



Assessment Policy

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Aims

Our assessment policy has been written to drive improvements in standards for students and teachers, not just to measure them. The core purpose of assessment in our school is to move students on in their learning and is fundamental to the learning and teaching process.

We recognise that the quality of assessment has a significant impact on learning and on attainment in school by stimulating and challenging students to work hard and by encouraging all staff to reflect on their practice and to focus on how they can improve the learning of individual students.

At Rowan Education students often have a range of complex social and emotional needs which act as barriers to making academic progress. We believe that a young person's social and emotional development is as important as their academic progress and that the principles described in this policy apply equally to both.

Rowan Education's Assessment policy aims to:

- Place assessment at the heart of learning and teaching;
- Create a dialogue between students and teachers/other adults to ensure all members of the school community share the core principles of assessment;
- Use student assessment actively to inform the planning of teaching;
- Ensure that assessments are part of effective planning, student focused and central to all classroom practice;
- Ensure that timely formative and summative assessments are built into curriculum planning;
- Ensuring continuity for the learner as they move through the

school;

- Identify areas requiring further development to students and adults which will be used to inform future planning;
- Raise the achievement and self-esteem of students by providing them with regular, high quality, diagnostic feedback about their work;
- Highlight the skills, knowledge and understanding a student needs to have developed in order to be successful in planning their next steps in learning;
- Provide clear information on progress to students, parents, school based staff at all levels and to our partners;
- Ensure assessment is inclusive of all abilities - all students have the right to be successful and to achieve;
- Ensure all staff use the same marking scheme for a standardised and common approach;
- Demonstrate that a framework is in place to assess students' work regularly and thoroughly and use information from that assessment to plan teaching so that students can progress (para 4 of the [Independent School Standards](#)).

Assessment, Recording and Reporting Practice

At Rowan Education we have developed a curriculum that aims to support students to grow into responsible, effective citizens who have the skills, knowledge and understanding to progress to, and succeed in adult life. To allow us to achieve this we believe that our assessments must provide continuity across all relevant Key Stages and that, up to the point of public exams, focuses on which specific elements of the curriculum an individual has understood and which they have not.

On entry to our school we use data when available from the student's

previous/mainstream school and, if applicable, their EHCP. students will also sit a baseline reading and maths assessment as well as an initial assessment (Rowan Education currently utilises "SkillsBuilder" as the platform for initial assessments for Maths, English and Digital Skills – this programme also identifies potential additional need descriptors such as Dyslexia. Due to the fact that students can arrive at Rowan Education at any time in their school career, it is vital that we use a robust baselining process which accurately reflects a student's current attainment. It is reasonable that this might be undertaken after a period of time which allows the student to establish themselves within the school, but it should be completed within the first few weeks of the student's arrival.

Learners complete a New Learner sheet as part of their induction at Rowan Education where additional needs, behavioural needs, learning preferences and academic confidence is discussed and noted to enable the young person to be able Rowan Education to support them appropriately.

At Rowan Education, we use a variety of different assessment methods.

These include, but are not limited to:

- Access Reading Tests;
- Questioning;
- Written tests;
- Written class work;
- Verbal discussion;
- Group tasks including discussions;
- Discussing work in progress with students;
- Peer assessment;
- Paired assessment;
- Self-assessment;
- Summative assessments.

Assessment of Open Awards Units and Qualifications

Open Awards units and qualifications are designed around the principle that learners will build evidence towards meeting the assessment criteria over time. Each learner is required to compile a portfolio of evidence to demonstrate that all assessment criteria for each unit have been achieved.

Tutors and assessors must ensure that all evidence within a learner's portfolio is:

- **Valid:** Evidence must clearly demonstrate the knowledge or skills outlined in the assessment criteria and must be the learner's own work.
- **Reliable:** Evidence should, in general, produce consistent outcomes when used under similar circumstances with similar groups of learners.
- **Inclusive:** Assessment methods should ensure that no learner is disadvantaged or excluded due to individual background, experience, or personal circumstances.

