



Examination Policy

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Examination Policy

The Centre is committed to ensuring that the examinations management and administration process is run effectively and efficiently. This examination policy will ensure that:

- all aspects of the Centre's examination process are documented and other relevant examinations-related policies, procedures and plans are signposted.
- all staff are well informed and supported.
- all Centre staff involved in the examinations process clearly understand their roles and responsibilities.
- all examinations and assessments are conducted in accordance with JCQ and awarding body regulations, guidance and instructions.
- examination candidates (including private candidates) understand the examinations process and what is expected of them.

This policy will be communicated to all relevant Centre staff and published on the main school extranet.

The examination policy contains 7 Annexes labelled A to G that address specific areas.

This examination policy is reviewed by the Examinations Officer (EO) in conjunction with the Head of Centre (the Headmistress), Director of Studies and the Chair of the Governors Education Committee.

This policy does not apply to entrance examinations to the school.

The following documents have informed the writing of this policy:

[General regulations for approved Centres](#) (GR)

[Instructions for conducting examinations](#) (ICE)

[Access Arrangements and Reasonable Adjustments](#) (AA)

[Suspected Malpractice in Examinations and Assessments](#) (SMEA)

[Instructions for conducting non-examination assessments](#) (INEA)

[Instructions for conducting Controlled Assessments](#) (ICCA)

[Post-results services](#) (PRS)

[JCQ Appeals Booklet](#) (AB)

1. Examination responsibilities

1.1 The Head of Centre (HoC)

- has overall responsibility for making sure all examinations/assessments are conducted according to the instructions and the qualification specifications issued by the awarding bodies.
- understands the contents, refers to and directs relevant Centre staff to annually updated JCQ publications including: GR, ICE, AA, SMEA, INEA, ICCA.
- ensures the National Centre Number Register Annual Update is responded to by the end of October, confirming they are both aware of and adhering to the JCQ regulations and instructions of conducting examinations and approves the HoC formal declaration.
- ensures the Centre has appropriate accommodation to support the size of the cohorts being taught.
- ensures that there is appropriate accommodation for candidates requiring access arrangements.
- ensures a named member of staff acts as the SENCo (LSC).
- ensures that the Centre has in place the necessary policy documents, including: An Exam Contingency Plan, Internal Appeals Procedures, Disability Policy (exams), Complaints and Appeals Procedure, Child Protection/Safeguarding Policy, Data Protection Policy, Access Arrangements Policy, Controlled Assessment Policy, NEA Assessment Policy. ensures staff are only entered for qualifications through the centre as a last resort where entry through another centre is not available.
- ensures the appropriate steps are taken where a candidate being entered for an examination is related to a member of examinations office staff, including ensuring the security of examination materials. This includes ensuring that another person is present for all of the administrative arrangements relating to conduct of all aspects of the candidate's examinations.
- ensures members of centre staff do **not** forward e-mails and letters from awarding body or JCQ personnel without prior consent to third parties or upload such correspondence onto social media sites such as Facebook.
- ensures members of centre staff do **not** advise parents/candidates to contact awarding bodies/JCQ directly.

1.2 Leadership

- is familiar with the contents of, refer to and direct relevant Centre staff to annually updated JCQ publications including: GR, ICE, AA, SMEA, INEA, ICCA.

1.3 Director of Studies (DoS)

- is familiar with the contents of, refer to and direct relevant Centre staff to annually updated JCQ publications including: GR, ICE, AA, SMEA, INEA, ICCA.

- supports the EO's requests to attend appropriate training events offered by awarding bodies, MIS providers and other external providers to ensure the examination process is effectively managed and administered.
- supports the EO in ensuring Centre staff are appropriately trained to undertake key tasks within the examinations process.
- supports the EO in ensuring Centre staff undertake key tasks within the examinations process and meet internal deadlines set by the EO.
- supports the EO in ensuring that a teacher who teaches the subject being examined, or a senior member of teaching staff who has had overall responsibility for the candidates preparation for the examination, is not an invigilator during the timetabled written examination or on-screen test.
- supports the EO in ensuring security within the examination process is managed according to JCQ and awarding body regulations, guidance and instructions including:
 - ensuring the location of the Centre's secure storage unit is in an area solely assigned to examinations.
 - ensuring the relevant awarding body is immediately informed if the security of question papers or confidential supporting instructions is put at risk.
 - ensuring that arrangements are in place to check that the correct question paper packets are opened by authorised members of centre staff.
- supports the EO in ensuring risks to the examination process are assessed and appropriate risk management processes/contingency plans are in place which allow the HoC to act immediately in the event of an emergency or staff absence.

1.4 The Examinations Officer (EO)

- manages the administration of public and internal examinations and analysis of examination results.
- advises SMT, HoDs, subject teachers and form tutors and other relevant support staff on annual examination timetables and application procedures as set by the various Examination Boards.
- informs the awarding bodies before any associated entries are submitted of any members of Centre staff who are either sitting examinations and assessments or who are teaching and preparing members of their family for examinations and assessments.
- ensures that any relative of a candidate does not have unaccompanied access to examination materials, (for example, question papers, pre-release materials and answer scripts) and does not administer a CAIE examination without the completing a declaration of interest "Form 1".
- reviews and writes examination policies in accordance with JCQ requirements.
- oversees the production and distribution to staff and candidates of an annual calendar for all examinations in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events.
- ensures that candidates are informed of and understand those aspects of the examination timetable that will affect them.

