

BHASVIC

ASSESSMENT & REPORTING POLICY

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ASSESSMENT & REPORTING POLICY

1. POLICY STATEMENT

This policy outlines the process of the college's central and ongoing assessment and reporting of progress on the courses and study programmes our students take.

Assessment is a fundamental part of the process of both teaching and learning. Assessment provides a student with feedback about how well they know and can do the aspects of the course they are studying. Likewise, assessment provides feedback to the teacher about their students' progress and confidence in their learning. Through assessment, teachers can review their teaching strategies and students can identify where to focus and to seek help.

The process of routine reporting of a student's educational progress to relevant stakeholders is a crucial part of the open, transparent and supportive relationship between teacher, student, personal tutor and parent/carer.

Timely and effective assessment also helps a student to inform their research, decisions and applications on their future pathways. Assessment reports provide an important evidence base for those supporting and guiding students on these decisions, such as parents and carers, personal tutors and careers advisors.

Assessment at Level 3 is complex. To ensure that all stakeholders are able to fully understand a student's progress and what they need to do next to develop and be successful, we provide consistent and realistic assessment throughout a course. These assessment points are called 'Progress Reviews'.

This policy should be considered in conjunction with the college's **Exams and External Assessment Policy and Procedures** (which outlines the college's statutory duties regarding conduct of examinations and non-examined assessments which are set out by Ofqual, JCQ the Awarding Organisations for the qualifications the college offers).

2. POLICY SCOPE

This policy only applies to 'internal' assessment and reporting. Internal assessments and reports are those which the college decides to generate and are **not** prescribed by the Awarding Organisations (AOs or Exam Boards). Normally, internal assessments do not determine or contribute towards the final grade for a qualification. Exam Board exams, assessments and reports are referred to as 'external'.

Internal assessments and grades have a wide range of names: formative, in-year, predicted, progress, on-course, informal, etc.

External assessments and grades also have a wide range of names: summative, final, end-point, formal, etc.

Examples of the difference between 'External' and 'Internal' assessments:

| External Assessment (Exams policy) | Internal Assessment (this policy) |
|--|---|
| Final Exam, Practical or Controlled Assignment (including Re-sits) | In-year Mock or Twilight Exam On-course test Assessment Week tests and papers |
| Coursework or Non-Examined Assessment (NEA) | Homework assignment |
| Final A Level Exam Result Marks awarded for a final exam BTEC Unit/Assignment Result | BHASVIC Progress Review Grade UCAS Predicted Grade |

This policy applies to mainstream, daytime, 16-19 students at the college taking one of the college's academic, two-year Level 3 Study Programmes (comprising A Levels and equivalent academic qualifications).

This policy does not apply to students taking an English for speakers of other languages (ESOL) Study Programme (which has its own assessment and reporting cycle) or the college's Adult Evening Language students.

3. POLICY AIMS

Assessment is taking place almost continually on courses, from lesson starter quizzes to in-class peer assessments, topic tests and mock exams. There are assessments and reports which occur at the same time in the academic year for all courses, alongside subject-specific assessment activity unique to that course at that time.

This policy has been written to help all stakeholders, especially parents and carers, understand and navigate the different types and times of assessment at BHASVIC and to help them know what to expect and when.

Similarly, there are points in the year when the college will publish progress reports and other points on a course when a student, parent or carer can look-up for themselves the most recent assessment points and ongoing progress.

The policy also clarifies the college's approach to important predictive assessments such as UCAS Predicted Grades and timings of whole college internal exam windows.

