HARROW INDEPENDENT COLLEGE

School of Mathematics, Science & Economics

Name of Policy:	**ASSESSMENT POLICY**
Last Approved :	01st November 2026
Approved By:	Mr Kandiah Kandeepan
Due for Review:	01st November 2027
SMT Owner:	Ms Ritu Tripathy

1 Introduction

The HIC Assessment Policy is a common set of expectations and standards that apply to all College courses. It is expected that each course team will develop its own practices within the framework below, setting out type and frequency of assessment, processes for marking and recording achievement, the arrangements for standardisation and moderation of marks and supportive feedback to students. Course Teams will refer to the specific guidance from awarding bodies and JCQ in addition to this policy.

Risk Management

Failure to assess standards of student work in an accurate and timely manner is a significant risk to raising achievement.

Failure to comply with the regulations of regulatory bodies such as JCQ risks the integrity of courses and could lead to penalties up to and including the removal of licences to offer courses.

2 Checks on Learning

2.1 The purpose of this type of assessment is to check students learning during a topic or piece of work. It should allow the learner to demonstrate their knowledge and understanding of the work completed.

2.2 It may include classroom activities such as good questioning, presentations, peer discussions, peer marking of past exam questions, quizzes and games.

It should form part of the teacher's planning and be directly related to the lesson (or series of lessons) objectives and should involve both teacher and learner in reflection and dialogue about improvement to learning.

2.3 It should allow students to develop the capacity for self-evaluation.

2.4 Teachers should use the outcome to reflect upon the success of the lesson in achieving the objectives set. Teachers may record such evidences for later reporting or target setting. Feedback may largely be verbal rather than written.

2.5 This type of assessment will be monitored by Learning Reviews.

3 Formative Assessment and Key Assessments

3.1 The purpose of this type of assessment is to give feedback relating to a clear set of criteria, and to feed forward to students on how to improve attainment.

3.2 Tasks may be set in class or for completion out of class. It would usually be expected that all students in the class complete this type of assessment.

3.3 Common marked tasks will be built into schemes of work. There should be a standardisation procedure for common tasks, which may involve cross-marking, discussion at Course Team Meetings or sampled work. The Course Team will use the college marking notation and grading systems, which may be supplemented with course specific notation as necessary.

3.4 For exam based courses there are Key Assessment weeks built into the college calendar. There are 5 Key Assessment weeks over a 2-year course. All examined courses will set an appropriate assessment during this week and record the grades achieved.

3.5 Written feedback should be within a reasonable time period depending on the nature of the task. Five working days is a reasonable benchmark. Feedback should be constructive and related to the assessment objectives. Students should be given the opportunity to reflect upon their own performance

3.6 Formative assessment should be used to inform the Progress Audit.

3.7 The teacher will take appropriate action following these assessments including talking to individual students and/or contacting the parents/carers where necessary. This will include passing on information about successes as well as about under-performance.

3.8 The Course Team Leader will monitor specified marked assessments and discuss progress with teachers at Course Team Meetings.

4 Non-Examination Assessment (NEA)

4.1 Non Examined Assessment is defined as any piece of written work or practical work which is marked by the College or an external examiner and which contributes to a GCSE and GCE award.

4.2 Policy and procedures regarding plagiarism, submission and appeals will be given to students during the induction period. This will be included in the course handbook information and emailed to parents in the first few weeks of the course.

4.3 Irregularities in the form of plagiarism in coursework discovered prior to the student signing a declaration of authentication will not be reported to the Awarding Body but

dealt with as an internal disciplinary matter. The work will not gain any credit. An irregularity in the form of plagiarism in coursework discovered after the signing of the declaration of authentication by the student will be reported to the Awarding Body which may lead to one of the following:

a. The piece of work will be awarded a zero mark;
b. The student is disqualified from that unit for that exam session;
c. The student is disqualified from the whole subject for that examination session;
d. The student is disqualified and barred from entering again for a period of time.
e. Coursework must be handed in by the agreed published departmental deadline. Interim Deadlines will also be published and teachers will inform the parents of students who miss this deadline. If the coursework has not been completed by the interim deadline, it must be submitted on the final deadline day to receive a mark after which there will be no further opportunity to complete this work for an improved mark.

4.4 All students are given the same and sufficient time to complete this work. If there are any special circumstances e.g. prolonged absences covered by a medical certificate, there is a possibility of an extension but this must be agreed with the Head of Department. A note will be given to the parents by the Head of Department to confirm the extension.

