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| <p>Dronfield Henry Fanshawe</p>  <p>School</p> | <p>Policy No: S56</p> | Revision No: | 2 |
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| | | Committee: | Curriculum |
| | <p>BTEC Assessment, Recording, Reporting and Internal Verification Policy</p> | Author: | KPI |
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Assessment, Recording and Reporting plays a crucial role in promoting learning and raising standards. This policy aims to secure high quality, structured and manageable assessment; recording and reporting systems in order that:

- Every student knows how they are progressing in their learning and understands what they need to do to improve, achieve their personal targets and fulfill their learning potential.
- Every teacher is equipped to make well-founded judgments about students' attainment and achievement and is able to make use of these judgments to plan schemes of learning that will support and challenge all students.
- Every parent knows how their child is progressing, what they need to do to improve and how they can support the child and their teachers.

Principles

1. Assessment should be a continuous process, integral to teaching and learning and to curriculum and organisational development. This includes advising students of how their work needs to be developed in order to meet BTEC Unit requirements.
2. Assessment must provide all students with the opportunity to demonstrate achievement and attainment irrespective of ability, gender, race and special education need.
3. A variety of assessment techniques should be used ensuring that whichever techniques are implemented, they are appropriate to the context and are used to maximise opportunities for student to demonstrate what they know, understand and can do.
4. All students should be provided with opportunities and encouragement to assess themselves and their peers and to review their own learning. Review should incorporate dialogue between teacher and student, teacher and students, and student and students. Self-assessment and review should enable the recognition of strengths and weaknesses.
5. Targets need to be recorded and progress against targets needs to be monitored and reviewed.

6. On-going classroom record keeping will need to take a variety of forms, arising out of the continuous assessment process.
7. There should be a clear connection between the assessment and recording process and the summary reporting of individual achievement and progress to parents.
8. All students should be involved in developing with their teachers an on-going record of their achievements within and outside school, and are entitled to a summary record of their achievements when they leave the school at the end of Year 13.
9. All assessing, recording and reporting procedures should be in keeping with the requirements laid down in the Education Reform Act 2011 and subsequent mandatory requirements.

The Importance of Internal Verification

The importance of internal verification is:

- to ensure that assessment is accurate, consistent, current, timely, valid, authentic and to BTEC standards
- to ensure that the assessment instruments are fit for purpose
- to continually review the quality of the assessment of all BTEC programmes
- to provide feedback to inform staff CPD and improvement.

Aim of this policy:

- To ensure there is an accredited lead internal verifier in each principal faculty area
- To ensure that internal verification is valid, reliable and covers all assessors and programme assignments
- To ensure that the internal verification procedure is transparent
- To ensure that there is accurate and detailed recording of internal verification decisions.

In order to do this we will ensure that:

- an internal verifier for each principal subject area is identified
- each internal verifier oversees effective internal verification systems
- staff are briefed and trained in the requirements for current internal verification procedures
- effective internal verification roles are defined
- internal verification is promoted and planned in the faculty CPD schedule as a developmental process for staff cpd
- an annual internal verification schedule, linked to assessment plans, is in place
- secure records of all internal verification activity are maintained

Procedures Staff CPD:

all assessors and internal verifiers will receive regular CPD (at least once per year) on BTEC processes. New tutors will attend a briefing before drafting assessments or marking.

Internal verification of student work:

- this must be verified sufficiently to ensure the security of the standard.
- Each assessor must be sampled for each unit.
- The internal verifier must be satisfied that comparable standards are being applied across units, including for merit and distinction grades.

DHFS TARGET SETTING

Role of the House Progress Leader:

House Progress Leaders will monitor progress against expected targets after each reporting window has closed. They will target underachieving students by identifying any barriers to learning, then liaise with parents/carers, teaching staff and other relevant support staff to devise appropriate intervention strategies. They will celebrate and reward students who exceed expected progress and demonstrate an outstanding Attitude to Learning.

KS5 Targets

The KS5 targets will be set mechanistically (using L3VA and ALPS) by the Director of Sixth Form. These targets will be monitored by subject staff to ensure they are sufficiently challenging. Subject staff should then communicate with the Director of Sixth Form who will make a decision as to whether the final target should be increased and will inform the data manager. Targets will be loaded into SIMs, SISRA, MATRIX/MaBI so as all staff have access to and can check progress of their students against the correct target.

BTEC Internal Verification Process – Key Staff.

AT Dronfield Henry Fanshawe School, the examination framework for each qualification is followed closely.

Lead staff for BTEC:

SLT – Assistant Headteacher – CEIAG and Student Experience – Centre QA overview

IV –

1) Business. TLR Holder BTEC Business

2) Music. TLR holder Performance

3) Sport. TLR Holder PE.

Internal Verifications Process.

The Internal Verification Process is built into the faculty meeting structure for T&L Meetings on an annual basis.

The TLR holder in each faculty area has the responsibility for ensuring that a number of roles are completed:

1. IV of all assignment briefs as per the BTEC Assessment Plan
2. IV of assessment standards for all assessors, for each unit that they are teaching within
3. IV of all assessment decisions on a random basis as part of the faculty moderation schedule.
4. Meeting of all IV and assessment review deadlines as set by the examination board and by the centre SLT QA lead.
5. IV and checking procedures regarding the accuracy of assessment decision recording
6. Assessment decision submission onto exam board online systems with the school Examinations Officer
7. OSCA and other pre-teaching requirements to show that assessment skill and understanding is in place.
8. Completion of all paperwork regarding Learner Assessment Submission and Declarations
9. Completion of the IV and Assessment Plan, prior to teaching commencing
10. IV and moderation meeting structure and framework (within the IV Assessment Plan).
11. Update and monitoring of all Assessment and assignment briefs, re IV process where needed.