- consults with teaching staff to ensure that the required controlled assessments/coursework/non examined assessments (NEAs) are completed on time and in accordance with JCQ guidelines.
- provides detailed data on estimated entries.
- makes all the entries to the Examination Boards before the relevant deadline by EDI.
- checks the entries with the candidates at each stage in the process.
- receives, checks upon receipt (and immediately stores securely) and dispatches all examination papers and completed scripts.
- Ensures a procedure is in place so that if exam material cannot be checked upon receipt, it is locked away securely.
- implements access arrangements and makes applications for special consideration using the JCQ Access arrangements and special considerations regulations and guidance relating to candidates who are eligible for adjustments in examinations.
- identifies and manages examination timetable clashes.
- draws up and monitors a budget relating to all examination costs/charges.
- timetables all invigilation, recruits and trains external invigilators, keeping a record of the training provided for the required period.
- manages and timetables all room changes as necessary.
- prepares and presents reports to the HoC showing results achieved and updates this report when remarks are known.
- submits candidates' controlled assessment/coursework/NEA marks, tracks despatch and stores returned controlled assessments/coursework/NEAs and any other material required by the appropriate awarding bodies correctly and on schedule.
- packs and arranges the collection of scripts by Parcel Force as soon as possible after the examination.
- accompanies the JCQ/CAIE Inspectors throughout their visits.
- makes arrangements for the two results days.
- arranges for the despatch of the examination results and certificates to candidates.
- provides the HoC, Deputy Head, Head of Sixth Form and HoDs with copies of all the details of the results provided by the Examination Boards.
- advises and applies for any reviews of marking or ATs (access to scripts) requested.
- liaises with Abingdon concerning subjects taught jointly and their entries.
- manages the rooming and invigilation for maths challenges, MFL tests and Science Olympiads as required.

1.5 Assistant Examinations Officer (AEO)

Assists the EO with the preparation and running of the public and school examinations, including, in particular, help with:

- timetabling & managing invigilation.
- managing room changes.
- processing/storing examination papers.
- preparing examination venues.
- invigilating/starting examinations where necessary.
- managing examinations for candidates in separate rooms/using laptops.

- results days.
- preparing results reports/data for the HoC, Deputy Head, Head of Sixth Form and HoDs and updating this report when remarks are known.
- processing and co-ordination of ATs (access to scripts) and remarks requested.
- ALIS/MIDYIS/ISI/ISC data input on examinations.
- deputising for the EO when necessary/by agreement.

1.6 Learning Support Co-ordinator (LSC)

- is familiar with the contents, refers to and directs relevant Centre staff to annually updated JCQ publications including: AA.
- leads on the access arrangements and reasonable adjustments process (referred to in this policy as 'access arrangements').
- is the qualified access arrangements assessor and as such, works on all matters relating to assessing candidates and the administration of the assessment process.
- presents when requested by a JCQ Centre Inspector, evidence of their assessor's qualification.

1.7 Heads of Section

- provide pastoral support for candidates.
- liaise with the EO regarding Special Consideration.

1.8 Head of Sixth Form

- assists with the identification of candidates who need to sit University Admissions Tests.

1.9 Form Tutors

- assist with the checking processes by the deadlines requested.
- attend results days (U6 and Year 11 only).

1.10 Heads of Department (HoDs)

- ensure teaching staff undertake key tasks, as detailed in this policy, within the examinations process (examination cycle) and meet internal deadlines set by the EO and LSC.
- ensure teaching staff keep themselves updated with awarding body subject-specific information to enable effective delivery of qualifications.
- provide guidance for candidates who are unsure about examination entries or amendments to entries.

- attend A Level results days and also attend GCSE results days, wherever possible, informing the Deputy Head and making contact arrangements with the EO if they are exceptionally not able to be there.
- are involved in post-results procedures.
- accurately complete controlled assessment/coursework/NEA mark sheets and declaration sheets by the internal deadlines.
- accurately complete Estimated Grade forms by the internal deadlines if required.

1.11 Teaching Staff

- undertake key tasks, as detailed in this policy, within the examinations process and meet internal deadlines set by the EO and LSC.
- keep updated with awarding body subject-specific information to ensure effective delivery of qualifications.
- attend relevant awarding body training/update events.
- check invigilation rota when it is first published and daily during examination sessions.
- invigilate school examinations for a proportion of their teaching timetable during examination sessions.
- are briefed on invigilation procedures in case they be needed to act as invigilators.

1.12 External Invigilators

- attend annual training, update, briefing and review sessions as required.
- provide information as requested on their availability to invigilate.
- sign a confidentiality and security agreement and confirm whether they have any current maladministration/malpractice sanctions applied to them.

1.13 Administrative Staff

- receive deliveries of examination papers and materials and complete the Examination Materials Receipt Log Form.
- Follow the procedure in place so that if exam material cannot be checked upon receipt, it is locked away securely.
- oversee the Parcel Force collection of scripts and recorded delivery dispatch of non Parcel Force examination scripts.
- send, by recorded delivery, certificates for candidates who have left school and collect confirmations of receipt.

1.14 Maintenance

- supports the EO in relevant matters relating to examination rooms and resources.

1.15 Candidates

- confirm and sign their entries to public examinations.
- read and sign acceptance of controlled assessment/coursework/NEA notices to candidates, Board regulations for examinations and school regulations for examinations.
- comply with controlled assessment/coursework/NEA regulations and sign a declaration that authenticates the controlled assessment/coursework/NEA as their own work.

2. The qualifications offered

The qualifications offered at this Centre are decided by the HoC, Deputy Head and HoDs.

The external qualifications offered are GCSE/IGCSE, AS, A Levels and Level 1 Latin for Year 9. Music examinations are run separately by the Music Dept.

We also administer entrance examinations for universities, including BMAT, HAT, MLAT, MAT, etc for Oxford and Cambridge.

We are not able to offer any non-curriculum subject that requires an oral or practical element unless it is in a subject offered here or at Abingdon School.

At Key Stage 4 all candidates will be entitled and enabled to enter for GCSE/IGCSE in all their qualifying subjects at the appropriate level, including the FSMQ in Additional Maths.

In Sixth Form in academic year 2017-18 the only GCE AS modules in unreformed subjects will be retakes. GCE A Level modules will be completed and certificated at the end of U6. All A Levels begun from September 2017 onwards will be offered as a two year A Level qualification only with examinations taken at the end of U6. AS Spanish and AS Mathematics (where offered) will be two year courses taken at the end of the U6. The first part of the Cambridge Pre-U Global Perspectives is usually taken at the end of the L6.

