



London Professional Academy

Title:	Access To Fair Assessment Policy
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Statement of Assessment

The London Professional Academy has the necessary systems and procedures in place to allow the provision of access to fair assessments. These reflect the needs of individual learners whilst also ensuring that the assessment continues to enable a valid, reliable and consistent judgement to be made about the achievement of all learning outcomes against the stated assessment criteria.

We aim to provide an assessment framework which provides all learners with the opportunity to achieve their full potential by the most appropriate and direct route. Our assessment policy is based on the concepts of equality, diversity, clarity, consistency and openness. We will endeavour to ensure that all our assessment processes are fair and non-discriminatory.

Learners and staff are made aware of the existence of this policy on the website and have open access to it in our e-handbook.

Policy Statement

Every student at London Professional Academy will be assessed fairly. This means that assessment will be a test of the learner's knowledge, what they understand, and what they are able to do. Every learner will be assessed using the same overall set of criteria.

Assessments will be standardised and work moderated across the classes to ensure that all learners have been judged against the same standards.

The London Professional Academy's policy of 'access to fair assessment' ensures that all assessments/assessment activities undertaken by learners are reliable, valid, fit for purpose,



and transparent. We recognise and respect equality and diversity and therefore use a variety of assessment strategies and language appropriate to the needs of learner.

Learners can expect appropriate assessment opportunities throughout the year. Learning outcomes, performance criteria and other significant elements of learning and assessment will be made clear. Constructive and focussed feedback which is appropriate to the needs of the learner will be given by the teacher to enable the learner to improve their performance.

Teachers/tutors will:

- Record the outcomes of all assessment activities.
- Provide clear and constructive feedback to learners mapped against achievement of the learning outcomes and assessment criteria where appropriate
- Ensure that assessment tasks allow for the generation of evidence in diverse ways
- Ensure that they use appropriate language/communication strategies at a level suitable to the learner
- Ensure that the assessment strategy allows for the generation of evidence against all the learning outcomes and assessment criteria

For students working on externally accredited courses

- 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

Learners can also expect:

- Learning outcomes, performance criteria and other significant elements of learning and assessment to be made clear at the outset of the course
- To be given appropriate assessment opportunities during the course with feedback provided on the quality of the work

Cheating and Plagiarism

A fair assessment of a learner's work can only be made if that work is entirely the learner's own. Therefore, learners 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 learner's answers 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 learner feels he/she has been wrongly accused of cheating or plagiarism, they should be referred to the Complaints Policy.

Access Arrangements, Reasonable Adjustments and Special Consideration



We are committed to giving all learners equal access and opportunity to demonstrate their achievements.

There may be circumstances whereby, to take account of particular learner's requirements, arrangements will need to be made, which ensure that this is achieved without conferring any unfair advantage over other learners.

Access arrangements

We will ensure that access arrangements are considered before an assessment takes place. These arrangements will allow learners to show what they know and can do without changing the demands of the assessment, e.g. readers, scribes, word processors, and Braille question papers.

Reasonable Adjustment

Where identified, we will make reasonable adjustments to an assessment for a qualification so as to enable learners to demonstrate his/her knowledge, skills and understanding to the levels of attainment required by the specification for that qualification.

Special Considerations

Where appropriate we will make adjustments post assessment.

A learner will be eligible for special consideration if they have been fully prepared and have covered the whole unit or series of units but performance in an assessment is affected by adverse circumstances beyond their control.