Assessors are responsible for reviewing and evaluating all learner evidence. They must be satisfied that all learning outcomes and assessment criteria for a unit have been met before confirming that the learner has successfully completed the unit. Assessors must also verify that all submitted evidence is the learner's own work.

Records of assessment, including Feedback Sheets, Individual Progress Records, and Group Progress Records, are retained by assessors on behalf of the Provider. These records are made available for review by the Provider's Internal Quality Assurer and Open Awards' Quality Assurance Team.

This assessment approach enables providers to deliver content in ways that are tailored to learners' needs and support their intended progression routes, while maintaining rigour, transparency, and quality in the assessment process.

Recognition of prior learning / credit transfer

Rowan Education recognise the prior achievements of our learners that have been both formally certified/recognised and not formally acknowledged. This allows the young person to be able to apply this prior learning to the qualification assessment without having to potentially repeat the unit/qualification when joining Rowan Education.

Evidence used by learners must be current and valid and meet the assessment criteria of the qualification, and evidence must be reliable, whereby Rowan Education consistently arrive at equivalent assessment decisions. Evidence obtained through RPL must therefore meet the same rigorous quality criteria that other assessment methods must conform to. It remains the role of Assessors and quality assurance staff to ensure that evidence is:

Valid: Does the evidence genuinely demonstrate that the demands of the assessment criteria have been met? For RPL, currency of evidence will be of particular concern. Does, for example, the evidence meet current practice requirements.

Authentic: This involves consideration of whether the evidence being assessed is genuinely the work of the learner. For example, the evidence may have been produced by somebody else, or may be the result of the work of a team. In the latter case, this would be acceptable if the assessment criteria were related to team / joint working, but not if it was being used as evidence of an activity which should have been carried out individually.

Sufficient: There must be enough evidence to fully meet the requirements of the assessment criteria, or assessment criteria being considered. If there is insufficient evidence to fully meet requirements, then evidence obtained through RPL must be complemented by evidence gained through

other suitable assessment method(s) before requirements can be said to have been met.

Reliable: The evidence obtained through RPL should be such that an Assessor would arrive at the same assessment decision, were the assessment to be repeated.

If individuals can produce relevant evidence, that meets assessment criteria requirements then, recognition can be given for their existing knowledge, understanding or skills. If an individual can meet all the learning outcomes and assessment criteria in a unit, then they can claim credit for that unit solely on the basis of their RPL achievement.

If however, evidence from RPL is only sufficient to cover one or more assessment criteria, or to partly meet the need of an assessment criteria, then additional assessment methods should be employed to generate the sufficient evidence required to make a safe assessment decision.

Knowledge, skills, behaviours and understanding must be current for RPL to be used and subject leads within Rowan Education will decide if prior learning is up to date for the relevant sector and subject areas. Assessors may use questioning or other acceptable assessment strategies to check the depth and significance of prior learning. Assessment decisions based on RPL will be made by staff with suitable occupational competence and subject expertise. Acknowledging evidence of previous learning is considered to be part of the internal assessment process and any decisions must be made clear to the External Quality Assurer.

Rowan Education will ensure that it is carried out by designated staff with relevant levels of expertise to meet the requirements of the assessment strategy/guidance for the qualification concerned.

The methods of assessment used will be determined by the assessment strategy for the qualification being assessed and the RPL assessment will be carried out as an entire process, meaning that the assessor will:

- Plan with the learner
- Make a formal assessment decision
- Feedback assessment decisions to the learner, confirming decision and giving guidance on the available options
- Maintain appropriate records
- Ensure that learners are aware of their right to access the appeals process should they feel the assessment decision was unfair
- Ensure that all assessment criteria being claimed are covered and that records of assessment are maintained in the usual way. The process must be subject to the same quality assurance requirements as any other assessment method.