3. Examination seasons and timetables

3.1 Examination seasons

Internal examinations are scheduled in January (Year 11), February (U6), May/June (Years 7, 8, 9 and 10) and May (L6).

External examinations are scheduled in May/June.

The majority of internal examinations from Year 10 upwards are held in the Sports

Hall under external examination conditions, although the same invigilator/candidate ratio as required for public examinations may not be applied.

3.2 Timetables

The EO will circulate the examination timetables for both external and internal examinations once these are confirmed to all relevant people.

4. Entries, entry details, late entries and retakes

4.1 Entries

Candidates are selected for their examination entries by HoDs.

A candidate/parent/guardian can discuss a subject entry, change of level or withdrawal with the Head of Section.

The Centre may accept external entries from former candidates only. These candidates might be expected to sit a mock examination.

A candidate may not enter for an examination at another Centre without the prior permission of the HoC.

4.2 Late entries

Entry deadlines are circulated to HoDs in writing.

The EO will avoid late entries whenever possible.

4.3 Retakes

Candidates are allowed re-takes in their I/GCSE or AS/A Level units.

Re-take decisions will be made in consultation with the candidates, subject teachers, HoDs, Head of Sixth Form and the EO.

5. Examination fees

(I)GCSE, AS, A Level and university entrance examination (STEP, BMAT and TMUA) fees are charged as supplemental items.

Late entry or amendment fees will be paid by the Centre or by the candidates/parents/guardians, depending on the circumstances.

Candidates/parents/guardians will not be charged for withdrawals made by the proper procedures or alterations arising from administrative processes, provided these are made within the time allowed by the awarding bodies.

Re-take fees are paid by the candidates/parents/guardians.

Candidates/parents/guardians pay the fee for a review of marking, photocopy script or original script. If the enquiry results in a change of grade there will be no charge. All candidates requesting a review of marking must sign a permission form prior to the application.

The candidate must be aware that an enquiry may result in the grade/mark going down as well as up.

6. The Equality Act 2010, special needs and access arrangements

6.1 Equality Act 2010

The Equality Act 2010 extends the application of the Equality Act to general qualifications. All staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

6.2 Special needs

A candidate's special needs requirements are determined by the LSC or another approved/suitably qualified professional (in accordance with JCQ regulations).

Subject teachers will be informed by the LSC of the special educational needs of candidates who are embarking on a course leading to examinations and of any special arrangements that individual candidates may be granted during the course.

6.3 Access arrangements

Making special arrangements for candidates taking examinations is the joint responsibility of the LSC and the EO.

Submitting completed access arrangement applications on-line to the awarding bodies is the responsibility of the LSC, except in the case of (I)GCSE access arrangements, which is the responsibility of the EO.

Invigilation and support for access arrangement candidates will be organised by the LSC and the EO/AEO.

Candidates with extra time are expected to complete any coursework by the same deadline as the rest of the candidates.

Access arrangements will be applied in controlled assessments when the specification deems this appropriate.

Candidates with extra time take any extra time required at the end of the examination. Candidates should not take a rest break before the start of the extra time unless specifically recommended.

The LSC ensures criteria for candidates granted separate invigilation within the Centre is clear, meets JCQ regulations and best meets the needs of all candidates.

6.4 Word Processors

Use of word processors for written examinations is allowed only for candidates who qualify, in particular those using a laptop as their 'normal way of working'.

See separate Laptop Policy for our Centre.

7. Absence, Illness, Bereavement/Trauma, Special Consideration in Public Examinations and Extension delivery for Coursework/NEA

7.1 Illness/absence

If a candidate is taken ill during an examination it is the candidate's responsibility to alert an examination invigilator. The candidate will be escorted to the school nurse to assess the situation together with the EO. Whenever possible the candidate should try to complete the examination. The parents/guardians will be contacted if necessary.

If a candidate becomes unwell during an examination but completes the paper, the EO will decide whether it is appropriate to ask for Special Consideration on their behalf. If the candidate is unable to continue the exam, the EO should ask for Special Consideration for an incomplete paper.

If a candidate is absent from an examination due to illness it is the candidate's/parent's/guardian's responsibility to alert the Centre to that effect, via the Head of Middle School/Head of Sixth Form, as appropriate, as soon as possible.

The candidate/parent/guardian should make an appointment with a registered GP for that day and within the next five calendar days provide the EO with a letter from the GP confirming that the candidate was too unwell to take the examination on that day.

The EO will then apply for an enhanced grade on their behalf, provided that a minimum of 40% of the total assessment for that subject has been completed.

7.2 Bereavement or any other trauma

If a candidate suffers a bereavement of the immediate or extended family, or any other trauma immediately prior to or during the exam, it is the candidate's/parent's/guardian's responsibility to alert the Centre via the Head of Middle School/Head of Sixth Form/EO/examination invigilator, as appropriate, as soon as possible.

The EO will apply for Special Consideration on the candidate's behalf as appropriate.

7.3 Special Consideration

If a candidate feels they have been otherwise disadvantaged or disturbed during an examination, they should alert the EO as soon as possible.

Cases for Special Consideration will be discussed with the Head of Section.

Any Special Consideration claim must be submitted to the appropriate awarding body

within seven days of the final examination in the relevant subject. The Centre must be satisfied that this is a genuine case.

It must be stressed that the Examination Board may choose not to apply Special Consideration and we will only know the outcome of an application on results day.

7.4 Extension delivery for Coursework/NEA

If there is a medical condition (covered by medical certification), prolonged absence or other exceptional circumstance at the time of an internal deadline for submission of coursework/NEA, providing the awarding body's deadline for submitting marks can still be met, the relevant Head of Section has the discretion to agree with the relevant HOD and the EO an appropriate extension. Medical certification should be sent to the Head of Section as promptly as is possible. The candidate will then be notified by the HoD.

8. Managing invigilators

External invigilators will be used for the majority of public examinations.

The recruitment of external invigilators is the responsibility of the EO/AEO. Securing the necessary Enhanced Disclosure (with Barred List check) from the Disclosure and Barring Service (DBS) clearance for new invigilators is the responsibility of the HR administrator and fees for securing such clearance are paid for by the Centre.

