



BTEC ASSESSMENT POLICY

Recommended by:	Senior Vice Principal
Recommendation Date	11 th November 2025
Ratified by:	LAGB
Signed:	<i>J Goodman</i>
Position on the board	Chair of Governors
Ratification Date	25 th November 2025
Next Review:	November 2026
Policy Tier (Central/Hub/School):	School

1. Roles and Responsibilities

Role	Name(s)	Responsibilities
Head of Centre	Mr S Brownlow	
Examinations Officer	Ms K Machin	Responsible for timely, accurate and valid registration, transfer, withdrawal and certificate claims for students.
Examinations Officer Line Manager	Miss H Tanner	Responsible for overseeing the registration, transfer, withdrawal and certificate claims for students to ensure that awarding body deadlines are met.
Quality Nominee	Mrs M Martin	Responsible for coordinating and monitoring the student details held with awarding body.
SENCO	Ms H Nutting	Oversee the provision for students with SEND
Programme Leader	Various, depending on course	Responsible for ensuring student details held by Pearson are accurate and that an audit trail of student assessment and achievement is accessible. Responsible to grade entry onto Edexcel Online as well as ensuring these are accurate and double checked within department.
Lead Internal Verifier	Various, depending on course	Responsible for moderation of marked work and liaising with course lead. Manage all appeals for a subject. Production and maintenance of assessment plan.

2. Aims

1. To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of students or individuals
2. To ensure that students are given realistic targets and informed of their progress
3. To ensure that the assessment procedure is open, fair, free from bias and held to national standards
4. To ensure that there is accurate and detailed recording and tracking of assessment decisions and achievements

To do this, Gospel Oak School will:

- Ensure that students are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment.
- Assess student's evidence using only the published assessment and grading criteria.
- Ensure that assessment decisions are impartial, valid and reliable.
- Not limit or 'cap' student achievement if work is submitted late.
- Develop assessment procedures that will minimise the opportunity for malpractice.
- Maintain accurate and detailed records of assessment decisions.
- Maintain a robust and rigorous internal verification procedure.
- Annually provide samples for National Standards Sampling (NSS) as required by the awarding body.
- Monitor NSS reports and undertake any remedial action required.
- Share good assessment practice between all BTEC programme teams.
- Ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff.
- Provide resources to ensure that assessment can be performed accurately and appropriately.
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Approval Centre Agreement

3. Definitions/Terminology

Assessor: The person responsible for making decisions about whether students' work achieves the national standard required for certification.

Formative Assessment: Used to review student progress and inform improvement.

Summative Assessment: The definitive assessment of the student's achievement and must be to national standards. This assessment informs a unit grade.

Standardisation: A method of comparison to enable centre assessors to review the consistency and accuracy of their assessment.

Learning Outcomes: What the student should know, understand or be able to do as a result of completing the unit.

Unit Content: The unit content gives centres the substance to devise and plan the programme of learning needed for the learning outcomes to be successfully achieved.

Unit Grading Grid: Each unit grading grid contains statements of the assessment criteria used to determine the standard of student evidence. Merit and Distinction grading criteria refer to a qualitative improvement in the student's evidence, and not a quantitative one

4. Procedures for assessment

The Assessment Plan

The LIV (Lead Internal Verifier) is responsible for the production and maintenance of the assessment plan for any course they are responsible for. The Assessment Plan is an essential planning and support tool and should mean:

- assignments and deadlines are planned effectively throughout the programme
- everything students need to learn in their BTEC programme is covered
- each assessment criterion is assessed only once during the programme, other than resubmissions

Assessment

Assessment is used by teachers to judge student's attainment. For students, assessment indicates successful learning and the need for further study or further evidence or intervention on the teacher's behalf.

- Before starting an assessment, the assessor must ensure that each student understands the assessment requirements – this includes having access to the content of what is required for the assessment and the importance of time management and submission deadlines. The students must also be aware of the restrictions in how the assessor can provide support once the assessment has been started.
- Once the assignment brief has been given out the assessor must not provide specific assessment feedback directly related to the achievement of specific assessment criteria. Students must use their own knowledge / notes / texts to work independently towards the task.
- Only one submission is allowed for each assignment task. This must be handed in to the assessor on the designated deadline day outlined within the assessment plan, unless there has been an agreed extension between the assessor and the student. The Lead IV must be informed of any agreed extensions.