NCFE Functional Skills Controlled Assessment

Rowan Education is an accredited site for the delivery and assessment of NCFE Functional Skills English and Math and has therefore adopted the “NCFE Regulations for the Conduct of Controlled Assessments – Functional Skills” which states –

1.1 Designated Person (C.Nicholas)

- The head of centre (H.Hockaday) is responsible to NCFE for making sure all controlled assessments are conducted in line with these Regulations.
- The head of centre (H.Hockaday) must delegate a member of staff to be the Designated Person (C.Nicholas), to lead on the administration of the assessments in line with these Regulations and to ensure there is an internal policy in place to support the administration of the assessments, which will be required for inspection purposes. Please refer to Section 2.1.
- The head of centre (H.Hockaday) must not appoint themselves as the

Designated Person – The designated person is Chelsea Nicholas. These roles are distinct and intended to be separate.

1.2 NCFE Controlled Assessments

The NCFE controlled assessments are set by NCFE and delivered by the centre internally. Controlled assessment is a form of internal assessment, in which control levels are set for each stage of the assessment process:

- task setting
- task taking
- task marking

Task setting: medium control:

NCFE's Functional Skills controlled assessment tasks are set by NCFE following the requirements in the qualification and skills criteria.

Task taking: high control:

- NCFE's Functional Skills controlled assessments must be undertaken in controlled, supervised conditions
- Learners must be formally supervised at all times during their assessments. Preparatory work (where required by the task) may be completed with limited supervision. Details of supervision required will be given in the task instructions where relevant
- Centres must use the controlled assessment tasks set by NCFE, as well as the relevant assessment templates, when assessing learners
- If a resit is required, a different assessment must be attempted
- If allowed, the scenarios provided may be amended to use alternative source materials relevant to learners, for example where a menu is used, centres could replace the given menu with one from a local café or coffee shop. However, the parameters and requirements of the task(s) must not be altered by contextualisation
- If using a context and/or source materials other than those given by NCFE, the materials and any information contained within must be

familiar to the learner and use appropriate language. The tasks must be approved by NCFE before use with learners using our Request for contextualisation of Functional Skills controlled assessments form on the NCFE website. Further information about this can be found in the Functional Skills Writing Guide – Adapting NCFE Devised Internal Assessment Activities

Task marking: medium control:

- NCFE’s Functional Skills controlled assessments allow centres to mark the controlled assessment, therefore Rowan Education assessors will complete the marking and standardisation of exam papers.
- Assessments must be marked using the mark schemes provided by NCFE. Assessment decisions will be checked and confirmed by the centre’s Internal Quality Assurer and NCFE’s External Quality Assurer
- The Assessors must record each assessment decision and the justification for the decision on the assessment front sheet

2.1 Inspection/Observation of the Controlled Assessments

NCFE reserves the right to carry out unannounced audit visits to confirm these Regulations are being adhered to and that centres have policies and procedures in place for the delivery of NCFE controlled assessments.

The following policy is required for NCFE inspection purposes:

- Policy covering the management of controlled assessments, including risk management and staff responsibilities, and controls to maintain the security and confidentiality of assessment, as appropriate to your centre
- To ensure visits can be carried out in a timely manner:
- on arrival at the centre, the NCFE representative will introduce themselves and explain the reason for the visit
 - a senior member of staff, a member of the exams office or the Designated Person (C.Nicholas) must accompany the NCFE representative throughout the duration of the visit
 - Storage facilities for the assessment materials will be reviewed, along

with the location of the assessment and the processes in place for the printing, storing, transferring and destruction of controlled assessments

- The NCFE representative may request to speak to any individual involved in the assessment delivery at the centre
- The NCFE representative will discuss the findings of the observation with the Designated Person (C.Nicholas) at the end of the visit
- A completed report will be made available to the centre following the visit

If an NCFE representative observes any malpractice or non-compliance with these Regulations, they have the right to declare assessments void.

In such cases, the NCFE representative will report the issue to the NCFE Quality Assurance team who will deal with the concerns in accordance with the NCFE Maladministration and Malpractice Policy.

All staff involved in the invigilation of controlled assessments have completed JCQ invigilation training and are aware of the protocol involved. Any violation of regulations related to maladministration/malpractice please see 2.2.

