used throughout the learner journey, identifies teacher and learner responsibilities and provides guidelines for resolving assessment malpractice. It also contains guidance for appeals against internal assessment of work for external qualifications and request for remarking external exams.

3 Purpose

Assessment provides opportunities for learners to demonstrate what they have learned in terms of knowledge, understanding, skills and attitudes over time. Written and verbal teacher feedback helps recognise and celebrate positive achievements. It also informs learners about how to improve work and make further progress through an understanding of their strengths and weaknesses. For Managers, assessment also provides an opportunity to evaluate curriculum provision and plan future teaching and learning to meet the needs of all learners, specifically:

- ✓ Assessment should be integral to the learning process with a shared understanding by learners and learners of appropriate and explicit learning targets.
- ✓ Constructive verbal and written feedback and marking should be provided to every learner, focusing on successes and improvement needs against clear learning outcomes.
- ✓ Assessment should enable learners to become 'reflective learners', helping them to 'close the gap' between current and desired performance. This includes opportunities to respond to teacher feedback.



- ✓ Assessment is a valuable tool in helping teachers to 'personalise' learning and to ensure that tasks are set to meet individual needs.
- ✓ Assessment is effective when learners are involved in a variety of assessment activities, including self and peer assessment.

4 Assessment for Learning (AFL) Principles

1. A learner's data should be used to plan lessons with appropriate pace and challenge
2. Learners should know their individual targets and current working level/grade for all learning aims
3. Teachers should plan and deliver lessons against learning outcomes which meet learner needs and apply appropriate stretch and challenge
4. Teachers should share expected learners' outcomes which are accessible to all learners
5. Teaching should allow time for the review of learning, including learner response to feedback
6. Feedback – written and verbal – should clearly indicate areas for improvement
7. Feedback should be constructive/positive, acknowledging and celebrating success as well as identifying areas for further development
8. Feedback should specifically identify what needs improving and also how
9. Teachers should use a variety of assessment activities including peer and self-assessment

5 Developing qualities and aspiration in our learners

In addition to the vocational skills and knowledge that our learners will gain through their programmes of study, our teaching, learning and assessment will prepare learners for life and work in Britain today. This includes personal development, behaviour and welfare. Learners at Integer have a course created to complement their chosen core vocational pathway that will include how to keep themselves and others safe along with essential life skills and employability.





6 Assessment and the learner journey

Integer learner can expect to be assessed throughout their learner journey as summarised below.

Initial assessment - At enrolment, this identifies the learner's level and enables the appropriate learning programme to be identified, coupled with their qualification on entry.	
Formative assessment - Throughout the learners programme of study, learners will be assessed. Progress reviews are completed throughout the year providing formal feedback to parents/ carers as well as the learner.	
Summative Assessment - This will take place at the end of and throughout the study programme and may result in a completed assignment, unit or qualification.	

7 Assessment responsibilities of staff

Integer has high expectations of learner achievement and ensure, with thorough initial and diagnostic assessment, that all learners are placed on the right course at the right level. With high levels of support and encouragement from all staff, learners will in the very least achieve their targets and many will exceed these.

7.1 Assessment responsibilities of staff - following awarding bodies

An acceptable level of assessment, marking and feedback is undertaken in line with the needs of the learners and the awarding body. This enables learners to make the progress expected of them,



including methods of submission, gaining permissible help from staff, meeting deadlines and following the moderation processes.

Furthermore:

- Learners have appropriate personal targets which are tracked and monitored by the teacher.
- Teachers follow accurately and complete the required internal verification/moderation/standardisation that are appropriate for the courses they deliver, in a timely fashion.
- Teachers make realistic, evidence-based grade/achievement predictions.
- Feedback on assessment received from both external bodies (e.g. external verification reports) and internal sources (e.g. learner voice) are acted upon and, where appropriate, included as part of Integer quality improvement review and action plan.

7.2 Assessment responsibilities of teachers

Teachers are responsible for setting challenging assessments, providing timely constructive feedback or feed-forward on how learners can improve the quality of their work, including the development of their literacy and numeracy skills. Teachers are also expected to produce accurate assessment documents such as assessment schedules and to record learner progress.

