

# ACCESS TO FAIR ASSESSMENT POLICY

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## Policy Control/Monitoring

<b>Approved by:</b> <b>(Position in Organisation)</b>	<b>Assistant Headteacher /</b> <b>Exams Quality Control Lead</b> 15/01/2024
<b>Date:</b>	
<b>Accountability:</b> <b>(Position in Organisation)</b>	<b>Assistant Headteacher /</b> <b>Exams Quality Control Lead</b>
<b>Revision Cycle:</b>	Annually
<b>Brief details of amendments made</b>	V2 – transfer to new template

### Equality Impact Assessment

This document forms part of Percy Hedley's commitment to create a positive culture of respect for all staff and service users. The intention is to identify, remove or minimise discriminatory practice in relation to the protected characteristics (race, disability, gender, sexual orientation, age, religious or other belief, marriage and civil partnership, gender reassignment, pregnancy, and maternity), as well as to promote positive practice and value the diversity of all individuals and communities.

As part of its development this document and its impact on equality has been analysed and no detriment identified.

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## Version Control Tracker

Version Number	Date
V2	15/01/2024

### 1. Introduction

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## 1. Introduction

### **Statement of Assessment**

- We aim to provide an assessment framework which provides all pupils with the opportunity to achieve their full potential by the most appropriate and direct route
- Our assessment policy is based on the concepts of equality, diversity, clarity, consistency and openness
- We will endeavour to ensure that all our assessment processes are fair and non-discriminatory

### Access

Pupils are made aware of the existence of this policy and have access to it via their class teacher. Where necessary this can be produced in a different format.

All staff teaching at Percy Hedley School are made aware of the contents and purpose of this policy.

This policy is reviewed annually and may be revised in response to feedback from pupils, assessors, and external organisations.

## 2. Policy Statement

### **What Pupils can expect from us**

Every pupil taking a course at Percy Hedley School will be assessed fairly.

This means that:

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- Assessment will be a test of the pupil's knowledge, what they understand, and what they are able to do
- For any particular course, every pupil will be assessed using the same overall set of exercises and criteria
- Assessments will be standardised across different assessors and classes to ensure that all students have been judged against the same standards

### **Pupils can also Expect**

- An assignment scheduled at the beginning of a course
- Appropriate assessment opportunities during the course
- Learning outcomes, performance criteria and other significant elements of learning and assessment will be made clear at the outset of a course and when assignments are given
- All work will be assessed. Constructive and focussed feedback, including written and verbal, will be given by the assessor, to enable the student to improve their performance
- When work is required to be marked, it will be carried out within two weeks of submission by the pupil
- Where pupil's work does not satisfy the criteria for passing an assessment, the whole or in part, they will be provided with clear feedback on the basis on which the assessment was made
- Pupils will gain full accreditation for all prior learning on production of the necessary paperwork
- Pupils will not be limited to how many times they may take a course (this will be in line with individual specifications)

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## What we expect from pupils

- Pupils are expected to meet all deadlines for course work and assignments
- Pupils are expected to achieve the assessment criteria within the given timescale
- All work submitted for assessment purposes must be the pupil's own. Any work submitted that is not completely their own, will be regarded as cheating and malpractice
- Submission must not include any discriminatory or divisive language. Use of such language will result in failure of the assessment and the possibility of disciplinary action
- Submitted assignments remain the property of the school and will only be returned to the pupil at the discretion of the school and then only after the moderation process has taken place
- Pupils are expected to inform the school of any expected periods of absence

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## Use of AI (Artificial Intelligence)

- Information can be found in the JCQ Booklet - ***AI Use in Assessments: Protecting the Integrity of Qualifications***
- As has always been the case, and in accordance with section 5.3(j) of the *JCQ General Regulations for Approved Centres* all work submitted for qualification assessments must be the students' own
- Students who misuse AI such that the work they submit for assessment is not their own will have committed malpractice, in accordance with JCQ regulations, and may attract severe sanctions
- Students and centre staff must be aware of the risks of using AI and must be clear on what constitutes malpractice
- Students must make sure that work submitted for assessment is demonstrably their own. If any sections of their work are reproduced directly from AI generated responses, those elements must be identified by the student and they must understand that this will not allow them to demonstrate that they have independently met the marking criteria and therefore will not be rewarded
- Teachers and assessors must only accept work for assessment which they consider to be the students' own (in accordance with section 5.3(j) of the *JCQ General Regulations for Approved Centres*).
- Where teachers have doubts about the authenticity of student work submitted for assessment (for example, they suspect that parts of it have been generated by AI but this has not been acknowledged), they must investigate and take appropriate action

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## Cheating and Plagiarism

A fair assessment of a pupil's work can only be made if that work is entirely the pupil's own. Therefore pupils can expect to fail their assessment if:

- They are found guilty of copying, given or sharing information or answers, unless part of a joint project
- They use an unauthorised aid during a test or examination
- They copy other pupils answers during a test or examination
- They talk during a test or examination
- They give test information to pupils who have not yet taken the test

Where a member of staff suspects cheating or plagiarism, they must make an assessment as to the seriousness of the incident. If it is considered to be minor infringement, then the assessor may:

- Deal with the matter and provide help and guidance to the student, or
- Issue a warning about future conduct, or
- Direct the pupil to the Fair Assessment Policy

If the incident is considered to be a major infringement, then the assessor will:

- Report the matter to the Assistant Headteacher and arrange a disciplinary hearing
- Review the assessment policy with the pupil concerned, inform them of the disciplinary hearing, and of their right to appeal
- Attend the disciplinary hearing with the pupil
- Report the incident to the appropriate exam board

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The Assistant Headteacher will listen to evidence from the pupil and the assessor and will consider whether this is an internal or external assessment or examination.

For an internal assessment the Examination Officer should:

- Refuse to accept the assignment and ask for the work to be redone
- Issue a written warning as to future conduct of the pupil
- Strongly impress on the pupil the reason for having a Fair Assessment Policy

### 3.Procedure for Appeals by pupil

If a pupil feels that they have not been assessed or disciplined fairly then they should use the **Appeals and Complaints Procedure** to appeal the assessment or disciplinary decision.

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