All invigilators are and briefed annually/trained on how to conduct examinations in line with JCQ regulations by the EO/AEO. A record of the training given to invigilators and those facilitating an access arrangement for a candidate under examination conditions must be retained on file by EO/AEO until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

The EO briefs invigilators on examinations on a session by session basis (including arrangements in place for any transferred candidates) and ensures the examinations are conducted as required in the regulations.

The EO deploys invigilators effectively to exam rooms throughout an exam series. This includes the provision of a roving invigilator to regularly enter and observe the rooms where an invigilator is acting as a practical assistant, reader or scribe on a 1:1 basis. The EO also allocates invigilators to exam rooms (or where supervising candidates due to a timetable variation) according to the required ratios.

External invigilators' rates of pay are set by the school.

9. Managing examination days

9.1 Rooms

The EO/AEO will identify and book appropriate rooms, ensuring they are suitably prepared in advance of examinations. The location of most main examination sessions is the Sports Hall.

HoDs ensure that prior to exams commencing, revision or coaching sessions for candidates will not be held in the designated exam room(s)

The EO must ensure a procedure is in place for the storage of signed records of the room's seating plan, the actual start and finish times of exams, the invigilation rota (including supervision of candidates) and attendance register (including any transferred candidates) until the deadline for EARs has passed.

9.2 Starting examinations

The EO/AEO/Chief or Senior invigilator will start all public examinations in accordance with JCQ guidelines. The venues will all have been set up the previous evening or at lunchtime for afternoon examinations.

9.3– Identification of Candidates

The EO ensures a procedure is in place to verify candidate identity, including private/external/transferred candidates (who must show photographic documentary evidence) and candidates wearing religious clothing. The candidates' candidate numbers must be visible on their desks.

9.4 Staff inside examination rooms

No member of staff may enter the examination room unless authorised/required to do so for invigilation, or with specific permission from the EO/AEO with the tasks of either identifying and settling candidates, instilling discipline or checking candidates have been issued with the correct question paper(s).

The only exception is when Centre staff are called into the examination room because a candidate has identified a possible problem which the invigilator/EO/AEO is unable to resolve. If they leave the examination room they may only take the question paper with them if they need to check a possible problem with the relevant awarding body.

Centre staff must not communicate with candidates outside the remit of invigilation, or advise candidates on which sections or questions are to be attempted in their examination. Staff must not read candidates' scripts.

In practical examinations subject teachers may be on hand in case of any technical difficulties.

9.5 Security of examination material

The HoC must ensure that arrangements are in place to check that the correct question paper packets are opened.

If a question paper packet has to be split, the EO/AEO must open and divide the packet within the secure room.

Examination question papers must not be read by staff in, or removed from the examination room. Examination question papers will only be released to HoDs after the examination scripts have been processed and packed for delivery by the EO/AEO.

Spare examination papers will be distributed to HoDs as soon as possible after the end of the examination session. All question papers must be locked away if there is a clash and will therefore not be available until all clash candidates have completed the examination.

The EO/AEO ensures all scripts are kept secure at all times, until they are dispatched to the awarding body/examiner.

10. Candidates, clash candidates

The EO will provide written information and formal briefing sessions for candidates in advance of each examination session.

10.1 Candidates

Candidates are not allowed to bring any unauthorised material into the examination room.

With the exception of a calculator, which candidates must bring to all public examinations which allow for their use, candidates are not allowed to bring any electronic equipment into the examination room. This includes mobile phones, smart watches and all data storage/communication devices. Wristwatches must be removed and placed on desks.

They will be reminded of this before the examination series and at the start of each examination.

Candidates are generally not allowed to leave the examination room before the end of the examination. If a candidate needs to leave the examination room for a genuine reason, e.g. a nosebleed, once the situation has been resolved, they can return to the examination room, providing they have been supervised by a member of staff at all times.

The EO will attempt to contact any candidate who is not present at the start of an examination and deal with them in accordance with JCQ guidelines.

10.2 Clash candidates

The EO will be responsible for finding appropriate supervisors for candidates with clashes. The EO will provide the supervisors with guidance, identify an appropriate room and arrange overnight supervision in rare and exceptional circumstances and

as a last resort. The JCQ Timetable variation and confidentiality declaration for overnight supervision form must be completed and retained until the EAR deadline has passed.

The EO may decide the order of a candidate's examinations if the candidate is taking two or more examinations in a session and the total time is three hours or less. Candidates may have a supervised break between examinations of no more than 20 minutes between papers within a session. This must be conducted within the examination room under formal conditions at all times. This does not apply to candidates with approved supervised rest breaks.

Where candidates are being supervised due to a timetable variation, the EO ensures the standard invigilation ratios apply at all times.

10.3 Alternative Site Arrangements

The EO ensures question papers will only be taken to an alternative site where the published criteria for an alternative site arrangement has been met. The EO informs the JCQ Centre Inspection Service on behalf of the HoC using the JCQ *Alternative Site* form of any alternative sites that will be used to conduct timetabled examination components of the qualifications listed in the JCQ regulations.

11. Controlled Assessment/Coursework/Non Examination Assessments and appeals against internal assessments

11.1 Controlled Assessment/Coursework/NEAs

HoDs should refer to the JCQ instruction booklet and subject specific guidelines prior to any controlled assessment/coursework/NEA taking place.

HoDs should ensure teaching staff delivering legacy GCSE qualifications which contain elements of controlled assessment (DT: Resistant Materials 4562) follow JCQ [Instructions for conducting controlled assessments](#) and the specification provided by the awarding body.

HoDs should ensure teaching staff delivering legacy GCE unitised AS and A-level qualifications and (which include elements of coursework) Entry Level or Project qualifications follow JCQ [Instructions for conducting coursework](#) and the specification provided by the awarding body.

HoDs should ensure teaching staff delivering new GCE & GCSE specifications (which include components of non-examination assessment) follow JCQ [Instructions for conducting non-examination assessments](#) and the specification provided by the awarding body.

