



Access to Fair Assessment Policy

Policy Reviewed by:	Suzy Hollett (HR Manager)
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Policy Verified by:	Sara Llewellyn (School Leader-CEO)
Date:	08.08.2026

Date for Next Review:	01.09.2027
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Legislation

This policy promotes fair access to assessment in accordance with the Equality Act 2010 and the SEND Code of Practice and seeks to ensure that no pupil is disadvantaged because of disability, special educational needs, race, sex, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

Introduction

We aim to provide an assessment framework which provides all pupils 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. Access Pupils are made aware of the existence of this policy and have access to it via their class teacher. Where necessary this can be produced in a different format. All staff teaching at the Maple Haven School 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 pupils, assessors, and external organisations.

Policy Statement

Every pupil taking a course at Maple Haven School will be assessed fairly.

This means that:

- Assessment will be a test of the pupil's knowledge, what they understand, and what they are able to do
- For any course, every pupil will be assessed using the same overall set of exercises and criteria
- Assessments will be standardised across different assessors and classes to ensure that all students have been judged against the same standards

Pupils can also Expect

- An assignment scheduled at the beginning of a course

- Appropriate assessment opportunities during the course
- Learning outcomes, performance criteria and other significant elements of learning and assessment will be made clear at the outset of a course and when assignments are given
- All work will be assessed. Constructive and focussed feedback, including written and verbal, will be given by the assessor, to enable the student to improve their performance
- When work is required to be marked, it will be carried out within two weeks of submission by the pupil
- Where pupil's work does not satisfy the criteria for passing an assessment, the whole or in part, they will be provided with clear feedback on the basis on which the assessment was made
- Pupils will gain full accreditations for all prior learning on production of the necessary paperwork
- Pupils will not be limited to how many times they may take a course (this will be in line with individual specifications)

What we expect from pupils

- Pupils are expected to meet all deadlines for course work and assignments
- Pupils are expected to achieve the assessment criteria within the given timescale
- All work submitted for assessment purposes must be the pupil's own. Any work submitted that is not completely their own, will be regarded as cheating and malpractice
- Work must not contain discriminatory, abusive or hateful language used inappropriately or in a manner that breaches the School's Behaviour Policy or Equality Policy.
- Assessment materials submitted may be retained by the School for moderation, quality assurance and regulatory purposes.
- Pupils are expected to inform the school of any expected periods of absence

SEND Considerations

For a SEND school, fair assessment is not simply about standardisation.

Reasonable Adjustments

The School will make reasonable adjustments where appropriate to ensure pupils with SEND, disabilities or additional needs are not placed at a substantial disadvantage during assessment.

Examples may include:

- Additional processing time
- Reader support
- Scribing
- Rest breaks
- Alternative formats
- Assistive technology
- Modified assessment arrangements

Any adjustment must maintain the integrity of the assessment whilst supporting equitable access.

Use of AI (Artificial Intelligence)

- As has always been the case, all work submitted for qualification assessments must be the students' own
- Students who misuse AI such that the work they submit for assessment is not their own will have committed malpractice, in accordance with regulations, and may attract severe sanctions
- Students and centre staff must be aware of the risks of using AI and must be clear on what constitutes malpractice
- Students must make sure that work submitted for assessment is demonstrably their own. If any sections of their work are reproduced directly from AI generated responses, those elements must be identified by the student, and they must

understand that this will not allow them to demonstrate that they have independently met the marking criteria and therefore will not be rewarded

- Teachers and assessors must only accept work for assessment which they consider to be the students' own.
- Where teachers have doubts about the authenticity of student work submitted for assessment (for example, they suspect that parts of it have been generated by AI, but this has not been acknowledged), they must investigate and take appropriate action

Cheating and Plagiarism

A fair assessment of a pupil's work can only be made if that work is entirely the pupil's own. Therefore, pupils can expect to fail their assessment if:

- They are found guilty of copying, given or sharing information or answers, unless part of a joint project
- They use an unauthorised aid during a test or examination
- They copy other pupils answers during a test or examination
- They talk during a test or examination
- They give test information to pupils who have not yet taken the test

Where a member of staff suspects cheating or plagiarism, they must make an assessment as to the seriousness of the incident. If it is considered to be minor infringement, then the assessor may:

- Deal with the matter and provide help and guidance to the student, or
- Issue a warning about future conduct, or
- Direct the pupil to the Fair Assessment Policy

If the incident is considered to be a major infringement, then the assessor will:

- Report the matter to the Deputy Headteacher and arrange a disciplinary hearing
- Review the assessment policy with the pupil concerned, inform them of the disciplinary hearing, and of their right to appeal

- Attend the disciplinary hearing with the pupil

Where appropriate, and where assessment contributes to an externally accredited qualification, the incident will be reported to the awarding organisation in accordance with its malpractice procedures.

The Deputy Headteacher will listen to evidence from the pupil and the assessor and will consider whether this is an internal or external assessment or examination. The Examination Officer should:

- Refuse to accept the assignment and ask for the work to be redone
- Issue a written warning as to future conduct of the pupil
- Strongly impress on the pupil the reason for having a Fair Assessment Policy

Malpractice Investigation Procedure

Where malpractice is suspected:

1. Evidence will be collected.
2. The pupil will be given an opportunity to respond.
3. Findings will be documented.
4. Parents/carers may be informed where appropriate.
5. Any awarding organisation requirements will be followed.

Procedure for Appeals by pupil

If a pupil feels that they have not been assessed or disciplined fairly then they should use the Appeals and Complaints Procedure to appeal the assessment or disciplinary decision