2.2 Maladministration/Malpractice

If at any time during an assessment there is a violation of these Regulations, the Assessors or Designated Person (C.Nicholas) has the right to stop the assessment immediately. This decision must only be made in exceptional circumstances where malpractice is irrefutable. Once stopped, no allowance can be given retrospectively if the decision is deemed invalid. If malpractice or maladministration occurs during an assessment, please inform the awarding body immediately with a report of what occurred. If any of these Regulations are breached by a learner (such as plagiarism), Assessor or other person(s) involved in the conduct of the assessment, then awarding body may declare the assessment void.

In the event of a suspected or actual breach of these Regulations by learners:

- The work completed by the learner(s) concerned and any unauthorised materials (if applicable) must be confiscated from the learner(s) and given to the Designated Person (Designated Person)
- All learners suspected of breaching these Regulations should be instructed to leave the room immediately, if appropriate to do so, causing the least amount of disruption to other learners
- The Assessor should report the incident to the Designated Person (Designated Person) as soon as possible
- NCFE should be informed immediately of any irregularity via phone call or email
- The centre should conduct its own investigation into the incident and report their findings via the learner malpractice form from the NCFE website

Preparing for the Controlled Assessments

3.1 Accessing the Assessment Materials

A list of assessment topics is available on the NCFE website to support awareness of the topics available. Controlled assessment materials are available digitally and NCFE publish the live date on the front page of each assessment. Once learners are ready to sit a controlled assessment, a declaration in the Portal must be made up to 6 weeks beforehand to inform NCFE for monitoring purposes.

The controlled assessment material will be made available in The Portal from the point of booking and can be accessed in the 'view controlled assessments' screen and will be available for 6 weeks from the point of booking. Controlled assessment materials, or any part of, must not be emailed as they are live assessment materials, and the content must be kept secure and confidential by all staff members.

Rowan Education will use the NCFE Assessment Tracking Document to ensure there is reliable tracking of the use of the controlled assessments per Assessor and learner. Rowan Education must ensure that across their learners and across the academic session, there is an even rotation across the available assessments as this will be verified via the external quality assurance process.

The NCFE controlled assessment tracking document or the centre's own version of this tracker will be requested in advance of external quality assurance visits and you may be required to submit it to NCFE for monitoring purposes.

3.2 Storing Assessment Materials

The Designated Person (C.Nicholas) is responsible for:

- the security and integrity of the assessments and associated materials (such as used/unused assessment materials, partially or fully completed learner work, assessment tracking documents and the assessment documentation) at all times. This includes both electronically saved and printed materials. Access to this storage must be restricted to authorised personnel only
- ensuring Rowan Education uses assessments from the current bank of live assessments as accessed above, and that the centre's internal policy is followed in terms of choosing assessment topics and enforcing a rotation across assessments available throughout the academic session
- ensuring material is not downloaded and/or printed more than 6 weeks prior to the scheduled assessment dates then, once printed, that material is placed in the secure storage.
- having a process in place whereby the Assessors can notify the Designated Person (C.Nicholas) that they have learners ready to sit the assessment, then making the assessment materials available from a secure location
- ensuring that when materials are requested by Assessors they are

printed and stored in a packet(s)/envelopes that can be securely sealed until the day of the assessment

- completing the centre tracking document to ensure assessments assigned to learners are accurately recorded, which will inform resits, as a learner cannot resit the same paper
 - submitting, or supporting the Assessors to submit, any requests for contextualised materials
 - managing the secure destruction of all unused assessment materials, both printed and electronic, once assessments have taken place.
 - ensuring that any unauthorised centre personnel do not have access to the assessment materials or completed learner work
 - ensuring assessment material isn't tampered with
 - immediately informing NCFE's Assessment Delivery team if the integrity or security of the controlled assessment materials is put at risk by theft, loss, damage, unauthorised disclosure, fire, or any other circumstances.
- Live assessments must not be used as sample materials. Further guidance on accessing the controlled assessments is available on our website.

