

Marking and Feedback Policy (BTEC Courses)

September 2018



ARCHBISHOP
SENTAMU
ACADEMY

Church of England

Approved by Archbishop Sentamu Academy, Principal on 17th September 2018

The next 'Period of Review' will be **September 2019**

Archbishop Sentamu Academy

Christian Aims and Values

Values

Inspired by God: Father, Son and Holy Spirit we **Aspire** to be a community founded upon mutual trust where everyone is loved for who they are. We seek to **Serve** others by putting their needs before our own and believe that working together, with God's help, we can **Achieve** more than we could alone.

As a Church of England Academy, our core values are trust, love and community:

- **Trust** is essential to human life and lies at the heart of all successful relationships. With wisdom and understanding, we can learn to trust. We aim to do this by being reliable and not letting others down. In this way we, can help each other feel safe;
- Jesus has shown us love. We try to reflect that **love** to those around us by being sensitive to the needs of all members of our Academy community;
- We aim to be an inclusive **community**. Each person is needed, valued and important. When things go wrong we will forgive each other and make a fresh start. We will share what we have with those in need and try to treat others as we would like them to treat us.

Aims

As a Church of England Academy we aim to:

- Treat students, staff and visitors with respect;
- Incorporate and promote the values behind the academy motto; Aspire, Serve, Achieve in all we do;
- Instill a sense of self-worth and value in every student;
- Encourage student participation in the planning and the running of our Academy wherever possible;
- Encourage religious literacy as a way of interpreting the world around us;
- Encourage, challenge and support every person to achieve his or her potential.

Archbishop Sentamu Academy

Marking and Feedback Policy (BTEC Courses)

1. Statement of Policy

The following Policy covers the aims and responsibilities of Archbishop Sentamu Academy as a registered centre for BTEC provision of study from Entry Level to Level 3, in a range of subjects offered across the curriculum from KS4 to KS5. The Academy has a separate Marking and Feedback policy for all non-BTEC courses.

2. Statement of Policy Review

The Board of Trustees has agreed that this policy will be reviewed on a two yearly basis. This review will take into consideration all aspects of applicable legislation and advice current at the time of the review. The next 'Period of Review' will be **September 2019**

3. Assessment

3.1 Aim:

- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals.
- To ensure that the assessment procedure is open, fair and free from bias and to the Quality and Credit Framework.
- To ensure that there is accurate and detailed recording of assessment decisions.
- To ensure there is a clear assessment plan

3.2 In order to do this, the centre will:

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment.
- Assess learner's evidence using only the published assessment and grading criteria.
- Ensure that assessment decisions are impartial, valid and reliable.
- Develop assessment procedures that will minimise the opportunity for malpractice.
- Maintain accurate and detailed records of assessment decisions and keep for 3 years.
- Maintain a robust and rigorous programme/procedure of Internal Verification. This will be managed, monitored and supported by the Lead Verifiers in each Principal Subject Area being delivered in the centre.
- Annually provide samples for National Standards Sampling as required by the awarding body.
- Monitor NSS reports and undertake any remedial action required.
- Share good assessment practice between all BTEC programme teams.
- Ensure that BTEC assessment methodology and the role of the assessor, Internal Verifier, Lead Internal Verifier and Programme Leader are understood by all BTEC staff.
- Provide resources to ensure that assessment can be performed accurately and appropriately.

4. Purpose/Scope

- That assessment of BTEC programmes is to the relevant Framework for the qualification.
- That there is equal and fair access to assessment for all learners.
- To ensure that learners are given realistic targets and informed of their progress.
- That achievement is accurately recorded and tracked.
- To ensure that assessment leads to accurate and valid certification claims.

5. Internal Verification

During the course of the programme, sampling from Assessors must cover the following as a minimum:

- Every Assessor
- Every unit
- Work from every assignment

There is not a requirement that all learners must have been internally verified during the lifetime of a programme.

6. Marking and Grading

Pass, Merit or Distinction grades are only awarded in relation to the whole unit performance:

- Pass - all the pass criteria achieved
- Merit - all the pass and merit criteria achieved
- Distinction - all the pass, merit and distinction criteria achieved

Pass, Merit and Distinction grades must not be awarded for individual assignments as they may not cover all the criteria.

7. During the Assessment

The teacher or tutor must decide when the student is fully prepared to undertake the assessment.

Once students are working on assignments which they will submit for assessment, they must work independently to produce and prepare evidence for assessment.

While students are undertaking an assessment, teachers and tutors can continue to give general feedback and support, particularly around the development of knowledge, understanding and skills. However, feedback should not include assessment of the specific assignment evidence as students are generating it, or confirm the achievement of specific assessment criteria – this happens only when formal assessment takes place.