4.5 If there are any special circumstances on the deadline day, arrangements must be made to submit the coursework to meet the deadline. If it is impossible to submit the work, the HoD must be contacted by phone on the deadline day for advice.

4.6 Normally there will be no extension of a coursework deadline if a student is absent for a short period of time during the period that the coursework is being completed. Extra time concessions do not apply to NEA but task setting and must take into account student needs.

4.7 The Course Team Leader will ensure that marking is consistent across the team using standardisation and moderation process (this may be specified by the exam board). Guidance on NEA is available from the Awarding Bodies, and must follow the regulations set by JCQ. https://www.jcq.org.uk/exams-office/non-examination-assessments All teachers involved in the setting, marking and administration of NEA must make themselves familiar with the guidance and regulations.

4.8 The setting, feedback, marking and administration of NEA is subject to the college malpractice and maladministration section of this policy. Any member of college staff who suspects malpractice or maladministration must report it to the relevant line manager, or member of the Leadership Team.

4.9 Students must be informed of the mark they have achieved for NEA and have the opportunity to appeal the mark, using the review request process. This must be done in a timely manner so that any review can take place within the timescales expected for submission of marks to the awarding body. Appeals must be made in writing to the Principal.

4.10 **Student NEA and Data Protection.** As student NEA will include personal data this must be kept securely until the period for retention has elapsed. After this period, the student NEA should either be returned to students or securely destroyed by shredding or other means, and deleted if an electronic copy, so that the department does not keep NEA for longer than is necessary.

4.11 Departments should make students aware that examination boards may not return copies of NEA sent for moderation, so it would be best practice for all students to keep a copy of their NEA for any future reference before it is submitted.

4.12 It is the student responsibility to back up any work they have submitted electronically, failure to keep safe copies of NEA will not be accepted as a reason for non-submission.

4.13 Course Team Leaders will analyse the outcomes of all summative assessment, including NEA, in order to monitor student progress and inform course planning and Course Team Reviews. It is best practice for NEA outcomes to be recorded on ProMonitor so that results are accessible if needed by the Exams Officer or managers.

4.14 JCQ regulations are found at https://www.jcq.org.uk/exams-office/controlled-assessments/instructions-for- conducting-controlled-assessments-2017-2018

The senior leadership team has overall responsibility for ensuring controlled assessment operates successfully, which involves:

a. establishing centre policy on controlled assessment
b. assigning responsibilities to specific members of staff
c. ensuring that all staff understand their roles and responsibilities – for example using professional development sessions
d. dealing with issues arising – for example resolving timetable clashes, obtaining additional facilities
e. monitoring the operation of controlled assessment – for example receiving reports from subject departments and/or the exams office.

Every subject department will need to:

a. select awarding organisations and GCSE and GCE specifications
b. decide on timings of assessment to meet requirements of terminal assessment
c. arrange internal standardisation of marking by all teachers involved in assessing an internally assessed component
d. ensure that all teachers understand their roles and responsibilities in controlled assessment and are familiar with the requirements of the GCSE and GCE specification – for example through departmental meetings and professional development
e. ensure schemes of work incorporate controlled assessment appropriately
f. consult with the special educational needs coordinator (SENCO) on additional arrangements, which might be needed for particular candidates
g. make contingency arrangements for the event of absences by candidates or teacher – for example a second, alternative date for the controlled assessment
h. arrange for secure storage of candidates' work.

Individual teachers will need to:

a. contribute to decisions about the selection of the awarding organisation and specification
b. decide how the controlled assessment should be incorporated into the scheme of work
c. to provide a coherent sequence of learning and ensure students are well-prepared for the
d. controlled assessment – for example in developing linguistic or practical skills or carrying out fieldwork or research
e. provide information as necessary to the subject department (on planning of teaching) and to the exams office (individual unit codes, planned dates of

assessment)

f. book facilities, resources and any specialist requirements needed for the controlled assessment
g. obtain confidential materials and tasks set by the awarding organisation
h. supervise assessments, applying the specified level of control, and ensuring authentication forms are signed by candidates and the supervising teacher
i. store candidates' work securely.

Exams office staff will:

a. liaise as necessary with the senior management team, subject departments and individual teachers
b. enter students for individual units, including controlled assessment units and externally examined units
c. be responsible, as necessary, for storage and transmission of information, data and confidential materials between awarding organisations and teachers.
d. ensuring all necessary accommodation (rooms, workshops, studios, ICT suites) and facilities (equipment, laptops, apparatus, desks and chairs) are available and in place for controlled assessment tasks
e. arranging any additional equipment or materials which will be needed for the controlled
f. assessment task well in advance
g. resolving any timetabling clashes for accommodation or facilities
h. ensuring, in liaison as necessary with teachers, that suitable secure storage exists for candidates' work.