3.3 Access to Fair Assessment

Rowan Education and NCFE seeks to provide equal access to assessment for all learners registered for its qualifications. Rowan Education recognises that reasonable adjustments may be required for assessments.

The Equality Act 2010 requires Awarding Organisations to make Reasonable Adjustments to ensure a learner who has a disability as defined in the Act are not placed at a substantial disadvantage in comparison to learners with no disabilities. Assessment should be a fair test of a learners' knowledge and what they are able to do, however, for some learners, the usual format of assessment may not be suitable. The provision for Access Arrangements and Reasonable Adjustments are made to ensure that learners receive recognition of their achievement so long as the equity, validity and reliability of the assessments can be assured. Such arrangements are neither concessions to make assessments easier

for learners nor advantages to benefit the learners. There are two ways in which access to fair assessment can be achieved:

- Access Arrangements – allow learners with specific needs, such as special educational needs, disabilities, or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an Access Arrangement is to meet the needs of an individual learner without affecting the integrity of the assessment.
- Reasonable Adjustments – NCFE are required to make Reasonable Adjustments where a learner, who has a disability within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who does not have a disability. All education providers and awarding bodies are required to take all reasonable steps to overcome that disadvantage. Rowan Education will take all reasonable steps to ensure no adverse effects occur because of any reasonable adjustments.

An Access Arrangement is any action that helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage in the assessment situation.

Awarding Organisations and centres are only required by law to do what is 'reasonable' in terms of giving access. What is reasonable will depend on the individual circumstances, cost implications, and the practicality and effectiveness of the adjustment. Other factors, such as the need to maintain competence standards and health and safety, will also be taken into consideration. Rowan Education places great emphasis on ensuring that all learners have appropriate steps taken to ensure they have access to fair assessment and have the opportunity to achieve their potential. Access Arrangements must not affect the integrity of what is being assessed. Access Arrangements are approved or set in place before the assessment activity takes place; they constitute an arrangement to give

the learner access to the assessment activity. The use of an Access Arrangement will not be taken into consideration during the assessment of a learner's work.

The Head of Centre must ensure that the professional assessing a learner's needs has the required level of competence and training. Upon request a Centre must be able to provide NCFE with details of the qualified assessor who assessed their learner, including details of the specialist qualification held and evidence of attainment. When assessing a learner's special educational needs, the Centre must ensure this is completed by one of the following.

- an appropriately qualified psychologist registered with the Health & Care Professional Council.
- a specialist assessor with a current SpLD Assessment Practising Certificate.
- an Access Arrangements assessor approved by the Head of Centre who has successfully completed a post graduate course at or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment.

If the learner(s) require any Access Arrangements or Reasonable Adjustments, Rowan Education should be provided with evidence of their individual learning needs or medical condition(s). Rowan Education must ensure that suitably qualified personnel check that the evidence is current* and reflects a learner's normal way of working. *Learner(s) special educational needs to be assessed within 26 months of the external assessment being completed.

All supporting evidence of learner need must be retained by the centre. This must be made available to the awarding body upon request for inspection purposes. Inspections may be completed remotely either by the Quality Assurance team, during a pre-arranged external quality assurance visit or unannounced assessment audit visit. Where Rowan

Education store access arrangements documentation electronically, an e-folder for each individual candidate will be created. The candidate's e-folder must hold each of the required documents for inspection. On site inspection visits will be completed by any of the following: External Quality Assurers, Assessment Audit Advisors or Customer Quality Advisors. In the case of an appeal, evidence to support an Access Arrangement or Reasonable Adjustment is securely kept and produced upon request.

Learners may be eligible for special consideration if their ability at the time of the assessment has been affected by an event outside of their control. NCFE will review all applications on a case-by-case basis. The list below is neither exhaustive nor definitive, but we may accept the following:

- bereavement at the time of the assessment
- temporary illness, accident, or injury at the time of the assessment
- domestic crisis which arises at the time of the assessment
- serious disturbance arising during the assessment
- an error or accidental event such as being supplied with the incorrect assessment paper, defective materials, or failure to conduct the assessment due to materials not arriving on time.