To achieve this, we have the following expectations of teachers:

- ✓ Set challenging assessment, supporting learners in achieving their personal goals, and enabling them to fulfil their aspirations.
- ✓ Regularly use a variety of feedback approaches including written, verbal, and peer assessment to assist the learner in understanding how learning can be developed and improved.
- ✓ Challenge poor standards of learner presentation.
- ✓ Deliver assessment that meets the awarding body requirements.
- ✓ Undertake moderation and standardisation activities as directed by the awarding body.
- ✓ Explain the Assessment, Marking and Feedback policy during the learner induction programme and to reinforce this during the learners' time on programme.
- ✓ Provide feedback of feed-forward assessment opportunities which provide sufficient guidance on how learners can improve their work.
- ✓ Develop learners' English and employability skills by providing guidance on how learners can improve their spelling and grammar.



- ✓ Develop learners' English and numeracy skills by marking work using a marking code understood by learners. For example: - S for spelling, P for punctuation, etc.
- ✓ Mark all learner work within 2 working weeks of submission.
- ✓ Internally verify all learner work within 2 working weeks of marking.

Assessment responsibilities – learners

Integer sets high expectations of learner's achievement and expects learners to work to their full potential throughout the course. To achieve this, we have the following expectations of learners:

- ✓ To set an aspirational personal target for each of their aims.
- ✓ To produce classwork to the best of their ability.
- ✓ To actively engage in class assessment that may include self- and peer-assessment and other methods as used by the teacher.
- ✓ To proof-read work before submission and complete any checklists provided.
- ✓ To submit work to deadlines set.
- ✓ To follow awarding body assessment rules.
- ✓ To correctly reference information taken from textbooks, newspaper or internet sources.
- ✓ To keep their work safe to avoid incidents of unintentional plagiarism.

Marking for Literacy and Numeracy

When appropriate, spelling mistakes should be highlighted with either guidance on where to find the correct spelling or, in the case of technical terms, the correct spelling shown.

Numerical skills should be reinforced in all subject areas, where appropriate, in order for learners to successfully transfer skills (number and algebra, shape, space and measures, handling data).

Literacy marking code:

Code	Details
S/Sp	Spelling (circled/underlined)
P	Punctuation (circled/underlined)



T	Wrong tense (circled/underlined)
?	Confusing sentence / does not make sense
//	Paragraph break needed

Numeracy marking code:

Code	Details
u	Units not shown or incorrect
⊙	Decimal point in the wrong place
f	Formula used wrongly
?	Confusing sentence / does not make sense

Teaching, Vocational Resources & Providing Learner Feedback

Tutors are required to take into account spelling and grammar in addition to assessing subject knowledge when teaching, marking learner work and providing feedback.

Tutors must explore the best ways to work literacy and numeracy into their course content when developing resources and course materials to ensure learners succeed in achieving their literacy, language and numeracy goals and their vocational objectives.

As part of our OTLA and Walkthrough procedures, Integer expect delivery staff to develop their learners' speaking, writing and language skills and show evidence that these skills are embedded in their planning and assessment.

Quality assurance

This policy will assist us in our aim to maintain consistently good teaching, learning and assessment across all areas of the provision and ensure that:

- ✓ All learners are consistently provided with appropriate information to support them in deepening knowledge, understanding and skills in order to secure progress.
- ✓ All learners are regularly and consistently informed about their progress and what they need to do to improve, including opportunities for learners to respond directly to teacher feedback.
- ✓ All teachers are consistently applying the AfL principles through classroom teaching and marking.
- ✓ Positive and constructive feedback has consistently been given to all learners in support of raising attainment.
- ✓ Feedback relating to literacy and presentation is clearly provided.

The evidence gathered to assure this will be captured through:



- ✓ Observations of teaching, learning and assessment
- ✓ Learning walks
- ✓ Monitoring and achievement of Key Performance Indicators; in particular attendance, retention, pass and achievement rates
- ✓ Learner voice surveys/focus groups
- ✓ Moderation and standardisation processes
- ✓ Ofsted criteria for judging the quality of teaching, learning and assessment and personal development, welfare and behaviour.

Declaration: I will review and revise this policy as necessary and at regular intervals:

Signature of Jasbir Behal, Managing Director, Integer Training Ltd

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