HoDs should ensure teaching staff inform candidates of their centre assessed marks as a candidate may request a review of the centre's marking before marks are submitted to the awarding body.

Candidates must adhere to the department defined date for the completion of controlled assessments/coursework/NEAs.

HoDs will ensure all controlled assessments/coursework/NEAs are ready for despatch at the correct time and the EO will parcel the controlled assessments/coursework/NEAs and will keep a record of what has been sent, when and to whom.

Marks for all internally assessed controlled assessments/coursework/NEAs are provided to the EO by the HoDs.

11.2 Appeals against internal assessments

The Centre has published a separate procedure on this subject, which is available on the school website or in Appendix E of this document.

12. Results, reviews of marking, access to scripts (ATS), Malpractice and Appeals

12.1 Results

Candidates will receive individual results slips on results days in person at the Centre or by post to their home addresses. Candidates may ask for other arrangements if they are going to be away from the area. Candidates may also receive their results by telephoning the school on the morning of results day, providing they have informed the EO in advance.

The provision of staff to advise candidates on results days is the responsibility of the EO together with the Head of Section. HoDs are expected to be present on results days, unless special arrangements have been made with the Deputy Head, so that results may be discussed and decisions made on the submission of enquiries.

The EO ensures candidates are informed of the periods during which centre staff will be available so that they may plan accordingly

12.2 Reviews of marking

The EO will make candidates aware of the arrangements for Enquiries about Results before they sit any examination(s). Candidates will also be made aware of the arrangements for post-results services (before they sit any examinations) and that all post-results service requests must be made through the centre.

Candidates who are concerned about an externally marked examination result should discuss this with the relevant HoD, who will advise the candidate on the appropriateness of applying for a review of marking. The EO will only advise the candidate on the procedure for post-results services.

The initial procedures and deadline dates for enquiries to the Examination Boards will be given to all public examination candidates prior to publication of the results and again on results day.

Enquiries about results must be made via the EO/AEO. Candidates' signed consent (after the publication of results) is required confirming that they understand that results can go down as well as up as a result of this procedure.

The outcome of an enquiry is reported back to the EO, who will pass on the result to the candidate.

The candidate/parent/guardian will be charged for this service unless there is a grade change as Examination Boards do not charge in these circumstances.

12.3 Access to scripts

After the release of results, A Level candidates may ask the EO/AEO to request a photocopy of their examination script(s) to help with the decision of whether to go for a review of marking. A Level, AS and (I)GCSE candidates may also ask for their original scripts to be returned. These requests must be made before the appropriate Examination Board's deadlines. The candidate/parent/guardian will be charged for these services.

Centre staff may also request photocopied or original scripts (as appropriate) for teaching and learning purposes to inform good practice. Examination scripts may be used for teaching, but will be made anonymous. For this the consent of candidates must be obtained. It is also useful for staff to see the examiners' use of mark-schemes in examination conditions.

All deadlines and information will be given to candidates at the end of the summer term and again in their results envelopes.

12.4 Malpractice

'Malpractice', including maladministration and non-compliance, covers any act or practice which is a breach of the Regulations or which:

- compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate; and/or
- damages the authority, reputation or credibility of any awarding body or centre or any officer, employee or agent of any awarding body or centre.

The Centre will notify, investigate and report to an awarding body all allegations of malpractice or suspected malpractice using the appropriate paperwork and co-operate with an awarding body's investigation.

12.5 Appeals

The HoC Ensures an **internal appeals procedure** is available where candidates disagree with any Centre decision not to support an enquiry and understands that in the event of an awarding body initiating an *extended review of marking*, candidates' marks and subject grades may be lowered, confirmed or raised.

If the candidate/parent/guardian believes there are grounds to appeal against the Centre's decision not to support an enquiry, an appeal can be submitted to the Centre using the internal appeals form as detailed in the Internal Appeals Policy.

Should a candidate be dissatisfied with the result of an enquiry, they should inform the EO or the Deputy Head within seven calendar days of receipt, to discuss whether an appeal is appropriate.

13. Certificates

Certificates are presented in person or posted (recorded delivery).

The Centre retains certificates that have been returned to the Centre by the post office.

14. Review detail of this policy and associated Annexes A to G

Policy/Annexes last reviewed.....	Lent term 2018
Next review due.....	Michaelmas term 2018
Person responsible for review.....	Examinations Officer
Audience.....	Staff/Parents/Guardians/Candidates



Examinations Officer

A: Policy for internal setting and marking of controlled assessment and coursework

Controlled assessment is a form of internal assessment where control levels are set for each stage of the assessment process: task setting; task taking and task marking.

- Controlled and coursework assessments are conducted by staff who have the appropriate knowledge, understanding and skills.
- Controlled and coursework assessment evidence provided by candidates is produced and authenticated according to the requirements of the relevant specifications for each subject and is appropriate to the year in which the assessment will be submitted to the awarding body.
- The level of supervision is according to that prescribed by JCQ, depending on how it is detailed in the course specification: formal (high level of control), informal (medium level of control) or limited (low level of control).
- The consistency of internal assessment is assured through internal standardisation as set out by the awarding bodies.
- Staff responsible for internal standardisation and/or assessment attend any compulsory training sessions.

1. Departmental Criteria and Requirements

Staff should refer to the JCQ instructions for conducting controlled assessment and/or Instructions for conducting coursework/portfolios (issued to all HoDs by the school EO), the policy for the management of controlled assessments, their own subject specific guides and the school Examination Policy.

2. Controlled Assessments for legacy GCSE qualifications

Controlled assessment tasks will take many different forms. Each candidate will be given a copy of the subject assessment criteria for both written and practical controlled assessment elements. All explanation or interpretation given by teaching staff must be general and not specific to a candidate's work.

Specific departmental requirements will be made clear to candidates by their subject teachers and acceptable and unacceptable practices will be explained clearly. Where the individual subject regulations proscribe certain types of support or collaboration this will be made clear to candidates by the teacher responsible for teaching the subject. There are significant differences in Examination Board requirements on teacher support and direction and departmental handbooks contain full details of specific departmental policy. All teachers in departments are expected to adhere to departmental procedure.

