

# Access to Fair Assessment Policy



*Learning together in a changing  
world, creating success for all.*

# TRINITY FIELDS SCHOOL and RESOURCE CENTRE

## Access to Fair Assessment Policy

**Trinity Fields is a Rights Respecting School, a Healthy School, Investors in Families School, an ECO School, a MOVE school and an Inclusion Quality Mark (IQM) Flagship School.**

This policy should be read in conjunction with our pupil friendly and adult version of our “**Shared Values and Aims**”.

### School context

Trinity Fields is a **Rights Respecting School**; we are committed to the principles and values of the United Nations Convention on the Rights of the Child (UNCRC) across all areas of our work. We are a school where pupils are at the heart of everything we do. We successfully achieved UNICEF’s “Rights Respecting School Award” in **January 2017** and we have a well-established record of developing pupil engagement at all levels.

Refer to pupil friendly “**Pupil Participation**” policy and our whole school “**Pupil Participation**” policy for further details.

We are a **Healthy School**; we take responsibility for maintaining and promoting the health and wellbeing of the Trinity Fields team (pupils, parents/carers, staff, governors etc.). This includes teaching pupils about how to lead healthy lives by enabling them and staff to take control over aspects of the school environment that influence their health and wellbeing. We achieved the Welsh Network of Healthy School Schemes National Quality Award in **March 2018, with re-accreditation in December 2020**.

Refer to “**Health and Well-being for Pupils**” policy and our whole school “**Health and Well-being**” policy for further details.

We are an **Investors in Families School**. We are committed to developing active and effective relationships with parents/carers and families and recognise the value of close partnership working to improve outcomes for our pupils. We were the first Special School in Wales to achieve the Investors in Families Quality Mark, and regularly share our excellent practices with other settings.

We demonstrate our commitment to the Rights to Action agenda and value and support the important role that families play in the education of their child. We strive to promote social inclusion and a sense of wellbeing for families through positive participation in their child’s education.

During the re-accreditation process (2019), the school’s work was judged to be of a very high quality. Family and Community Engagement are fully embedded and it was evident that the school works hard on its journey towards excellence. The assessor was very pleased to award the school the **Diamond Standard**.

We have demonstrated through a national annual assessment that we have the capacity to play a strong leadership role in developing inclusion best practice across a network of schools; as well as being committed to extending those networks and develop classroom-based research.

Refer to “**Inclusion**” policy and to **IQM assessment reports** for further details.

In **summer 2022** we gained our **Platinum ECO Schools Award**; the Eco-Schools programme is designed to be pupil-led and looks at the impact of our actions on the environment.

Our sustained journey towards attaining the Platinum Award showcases pupils’ ideas and helps to inspire others to make the right environmental choices.

More recently (2019), the school started its journey towards becoming a **MOVE school**; successfully accredited at Silver level in **December 2021**. The MOVE Programme is an activity-based practice that enables children and young people with physical disabilities to sit, stand, walk, and transition as independently as possible.

**Our overarching philosophy is summarised in the following statement:**

**“We believe that everyone at Trinity Fields is entitled to have access to the very best learning experiences. These will be provided within a safe, caring and stimulating environment that will enable all learners to achieve their full potential through learning opportunities that meet their individual needs”.**

### **Education in Wales: Our National Mission**

Our work with pupils and their families will be developed building upon Wales’ National Mission. This national mission is ambitious, innovative and confident ensuring that we all take responsibility for all of our pupils to have equal opportunities to reach the highest possible standards.

Trinity Fields will continue to develop as a learning organisation to ensure it has the capacity to adapt to and explore a range of new approaches which results in improved outcomes and well-being for all of our pupils.

In order to realise our shared vision and approaches in delivering Wales’ transformational curriculum that will enable all of the pupils at Trinity Fields to make the progress commensurate with their individual needs we are committed to the 4 key enabling objectives, detailed in “**Education in Wales: Our national mission (2017)**”. These are:

- **Developing a high-quality education profession.**
- **Inspirational leaders working collaboratively to raise standards.**
- **Strong and inclusive schools committed to excellent, equity and well-being.**
- **Robust assessment, evaluation and accountability arrangements supporting a self-improving system.**

The core purposes and values that are associated with these prestigious national awards are encapsulated in our vision and aims:

**“We believe that everyone at Trinity Fields is entitled to have access to the very best learning opportunities. These will be provided within a safe, caring and stimulating environment that will enable all learners to achieve their full potential through learning opportunities that meet their individual needs”.**

All learners at Trinity Fields have the same opportunity to achieve a qualification, so that no learner is disadvantaged on the basis of any attribute or circumstance.

### **Rationale**

All pupils are given a broad range of opportunities to gain accreditation which records their progress and achievement in recognised programmes of study from awarding bodies, such as ASDAN and AQA. The accredited schemes enrich pupils' experiences and extend their learning.

Our core purpose is to give all pupils within the 14-19 learning pathways classes opportunities for personalised approaches to learning which reinforce pupils' choices and differentiated learning. The accredited programmes support the transfer of skills across a range of environments and situations and develop skills which prepare the individual for independence and life in the community.