4. ASSESSMENT AND REPORTING DATES

| A1 Year (first year of study) | | |
|--------------------------------------|---|--|
| Timeline | Assessment/Report | External Assessments |
| Summer | | GCSE Results Day |
| September | Enrolment Average GCSE Point Score Statistical Target Grade | |
| November | Progress Review Round 1 | GCSE Maths/English Re-sit Exams Criminology Exams |
| December | Invited Parent's Evenings | |
| Christmas | | |
| January | Assessment Week 1 Invited Parent's Evenings | BTEC Exams start November GCSE Re-sit Results |
| Half Term | | |
| March | Progress Review Round 2 Assessment Week 2 | BTEC Exam Results |
| Easter | | |
| May | A1 Summer Exams | |
| Half Term | | |
| June | A1 Summer Exams Results UCAS Reference Drafted Predicted Grade generated Reference sent home | GCSE Maths/English Re-sit Exams |
| Summer | | GCSE Results Day (late August) |

| A2 Year (second year of study) | | |
|--------------------------------|--|--|
| Timeline | Assessment/Report | External Assessments |
| September | A2 Enrolment | |
| Half Term | | |
| November | Progress Review Round 3 | |
| December | Invited Parent's Evenings | |
| Christmas | | |
| January | Assessment Week 1 Invited Parent's Evenings | |
| Half Term | | |
| March | Progress Review Round 4 Assessment Week 2 | |
| Easter | | |
| May | | A Level Coursework Deadlines BTEC Course Completions Final Exams |
| Summer | | A-Level/BTEC Results Day |

Please note: the following external assessment dates vary course-by-course across the first and second years of the course:

- BTEC and Criminology Exams and re-sits
- A Level Non-Examined Assessments (also known as coursework)
- Practical, Oral and Performance Exams

For Exams and Coursework Calendars: refer to the BHASVIC website page > Parents & Carers > [Calendars](#)

5. GRADE TERMS USED AT BHASVIC

The following outlines the college-wide grade terms used at BHASVIC.

| Grade Term | Definition |
|----------------------|---|
| ATL | Approach To Learning – set by the teacher, reflecting their view of the student's effort, attitude, organisation, etc. |
| STG | Statistical Target Grade – target grade based on GCSE results |
| PG | Progress Grade – set by the teacher, the grade the student is likely to achieve given all the evidence of their work and progress so far |
| ILP | Individual Learning Plan – students consider and set their own goals and targets |
| UCAS Predicted Grade | A 'Progress Grade' set by the teacher at the end of the A1 year, sent to universities and in other application references in the A2 year. |

Approach to Learning (ATL) - A student's approach to learning is made up of a huge number of different elements, for example whether they complete their homework on time and to the best of their ability, whether they participate actively in lessons, how much productive time they spend on revision and consolidation to name just a few. It is impossible to comment on all of these elements so teachers will make a professional assessment to give an overall judgment. The descriptors are:

1. "Excellent"; 2. "Good"; 3. "Acceptable"; 4. "Concerning"; 5. "Very Concerning"

In the case of a student's approach to learning being rated as either concerning or very concerning, brief additional comments should be provided. In these circumstances students should normally have a Support Plan thread which gives further details.

Statistical Target Grade (STG) - is the grade which, on average, the student would be expected to achieve. The STG is subject-specific and is generated by analysing the grades students achieve nationally in the subject in relation to their GCSE point scores. At BHASVIC we always 'round up' where a student falls between two grades.

Why do we use it?

We want students to have an informed and realistic starting point for the grades they would like to achieve at the end of the subject. It is to be seen as the 'minimum' we expect them to get and not the likely outcome. The STG does not take into account the individual or their circumstances.

Progress Grade (PG) - The progress grade is the grade the student is likely to achieve given all the evidence of their work and progress so far, measured against national standards for the qualification. It is teacher generated at the time of the student's progress reviews and it is visible to the student, teacher and parent/carer.

Why do we use it?

It provides a realistic assessment of the student's current progress from their teacher, based on evidence of the work that the teacher has seen so far. The progress grade informs the student's own self-reflection, informs any adjustments to the target grade they have set at the start of the year and allows for consideration of what the student can do in order to further improve and stretch themselves through meaningful target setting.

Important Notice Regarding Progress Grade: Despite our best professional efforts to provide accurate grades reflecting student progress our reporting will never be perfect. The final grades students achieve at the end of their course may differ from their progress grades as they reflect their actual performance in exams and contributing assessments and not their anticipated performance.

