



Accreditation and Exams Policy Handbook



Centre Number: 18514

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Churchill Park Academy

Fair Assessment and Equal Opportunities Policy

Statement on learner support

At Churchill Park Academy there are three Pathways to adulthood. The three pathways are 'Experience (pre-formal) Engage (semi-formal) and Enhance (formal). Pupils are assessed for their Pathways through:

- Pupil and Parent views
- EHCPs
- Diagnosis
- Personal Learning Goals (PLGs)
- Preferred Learning Styles
- Interventions
- Standardised tests
 - Pre-key stage standards
 - BVPS
 - Salford Reading
 - Baseline assessments
 - Functional Skills Exams

Pupils in KS4 and Sixth Form (KS5) will have an opportunity to work towards achieving a recognised awards or qualification.

We are offering the following awards and qualifications:

| Pre-Formal | Semi-Formal | Formal |
|---|---|--------|
| ADSAN Personal Progress (personalised units) | | |
| | <ul style="list-style-type: none"> • Functional Skills English (Entry Level 1,2,3 & Level 1) • Functional Skills Math (Entry Level 1,2,3 & Level 1) | |
| | <ul style="list-style-type: none"> • AQA Unit Scheme Award • (personalised units) | |
| | Duke of Edinburgh Award | |
| TITAN | | |

Statement of Assessment

- We aim to provide a variety of qualifications which provide all students with the opportunity to achieve their full potential.
- Our Assessment Policy is based on the concepts of inclusion and determined by the pupils Pathways and EHCPs.
- We will endeavour to ensure that the assessment processes are implemented in a way which is fair and non-discriminatory.

Equality

Churchill Park Academy is a special needs setting which provides a personalised approach to learning. All pupils that attend the setting have an Education Health Care Plan. All pupils will have the opportunity to participate in accreditations or awards determined by their pathways and educational needs. Therefore, all pupils will have equal opportunities to access and gain qualifications which are appropriate to them.

In order to do this, the Academy establishes with all staff an overall vision of the duty to promote equality of opportunity for all our pupils.

Assessment

Assessment will be carried out using objective methods. Assessors will use clear marking schemes and assessment criteria to determine the pupils' achievement. Assessors will use marking schemes and assessment criteria provided by ASDAN, AQA, FUNCTIONAL SKILLS AND DUKE OF EDINBURGH, AQA, Functional Skills and Duke of Edinburgh. The students' work will be further internally verified to double check that the assessors have assessed the pupil's work fairly and accurately.

Access

Students and parents are made aware of the existence of this policy and have open access to it. It can be found on the school network drive for teachers and paper copies will be given upon request to parents and carers.

All assessors 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, assessors and external organisations.

What students can expect from us

- We aim to ensure that all assessment of work is carried out fairly and in keeping with the awarding body's requirements.
- All teachers involved will be trained to deliver the qualification to a high standard.
- Internal assessments will be carried out fairly and according to awarding body instructions.
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Students can also expect:

- To be fully inducted when beginning ASDAN, AQA, FUNCTIONAL SKILLS AND DUKE OF EDINBURGH qualifications 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 where applicable.

Churchill Park Academy: Internal Moderation Policy

The aim of this policy is to ensure that:

- internal moderation practices are valid and reliable, cover all tutors/assessors and meet the requirements of the awarding organisation
- the internal moderation procedures are fair and open
- accurate and detailed records are kept of internal moderation decisions

The centre will:

- opportunity for internal support meetings will be scheduled at least once a term
- ensure that all assessment activities are valid, appropriate and fit for purpose
- create a plan of internal moderation in relation to all assessment activities
- define, maintain and support effective internal moderation roles, including the provision of training where required
- provide standardised documentation to support internal moderation activity and record- keeping
- ensure that feedback and outcomes of internal and external moderation support future development of good practice
- carry out an annual evaluation and review of internal moderation policy and procedures

Churchill Park Academy's Internal moderation and Internal Verification (I.V.) process

At the beginning of the Academic year, a meeting will be held for all ASDAN, AQA, FUNCTIONAL SKILLS AND DUKE OF EDINBURGH assessors to attend. The meeting will cover the expectations for the delivery of ASDAN, AQA, FUNCTIONAL SKILLS AND DUKE OF EDINBURGH qualifications during the academic year. Feedback (where applicable) from the previous year's submission will be shared and action points will be highlighted. Samples of outstanding practice will be shared so that new assessors can see what they need to work toward. Deadlines for internal verification will be set and "I.V. checklist" that will be used to verify work will be shared.

