PrATiQ™
The Centre of Development

Assessment Policy

AIM

PrATiQ™ aims to provide high quality courses that are assessed by qualified assessors ensuring that the assessment process is valid, reliable and fair.

All learners are entitled to a fair assessment of their strengths and weaknesses regardless of gender, race, cultural background, physical or sensory disability or ability.

Assessment is a judgement based on evidence at a specific point in time.

Assessment is an integral part of teaching and learning, continually providing 'feedback' and 'feed-forward' in order to support and enhance achievement.

Assessment requires the gathering of information in a variety of ways. It is a process, which includes self-assessment by the learner and the participation of all staff involved with the learner.

RATIONALE

PrATiQ™ policy on assessment is designed to serve five interrelated purposes.

♦ To raise standards of achievement by assessment for learning.

♦ To ensure consistent, high quality assessment practice within the centre.

♦ To act as a guide to members of staff.

♦ To help to ensure that learners, staff and the Awarding Bodies are involved and informed about the assessment procedures within PrATiQ™.

♦ To assist PrATiQ™ in the management of the statutory requirements established by the Education Reform Act 1988.

PRINCIPLES

At PrATiQ™ we believe that:

● All learners are of equal value, have potential for development, and are entitled to the highest standards of education.

● Assessment involves interaction between the tutor and the learner and is an active and mainly formative process.

● Ways of monitoring learner progress, including forms of testing, are integral parts of the learning journey and need to reflect breadth and balance.

● Assessment should be seen as part of the continuous planning process designed to enhance learning and achievement.

- Assessment should be holistic, as it allows the learner to have numerous opportunities to achieve; it maximises assessment opportunities by taking advantage of naturally occurring evidence.

- Self-assessment by the learner is a vital part of this process and should contribute to the recognition of achievement.

- Peer assessment using a given criteria of success is vital to highlight positives and recognise achievements.

- The results of some forms of assessment will need to be recorded and shared with the learner, the Internal Verifier and the External Verifier.

- Assessment, recording and reporting arrangements should be regularly reviewed to ensure that they are useful to the person receiving them and manageable for the person producing them.

<u>We want assessment at</u> PrATiQ™ <u>to</u>:

1. **Help learners to learn more effectively by:**
   - informing them about their individual progress with regard to
     the assessment criteria set by the Awarding Bodies
   - identifying strengths and weaknesses
   - indicating the next step in the learning process
   - involving the learner by encouraging them to take an active role
     in moving on their learning
   - motivating through success by acknowledging a wide range of
     achievement
   - becoming reflective in their own and others' learning

2. **Help tutors to evaluate their own teaching by**
   - indicating strengths and weaknesses in their teaching style
   - indicating strengths and weaknesses in the qualifications taught
   - indicating the next steps in the qualifications taught
   - indicating which learners need support and/or extension
   - guaranteeing tutor learner on-going communication

3. **Provide information for others**
   - for the Awarding Bodies
   - to assist transition between classes

- for guidance and for referral

4. Raise standards by

- setting appropriate targets for improvement

- identifying learners who may have learning difficulties and follow their

 Individual Educational Plans

- making comparisons with local and national performance

Our assessment should therefore be:

INITIAL -   takes place at the beginning of the learning journey and is used to establish the existing skill and knowledge level of each learner.

DIAGNOSTIC -   able to identify learning difficulties, so that appropriate help and guidance may be given.

FORMATIVE -   an on-going process in which learner's positive achievements can be recognised, discussed and reported.

SUMMATIVE -   provides an overall view of a learner's achievements at the end of an academic year.

HOLISTIC -   allows the learner to have numerous opportunities to achieve, as focuses on the assessment of whole activities rather than specific elements; maximises assessment opportunities by taking advantage of naturally occurring evidence.

We work as a team to develop a manageable and useful system to fulfil these requirements.

Assessment Procedures

Assessment must have a clear purpose, which assists future learning for individual learners by feeding into the teaching and learning cycle through evaluation and adaptation of medium and short-term plans.

We use a range of methods to assess the individual learner's achievements in order to allow them to progress further in their learning journey:

- Initial assessment is given to the new learners on the day of their registration at PrATiQ™; based on their results, the learners are offered a place on a course.

- Diagnostic assessment takes place within the first few weeks; it gives the learner and the tutor the right perspective on the learner's strengths, as well as needs and weaknesses to be worked on.

- Tutorials are held weekly throughout the year for functional skills and vocational courses; minimum three tutorials are held for ESOL courses.

- Tutor observation, note taking, comments in running records are held regularly (to identify learning needs).

- Learners are given verbal feedback on their progress and accomplishments in class on an on-going basis.

- Vocational courses learners are given written tasks and are observed in their placements in order to meet the assessment criteria for their course; they receive written feedback (Record of Assessment Cycle) on their work assessed using various methods ensuring equal assessment opportunities for all the learners.

- Success criteria are set for each session/week. These are linked to the Learning objectives, shared with the learners and reviewed continuously.

- Comments in the medium-term and weekly lesson plans indicate changes and adaptations required for individuals or groups.

- Functional skills learners' summative assessment is both internal (English) and external (English, Mathematics and ICT).

- Vocational courses learners' summative assessment is based on a portfolio assessed and verified internally (subject to External Verifier's decision).

- FUNCTIONAL SKILLS (E1-L2) learners are assessed externally when they are ready on Speaking and Listening/Reading and Writing.

- STEP 1 and STEP 2 (ESOL Pre-Entry) learners are assessed both internally and externally.

Responsibilities

The tutors/assessors are responsible for:

- Managing assessment on a day-to-day basis in the classroom.

This includes tutor observation, which should be clearly linked to learning objectives and should include the process of learning as well as the outcome and the success of the learner's development.

- Diagnostic, formative and summative assessment by:

Planning
- setting clear learning objectives and sharing these with the learners
- ensuring the learners are aware of what criteria they will need to meet to gain success
- evaluating planning and adapting/changing as necessary

Marking   - providing feedback to the learner on their success relating to the learning objective and success criteria (Please cross refer to Learner Feedback Policy)

Regular Recording   - recording assessment information, both on the system (electronically) and on paper, for evaluative purposes on a daily, weekly/termly/yearly basis.

● Sharing good practice with other tutors/assessors at PrATiQ™ (standardisation meetings)

● Adhering to Awarding Body's regulations, PrATiQ™ policies, External and Internal Moderator's recommendations. (Please cross refer to Internal Moderation Policy)

CACHE recommended assessment methods for QCF qualifications

A - Direct observation of learner by assessor

B – Professional discussion

C - Expert Witness evidence

D – Learner's own work products

E - Learner log or reflective diary

F - Activity plan or planned activity

G - Observation of children, young people or adults by the learner

H - Portfolio of evidence

I - Recognition of Prior Learning to evidence a full unit

J - Reflection on own practice in real work environment

K - Written and pictorial information

L - Scenario or case study

M - Task set by CACHE (for knowledge learning outcomes)

N - Oral questions and answers