Teachers should also supervise students when they are undertaking assignment work in class – although the work itself must be produced by the students themselves, either in or outside class.

7.1 Feedback v “coaching”

Students must show that they can generate evidence independently using their knowledge, skills and understanding gained through the learning and teaching process.

BTECs are vocational qualifications, designed to help students become independent workers in their chosen field. So while it is important to continue giving general feedback and support during assessment, it is not appropriate for teachers to:

- “coach” students to produce the evidence itself
- give them a specific list of actions they need to take in order to meet the assessment criteria or achieve a particular grade.

General feedback and support can be given around knowledge, understanding and skills. Feedback can include:

- Guidance on how to improve knowledge skills and understanding

- Guidance on appropriate behaviour and approach
- Confirmation of which criteria are being targeted
- Clarification of what the assignment brief requires.

7.2 Marking spelling, punctuation and grammar

It is good practice for Assessors to "mark" spelling and grammar i.e. correct mistakes on student work and expect the students to correct them. This is also an Academy expectation.

Mistakes in spelling and grammar should not influence assessment decisions unless:

- the mistakes are so problematic that they undermine the evidence of a student's understanding, or
- specific assessment criteria requires good communication, spelling and grammar and/or correct use of technical language.

If student work has consistently poor spelling, grammar or language below the standard expected at the level of the qualification, marking should be delayed until the student has re-submitted work considered to be up to standard. This should be within in a timeframe not considered to provide an unfair advantage to the student.

8. Following Assessment

It is good practice and an Academy expectation to make annotations on student work during feedback. This helps the student, Assessors, Internal Verifiers and Standards Verifiers identify where evidence towards specific assessment criteria can be found. However, the annotations themselves do not constitute confirmation of achievement of specific assessment criteria; they are merely indicators to where the evidence can be found.

8.2 Assessment feedback records should include

- The criteria the learner achieved
- Give feedback on which criteria the learner has achieved – and not achieved – giving clear reasons why, so the learner can learn and progress
- Avoid giving direct, specific instructions on how the learner can improve the evidence to achieve a higher grade.
- Assessment records must be kept for a minimum of 3 years
- Assignments must be kept for 12 weeks after certification.

9. Re-submissions

9.1 QCF/NQF Qualifications

Because every assignment contributes to the final qualification grade, it may be appropriate for the Lead Internal Verifier to authorise one opportunity for a learner to re-submit evidence to meet assessment criteria targeted by an assignment.

Resubmissions must be authorised by the lead internal verifier

The internal verifier can only authorise re-submissions if all the following conditions are met;

- the learner has met initial deadlines set in the assignment, or has met an agreed deadline extension;
- the tutor judges that the learner will be able to provide improved evidence without further guidance;
- the assessor has authenticated the evidence submitted for assessment and the evidence is accompanied by a signed and dated declaration of authenticity by the learner.

If a resubmission is authorised then the resubmission must be recorded on the assessment form.

Include a clear deadline for resubmission within 15 working days* of the learner receiving the results of the assessment, completed by the learner with no further guidance.

* 15 working days must be within term time, in the same academic year as the original submission.

All records of resubmissions will need to be made available to the SV when work is sampled

9.2 Retakes

Retakes are available for the following qualifications:

- BTEC 2010 Firsts and Nationals (Legacy)
- 2016/17 Nationals
- 2016 Introductory Suite
- Tech Awards
- L2 Technicals

BTEC Firsts and Nationals on the SRF developed using QCF methodology will follow this rule for retakes. Compensation is available for the BTEC Level 1/2 Firsts and pre 16 Nationals on the NQF do not require students to achieve every pass criterion in order to successfully achieve the qualification. SRF qualifications developed using NQF methodology will also follow this rule.

The Qualifications and Credit Framework (QCF) does not allow for compensation – this means that BTEC Firsts and Nationals on the QCF require students to achieve every pass criterion in order to successfully achieve the qualification.

If a student has met all of the conditions listed in Opportunities for resubmission but still not achieved the targeted pass criteria following resubmission of an assignment, the Lead Internal Verifier may authorise one retake opportunity to meet the required pass criteria.

The Lead Internal Verifier must only authorise a retake in exceptional circumstances where they believe it is necessary, appropriate and fair to do so. The retake must be a new task or assignment targeted only to the pass criteria which were not achieved in the original assignment

- The retake must be a new task or assignment targeted only to the pass criteria which were not achieved in the original assignment.
- The assessor must agree and record a clear deadline before the student starts a retake.
- The student and the assessor must sign declarations of authentication as they both did for the previous submissions.
- The assessor cannot award a merit or distinction grade for a retake.
- The learner will not be allowed any further resubmissions or retakes for the unit.