During the year, there are three instances of internal verification during which the I.V. will be carried out by the ASDAN, AQA, FUNCTIONAL SKILLS AND DUKE OF EDINBURGH Coordinator and staff who have completed external ASDAN, AQA, FUNCTIONAL SKILLS AND DUKE OF EDINBURGH training.

The first I.V. happens within the first six weeks of the school year. The purpose of this I.V. is to make sure that the assessors choose suitable units for their students before they start to work towards the completion of the units. The chosen units are recorded.

The second I.V. happens half way through the school year. Assessors are expected to have completed at least one unit per student at this point. The units are scrutinised using the I.V. checklist. Feedback is given and amendments may need to be made. The purpose of this I.V. is to check that assessors are completing their chosen units and that they are of a sufficient standard. It also helps to identify assessors who may need extra support.

The third I.V. happens in advance of our submission for external moderation. The purpose is to ensure that all units are complete and of a sufficient standard to be submitted. The units are again scrutinised using the I.V. checklist.

A summary of each I.V. will be written and shared to highlight strength and areas for improvement. All records will be kept on the schools' shared drive.

Training

Staff will initially receive cascade training from more experienced staff and the Coordinator. The academy will send one assessor for external training each year.

Churchill Park Academy: Appeals Policy

Introduction

This policy addresses the situation where students may wish to appeal against a grade he/she has received for a qualification.

Access

Students are made aware of the existence of this policy and have open access to it. It can be found on the school's shared drive and paper copies are available from the ASDAN, AQA, FUNCTIONAL SKILLS AND DUKE OF EDINBURGH Coordinator. All assessors are made aware of these policies and how to access them in order for students to be supported.

This policy is reviewed annually and may be amended in response to feedback from students, staff, parents and external organisations.

Policy Statement

All students at Churchill Park Academy's have the right to make an appeal about any of the marks received for the qualifications they are undertaking.

If any student wishes to appeal a decision, they should follow the following procedure.

1. If possible, speak to the member of staff responsible for teaching the qualification in the first instance about the reason they wish to appeal.
2. The member of staff has a responsibility to explain to the candidate why he/she received the grade/mark.
3. If the student is not satisfied with the explanation, the piece of work will be re-marked by another member of staff also involved with that qualification.
4. The student will be informed of the outcome of the re-marking by letter.
5. If the student wants to continue the appeal, he/she needs to contact the exams officer, who will provide the student with information about the appeals procedure. The exams officer will assist with the completion of any forms and will correspond with the awarding body on behalf of the student.
6. Please note: a student must have the support of the centre to be able to appeal against a result.

Appeals Procedure

If a student or their parent/ carer would like to appeal against an assessment decision a meeting will be hosted at the school with all parties concerned and evidence of work and moderation decision will be made clear.

Churchill Park Academy: Conflict of Interest

Conflict of Interest is defined by Ofqual (General Conditions of Recognition, June 2016), in relation to awarding organisations as existing where:

- its interests in any activity undertaken by it, on its behalf, or by a member of its Group have the potential to lead it to act contrary to its interests in the development, delivery and award of qualifications in accordance with its Conditions of Recognition
- a person who is connected to the development, delivery or award of qualifications by the awarding organisation has interests in any other activity which have the potential to lead that person to act contrary to his or her interests in that development, delivery or award in accordance with the awarding organisation's Conditions of Recognition
- an informed and reasonable observer would conclude that either of these situations was the case.

Statement of how Churchill Park Academy will follow Conflict of Interest procedures

We will take all reasonable steps to:

- identify and monitor:
 - all conflicts of interest which relate to it
 - any scenario in which it is reasonably foreseeable that any such conflicts of interest will arise in the future
- ensure that no conflict of interest which relates to it has an Adverse Effect (as defined in Ofqual General Conditions of Recognition), and where a conflict of interest has an Adverse Effect Churchill Park Academy will take all reasonable steps to mitigate the Adverse Effect as far as possible and correct it, with notification to accreditation organisations.
- ensure that, in relation to assessment, moderation and awarding:
 - no person who has a personal interest in the result will be involved
 - where, having taken reasonable steps, the involvement by such a person cannot be avoided, the awarding organisation will make arrangements for scrutiny by another person.