## Aims

- We aim to provide a variety of qualifications which provide all pupils with the opportunity to achieve their full potential by the most appropriate and direct route.
- Our Access to Fair Assessment Policy is based on the concepts of equality, diversity, clarity, consistency and openness.
- We will endeavour to ensure that the assessment processes are implemented in a way which is fair and non-discriminatory.

## Access

Pupils are made aware of the existence of this policy and have open access to it. It can be found in the Accreditation Central File on the school's O drive. Information from this policy can also be found in the 'Pupil Friendly Accreditation Policy'.

It is important that all staff involved in the assessment and quality assurance of accredited programmes are fully aware of the contents of this policy.

## Principles of assessment

To be credible, all assessments must produce outcomes that are:

- **valid:** the assessment evidence meets all assessment criteria and all learning outcomes
- **authentic:** the work is the learner's own work
- **reliable:** assessment evidence is consistent and generates outcomes that would be replicated were the assessment repeated
- **current:** up-to-date evidence is used
- **sufficient:** enough work is available to enable a consistent and reliable judgement about the learner's achievement
- **comparable:** assessment evidence is comparable in standard between assessments within a unit/qualification and between learners of the same level
- **manageable:** the assessment(s) places reasonable demands on learners
- **fair and minimise bias:** assessments are fair to all learners irrespective of their characteristics (e.g. age, disability, gender, etc.)

All assessments must meet all these assessment principles regardless of the method of assessment e.g. written assessment, practical observation, e-learning or any other assessment method used to provide evidence of learners' attainment.

### What pupils can expect from teachers/assessors:

- We aim to ensure that all assessment of work is carried out fairly and in keeping with the awarding body's requirements.
- All portfolio-based work will be assessed fairly against the qualification standards and teachers involved will be fully trained.
- Internal assessments will be carried out fairly and according to awarding body instructions.

- Externally marked tests and exams will be according to the requirements of the awarding body.

### **Pupils can also expect:**

- To be fully inducted onto a new course and given information that can be shared with parents and carers.
- Learning outcomes, performance criteria and other significant elements of learning and assessment to be made clear at the outset of the course and when assignments are set.
- To be given appropriate assessment opportunities during the course with feedback provided on the quality of the work.
- All work to be marked within two weeks of submission by the pupil.
- Where equivalents and exemptions can be applied, we will ensure this is pursued with the relevant awarding body.
- To be given the opportunity to achieve their full potential by the most appropriate and direct route.
- Assessment processes to be implemented in a way which is fair and non-discriminatory.

### **Cheating and plagiarism**

A fair assessment of pupil's work can only be made if that work is entirely the pupil's own. Therefore, pupils can expect an awarding body to be informed if:

- They are found guilty of copying, giving or sharing information or answers, unless part of a joint project
- They use an unauthorised aid during a test or examination
- They copy another pupil's answers during a test or examination
- They talk during a test or examination.

All allegations of cheating and plagiarism will lead to a full investigation which will follow the guidance of the relevant awarding body. If a pupil feels he/she has been wrongly accused of cheating or plagiarism, they should be referred to the Complaints Policy.

Trinity Fields is committed to providing excellence in learning by disseminating information through its teaching and assessment methods. Tutors and Assessors must take care to ensure that when producing resources or handing out materials to learners that they respect copyright laws and ensure all work and opinions of others are clearly referenced.

### **Additional learning needs (ALN) provision**

This policy document stresses the need for pupils to be able to show what they have achieved, by whatever means appropriate. There is a need to look at alternative means of providing access to the accredited programmes through, for example, the use of computers, physical aids or the provision of additional staff. To ensure the safe handling of tools, materials and equipment, the adaptation of workspaces and equipment may need to be considered.

A range of opportunities commensurate with pupils' needs, ages and abilities should be on offer to all pupils rather than their disability becoming the basis for limitation or restriction of experience. All pupils are individuals and as such can be seen as having additional learning needs, gifts or talents that all have to be met in order that they realise their full potential.

**See Additional Learning N Policy for further details.**

### **Equal opportunities**

All pupils will be given equal access to accredited programmes, resources and lessons regardless of gender, race or sexual orientation.

See “Equalities” policy for further details.

This policy document should also be read in conjunction with the policy for the “**14-19 Learning Pathways Accreditation and Internal Verification**”.

### Policy review

This policy will be reviewed by the 14-19 learning pathways team leader and headteacher as detailed in the school’s policy review cycle. It may also be necessary to review and amend it sooner to reflect both local and national changes.

<b>Signed</b>		<b>Headteacher</b>
<b>Signed</b>		<b>Chair of Governors</b>
<b>This policy will be reviewed in line with the school’s policy review cycle.</b>		

As a Rights Respecting School, we are committed to embedding the principles and values of the United Nation Conventions for the Rights of the Child (UNCRC). This policy enables our pupils to access and enjoy the following articles of the convention.

**Article 28:** Every child has the right to an education.

**Article 29:** Education must develop every child’s personality, talents and abilities to the full.

**Article 42:** Every child has the right to know their rights.