



Rosehill School Access to Fair Assessment Policy

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1.0 Introduction

Rosehill School aims to provide a variety of qualifications which provide all students with the opportunity to achieve their full potential by the most appropriate and direct route. The Access to Fair Assessment Policy is based on the concepts of equality, diversity, clarity, consistency and openness. No student is disadvantaged because of a disability in their admission to, and participation in, the learning environment of Rosehill School and in demonstrating that they have achieved the learning outcomes of their programme of study.

Rosehill School will endeavour to ensure that the assessment processes are implemented in a way which is fair and non-discriminatory. Students are made aware of the existence of this policy and have open access to it. It can be found on the Policies page of the school website. All teachers are made aware of the contents and purpose of this policy. This policy is reviewed annually and may be revised in response to feedback from students, teachers and external organisations.

This policy establishes guidelines to ensure that all learners have equal and fair access to assessment and accreditation. This policy provides a framework for the implementation of reasonable adjustments to support students with a disability.

The Equality Act 2010, stipulates that we are required to make reasonable adjustments to enable pupils with disabilities to have full access to the curriculum and to be able to participate in it.

2.0 Persons Affected

- All Learners
- All Staff, Tutors and Assessors

3.0 Definitions

QAA - The Quality Assurance Agency for Higher Education (QAA) is an independent agency in the United Kingdom established to safeguard standards and improve the quality of UK higher education.

Reasonable adjustment: a reasonable adjustment is a reasonable variation or alteration made to Rosehill processes so that a disabled student can access, without disadvantage, the educational opportunities of Rosehill without compromising the expected academic standards.

Such reasonable adjustments could apply to:

- the process of admission to Rosehill
- the delivery of teaching, consistent with the learning outcomes of Rosehill's programme
- the assessment process.

4.0 Responsibilities

Rosehill School accepts overall responsibility for implementation of this policy; however individual Learners and members of staff are required to abide by the principles set out under this policy and to assist Rosehill in complying with it. As far as possible, any likely barriers to disabled

students should be anticipated and removed. Where that is not possible, reasonable adjustments will be made to overcome those barriers as far as reasonably practicable.

All staff involved in teaching and assessment of online provision, including any such persons not actually employed by Rosehill, work closely together to ensure that all reasonable adjustments are made, and any necessary support is in place.

Learners - in order for reasonable adjustments under this policy to be put in place, all Learners with an EHCP are recorded as having a disability, and staff will comply with Rosehill's procedures (as defined under this policy) for determining and implementing their support and adjustments.

5.0 Policy

The policy of Rosehill addresses the strategies applied in the assessment process, which takes into account equality and diversity by ensuring that no individual or group of learners are disadvantaged or excluded.

6.0 Procedures

Rosehill School will ensure that Tutors/Assessors:

- Maintain accurate records of assessment outcomes
- Provide clear and constructive assessment feedback
- Ensure individual progression routes match the learner's needs
- Request, via the Headteacher, any reasonable adjustments or special considerations that may be required in assessing learners with particular needs.

7.0 Internal Moderation

The role of the internal moderators is clear in guaranteeing assessments are valid and fit for purpose, this includes robust procedures to: -

- Complete pre-course review units, tasks and assessments
- Confirm validity of sampled assessments
- Produce yearly reports on progression
- Ensure that issues raised in external verification reports are addressed
- Confirm that tutor/assessor records are accurate, clear and up to date

8.0 Learners

- Pre-enrolment, Learners have access to a wide selection of electronic information
- Enrolled Learners have access to technical support.
- Learners are allocated a tutor.

9.0 Internal Quality Systems and Procedures

All Learners receive feedback and they are supported to be aware of procedures by their teacher. Rosehill ensures that Learners with disabilities are not placed at a disadvantage during the assessment process through allowing a Learner extra time to complete assessment activities,

allowing rest breaks during an online assessment activity if required and setting assessment activities with due regard to equality and diversity.

Any reasonable adjustment will only be considered after taking into account any substantial disadvantage a learner may experience