For each assignment task the student must submit:

- An assignment which consists of evidence towards the targeted assessment criteria
- A signed and dated declaration of authenticity which confirms the evidence has been produced independently
- Appropriate referencing

The feedback from the assessor must:

- be completed on the Pearson approved assessment feedback form and within the specified time allocated within the assessment plan. An appropriate number should be handed on for internal verification.

The assessor must:

- formally record and confirm the achievement of specific assessment criteria on the assessment feedback form.

- They should also complete a confirmation that the evidence they have assessed is authentic and is the student's own work. Feedback confirms which assessment criteria have been achieved and what evidence has been provided towards criteria not achieved.

Once the student begins work for the assessment, the assessor must not:

- provide specific assessment feedback on the evidence produced by the student before it is submitted for assessment
- confirm achievement of specific assessment criteria until the summative assessment stage.

5. Further guidance on BTEC feedback stages for assessors

BTEC Feedback Stages – Stage 1

Teaching and learning

During teaching and learning, you are using your best professional judgement about the nature, quantity or level of feedback.

The assessment rules for BTEC do not cover formative feedback – only feedback during and following assessment.

Feedback could include:

- Identify areas for student progression
- Explain clearly how BTEC assessment works and what students need to do to achieve a Pass, Merit or Distinction
- Set “dry run” or “mock” tasks and scenarios to help students understand what level they have reached and prepare for assessment
- Feedback on how to improve knowledge, skills, understanding, behaviour, approach, grammar etc.

BTEC Feedback Stages – Stage 2

During assessment

While students are working on an assessment, you can continue to give general feedback and support, particularly around the development of knowledge, understanding and skills.

Feedback at this stage could include:

- Guidance on how to improve knowledge, skills and understanding
- Guidance on appropriate behaviour and approach, confirmation of deadlines.
- Confirmation of which criteria the assessor is targeting and clarification of what the assignment brief requires.

But remember students need to produce evidence independently.

BTEC Feedback Stages – Stage 3

Following assessment

On the assessment record you should give clear feedback on:

- the criteria the student achieved (explaining the assessor's decisions)
- the criteria not achieved (and why – although you must not provide a list of instructions on how to achieve or get a higher grade – remember they MAY have the opportunity to resubmit).

Feedback could include:

- Which assessment criteria the student has achieved and what the student has done well.
- Which assessment criteria the student has not achieved and what was missing.
- Information or guidance available to the student they could have drawn on, (e.g. class notes; handouts; resources in assignment brief; theory notes, practice assignment materials)
- General behaviour and conduct, approach, grammar etc

6. Resubmission

The LIV can only authorise a resubmission if all the following three conditions are met:

- the student has met initial deadlines set in the assignment, or has met an agreed deadline extension
- the assessor judges that the student will be able to provide improved evidence without further guidance
- the assessor has authenticated the evidence submitted for assessment and the evidence is accompanied by a signed and dated declaration of authenticity by the student

If any of the above three conditions are not met the Lead IV must not authorise a resubmission.

If the Lead IV authorises a resubmission, it must be: -

- recorded on the assessment feedback form
- completed within 15 working days of the student receiving the results of the assessment
- Undertaken by the student without any further guidance
- the student and the assessor must complete the appropriate forms to confirm the authenticity of the re-submitted work

7. Retakes

The Qualifications and Credit Framework (QCF) does not allow for compensation – this means that BTEC Nationals on the QCF require students to achieve every pass criterion to successfully achieve the qualification.

If a student has met all the conditions listed which allow for resubmission but still not achieved the targeted pass criteria following resubmission of an assignment, the Lead Internal Verifier may authorise one RETAKE opportunity to meet the required pass criteria.

- The Lead Internal Verifier must only authorise a retake in exceptional circumstances where they believe it is necessary, appropriate and fair to do so
- The retake must be a new task or assignment targeted only to the pass criteria which were not achieved in the original assignment.
- The assessor must agree and record a clear deadline before the student starts a retake
- The student and the assessor must sign declarations of authentication as they both did for the previous submissions
- The assessor cannot award a merit or distinction grade for a retake
- The student will not be allowed any further resubmissions or retakes.

Standards Verifiers will require evidence of any retakes in sampling.

There are no retakes available for internally assessed units on the NQF

8. Monitoring and review

This policy will be reviewed alongside all exam related policies on an annual basis and in line with guidance provided by Pearson. Updated policies will be distributed to the Examinations Officer, SENCO and Lead IVs.

9. Links

The key policies guiding BTEC policies are informed by the 'Information manual' published by Pearson each year which provides detailed information for Exams Officers about registration and certification procedures for all Pearson programmes.

[Entries & information manual | Pearson qualifications](#)