Individual Learning Plan (ILP) - in tutorial, students discuss their Progress Reviews in Tutorial, as part of their individual learning plan (ILP). They generate personal targets linked to their subjects and to their future plans and career aspirations, which are regularly reviewed in discussion with their tutor.

Why do we use it?

The ILP is an ongoing record of a student's ambitions and is the starting point for their self-reflection, becoming a better learner and one-to-one discussions with their teachers and tutor about progress, action planning and target setting.

UCAS Predicted Grade - are generated by teachers in June of the A1 year. The grade is an evidence-based, professional judgement formulated by the teacher using a holistic assessment of potential and performance across the first year of study. We provide UCAS Predicted Grades in a student's reference. These grades are most commonly used for a student's UCAS application, but they can also be used by the college for other student application processes and reference requests. The UCAS Predicted Grade is not used in any final assessment judgements and sits outside of any assessments required of the college from awarding bodies. As such, the college aims to provide an "aspirational but achievable" UCAS Predicted Grade and this is not normally lower than the grade achieved in the A1 Summer Exam or key BTEC Unit assessments during the first year.

Any grade that is predicted by a teacher is their judgement of the most likely achievable final result, but it is obviously not a guarantee of that grade. Assessment evidence and progress reports across the second/final year of study, especially in the Spring and Early Summer Terms, will be the most accurate predictor of the likely final grade but that is not a reason to be cautious rather than aspirational.

Communication to students

Students will be introduced to UCAS Predicted Grades (how they are generated and when they are used) in A1 tutorial, when they are exploring their progression plans. This comes late enough for A1 students to put the information into context, but early enough so that they can act on it in support of their ambitions.

Queries regarding UCAS Predicted Grades

We ask students and their parents or carers to avoid lobbying teachers or Personal Tutors to have their UCAS Predicted Grade raised. We ask this because over-predicting grades can be counter-productive for students and many universities and colleges monitor the accuracy of schools' and colleges' predictions – we do not want to disadvantage current and future students by creating a reputation of making unrealistic and over-optimistic predictions.

If they believe their Predicted Grade is incorrect students are asked in the first instance to contact their course teacher to seek advice and guidance with regard to their predicted grades. We would hope that students will understand how the grade has been generated and its relationship to their progress grades and other assessment history. If a student, parent or carer believes that a UCAS Predicted Grade is very clearly incorrect, then the student should speak with their subject teacher, providing a very clear set of information to their teacher (on-course assessments, mock exam results and other formal assessments) which clearly make a case for consistently higher performance than the prediction. If a grade is not changed and the student, parent or carer remains absolutely certain that the prediction is incorrect, the college's Complaints Policy should be followed.

Requests for Predicted Grades for Ex-students

BHASVIC is able to offer predicted grades for students undertaking exam resits. This is normally agreed to be either the original predicted grades or a grade higher than the grade gained in final exams. Please direct all enquiries to General Office who will be managing ex-student applications.

6. PROGRESS REPORTING AT BHASVIC

Parents, carers and students can access live information linked to attendance, exams, support plans and assessments via Parent Portal.

Guiding Principles to Progress Reporting

At BHASVIC we think holistically about the student journey across two years. Please take time to read the Parent/Carer guidance, below, on assessing approach to learning and progress grades. A progress grade takes into account the point of the two-year course the student is in and allows for maturing development, by offering a realistic assessment of their likely grade at the end of the course. Apart from the A1 summer exam, it is not just their most recent test result.

There are FIVE Common Assessment Points (CAPs) in the typical student journey which make up the Progress Grades (PGs). Each one marks a point of some kind of progress reporting to students, parents and carers.

PG1 - (November A1)

PG2 - (March A1)

PG3 - A1 summer exams (May/June A1)

PG4 - (November A2)

PG5 - (March A2)

Whilst there is ongoing assessment and feedback throughout the student journey, the primary purpose behind these CAPs is to enable all stakeholders (student, parents, carers, tutors) to gauge their progress at key points, relative to their statistical target grade (STG) – explained below.

Progress Reviews happen in this form twice a year: round 1 (PG 1&4) is in November and round 2 (PG 2&5) is in March. They have a set format which reports on 'Approach to Learning' and has associated teacher/student 1:1s and Parents' Evenings linked to the progress review. Support Plan threads will also be expected if there are concerns noted in the progress review.

