

Build-a-Future

Main Road, West Ashby, Horncastle, Lincolnshire, LN9 5PT 01507 524015

Learner Assessment Procedure



This procedure is written following the BAF Assessment Policy which can be found in the main office and online.

Assessment can be:

- Diagnostic – identifying a skill or attribute that suggests an appropriate learning pathway and identifying learning difficulties that require support.
- Formative – enabling the learners to obtain feedback on progress and pointing out areas and strategies for improvement.
- Summative – provides a clear statement about performance in relation to stated objectives.
- Teaching teams will use one or more of these elements in most assessment methods. For example, much coursework is formative because it provides feedback on a level of attainment but also counts towards credit accumulation for a final statement of learning. A piece of coursework may also highlight learning support issues for the learner so acting as diagnostic assessment.

Learner Assessment Entitlement

- To know what his/ her success criteria/ learning objectives are at all stages of a course and to could develop self-assessment skills.
- To learn how to develop the skills involved in meeting these criteria.
- To have all tasks explained clearly.
- To receive regular constructive feedback.
- To receive guidance on how to improve.
- To know whether he/she is performing at a level which meets or exceeds expectations.
- To be assessed with objectivity and fairness using methods 'fit for purpose'.
- To be able to challenge assessment judgements against the agreed criteria.

Date: November 2018

Review Date: November 2019

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The Build-a-Future Learner Assessment Procedure:

Arrival & Assessment

- Learner arrival at BAF
- Learner Induction
- Initial Assessments in Maths and English - using appropriate diagnostic tool
- BAF then sets a plan and set suitable learning opportunities and outcomes
- Further assessments at the start of each new term to track and evidence

Submitting Assessments & Receiving Feedback

- All work completed in subject areas is submitted by learner for assessment
- Feedback is provided both orally and through marked assessments
- Learners are made aware of how they can improve their work

Tracking and Monitoring of Learners' Progress

- Tracking is up in all subject areas & held in main office
- Review all progress with the learner through use of the ILP
- Internal Verification & Moderation

Review of Assessment

- Participate in regular review of the assessment process and outcomes informed by staff and learner feedback plus internal and external moderation reports.
- Promote improvements through the review.
- At the end of the course complete a course review to meet requirements.
- This should include learner feedback and evaluation.

Completing a course

- At the end of the course complete a course review to meet requirements. This should include learner feedback and evaluation.

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Provide the Learner with Specific Improvement Suggestions:

- Feedback only leads to gains in learning when it includes guidance on how to improve, preferably without any overall marks. Periodic use of levels/grades can be helpful if a summative judgement is required e.g. on a specific piece of work once or twice a term.
- Focus feedback on the qualities of the work and what the learner has achieved and provide the learner specific ways in which the work could be improved. Therefore, focus more on improvement than correction.
- Marking of errors should be restricted to what is relevant or necessary e.g. factual errors, topic-specific spelling errors, and common punctuation or grammar errors. The following codes should be used selectively, depending on the focus of the marking.

✓	this is correct
x	this is incorrect
?	means that what has been written does not make sense
^	means something has been left out
*	means that comments are written at the end of the work
//	start a new paragraph here
sp	this indicates a spelling mistake.
C	capital letter mistake
P	Punctuation

- To close the gap between where a pupil is and where you want them to be in their learning, there are three types of prompts that promote improvement. They also help you differentiate your support. These are reminder prompts (“Say more about ...”); scaffold prompts (“Can you describe how...”) and example prompts (“Choose one of these or one of your own”).
- Focus on a ‘success and improvement’ strategy. Teachers may decide to use the ‘Two stars and a wish’ approach – two positive comments and an area for improvement or WWW (what went well) and EBI (even better if) or something similar.

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Provide an Opportunity for the Learner to Make the Suggested Improvement:

To avoid the same comment appearing over and over again on learner's work, either provide them with an opportunity to carry out the improvement on that piece of work, according to the specific improvement suggestion or revisit that skill in another context as soon as possible.

Feedback information requires action and therefore must be used in order to make progress. It is about finding out 'how you are doing' as opposed to finding out 'how you have done'.

Let them into the Secret:

Involve the learners in the assessment process by modelling effective marking. Learners should develop the ability to reflect on their own learning and each other's learning when they are provided with appropriate guidance and structure.

Frequency of Written Feedback:

Learners' work should be provided with written feedback regularly. Frequency of feedback is crucial because it increases learner motivation and reflection on their learning.

Distinguish between day to day 'marking' which may be a quick tick, small correction and more in depth 'marking' which merits a written comment with a target and an opportunity for the learner to respond to improvement advice. Not all learning can or should be marked in detail and teachers are not expected, therefore, to put a detailed comment and a level or grade on every piece of work.

The frequency of written feedback on learners' work will vary from subject to subject, but for most subjects it should ideally be done once every 5/6 lessons as far as this is reasonably practical.

We should identify 'learning milestones' - one piece of work which merits more in depth, detailed formative assessment with appropriate grades or levels which is undertaken at least each half term. The frequency with which any levels/grades are awarded will vary according to subject requirements. These regular assessments will provide learners with an idea of their attainment.

For further information please refer to the Assessment Policy.

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