Churchill Park Academy take all reasonable steps to support this policy in relation to Conflict of Interest, in order that Regulatory Conditions are met, and in order that there is no detrimental impact on standards of, or public confidence in, quality assurance and awarding. In particular in relation to assessment and internal moderation it is important that, as part of any Centre Approval Process:

Churchill Park Academy declare their awareness of the potential for conflict of interest, and take reasonable steps to ensure that the assessment of a learner is not undertaken by any Churchill park Staff member who has a personal interest in the result of the assessment (eg where student is family or friend of assessor)

Churchill park Academy staff will report such conflicts of interest in order that Churchill park Academy can make arrangements for the relevant part of the assessment to be subject to scrutiny by another person. Where there is a perceived conflict of interest, the following procedure will apply in order to avoid Adverse Effects:

- CPA will report perceived conflict of interest, at the earliest opportunity, to the Head of Quality Assurance (ASDAN, AQA, FUNCTIONAL SKILLS AND DUKE OF EDINBURGH, DofE, Edexcel, AQA)
- Identified conflict of interest is investigated by the Sophie Finney Exam Coordinator. This will vary according to the nature of the perceived conflict.

- The individual(s) involved in the conflict will be contacted to provide further details, along with any independent “witnesses”, and an assessment is made of the situation, in particular any actions that need to be taken to mitigate the Adverse Effects that might occur
- A full record of the investigation and decisions will be made and kept, and a report provided to the centre.
- Where Adverse Effects are thought to have occurred Centers will be informed at the earliest opportunity

Churchill Park Academy: Withdrawal Policy

Reasons for withdrawing from the a qualification

There are a number of reasons why a qualification might be withdrawn including:

- The qualification no longer meets the needs of the students,
- The qualification subject matter is no longer relevant
- Units and qualifications are owned by other awarding organisations who have decided to withdraw
- Lack of funding

Decision to withdraw

All current qualifications and programmes will be reviewed by the person designated as having responsibility for Accreditation, annually or more frequently if the situation requires.

They will consider entry data, attainment levels, qualification relevance and regulatory changes.

In the event that a decision is made to withdraw a qualification or programme a report outlining the rationale will be developed and signed-off by the Head-teacher.

Managing the withdrawal

Upon the decision being made to withdraw a qualification a withdrawal plan will be formulated.

The plan will comply with any requirements as stated by Ofqual and may include arrangements for learners to complete programmes of work.

The plan will:

- Specify how the interests of the learners in relation to the qualification will be protected.
- Details of how the withdrawal will be communicated to the awarding organisation, regulatory authorities, staff and students providing details of all deadlines including the last date for providing entries and the last date for certification.

Churchill Park Academy will endeavour not to withdraw any qualification whilst the students are active and on programme. In the event that this is not possible the school will support the student to access a course of the same or similar status. Any units achieved by the student will be claimed, information advice and guidance will be provided to support the student to make an informed decision regarding available options.

Churchill Park Academy: Malpractice Policy

Staff

Malpractice

Introduction

This policy sets out to define the procedures to be followed in the event of any dispute or allegation regarding staff malpractice in the delivering of ASDAN, AQA, FUNCTIONAL SKILLS AND DUKE OF EDINBURGH qualifications.

Examples of Malpractice

Attempted or actual malpractice activity will not be tolerated. The following are examples of malpractice by staff with regards to portfolio-based qualifications. This list is not exhaustive:

- Tampering with candidates work prior to external moderation/verification
- Assisting candidates with the production of work outside of the awarding body guidance
- Fabricating assessment and/or internal verification records or authentication statements

Staff Malpractice Procedure

Investigations into allegations will be coordinated by a member of the Senior Leadership Team who will ensure the initial investigation is carried out within ten working days. The person responsible for coordinating the investigation will depend on the qualification being investigated.

Staff Malpractice Sanctions

Where a member of staff is found guilty of malpractice, at Churchill Park Academy sanctions will be decided and an action plan put together by Head of school and CEO of the academy.

Candidate Malpractice Policy

Introduction

This policy sets out to define the procedures to be followed in the event of any dispute or allegation regarding candidate malpractice in the participation of ASDAN, AQA, FUNCTIONAL SKILLS AND DUKE OF EDINBURGH qualifications.

Examples of Malpractice

Attempted or actual malpractice activity will not be tolerated. The following are examples of malpractice by candidates with regards to portfolio-based qualifications. This list is not exhaustive:

- Plagiarism: the copying and passing of as the candidate's own work, the whole or part of another person's work
- Collusion: working collaboratively with other learners to produce work that is submitted as the candidate's only
- Failing to abide by the instructions of an assessor – This may refer to the use of resources which the candidate has been specifically told not to use
- The alteration of any results document

If a teacher suspects a candidate of malpractice, the candidate will be informed and the allegations will be explained. The candidate will have the opportunity to give their side of the story before any final decision is made. If the candidate accepts that malpractice has occurred, he/she will be given the opportunity to repeat the assignment. If found guilty of malpractice following an investigation, the teacher may decide to re-mark previous assignments and these could also be rejected if similar concerns are identified.

Appeals: In the event that a malpractice decision is made, which the candidate feels is unfair, the candidate