5 Public Examinations

HIC College policy is designed to promote quality, consistency, accuracy and fairness in assessment and awarding. In all cases, the final awarding decisions are taken by the Awarding Bodies: AQA; OCR; and Edexcel

Examinations and Procedures Relating to Examinations

Examinations policy is decided by the Leadership Team with reference to the guidance and regulations supplied by the JCQ and the Awarding Bodies. The Examinations Officer is responsible to the Head of Centre for day to day examination administration.

All candidates should note that the Awarding Bodies are often unable to process appeals and queries relating to the examinations process, timetabling, internal assessment or complaints from students or parents. All queries of this type must be raised in the first instance with the College Examinations Officer. Should a complaint relating to the administration of some part of the exams process be made against the Examinations Officer, this must first be notified to the College Principal.

At the time of the exams, candidates must be aware of the JCQ 'Warning to Candidates', a copy of which is posted inside and outside each exam room. During examinations, candidates must follow any instructions given to them by the Examinations Officer, member of the Examinations Office staff or any Invigilator present. Candidates must also be aware of the regulations regarding the submission of internal assessment, particularly those relating to the proper acknowledgement of sources. Failure to do so can result in the Awarding Bodies or the JCQ setting penalties which can include official reprimands, loss of examination marks or in extreme cases the loss of all examination results and banning from future examinations.

The College undertakes to administer examinations in accordance with the published JCQ

guidance.

Technological Communication Devices and Examinations
The possession of any kind of technological communication device (such as a mobile phone or IPOD) in an examination room, whether switched on or not, is an offence under JCQ regulation I.C.E. 9.3. College policy is that a technological communication device of any kind must not be brought into the examination room. Failure to observe this regulation may result in the loss of marks or all results for the exam.

Exam Entries
Students on full time courses at the college have their examination entries paid for and administered by the college as part of the Study Programme agreement.

If a student does not meet the college expectations for commitment to their Study Programme, by having poor attendance, or by failing to complete sufficient directed study, the college may expect the student to contribute to the costs of examination entries. This decision is taken by the Vice Principal and can be appealed under the complaints process.

Students and former students who wish to resit an examination need to take responsibility for entering themselves for that examination. They can get forms from Registry and the relevant fee and form, correctly filled out, needs to be taken to finance in advance of the final date of entry which is clearly marked on the entry form.

Entries will not be taken after the closing date.

For reformed A Levels, all examined components must be retaken. NEA marks can be carried through from a previous exam series. The college will not normally accept NEA from former students as a resubmission.

Disability Discrimination Act (DDA) and Accessibility

1. No candidate with a disability should be disadvantaged through the college's processes of facilitating public examinations and assessment. The college strives to ensure that all candidates are given an equal opportunity to perform.
2. The College will ensure that the expectations of the Equality Act 2010 are met in regard to examinations. This includes applying to Awarding Bodies for access arrangements or reasonable adjustments for candidates with a disability. This is largely through the Access Arrangements Online tool.
3. The College will comply with the regulations, guidance and recommended deadlines contained in the JCQ "Access Arrangements, Reasonable Adjustments and Special Consideration" document published and revised on an annual basis.
4. Prior to enrolment the Academic Support Team visits all Cambridge Area Partnership to liaise in providing continuity of provision for students with previously identified and approved access requirements.
5. On enrolment, students identified as having a potential need or who disclose a learning difficulty or disability have a one to one interview which includes a review of exam access information previously required. Academic Support co-ordinate this review and pass relevant information to the Exams Office to make operational arrangements.
6. In the Induction period, there is a programme of screening and initial assessments to identify and follow-up any further students who may be eligible for extra arrangements in exams.
7. New and update assessments for access arrangements are usually completed by members of the Academic Support team with relevant SpLD qualifications.
8. All students are reminded at the time of exam entry to communicate any access need that has arisen since the last review or admissions and enrolment. Students will inform the Exams Office directly, or Academic Support if necessary. This is

particularly relevant for A2 students who did not have arrangements in AS but need it for January exams in A2