Where an assessment has been missed or is in the form of an on-demand test, such as an electronic test, the centre should offer the learner an opportunity to take the assessment at a later date.

This will be reviewed during external quality assurance reviews. The responsible person, for example Special Educational Needs Coordinator must ensure that all relevant staff are aware of any reasonable adjustments requirements as per the NCFE policy. In principle, if a learner has an adjustment as part of their normal way of working, a similar arrangement will normally be permitted for controlled assessment.

3.5 Planning the Controlled Assessment

Assessments must not take place until all teaching and learning of the qualification content has been delivered to learners. If an Assessor notices any discrepancies or missing assessment materials, their first point of contact should be the centre's Designated Person (C.Nicholas). If they are unable to resolve, then Rowan Education are instructed to email externalqualityassurance@ncfe.org.uk immediately

Rowan Education must inform learners of the following:

- date, time and location of the assessment
- conditions under which their Functional Skills assessment will be conducted
- resources they are required to bring to the assessment and what will be supplied by the centre

Section 4 - Administering the Controlled Assessment

4.1 Identification of Learners

It's essential that learners are identified prior to the assessment. This is to ensure authenticity and to prevent potential malpractice and maladministration. If a learner is previously known to the Assessor, this will be accepted. All learners have their own ULN for the school as well as unique references/learner number with the awarding body.

4.2 Transportation of Assessment Materials

The Assessors must collect controlled assessment materials from their secure storage immediately prior to scheduled assessment time.

4.3 Administering the Controlled Assessment

The Assessor is required to play a key role in the quality control of the Functional Skills controlled assessment process and are required to:

- arrive at the assessment location in good time
- ensure that the room is set up in accordance with the NCFE Regulations

- distribute the assessment material to learners
- ensure that the appropriate information from the assessment pack is read out to learners prior to the assessment
- ensure that learners only have access to the appropriate resources as allowed or required by the assessment
- ensure that learners understand what is required of them during the task
- advise learners to read all instructions carefully
- ensure that learners know how to show their preferred answer, and how to alter their answer if they change their mind
- provide learners with additional paper if required
- be alert and observe learners at all times during the assessment
- ensure that the assessment is supervised continuously
- ensure that the length of time allowed for the assessment does not fall short of the authorised time specified on the assessment materials to the detriment of learners
- ensure that the length of time allowed for the assessment does not exceed the authorised time specified on the assessment materials
- take assessment materials and learner answers/evidence from any learners who leave the assessment location before the specified end of the controlled assessment
- collect in all reading matter, assessment materials (used and unused) and learner answers/evidence at the end of the controlled assessment
- ensure that learners enter their personal information onto the front cover of the assessment materials
- check that the number of completed assessments agrees with the names and number of learners attending the controlled assessment
- complete the appropriate documents and assessment templates
- return all assessment materials to the Designated Person (C.Nicholas) for secure storage once marked, or for destruction if unused

4.4 Quality Assurance

Rowan Education operate robust quality assurance arrangements to ensure the validity of qualifications awarded and fair assessment

4.4.1 Internal Quality Assurance

Internal quality assurance is completed for all internal assessments per Rowan Education's assessment and internal quality assurance strategy, the purpose of which is to provide assessors with the confidence in the grading/marks they have awarded, to ensure fairness and objectivity of decisions and confirm consistency in the application of assessment criteria and standards. All internal quality assurance processes are completed prior to grades being submitted for external quality assurance approval from the awarding body.

4.4.2 Standardisation

Staff responsible for assessment throughout the centre are expected to attend regular standardisation meetings where we ensure that marking is consistent and fair as well as refining practice and developing confidence in assessment decisions through the use of marking activities, quality assurance reports, observations and grade descriptors/content statements.

Staff have access to quality assurance reports in order to guide the standardisation meetings and ensure a solid understanding of the process (both assessment and internal quality assurance).

