

# Integrate policy and the framework

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**A core aim of the Institute of Educational Assessors is to improve the quality of educational assessment by developing the skills, capability and knowledge of those involved. In the final article of a three-part series on the professional framework, we look at how a deputy head teacher would use it to perform effectively**

## INSIDE THE FRAMEWORK

The professional framework illustrates the assessment functions required by three groups of roles: fellows, members and associates.

We have pulled out a third of the framework to show how it applies to deputy head teachers such as Mark.

The framework can be best understood by beginning at the top left-hand corner and moving to the right, looking at the five purposes behind each activity.

Sections A,B and C outline the activities surrounding assessment, whereas sections D and E outline the personal and interpersonal skills of individuals carrying out effective assessment.

The functions of assessment are broken down into separate sub-functions within the stages needed to execute effective assessment. The subsequent cells highlight the actions that are required to perform effectively at different roles. A blank shows that no activity will take place at the level performing that function.

Since its inception, the institute has been working in collaboration with the awarding bodies to identify those activities that lead to good assessment practice. An outline framework of competencies has been developed based on the activities carried out by assessors at all levels.

The IEA website (details below) features the framework in full. The framework describes the different roles in assessment from senior roles involved in setting specifications and developing assessment policy to more junior roles involved with carrying out assessment activities.

Within the main body of the framework these roles are matched up to the relevant activities. The framework explains the processes involved, the self development activities required, and how to manage and work with others.

The website enables individuals to identify their role in assessment and to check which activities he or she should be delivering. The full framework also helps assessors to determine which activities have to be done to perform at a higher level.

To show how the framework will operate in practice we will look at the work of Mark, a member of the senior management team and the deputy head teacher responsible for the school's assessment policy.

He oversees the process of assessment in all the departments of the school.

### Weblink

To find out how this framework can help you to become an effective assessor, visit the IEA website at [www.ioea.org.uk](http://www.ioea.org.uk)

## Putting the framework into practice: a deputy head teacher's story

### Mark will follow five stages in the assessment cycle

#### 1 Preparing for assessment

At the start of the academic year Mark will analyse assessment data from the year before and predict results for this year. Early in the term he will meet the department heads to monitor their preparations for the forthcoming year. He wants to see that the assessment requirements have been incorporated into an action plan, or that this process has at least begun (A2). He will also ensure that assessment tasks are clearly identified and that exemplar material is in place to guide each team member (A3). He will also wish to see a training plan for each department to encourage effective assessment and to induct new members (A4).

#### 2 Conducting assessments

Part of the induction programme will aim to ensure that each member of the department understands the assessment criteria and Mark will want to see evidence of how this information is to be disseminated (B1). He will also wish to see how individual members of the department will be supported in their role as assessors (B2). Mark will then check that a system to moderate a sample of work from each year group has been put in place and that the head of department has allocated a time slot for this work (B3). This moderation process must reflect what each member of the department will contribute and how their assessment standards are monitored (B4&5). He will also expect to see an explicit process to maintain standards across each department (B6).

#### 3 Feeding back after assessment

Using data generated nationally and from last year's performance by the department, Mark will agree with each department the performance expected for all

teaching groups. He will have evaluated the performance of each department against the targets that were set at the start of the last academic year, explaining where expectations were exceeded and where improvements are needed (C1&2). This will take the form of a departmental action plan developed and agreed by Mark and the individual departments, and run by the heads of department (C3&4).

#### 4 Performing effectively

Within the action plan there will be clear statements about the requirements for each member of the department and how they will contribute to the achievement of the plan (D1), how they will improve their performance (D2) and any training needs identified and executed within the agreed time frames (D3).

#### 5 Managing teams

Mark will be responsible for ensuring there are sufficient resources to support the department action plan and that each head of department is supported in their activities (E1&2). The separate action plans will be discussed at heads of department meetings and progress towards achieving them outlined (E3). Should circumstances change suddenly in the year, such as a member of staff leaving, it will be Mark's responsibility to ensure the changes can be accommodated and the department helped (E4).

At the end of the academic year, each department's action plan will be reviewed, as will the school's assessment policy. The successes and areas for improvement will be highlighted and fed back into the next annual review.

Changes to assessment processes that come from national policies or changes to specifications will be disseminated, their impact analysed and changes fed into the annual review procedure (E4).

### AN OUTLINE PROFESSIONAL FRAMEWORK FOR EDUCATIONAL ASSESSORS

PURPOSE	A PREPARING FOR ASSESSMENT				B CONDUCTING ASSESSMENTS						C FEEDING BACK ON ASSESSMENT				D PERFORMING EFFECTIVELY			E MANAGING AND WORKING WITH OTHERS					
	Design assessments and assessment criteria				Conduct assessments and assess outcomes						Make awards and evaluate performance				Manage self and personal knowledge and skills			Develop and manage assessment teams and interact with others					
SCOPE	A1	A2	A3	A4	B1	B2	B3	B4	B5		B6	C1	C2	C3	C4	D1	D2	D3	E1	E2	E3	E4	
ASSESSMENT FUNCTIONS	Design the assessment specification	Interpret assessment requirements of the specification	Design the assessment instrument and criteria	Advise and train assessors	Agree application of the assessment criteria	Agree application of assessment tasks and criteria in the centre	Assess learners' outcomes	Ensure consistency of assessment	Select samples of work for moderation		Standardise assessments across the specification	Determine grade/level thresholds	Evaluate performance	Provide feedback to learners and centres	Provide feedback to assessment teams	Identify requirements, plan and organise self	Reflect on performance and use feedback	Undertake personal development	Develop teams	Train and support others	Work with others	Facilitate change	
ROLE	FELLOW For example Chair of examiners, chief examiner, principal examiner, principal moderator, assistants to above, setter, reviser, scrutineer, chartered assessor	Design the assessment specification within given parameters	Interpret the assessment requirements of the specification	Take responsibility for setting, reviewing and checking papers, exemplars and assessment criteria	Provide exemplar tasks, advice and training to assessors as required	Ensure that assessment teams understand the assessment criteria	Ensure appropriate support is provided to centres	Assess a quota of learners' work in accordance with the assessment criteria and procedures	Scrutinise the marking standards between the assessment teams and provide feedback	Select and moderate appropriate samples of work		Participate in standardisation and recommend mark adjustments across the specification	Ensure comparability in standards	Evaluate and report on the performance of the assessment	Provide reports for learners and centres	Provide reports and give feedback to assessment teams	Plan and undertake assessment activities to required procedures and deadlines	Identify and plan for improvement in own performance	Use appropriate resources to meet development goals and enhance performance	Use appropriate resources to meet development goals and enhance performance	Use appropriate resources to meet development goals and enhance performance	Communicate effectively to set and fulfil agreed commitments	Lead, plan and embrace change involving assessment teams