

ASSESSMENT POLICY

Date to be implemented from:	September 2026
Date to be reviewed by:	August 2027
Version No:	v4
Lead responsibility:	Directors

Distribution to:	
All Staff	☐
SLT only	☐
Teaching Staff/Tutors	☒
Administration Staff	☐
Other (please specify)	☐

Key Contacts:	
William Barrett-Bell Director	01438 727667 (option 2 – Stevenage)

This Policy supersedes any previous Policy of this name or instructions that pre-date this edition.

ASSESSMENT POLICY

1 Policy Statement

Barrett-Bell Ltd will follow all UK statutory regulations and Awarding Body regulations. This Policy is to support the Regulations and Examination Rubric that govern examinations.

Assessment can be formative or summative. It can be diagnostic or ipsative. Assessment uses various methods to judge and evaluate the knowledge, skills, competencies and understanding of Learners. Some assessment is via formal written examinations, some is undertaken by practical observation, some by the production of a portfolio and some by a combination of these.

Whatever the assessment method being used – Barrett-Bell Ltd will use strategies that support Learners to improve and make progress that is sustained.

2 Principles

Assessment must be available to all Learners, so they have an equal opportunity to do the best they can.

- 2.1 Disability and equal opportunity legislation and the regulatory criteria give support and guidance to the company in creating an inclusive assessment process. Barrett-Bell Ltd supports Fair Assessment and will make reasonable adjustments as appropriate.
- 2.2 Barrett-Bell Ltd has in place the necessary systems and procedures to allow the provision of access arrangements, including reasonable adjustments. These reflect the needs of individual Learners and also ensure that assessment continues to enable a valid, reliable and consistent judgement to be made about achievement of all learning outcomes against the stated assessment criteria.

- 2.3 Barrett-Bell Ltd also arranges for special consideration to be given to Learners that experience temporary illness, injury or indisposition at the time of an assessment or where special consideration is required.
- 2.4 Assessments must be constructive and support learning:
- Assessment is designed to aid Learners' learning
 - Assessment criteria will be published so Learners know what standards they are being assessed against
 - Assessment will adhere to the requirements of relevant professional bodies and Examination Boards
- 2.5 Assessments must be fair and set against shared criteria:
- **Validity** - A valid assessment measures what it is supposed to measure and sticks only to the criteria shared with Learners
 - **Consistency** - It is important that the diet of assessment methods for a single unit/module is consistent for the whole group
 - **Reliability** – a reliable assessment is one which would produce the same results on re-test and would produce similar results with a different, but similar, group of Learners
 - **Efficiency** – it may be the giving of group feedback may be more efficient than individual feedback and this is acceptable if it is fit for purpose
 - **Justifiable** – assessment that genuinely develops Learner learning (rather simply being a hurdle to be passed) means Learners need to understand why they are being assessed, what is being tested, and why it is being done using the chosen method

3 Definitions

- 3.1 Assessment is any process of judging the value, quality or importance of something so that it can be measured against given criteria.

- 3.2 It can be summative (final mastery at the end of something) or formative (ongoing feedback). It can be diagnostic (identifying baseline knowledge and scaffolding how to improve) or ipsative (measuring against yourself and past performance).
- 3.3 Continuous Assessment is the ongoing evaluation of a Learner's progress throughout a course of study, as distinct from 'by examination'.
- 3.4 Assessment for Learning is the process of seeking and interpreting evidence for use by Learners and their Teachers/Tutors to decide where the Learners are in their learning, where they need to go and how best to get there. Assessment for Learning is a type of formative assessment. Good Assessment for Learning will involve both verbal feedback and marking that is diagnostic and helpful and indicates how improvement may be made. It is more proactive than reactive.
- 3.5 Assessment can be by the Learner on their own work (self-assessment) and this reflective process helps Learners become more self-evaluating people.
- 3.6 It can be peer assessment (by a colleague) and this is often done in a group and builds self-confidence and teamwork.
- 3.7 It can be external (by the Teacher/Tutor or Examination Board) and this tests how embedded the learning and understanding is and whether the skills are transferable.

4 Process

- 4.1 The summative assessments at Barrett-Bell Ltd has been set by external Examination Boards and Barrett-Bell Ltd adheres to the requirements of the Examination Rubric (the instructions for carrying out examinations given by the individual Boards).

- 4.2 In cases (like the series of tick box questions) the answers are either right or wrong and these will only be assessed (marked) by a tick for correct or across incorrect however, Teachers will ensure that where Learners are making errors, they will revisit the teaching of the curriculum for those areas that have been incorrect.
- 4.3 Other assessments need to be chosen explicitly. The form of assessment will affect how Learners approach it and different forms will require the use of different skills and styles. Assessment methods should, therefore, be appropriate to the Learners, the level and the material to be tested. Well-structured assessment can actively drive learning and encourage Learners to work on relevant material at the right point in a course.
- 4.4 Summative assessment is designed to mark the work submitted and not the Learner submitting it
- 4.5 All lessons, both theoretical and practical, will include some diagnostic and constructive assessment for learning to Learners.
- 4.6 Grammar and Punctuation will be marked as it is important so that Learners have a sound grounding in basic skills for their profession.
- 4.7 Spelling, especially linked to technical aspects of the industrial sector or jargon used by the industry must be marked and the correct spelling shown.
- 4.8 Class notes will not be marked with feedback but will be ticked to ensure that they are correct and have been checked as being completed.
- 4.9 Tests of facts (like tick box questions) will be marked only right/wrong but feedback will be verbally given.
- 4.10 All written Homework will be ticked to show it has been checked as being completed.
- 4.11 Feedback will be given at all stages of formative assessment to ensure Learner can improve. All Staff will give feedback that is clear,

constructive, consistent and helpful. It is not enough to just tick work (unless this means 'seen' only) or say to a Learner they got the answer wrong – Learners need to know how they got an answer wrong and how they can improve. Learners should have opportunities to re-test their knowledge, skills and competencies.

4.12 Feedback should be:

- putting the Learner in control – so they have to accept the feedback and act upon it, hence, it empowers them to improve
- a dialogue between Learner and Teacher/Tutors
- designed to engage Learners with the feedback that they receive. Where Learners are expected to reflect on and implement feedback, mechanisms to assist them in doing this should be developed
- relevant, specific and directly linked to the success criteria that have been shared with Learners beforehand
- provide continuity for the Learner as s/he moves through the course
- highlight areas of achievement to the Learner, thereby motivating them to make further progress
- jointly Identify with Learners areas that require further development
- raise the achievement and self-esteem of Learners
- given in ways that enable Learners to benefit from it. Simply highlighting sections of the text, or adding exclamation marks, ticks, question marks or similar in margins are not helpful to Learners in using the feedback to improve their work
- encourage Learners to think about their work and how it might be improved. For feedback to be most effective, Learners need to be encouraged to act upon it

- Good feedback will encourage Learners to discuss work amongst themselves and will be used to facilitate discussions between staff and Learners.
- As well as commenting on Learners' own work, feedback should show what good performance in an assessment task would look like. This may be through the use of model solutions or model demonstrations, or it could be through comments on work.

4.13 Assessment methods and content will be reviewed periodically as it is important that assessment design is not seen as a 'once in a lifetime' undertaking. Too often, Teachers/Tutors review and revise the content, structure and teaching methods of a course, whilst leaving assessment unchanged.

4.14 The methods and content of assessment will form a core part of curriculum reviews and revision of courses. Review of assessment is not to be undertaken only if something has 'gone wrong' in the past.