

Assessment and Feedback Strategy

Rationale

The Assessment and Feedback Policy is in place to ensure that all apprentices have their work recognised in such a way that it will improve progress and attainment and identify next steps, develop self-confidence, raise self-esteem and provide opportunities for self-assessment. As a result of this policy, there will be greater consistency in the way that apprentices' work is marked across the Framework qualifications.

Principles and Aims of Assessment and Feedback

The purpose of assessment and feedback is:

- to celebrate achievement and effort in apprentice's work and to provide next steps to help them develop.
- to confirm standards, individually, and within the group.
- to offer apprentices the opportunity to respond to assessment for improvement.
- to determine whether an apprentice can work within set time limits or targets.
- to assess and evaluate against the success criteria.
- to measure the centre's progress against national expectation.

Assessment and feedback should:

- Relate to learning objectives success criteria and targets set out in the Apprentice learning plan.
- Involve all Tutors working with apprentices in the classroom or centre
- Be based on the apprentice's prior attainment within the context of assessment towards the qualification, or programme achievement criteria.
- Use consistent assessment throughout the programmes.
- Verbal feedback should be supported by written feedback in individual training and assessment portfolios. Work must be marked within specific deadlines and feedback given because of outcomes and development needs.
- Give time for apprentices to read, reflect and respond:
- To training and assessment feedback verbal and written this is embedded into every group block session.
- Ensure all apprentices, regardless of ability, are involved in the feedback and assessment process (whether oral or written), so that progress is facilitated and next steps identified.
- Ultimately be seen by apprentices as positive in improving their learning.
- Inform future planning and group target setting.
- Feedback is used to identify Apprentices who may need extra support in carrying out tasks, provide regular encouragement and feedback and using a supportive peer system to further develop the Apprentice. Identifying students who need stretch activities to maintain concentration and engagement with tasks.
- Be manageable for teachers.
- Any specific frequency, type or volume of assessment and feedback will be decided through the centre QA and assessment policy.
- Any written record of oral feedback provided to pupils by teachers. Inspectors will consider how written and oral feedback are used to promote learning
- It adds that if inspectors identify assessment as an area for improvement for a school, they will pay "careful attention" to the way recommendations are written to ensure they do not create an unnecessary workload for teachers.

Types of Feedback and Assessment

Initial feedback/assessment

Initial assessment and feedback should clearly identify APL, RPL, existing skill levels and reflect the apprentice's individual learning plan.

Formative feedback/assessment:

With oral and written feedback, in the course of a training session, trainers' comments to apprentices should focus firstly on issues about the unit learning objective and/or writing/maths target, and secondly, in a quieter voice on an individual basis, on other features, most specifically PLTS and personal development goals.

Summative feedback/assessment:

With the completion of each Framework component qualification, apprentices should be provided with clear feedback on the specific qualification and be linked to progress and goals within other Framework components. Next steps should be identified, and each apprentice should be provided with the opportunity to review and feedback on their own progress.

If an Apprentice disagrees with the assessment decision by their Assessor they can follow the Floorskills/Cskills Appeals procedure which can be located in their portfolio. This is outlined in the Induction booklet in the Apprentices first week in the training centre.

Self-Assessment

With all feedback and assessment stages, apprentices must be encouraged to self-assess and provide written feedback. Feedback is often captured through the review process where there is 3-way feedback which includes the employer, Tutor and Apprentice. Written feedback is also given by Tutors throughout the assessment of the Diploma and NVQ and feedback is also gleaned from the Apprentice.

Self-Evaluation and Peer Assessment

- Apprentices should be trained in the process of self-evaluation/peer assessment, looking for success measured against criteria and suggesting improvements.
- Apprentices should agree some 'golden rules' of response partner/peer assessment/feedback work, to safeguard self-esteem, while formulating their group **Code of Conduct as part of their induction process:**
- Feedback/peer assessment can be oral or written according to group progress through the programme.
- Apprentices should be trained to give improvement suggestions.
- Apprentices should be given time and opportunity to act upon such suggestions.
- The quality of the improvement suggestions and of the peer assessment should be overseen and monitored by the trainer/assessor working with the group.

Surveys

Apprentice feedback is communicated on a regular basis through Learner feedback questionnaires. The results are collated and this feeds into the QIP and SAR for the following year.

Monitoring and Review

The centre QA policy and standardisation meetings will be used as best practice resources to continually monitor the centre assessment and feedback strategy.

This will allow regular discussion and review of this policy.

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