

Quality Assurance Policy



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QUALITY ASSURANCE POLICY

1. INTRODUCTION

At Hatfield Wick Education, we are committed to providing every pupil with equal opportunities to attain nationally recognised qualifications and accreditations. We understand that the diverse needs of our students necessitate a personalised approach to assessment. Therefore, each student will be evaluated on an individual basis, considering the following factors:

- Academic Proficiency: This includes the student’s current academic levels, knowledge, skills, and potential for growth.
- Emotional Wellbeing: Recognising the importance of mental health in educational achievement, we assess and support the emotional wellbeing of each student.

We firmly believe that behavioural challenges should not, in isolation, preclude a student from the opportunity to achieve accreditations and qualifications. However, in instances where behavioural issues significantly hinder a student's learning process, our staff, in consultation with the Head of Centre, may consider it necessary to withdraw the student from specific examinations. This decision will always be made with the student's best interests in mind and after exploring all possible supportive measures.

This policy will be communicated to all relevant staff members and is designed to ensure that our approach to assessment is fair, comprehensive, and tailored to meet the unique needs of each student at Hatfield Wick Education.

2. SECTION 1: PROCEDURES

Quality assurance focuses on ensuring that:

- the commissioned provision meets the educational and SEMH needs of each learner
- the premises are fit for purpose
- health and safety arrangements are of an appropriate standard
- teaching and learning is of a high standard
- suitable resources and teaching materials are available
- teaching encourages students to develop independence
- behaviour management is strong
- attendance recording and reporting are robust

- tracking and reporting on progress is robust
- suitable accreditation and other outcomes are on offer
- due attention is paid to reintegration.

Focus	Internal QA measures	External QA measures	Outcome	
the commissioned provision meets the educational and SEMH needs of each student	regular reviews of identified to be determined at onset of commission	regular meetings with parents, commissioning school and external agencies to evaluate efficacy of provision package	changes to be made to provision package as agreed necessary	
the premises are fit for purpose	environmental improvements to be identified and prioritised termly	annual compliance check against statutory H&S (including fire safety) regulations	fixtures, fittings and displays to be updated as necessary in line with the needs of the students and resources available	
health and safety arrangements are of an appropriate standard	half-termly walkaround by Head Teacher to identify potential H&S issues		H&S issues to be resolved in a timely manner	
teaching and learning is of a high standard	regular learning walks and book looks	external educational agency inspection as appropriate	targeted PDRs and CPD to focus on strengths an improve areas of weakness for individuals and as a provision	
suitable resources and teaching materials are available				
behaviour management is strong				
attendance recording and reporting are robust	Head Teacher to perform spotchecks on accuracy of reporting		relevant CPD and support implemented as well as changes to policy and operating systems where necessary	
tracking and reporting on progress is robust				
suitable accreditation and other outcomes are on offer	annual evaluation based on student data as part of the long-term improvement plan		implementation of new accreditations/ courses as necessary	
due attention is paid to reintegration	regular review of reintegration goals set at onset of placement		evaluation of record by local authorities	continuous improvement of

Focus	Internal QA measures	External QA measures	Outcome
			reintegration plans and support

EXAMPLE RISKS AND ISSUES IN CONTROLLED ASSESSMENTS

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Timetabling			
Controlled assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. at the start of the academic year)	Plan dates in consultation with school calendar – negotiate with other parties	Subject Lead Exams Officer
Too many controlled assessments close together across subjects	Plan controlled assessments so they are spaced over the duration of the course	Space controlled assessments to allow candidates some time between them	Subject Lead Exams Officer
Accommodation			
Insufficient space in classrooms for candidates	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessments	Use more than one classroom or multiple sittings where necessary	Subject Lead Exams Officer
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms/centre facilities		Subject Lead Exams Officer
Space needed for students who cannot be seated with other students (for behaviour reasons)	Careful planning ahead and booking of rooms	Use more than one classroom	Subject Lead Exams Officer
Downloading awarding body set tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	Subject Lead Exams Officer Operations Manager
Teaching staff unable to access task details	Test secure access rights ahead of controlled assessment schedule every year and every session	Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the controlled assessment schedule	Subject Lead Exams Officer Operations Manager

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	Subject Lead Exams Officer Operations Manager
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		Subject Lead Exams Officer
Control levels for task taking			
The assessment is undertaken under incorrect level of control (time, resources, supervision, and collaboration)	Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	Exams Officer Head of Centre
Supervision			
Student study diary/plan not provided or completed	Ensure teaching staff are aware of the need for study diary/plans to be completed early in course	Ensure candidates start, continue and complete study diary/plans that are signed after every session	Subject Lead Teachers Head of Centre
Teaching staff do not understand that the supervision of controlled assessments is their responsibility	Ensure teaching staff fully understand the nature of controlled assessments and their role in supervising assessments		Exams Officer Head of Centre
A suitable supervisor has not been arranged for an assessment where teaching staff are not supervising	A suitable supervisor must be arranged for any controlled assessment session where a teacher is not supervising, in line with the awarding body's specification		Exams Officer Head of Centre

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Appropriate supervision of students who are 'removed' from the main exam room	To make sure we have spare staff allocated to take up these roles.		Exams Officer Head of Centre
Task setting			
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification	Seek guidance from the awarding body	Exams Officer Head of Centre
Assessments have not been moderated in line with the awarding body's specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	Exams Officer Head of Centre
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff fully understand the importance of task security	Contact the awarding body to request/obtain different assessment tasks	Exams Officer
Candidates' work not kept secure during or after assessment	Define the appropriate level of security, in line with the awarding body's requirements, for each department as necessary	Seek guidance from the awarding body	Exams Officer
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within the centre	Exams Officer
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and the penalties for not meeting them	Mark what candidates have produced by the deadline Seek guidance from awarding body on further action	Subject Lead Teachers Head of Centre

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to the awarding body deadline) to complete marking/paperwork (Marks can then be processed and submitted ahead of awarding body deadlines)	Seek guidance from awarding body	Subject Lead Teachers Head of Centre
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking	Find candidate and ensure authentication form is signed	Subject Lead Exams Officer
Teaching staff fail to complete authentication forms or leave before completing the authentication process	Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature	Return the authentication form to the teacher for signature Ensure authentication forms are signed as work is marked	Exams Officer Head of Centre
Marking			
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking Plan for sampling of marking during the practice phase	Arrange for re-marking Consult the awarding body's specification for appropriate procedures	Exams Officer Head of Centre
Centre does not run the standardisation activity as required by the awarding body	Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be	Check with the awarding body whether a later standardisation event can be arranged	Exams Officer Head of Centre

Example risks and issues	Possible remedial action		Staff
	Forward planning	<i>Action</i>	
	conducted		