3. Arrangements for running Controlled Assessments

Dates for controlled assessments will be submitted by HoDs to the Head of Middle School in the Trinity term prior to the academic year in which they apply and, once agreed, entered on the school calendar. Dates for controlled assessments will be published to candidates/parents/guardians at the start of the academic year. In order to ensure that all candidates are treated in a consistent and equitable fashion, extensions to mark submission dates will not normally be granted by an awarding body. Departments are expected to set dates for internal submission significantly in advance of Examination Boards' published dates in most cases, partly to spread the workload of subjects for candidates and partly to allow time for marking and moderating.

The dates agreed for controlled assessments for that academic year will be published to parents/guardians at the start of the year so that all non-essential appointments and absences avoid this time. The importance of attendance is made clear.

Subject teachers will receive access to controlled assessment tasks based on an estimated or final entry.

The Examinations Officer stores the controlled assessment tasks in a locked, metal cabinet and releases a copy of the material to the HoD to prepare the materials needed. The HoD arranges for the copying of the tasks if necessary for the candidates.

The subject teacher runs the assessment as a normal classroom session, according to the level of supervision required. The level of supervision (high, medium or limited) will be as it is detailed in the specification for that subject and as set out in JCQ ICE. HoDs will inform the teaching staff in their department of the supervision requirements for that subject assessment.

The supervisor of each assessment will keep records of the presence and absence of candidates, hours spent and any irregularities etc as required by the Examinations Officer. This information will be stored securely in the department and kept until the Examinations Officer is satisfied that they will no longer be required, when they will be shredded.

Access arrangements will be applied where appropriate in consultation with the EO and the LSC. In the event of a fire, evacuation procedures will occur in line with the school Health and Safety Policy and if necessary the assessment will be lengthened accordingly or repeated.

During the time of the assessment the HoD will be responsible for storing all materials. Assessment materials, issued by the awarding body, will be kept secure throughout the assessment process. Arrangements for this will be determined by the EO and the HoDs concerned. Candidates' work will be stored securely within the Centre in a locked steel cabinet, a metal cabinet or similar cabinet. Where there is a practical need, secure storage may be defined as a classroom being locked from the end of one session to the start of the next. Where work is stored electronically, the access to this material should be restricted and appropriate security safeguards such

as firewall protection and virus scanning software should be utilised. An effective back-up strategy **must** be employed so that an up-to-date archive of candidates' evidence is maintained.

If internally marked, the department standardises the results and submits the marks by the deadline (during May for the summer series). The internal deadlines for standardisation will be made in conjunction with the Examinations Officer in order to ensure that the Board deadlines for submission are met. If the work is externally marked it will be sent off by the deadline.

Following completion of the marking and internal standardisation the work must be retained by the school and not returned to the candidates. It will be stored securely in departments.

After internal moderation, teachers will inform candidates of the marks which have been submitted to the awarding body, but in doing so must make it clear that those marks are subject to change through the moderation process. Candidates should be advised of their marks within a sufficient window in order to allow time for any internal appeal to be concluded prior to the submission of Centre marks to the awarding body. This does not apply to examinations offered by CAIE – candidates must NOT be given their marks.

No attempt should be made to convert marks to grades in advance of the publication of results.

4. Resources

Parameters for the resources permissible for a controlled assessment are defined in both subject specifications and by JCQ. A hard copy format of the JCQ Notice to Candidates, which details what candidates must and must not do, will be provided for each candidate.

5. Authentication

The statutory regulations require all candidates to confirm that work they submit for assessment is their own. Ensuring that candidates do so is the responsibility of the Centre.

Each candidate will be required to sign a declaration form confirming that the work they submit for assessment is their own before submitting their work to the teacher/assessor for final assessment.

Prior to the candidate signing the declaration of authentication, if a member of staff feels that a candidate has not acknowledged a source or has included work that is not their own, they should, in the first instance, speak to their HoD. The HoD should inform the Deputy Head who, in consultation with EO will advise on the use of the following procedure:

- a) The member of staff will speak to the candidate, with their HoD present and ask them to explain the work in question and/or to show their rough work if

appropriate. If the member of staff is then happy that the work is in fact the candidate's own work they may accept the controlled assessment.

- b) If, having spoken to the candidate, the member of staff and the HoD feel unable to accept the controlled assessment, details of any work which is not the candidate's own must be recorded on the authentication form supplied by the awarding body or other appropriate place. The work may then be re-drafted.
- c) Once the work has been completed and is acceptable to the member of staff and the HoD, the Deputy Head will see the candidate to remind them of the need to follow the Examination Board regulations they have been issued with in all their subjects at every level.
- d) At the most appropriate stage, usually before b) above, the Deputy Head will write to the candidate's parents/guardians to explain the circumstances and ask for their support in explaining to their daughter the need to follow Examination Board guidelines in all subjects.

If irregularities in controlled assessments or coursework are identified by the school after the candidate has signed the declaration of authentication, the HoC must submit full details of the case to the relevant awarding body as soon as possible and parents/guardians will be informed.

The procedures for internal appeals is available on in Appendix E of this document.

6. Candidate Considerations

If a candidate is absent for the assessment, this will be accommodated by ensuring that, where possible, an alternative supervised session is organised for the candidate.

In the unlikely event that a candidate has had an unforeseen, prolonged illness or other serious misfortune during the period when controlled assessment work was produced, it may, in some subjects be possible to accept a reduced quantity of work without penalty, as long as all of the assessment objectives have been covered at least once. This is not possible if the specification requires only one piece of work. In this case the school will apply for special consideration.

Candidates who wish, with staff agreement, to re-do their submission of a controlled assessment before the marks have been sent to the awarding body, may do so at the discretion of the school under the conditions specified by JCQ.

Candidates who, in exceptional circumstances, re-sit a controlled assessment having previously submitted work for that unit may make another attempt if that task is still appropriate to the year in which the assessment will be submitted and the work must be entirely new. However, the candidates may re-use the research carried out previously.