9. The Exams Office will organise and communicate arrangements to candidates, Academic Support, Computer Services (if required) and invigilators.
10. Students who do not attend Academic Support meetings to review access need, or do not respond to reminders, or who do not meet deadlines for submitting any required evidence of need, may not be able to have access needs met.
11. Data transmitted to JCQ and Awarding Bodies is subject to College Data Protection policies and is kept under locked storage. all students who wish the Exams Office to apply to Awarding Bodies for Access Arrangements must have completed and signed the relevant data protection notice giving us permission to share their relevant personal data with the Awarding Bodies. The master spreadsheet of Access Arrangements used by the Exams Office is securely protected on V Drive.
12. In circumstances where the access arrangements which have been sanctioned by Exam Boards are disputed by the student or parents, the college will investigate in order to report back but will not become involved in a dispute between students and Awarding Bodies.

Attendance at Examinations
If for any reason, your son/daughter cannot attend an examination, you must contact the College Exams office immediately and before the start of the examination. If a candidate misses an examination they will not be able to sit it until the next time the exam is offered. In very special circumstances, if a candidate has a medical certificate they may be given an assessed grade for an examination. Candidates MUST attend examinations on time. Failure to do so could mean that the awarding body does not accept your script.

Exam results and certificates
Registry is responsible for the communication of exam results to students. This is done electronically to the student email address. The college will not release results to any 3rd party, including parents, without student consent. Registry will administer the storage and distribution of certificates.

Post Results Services
Awarding Bodies offer a range of post results services, some of which are free, and others have a cost attached. The most up to date list of services available will be published on the college website, along with details of how to access them. Students will receive a link to the site along with their examination results email.

6 Assessment Malpractice

This section should be read alongside current guidance from JCQ on assessment malpractice https://www.jcq.org.uk/exams-office/malpractice

It is the responsibility of all staff involved in the assessment of student work to be up to date with the latest guidance from JCQ and the awarding bodies.

Malpractice (JCQ definition)
'Malpractice', **includes maladministration and non-compliance**, meaning any act, default or practice which is a breach of the Regulations or which:

- compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate; **and/or**

- damages the authority, reputation or credibility of any awarding body or centre or any

officer, employee or agent of any awarding body or centre.

In practice this refers to:

- improper assistance to candidates
- inventing or changing assessment marks
- failure to keep candidate work or evidence secure
- fraudulent certification claims
- inappropriate retention of certificates
- producing falsified witness statements for non-written assessment
- allowing work which is plagiarised to be submitted
- facilitating or allowing impersonation (i.e. someone other than the enrolled and claimed candidate sitting an examination)
- misusing learner support concessions, or knowingly allowing the same

Reporting

It is the duty of all staff to report any suspected malpractice to Senior Leadership. See the college Whistle Blowing Policy and Code of Conduct.

The Head of Centre will report suspected malpractice according to the JCQ guidance and undertake any resulting investigation. Staff involved in malpractice will be subject to the Staff Disciplinary policy irrespective of the outcomes of any Awarding Body investigation.

7 Requests for reviews of assessment (NEA)

This section should be read alongside the college Assessment Policy and relates to updated regulations from JCQ https://www.jcq.org.uk/exams-office/coursework/appeals-against-internally-assessed-marks--suggested-template-for-centres

HIC is committed to ensuring that whenever staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject- specific associated documents.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. HIC is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

1. HIC will ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body. Candidates will not be told a grade, as grade boundaries are variable year on year, and are applicable to the overall assessment, not individual components. Where staff decide to give an estimation of grade, it must be made clear that this is indicative only.

2. HIC will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment. This would normally comprise the student's work and the markscheme, as well as notes from other standardisation and moderation processes undertaken. It will not include details of other students' marks across the cohort.

3. HIC will, having received a request for copies of materials, promptly make them available to the candidate.

4. HIC will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.

5. Requests for reviews of marking **must** be made in writing to the Principal within 3 working days of receiving the NEA mark.

6. HIC will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.

7. HIC will ensure that the review of marking is carried out by someone who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review. This will usually be the Head of Department, or a different Head of Department if it is in the same teaching team.

8. HIC will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.

9. The candidate will be informed in writing of the outcome of the review of the centre's marking. The outcomes of the review are that the mark to be submitted changes, including being revised down, or that there is no change. The reviewer will feed back to the Course Team Leader and the Principal.

10. The candidate cannot make any changes to the work submitted and will not normally be allowed to resubmit this component as part of any re-sit of the exam in a future examination series.

11. The outcome of the review of the centre's marking will be made known to the Leadership Team and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.

After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of HIC and is not covered by this procedure.