



Percy Hedley School FAIR ASSESSMENT POLICY

Policy Name: Fair Assessment Policy	Issue Date: October 2025	Version No: V4(a)
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Policy Control/Monitoring

Approved by: (Position in Organisation)	Governors
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Accountability: (Position in Organisation)	Assistant Headteacher / Exams Quality Control Lead
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1. Introduction

Percy Hedley School's policy on assessment is to achieve the following broad aims:

- Ensure access and equality of opportunity whilst preserving the integrity of qualifications.
- Mitigate obstacles to demonstrating achievement.
- Provide appropriate support to all candidates.
- Conform with all current legislation with regards to equality of opportunity

To secure this policy Percy Hedley School takes advice from the examinations board and local providers.

2. Good Practice and Fair Assessment

To create and maintain good practice and fair assessment Percy Hedley School will ensure that:

Tutor/ Assessors:

- Receive an induction into the Percy Hedley School principles of assessment and quality assurance procedures.
- Create assessment activities regarding the equality and diversity of learners, making sure that evidence can be produced in varied ways.
- Guarantee the use of plain language.
- Make certain that the assessment plan allows for the producing of evidence to allow learners to fulfil the assessment criteria.

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- Keep records of all assessment activities.
- Teach and prepare learners in accordance with learning outcomes.
- Devise and implement learners' strategy of assessment to neither discriminate against any group of learners nor unnecessarily overstrain learners.
- Are aware of the SEN of all learners and their access arrangements.
- There is periodical review of the assessment undertakings as an integral part of the course review.

3. Internal Quality Assurers (IQAs)

- Verify that the assessment strategy for a unit is appropriate, reliable and covers all assessed and programme activities.
- Ensure all assessment criteria are valid.
- Verify that the assessment of individual tasks meets both the principles set out above and specific qualification requirements.
- Ensure that the records of tutors/assessors are clear and up to date.
- Ensure that the feedback from tutors/assessors to learners is unambiguous and applicable to the assessment criteria.
- Give written feedback to assessors on every aspect of the assessment process.
- Ensure that the IQA procedure is transparent, fair and free from bias.
- Ensure that there is accurate and detailed recording of IQA decisions.

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- Ensure that all centre assessment instruments are verified as fit for purpose.

Please see the Percy Hedley School Handbook for further information on assessment practice and the roles of staff involved in the process.

The assessment centre will:

- Verify an appropriately structured sample of assessor work from all programmes, sites, and teams, to ensure centre programmes conform to national standards and external verification requirements.
- Plan and carry out an annual quality assurance schedule, linked to assignment plans.
- Define, maintain, and support effective internal verification roles.
- Ensure that identified staff will maintain secure records of all internal verification activity.
- Brief and train staff on the requirements for current IQA procedures
- Promote internal quality assurance as a developmental process within staff.
- Provide coherent (or standardised) IQA documentation:
- Use the outcome of internal quality assurance processes to enhance future assessment practice; through moderation feedback given to teachers/assessors and discussions at Accreditation meetings. Actions to be given if necessary.

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Learners:

- Receive an induction into Percy Hedley School and understand criterion referenced assessment.
- Are aware of the centre's assessment appeals policy.
- Receive a plan of assessment.
- Are aware of any time restrictions that might affect the achievement of the qualification.
- Receive formative feedback from all assessment activities within a realistic timescale relative to the achievement/non achievement of the assessment criteria.
- Receive regular feedback to accompany their individual unit progression on the path towards overall qualification.

Awarding Body Personnel:

- As requested, Percy Hedley School quality reviewers receive access to all assessment documentation and evidence that supports the award of credit/qualification.

4. Internally Devised Assessment

For internally assessed assessment units the demonstration of fair and non-discriminatory assessment for all learners will be the role of the Tutor/Assessor.

At the design stage it is the responsibility of the IQA to verify that both the assessment strategy and the assessment tasks adhere to the following principles:

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- Authenticity
- Validity
- Reliability and Consistency
- Fitness for Purpose
- Inclusiveness

5. External Quality Assurance

External Quality Assurance is carried out by our appointed person with relevant expertise. Sometimes it will be done by a Specialist External Quality Assurer (from the relevant exam board) for a sector or a cluster of courses if this has been agreed with the EQA, or where it is a requirement of a particular qualification. The EQA will scrutinise the evidence for all units offered by the Centre.

They will:

- Sample assessment and learner evidence of achievement.
- Ensure that rigorous processes are in place for the assessment, tracking and recording of individual learner achievements in accordance with Percy Hedley School requirements.
- Sign off Recommendations for the Award of Credit (RAC).
- Complete an EQA Report for Percy Hedley School.

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