7. Coursework for legacy qualifications

GCE:

A summary of subject-specific guidelines will be issued in writing to all candidates for each subject that sets coursework. Each candidate will be given a copy of the assessment criteria for both written and practical coursework elements for A level courses.

Specific departmental requirements will be made clear to candidates by their subject teachers and acceptable and unacceptable practices will be explained clearly. Where the individual subject regulations proscribe certain types of support or collaboration this will be made clear to candidates by the teacher responsible for teaching the subject. There are significant differences in Examination Board requirements on teacher support and direction and departmental handbooks contain full details of specific departmental policy. All teachers in departments are expected to adhere to departmental procedure.

Opportunities for re-drafting and/or teacher comments and suggestions will be given to candidates where permissible under JCQ subject regulations. JCQ regulations state that any explanation or interpretation given by a teaching staff must be general and not specific to a candidate's work. Time spent per candidate will vary depending on the needs of each individual piece of work, in the judgement of the teacher. HoDs will ensure that the support of individual candidates is appropriate in their judgement. Candidates will not necessarily all be seen by staff at the same time and staff may choose to see candidates in lesson time, in lunchtimes or other mutually convenient times, or to provide feedback in written as well as/instead of oral form should this be appropriate in the judgement of the teacher. All candidates within a department will be given comparable amounts of time to complete any re-drafting.

Staff should remind students of the need to:

- keep all rough work and drafts for coursework.
- take care of their work and keep it safe.
- keep their coursework secure and confidential whilst preparing it.
- only submit work which is their own.
- lend only text books to other students; under no circumstances should a student lend their own work book, folder or file.

Staff should remind students of the need to NOT:

- leave coursework (draft or complete) lying around where other students can find it.
- share coursework with other students.
- lend work to other candidates or allow their work to be copied.
- allow other candidates access to, or the use of, their own independently sourced material or assist others in the production of coursework.

- use any books, the internet or other sources without acknowledgement or attribution.
- submit work word-processed by a third person without acknowledgement.

In the event of an absence during the draft stage, only text books can be lent to other candidates. Under no circumstances should a student lend their own work book, folder or file. Copying another candidate's work constitutes as malpractice, for which a penalty by the Examination Board will be applied.

If a member of staff feels that a candidate has not acknowledged a source or has included work that is not their own they should, in the first instance, speak to their HoD. The HoD should inform the Deputy Head who, in consultation with EO will advise on the use of the following procedure:

- a) The member of staff should speak to the candidate, with their HoD present and ask them to explain the work in question and/or to show their rough work. If the member of staff is then happy that the work is in fact the candidate's own work they may accept the coursework. If the work is still in draft form it should be corrected by any advice appropriate to that Examining Board and subject. The HoD should inform the Deputy Head of this outcome.
- b) If, having spoken to the candidate, the member of staff and the HoD feel unable to accept the coursework, the candidate should have the opportunity to redraft/rewrite the work and/or add the required acknowledgement/s. This may be done under supervision or as homework as best suits the subject and the particular piece of coursework and with the agreement of the Deputy Head and the EO.
- c) Once the work has been completed and is acceptable to the member of staff and the HoD, the Deputy Head will see the candidate to remind them of the need to follow the Examination Board regulations they have been issued with in all their subjects at every level.
- d) At the most appropriate stage, usually before b) above, the Deputy Head will write to the candidate's parents/guardians to explain the circumstances and ask for their support in explaining to their daughter the need to follow Examination Board guidelines in all subjects.

Dates for handing in coursework will be published in writing to candidates at the start of the academic year by the subject HoD. A candidate's failure to adhere to published deadlines without sufficient reason may result in the coursework being marked in its unfinished state. In extreme cases the school reserves the right to enter a mark of zero for a piece of coursework not submitted by the published internal deadline

Departments are expected to set deadlines for internal submission significantly in advance of Examination Boards' published deadlines in most cases, partly to spread the workload of subjects for candidates and partly to allow time for marking and moderating. Where work is stored electronically, the access to this material should be restricted and appropriate security safeguards such as firewall protection and virus

scanning software should be utilised. An effective back-up strategy **must** be employed so that an up-to-date archive of candidates' evidence is maintained.

The marks for all internally assessed coursework will be published to candidates after internal moderation has taken place. These marks will be subject to moderation by the Examination Board and candidates will be reminded that they may change as a result of this process.

Candidates should be advised of their marks by the deadline agreed by the EO in order to allow time for any internal appeal to be concluded prior to the submission of Centre marks to the awarding body.

(I)GCSE:

(CAIE English 0500/4)

The subject teacher should familiarise themselves with The Cambridge Handbook 2018: 3.2: Internally assessed coursework.

In line with which, the subject teacher should continuously supervise the candidates' work to monitor progress, make sure candidates avoid plagiarism and make sure the work is completed in line with syllabus regulations.

Standardising marking within centres:

If more than one teacher is involved in the assessment, assessments must be standardised across teachers and teaching groups to ensure that all candidates have been judged against the same standards for a particular syllabus. The Centre must produce a rank order for all candidates, producing a list of all candidates in descending order of marks. The candidate with the highest mark should be at the top of the list. There is no requirement to disclose internal marks to candidates.



ST HELEN &
ST KATHARINE

B: Policy for the management of controlled assessment at GCSE

1. The purpose of this policy

This policy is to:

- identify staff responsibilities in planning and managing GCSE controlled assessments;
- examine potential risks and issues relating to the implementation of controlled assessment for GCSE qualifications and how these might be managed and mitigated through forward planning and remedial actions.

This policy does not cover specific [instructions for conducting controlled assessments](#) which are provided by JCQ and awarding bodies.

