



Flexibility in assessment gives students the opportunity to achieve their very best

Franklin Sixth Form College supports students from a wide range of backgrounds, including students with special educational needs and disabilities and those who speak English as an additional language. Vice-Principal Gemma Scott, Head of Department Jenny Carter and Health and Social Care Tutor Matt Chambers explain how flexible assessment, clear language and responsive support help them meet different needs and give every student the opportunity to succeed.

Understanding every student

At Franklin Sixth Form College, accessibility begins with understanding each student and their starting point.

“Accessibility is all about understanding students and where their starting point is,” explains Gemma. “We get to know the student and what types of assessment they need in order to be successful.”

In the classroom, this means meeting a wide range of needs while maintaining appropriate challenge.

“In my classroom we have students with SEND and students who are highflyers,” says Jenny. “We need to meet all of those needs, making sure there’s understanding of key terms, while also stretching the most able.”

For Franklin’s staff, accessibility is not about simplifying learning. It is about giving students the right conditions in which to demonstrate what they know and can do.



Flexible assessment in practice

“Flexibility in assessment gives students the opportunity to achieve their very best.”

One of the main strengths of Cambridge OCR qualifications for Franklin is the flexibility in how students can demonstrate their learning.

“Accessibility is about giving students the opportunity to achieve their very best potential,” says Matt. “One of the great things is the flexibility in how we can assess students.”

Students may be able to demonstrate their knowledge through posters, written reports, practical activities or presentations. This variety helps them engage with their learning and apply it in ways that suit them.

“It gives them real buy-in,” Matt adds. “They can engage with the learning and apply it in ways that suit them.”

Supporting students with different needs

“We can assess students differently within the same group to meet their needs.”

The ability to adapt assessment can make a significant difference for students with SEND, EAL needs or other barriers to learning.

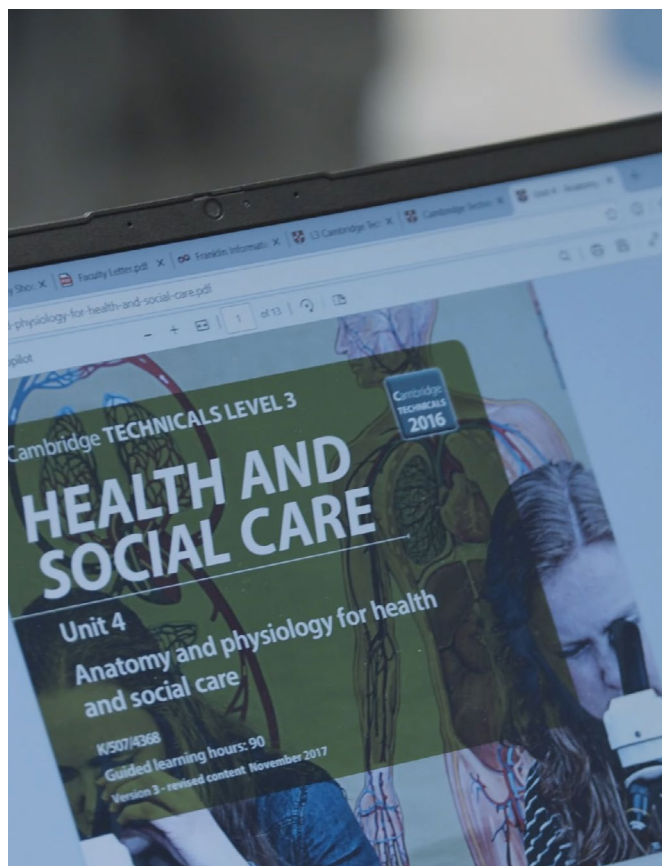
Jenny shares the example of a student who found it difficult to communicate with their peers.

“We adapted the assessment so they could complete it as a written report instead of an interaction-based task.”

Gemma explains that this flexibility can be applied within the same class, without changing the expectations placed on students.

“If one student can’t do a presentation, we can use an alternative method, and Cambridge OCR supports that.”

By adapting the way a student completes an assessment, teachers can remove an unnecessary barrier while still enabling the student to demonstrate the required knowledge and skills.



Clarity and support for teachers

Accessibility is also reflected in the information and support available to teaching staff.

“Cambridge OCR has been really supportive,” says Matt. “If we have questions about the qualification, they’re very responsive and helpful.”

Clear language across specifications and assessment materials helps staff understand what is required and communicate it effectively to students.

“The language they use is very simplified,” Gemma explains. **“That allows staff to get the best from students.”**

Jenny also values the wider support available through subject advisors and teaching communities, where teachers can share good practice and discuss different approaches to assessment. Together, this gives staff greater confidence and consistency when delivering qualifications.

Fairness, consistency and confidence

“If we want the best for our students, they need to understand it.”

For Franklin, fairness means removing unnecessary barriers while maintaining high expectations.

“Cambridge OCR is very fair and equitable in how students are assessed,” says Matt.

Consistent terminology and command words help students become familiar with what is expected of them. Over time, this can build confidence and allow students to focus more fully on demonstrating their knowledge.

“It’s invaluable,” Matt adds. “Students become more confident as they understand what’s expected.”

Gemma agrees that clarity is essential for both students and staff: “If we want the best for our students, they need to understand it, and our staff do too.”



Why Cambridge OCR is the right fit

For Franklin Sixth Form College, Cambridge OCR’s approach reflects its own commitment to accessibility and inclusion.

“They offer accessibility, consistency and simplified language,” says Gemma. “That fits our ethos as a college.”

Teachers value the flexibility to respond to different student needs, alongside clear information about what is required in assessment.

“There’s clear, unambiguous information about what’s required,” Jenny explains, “which helps students achieve their best outcomes.”

Together, this combination of flexible assessment, consistent language and accessible support helps Franklin give more students a fair opportunity to succeed.

Making assessment straightforward, for every student

Franklin’s experience highlights what accessible assessment looks like in practice:

- flexible assessment methods that respond to individual needs
- clear and consistent language
- different ways for students to demonstrate their learning
- responsive support for teachers
- high expectations without unnecessary barriers.

At Cambridge OCR, this is what **making assessment straightforward** means.

Accessibility is not about lowering standards. It is about ensuring that every student can understand what is expected, engage with their learning, and demonstrate what they are capable of.

Find out more

If you want to make assessment more accessible for your students:

[Explore our accessibility approach](#)

[Speak to the team](#)

Because when assessment is straightforward, every student has the opportunity to succeed.