PG3 is the first-year summer exam. At the same time, staff write an A1 end of year report/reference* which parents & carers can see and generate an initial predicted grade for the purposes of UCAS and other onward applications. Predicted grades linked to UCAS are currently finalised early in the Autumn

Term. UCAS predicted grades can generally be more generous, as they have an effect on the student's choices for higher education, but they also need to be realistic to guide students to apply to institutions that are appropriate for them. *Please note we are currently reviewing the format in the light of recent UCAS changes. This will be finalised nearer the time.

What is a Progress Review?

A Progress Grade, Approach To Learning score and an online one-to-one meeting between student and teacher (with the parent/carer invited if they are able and wish to attend). These are provided for our core qualifications courses.

1. An opportunity for students to reflect on their progress in each of their subjects and overall at BHASVIC.
2. An opportunity for the teacher and student to formally assess progress, review and update relevant mark books and target grades and to provide this information to other audiences (e.g., parents/carers, personal tutors).
3. A short teacher assessment of progress for each subject the student is studying, along with an emphasis on 'dialogue' between the student and teacher (rather than a written comment from teachers, which may be recorded via Advantage at the teacher's discretion).
4. A published report to parents/carers, which includes both of the above along with an attendance report and college information.
5. A one-to-one meeting between the student and teacher for a least one of the progress review rounds.
6. An important opportunity to take stock of progress and for teachers to use the Support Planning system where students are a concern and/or need support and no formal record has been made up to this point.

What happens after Progress Reviews?

The college recommends that you look through the Progress Reviews carefully and discuss these with your young person. Studying is not only about grades: a student's own reflections are also very important. They have been asked to comment on how they are feeling about their studies, how they are progressing and what this all means for the future. Your young person may not have written much, or they may have written an essay! The most important consideration here is the tone of what they have written.

In particular, look for any significant mismatch between your young person's own reflections, their STG (a statistical guideline on what they could at least achieve) and the teacher's assessment and progress grade. We hope that these can lead to open and supportive conversations.

7. ASSESSMENT WEEKS

Twice in the Spring Term, late January and late March, we change the timetable to allow any courses which wish to do so to run a practice exam for their students on the course. The papers are marked and will provide highly useful information to both the student and the teacher about where to focus revision and practice techniques.

Timetable: These practice papers are not synchronous (ie students on the same course will sit the exams at different times across the week). To run synchronous exams, the college would need to collapse all teaching for two weeks per round – this is not feasible or desirable. Instead, the college runs an adapted timetable of one double and one single lesson, so that each class can take a practice or mock paper. To ensure the college can operate, all timetables for all students (both A1 and A2 students) and teachers change for the week.

Student Responsibility: We ask all our students to be responsible learners during the week and emphasise the importance of not asking or giving details of the exam papers/questions to other students. The practice paper is an important opportunity for the student to learn and finding out ahead of time what is on the exam paper would significantly reduce this experience and opportunity. There are no 'stakes' involved for the student in doing better or worse, only the opportunity to genuinely learn from the experience.

Feedback: The student will have their mock exam marked by the course team – very important information for them to guide their revision and practice for final exams.

8. INVITED PARENT'S EVENINGS

At BHASVIC we offer a one-to-one appointment between course teacher and parent/carer to specially identified students. The teacher, Head of Department and/or Guidance Managers identify the students who most need and would benefit from a parent/carer consultation. The decision to offer can vary widely but can be broadly summed up as those students who need extra support with their students, progress overall at BHASVIC or specialist advice about their next steps.

The appointments take place online in either December or January and last five or ten minutes.

9. A1 SUMMER EXAMS

After the Easter Holidays, all students on an A-Level course (apart from Visual Arts courses), will sit an A1 Summer Exam. To accommodate the exams, lessons are suspended for two weeks, and the A1 students go on Study Leave. The exams are usually 90 minutes long and consist of course content covered in the first year of study. The exams form an important part of the picture of student progress on the course so far and give a useful indication of where a student might be heading in terms of final grades. The results are also an important piece of information (along with other progress information on the course) in determining a student's Predicted Grade for references (such as UCAS) and their continuation into the second year of the course.