Access Reading Tests

These tests are to be used as:

- A baseline assessment to provide a reading age on entry to Rowan Education (or before first day). This enables Rowan Education to prepare lessons using reading-age-appropriate materials and to provide support and intervention for specific aspects of reading that

are identified from the tests as areas of weakness (e.g. literal comprehension, vocabulary, inference and analysis);

- An assessment for present students at Rowan Education to ensure all students are given reading age appropriate materials during lessons and intervention for any specific areas of weakness;
- A tool to measure the progress made in reading during the student's time at Rowan Education (short and long term);
- A way that results can be shared with schools if they are entering students for Key Stage 2 SATs and GCSEs as evidence, if appropriate, to support applications to The Joint Council for Qualifications for Access Arrangements;
- A way of student's score being standardised to compare to the average score for their age group.

Timescales:

- Short term placements – on entry and at the end of the placement;
- Longer term/full time placements - on entry and/or September and at the end of the placement or June/July. The tests could also be undertaken at a mid-point such as January to monitor progress if required.

Formative assessment

The aim of formative assessment is to give students clear guidance about the ways in which they have been 'successful' and about how to improve their work. All work that is formally assessed must receive formative comments. This will usually be in writing. Where formative assessment is given orally it should be possible for the student, or a member of the school

staff, to record it in writing. students will complete a formative assessment in English (reading and/or writing) and maths each half term based on the topic, programmes of study and attainment targets covered.

students will be given opportunities to respond to the feedback and make improvements to demonstrate progress in their skills, knowledge or understanding as a result of the feedback. Learner progress is monitored consistently with daily subject trackers, half-termly consolidation work and annual Step Trackers which allow staff to monitor progress of individual skills/content statements. Feedback is provided to learners with the same approach and learners have the right to view their trackers at any time and discuss with their teaching staff.

A formative comment should:

- Be concise and accessible to students;
- Highlight achievement, including areas where they have been successful and indicate how improvements can be made;
- Be personal to the student;
- Encourage and support the individual needs of the student in constructive ways;
- Encourage students to take ownership of their own learning.

Responsibilities:

The teaching staff are responsible for monitoring and recording the progress of students. Teachers and other staff are responsible for setting targets for students based upon the appropriate Key Stage and their current academic level. Students will have an individual chart which highlights each target when achieved so that they can identify the next target and take ownership of their learning. Teachers will record

achievements of each individual on a central tracker with dates to monitor the progress made over time and to identify areas for improvement planning and intervention.

The School Head and Directors are responsible for reviewing performance data and identify opportunities for improvement as well as the distribution of certificates at the completion of a qualification/s – learner identification is checked prior to distribution of certificates. E-Certificates are also saved in learner's individual files.

We are legally required to report home to parents and carers about progress once per academic year. However, we feel that parents and carers are better able to support their child in school if they also have regular updates about their progress.

In the case of a learner/s wanting to appeal a decision, such as:

- outcome of an enquiry about results and assessment decision
- outcome of an application for reasonable adjustments or special consideration
- outcome of a maladministration or malpractice investigation
- outcome of a decision to impose a sanction resulting from a malpractice or maladministration investigation
- outcome of a review of an appeal decision

Rowan Education will submit an appeal on their behalf, with the explicit written permission of that learner or group of learners. Appeals are to be submitted within 30 working days of receiving original decisions, enquiry outcomes or review outcomes.

The appeals procedure will not compromise of

- Reassessment of any external assessments

- Reviews of assessment decisions
- Reviews of the content of external quality assurance reports
- Additional external quality assurance visit
- Changes of a decision/sanction imposed

Rowan Education will abide by / adopt the appeals policy of the relevant awarding body.

Marking policy

The marking policy at Rowen Education ensures consistency within different subject areas and staff. Green pens are used for student marking and corrections. Purple pens are used for teacher marking and feedback.

Conventional corrections used

CL	Capital letter needed
FS	Full stop needed
P	Punctuation missing or incorrect
G	Grammar is incorrect- please correct
Sp _	Spelling error in underlined word please find the correct word in the dictionary and write out 3 times
//	New paragraph needed
?	Something doesn't make sense here please read through again and correct
√	Correct