All students are expected to sit their A1 Summer Exam.

The exams are marked and standardised by each course team and moderated by Heads of Department and Heads of Faculty. As such, they represent one of the highest-quality offers the college can give its students in terms of an internal/simulated exam experience, with accurate assessment and grading.

The results are released to students as part of an A1 Summer Exams Results Day and students receive guidance and support from their teachers.

10. PROGRESSION INTO THE A2 YEAR OF A COURSE

Students progress into the second year of their course when they pass the A1 Summer Exam. In the rare cases that a student does not pass the A1 Summer Exam, the following criteria will be taken into account when considering whether it is right for the student to progress into the second year of the course:

1. **Work Submission:** the student demonstrated a good work ethos, effort and commitment to their studies, handing in and completing work well in the Spring Term.
2. **Grades and Marks:** Course Assessments, Progress Grades and/or Approach to Learning Grades in the Spring Term showed that the student has consistently been able to learn and progress on the course to a passable standard.
3. **Support Plans:** plans across the Spring Term show that the student's ability to cope with the course and/or demonstrate progress with actions had been completed by the time of the A1 Summer Exam. Although actions did not necessarily need to have been achieved, *progress* with those actions demonstrated that the student should be ready for the second year of study on the course. The student is no longer, therefore, on a live Red Support Plan.
4. **Extenuating Personal Circumstances:** where the student has experienced circumstances outside of their control, which have affected their ability to progress on the course, reasonable adjustments will be applied.

In any individual student case, where the above criteria have **not** been met, extenuating circumstances and reasonable adjustments would always be taken into consideration before a final decision is made about progression into the second year of the course.

Student request to drop the course: If the student themselves requests to drop the course, this will be heard and will form part of the consultation with their Guidance Manager.

Missed A1 Summer Exams: if the student was unable to sit the A1 Summer Exam, then the criteria above will be applied to progression decisions, along with the most recent significant assessments of the course.

Final Decisions about Progression: Ultimately, it is the GMs decision about progression on the course, taking into account all evidence and student personal circumstances.

Recovery Course option for their second year and will also ensure parents/carers are kept informed of the outcomes.

11. TWILIGHT EXAMS

These are exams which take place after the college day has finished. Departments run these to enable students to practice a real exam, in exam conditions which are as close as possible to the real thing. The college needs to run these at the end of the day because they require significant amounts of space and those large spaces are busy during the college day, for students to eat and use as independent study space.

The experience gained for the student is invaluable – the more a student can practice sitting an exam, the more familiar, normalised and confident they can become. The student will also benefit from practicing their technique (such as timed conditions, large exam hall, formal exam papers, etc). The exam paper is also marked and can be used by the student and their teacher to guide their areas of focus and evaluate their progress.

12. COURSE-LEVEL ASSESSMENT AND CEDAR MARKBOOKS

As a Post-16 education provider, the college aims to develop student ownership, autonomy and independence – supporting our students' metacognition and preparing them for success in higher education, work and adulthood.

On-course and ongoing progress, marks, assessments and grades that are not part of the Reporting Cycle above are therefore considered "formative assessment" which are kept between the student and their teacher. Different courses have very differing amounts, types and timings of "formative assessment" and the college encourages specialisation and optimisation by course teams for their course, not prescribing any specific assessments outside of the Reporting Cycle.

Departments will use a range of tools to track and record their student progress and the college provides a centralised Markbook in CEDAR for course teams to use if they wish.

On-course and ongoing teacher marks and assessments may be used by the student and other stakeholders to help inform important decisions, such as progression planning and applications after BHASVIC, support planning or continuation on courses.

13. EXAM ACCESS ARRANGEMENTS AND SEND

In alignment with the SEND Code of Practice, the college will provide the same access arrangements for internal assessments which follow exam conditions or are timed. Although internal assessments do not contribute towards the final grade, they are important in allowing the student the opportunity to practice for the real thing and they will need their access arrangements in place to be able to do so effectively. The student, teacher and Additional Learning Support will need to gain an accurate picture of how the student is progressing and likely performance in final exams and assessments.

Please refer to the college's SEND Policy for greater detail.

14. ROLES AND RESPONSIBILITIES

14.1. **Students** should take all college assessments seriously, trying their best, preparing effectively and making sure they treat internal assessments with the same respect as external assessments, avoiding malpractice. Doing so enables the student to know where they are with their progress and, in turn, have the very best chances of success with their final grades. Students should ensure they have communicated any additional needs they may be entitled to and should seek support from teachers and their personal tutor if they have any difficulties or problems with managing or completing course assessments.

14.2. **Teachers** will provide regular assessment and feedback to students, according to the college's overarching schedule and the individual course's assessment spines. Teachers will use high-quality assessment practices to ensure assessments are as accurate as possible, including using Awarding Organisation training and standards for the given qualification.

- 14.3. **Parents and carers** should keep track of their young person's progress, via the college's reporting systems, and provide guidance, encouragement and support to their young person through the challenging journey of advanced-level academic study. Parents and carers should make contact with their young person's Personal Tutor if they have any concerns about progress.
- 14.4. **Course Teams** will work together to support standardisation and internal moderation of bigger and more significant assessments, such as mock exams. They will build assessment and feedback effectively into their courses to maximise student success.
- 14.5. **Curriculum Managers** will ensure all teachers and course teams are supported to deliver good assessment practices via the college's Continuing Professional Development programmes and Quality Cycle.
- 14.6. **Personal Tutors and Guidance Managers** will use on-course assessments to inform the support given to individual students and the college's Personal Development programmes, delivered via Tutorial. They will work in collaboration with curriculum to enable effective information, advice and guidance to students as they navigate through their sixth form study and prepare for their next steps.
- 14.7. **Senior Leaders** will ensure that the assessment and reporting outlined in this policy is effectively administered and will also ensure that the college remains contemporary and creative in its approach to assessment, taking into consideration both student and staff wellbeing and workloads. Student Voice will inform these college practices. Senior Leaders will ensure that all aspects of the student journey are well supported and decisions about progression are evidenced through internal assessments.
- 14.8. **Governors** will ensure that students continue thrive and achieve success and the college's strategic direction is met by its internal assessment policies and practices.

15. MONITORING AND REVIEW OF THIS POLICY

- 15.1. This policy will be monitored for its currency and effectiveness via individual department's Self-Assessment Reports and Action Plans, which will feed into the whole college Self-Assessment Report. The policy's effectiveness and its implementation will be evaluated.
- 15.2. Where developments are needed to this policy, these will be evidenced in the College Development Plan, through the annual reporting of its Key Performance Indicators in the Quality of Education section. Otherwise, the policy will be reviewed every three years by the Curriculum and Quality Team and changes will be approved by the Principal.

16. RELATED DOCUMENTS

- Equality, Diversity & Inclusivity Policy
- Exams & External Assessments Policy & Procedures
- Quality Assurance and Improvement Policy
- SEND Policy
- Student Behaviour Policy
- Student Code of Conduct
- Student Voice Strategy

17. GLOSSARY OF OTHER RELEVANT TERMS

| Term | Definition |
|----------------|---|
| A1 | The first year of the student's two-year Study Programme |
| A2 | The second, and final, year of the student's two-year Study Programme |
| EEA | Exam Access Arrangements – these are awarded to a student if they have a recognised additional learning need (for example, extra time, rest breaks). See the college's SEND Policy for more details. |
| NEA | Non-examined Assessment (also known as Coursework) – an external, exam board assessment which contributes towards the final grade in most courses. |
| Twilight Exams | These are tests or exams which take place at the end of the college day. They occur after 4pm so that there is space to use the college's large venues when they are not needed for student social space, eating, etc. The conditions usually mirror those of a formal exam. They are designed to enable students to practice and familiarise themselves with terminal exams and to develop their 'exam technique'. |

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