2. The Risks and Issues/Action Table

Risks and issues	Possible remedial action		Staff responsible
	Forward planning	Action	
Timetabling			
Controlled assessment schedule clashes with other activities.	Plan/establish priorities well ahead (e.g. at the start of the academic year).	Plan dates in consultation with school calendar – negotiate with other parties.	Head of Middle School.
Too many controlled assessments close together across GCSE subjects.	Plan controlled assessments so they are spaced over the duration of the course.	Space controlled assessments to allow candidates sometime between them.	Head of Middle School.
Accommodation			
Insufficient space in classrooms for candidates.	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessments.	Use more than one classroom or multiple sittings where necessary.	HoDs and department staff.
Insufficient facilities for all candidates.	Careful planning ahead and booking of rooms/Centre facilities.		HoDs and department staff.

Risks and issues	Possible remedial action		Staff responsible
	Forward planning	Action	
Downloading awarding body set tasks			
IT system unavailable on day of assessment.	Download tasks well ahead of scheduled assessment date in all cases.	Book IT equipment well ahead and download tasks before scheduled date of assessment.	HoDs and/or department staff.
Teaching staff unable to access task details.	Test secure access rights ahead of controlled assessment schedule every year and every session.	Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the controlled assessment schedule.	HoDs and/or department staff.
Loss of task details in transmission.	Download tasks well ahead of scheduled assessment date.	Contact awarding body and ask for replacement task; download again.	HoDs and/or department staff to liaise with EO.
Absent candidates			
Candidates absent for all or part of assessment (various reasons).	Plan alternative session(s) for candidates.		HoDs and department staff.
Candidates have a scheduling clash for examinations or assessment.	Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes.	Check before booking the date; provide an alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashes	HoDs and department staff to check school calendar and advise EO as necessary.

Risks and issues	Possible remedial action		Staff responsible
	Forward planning	Action	
Control levels for task taking			
The assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration).	Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required.	Seek guidance from the awarding body.	HoDs to provide training to department staff.
Supervision			
Candidate study diary/plan not provided or completed*.	Ensure teaching staff are aware of the need for study diary/plans to be completed early in course.	Ensure candidates start, continue and complete study diary/plans that are signed after every session.	Department staff.
Teaching staff do not understand that the supervision of controlled assessments is their responsibility.	Ensure teaching staff fully understand the nature of controlled assessments and their role in supervising assessments.		HoDs to provide training to department staff.
A suitable supervisor has not been arranged for an assessment where teaching staff are not supervising.	A suitable supervisor must be arranged for any controlled assessment session where a teacher is not supervising, in line with the awarding body's specification.		HoDs.

* Not all GCSE controlled assessments will require the completion of a study diary or study plans

Risks and issues	Possible remedial action		Staff responsible
	Forward planning	Action	
Task setting			
Teaching staff fail to set tasks correctly.	Ensure the tasks set out are in line with the requirements of the specification and staff fully understand the task setting arrangements as defined in the awarding body's specification.	Seek guidance from the awarding body.	HoDs to train department staff. HoDs to seek guidance from awarding body.
Assessments have not been moderated in line with the awarding body's specification.	Check specification and plan required moderation appropriately.	Seek guidance from the awarding body.	HoDs to train department staff. HoDs to seek guidance from awarding body.
Security of materials			
Assessment tasks not kept secure before assessment.	Ensure teaching staff fully understand the importance of task security.	Contact the awarding body to request/obtain different assessment tasks.	HoDs and department staff.
Candidates' work not kept secure during or after assessment.	Define the appropriate level of security, in line with the awarding body's requirements, for each department as necessary. Work produced over several sessions must be collected at the end of each session and stored securely, (including, if appropriate, research folders/diaries) so that it cannot be adapted in an uncontrolled environment. Work produced electronically must be saved securely to ensure it cannot be amended between sessions. Work stored on memory sticks should also be collected in after each session.	Seek guidance from the awarding body and take materials to secure storage.	HoDs to discuss with department staff.

Risks and issues	Possible remedial action		Staff responsible
	Forward planning	Action	
Candidates' work not kept secure during or after assessment cont.	HoDs must ensure marks during monitoring and at completion are recorded electronically and saved (not just on laptop) so accessible and recoverable remotely. Where work is stored electronically, the access to this material should be restricted and appropriate security safeguards such as firewall protection and virus scanning software should be utilised. An effective back-up strategy must be employed so that an up-to-date archive of candidates' evidence is maintained.	To contact IT with any problems regarding the recording of marks electronically or the recovery of the marks.	HoDs and department staff.
Insufficient or insecure storage space.	Look at provision for suitable storage at the start of the GCSE course.	Find alternative storage within the Centre.	HoDs to discuss with department staff and to liaise with Leadership to find alternative space.
Malpractice and Plagiarism			
Staff malpractice. HoC Ensures any cases of alleged, suspected or actual incidents of malpractice or maladministration before,	All assessment materials used at St Helen & St Katharine must be solely and exclusively used for proper assessments of the candidate at the school and for no other purpose.	HoC to decide on how the enquiry will work, who will hold the enquiry. A written log must be kept, could be just bullet points and diary dates.	HoC. HoDs to take advice from awarding bodies.

<p>during or after examinations/assessments (by centre staff, candidates, invigilators) are investigated and reported to the awarding body immediately, by completing the appropriate documentation.</p>			
<p>Plagiarism.</p>	<p>Any material presented for GCSE at St Helen & St Katharine must be solely of that candidate, produced under controlled conditions as set by St Helen & St Katharine.</p>	<p>HoC to decide on how the enquiry will work, who will hold the enquiry. A written log must be kept, could be just bullet points and diary dates.</p>	<p>HoC.</p>

Risks and issues	Possible remedial action		Staff responsible
	Forward planning	Action	
Deadlines			
Deadlines not met by candidates.	Ensure all candidates are briefed on deadlines and the penalties for not meeting them.	Mark what candidates have produced by the deadline. Seek guidance from awarding body on further action.	HoDs and department staff.
Deadlines for marking and/or paperwork not met by teaching staff.	Ensure teaching staff are given clear deadlines (prior to the awarding body deadline) to complete marking/paperwork - marks can then be processed and submitted ahead of awarding body deadlines.	Seek guidance from awarding body.	HoDs.
Authentication			
Candidate fails to sign authentication form.	Ensure all candidates have authentication forms to sign. Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking.	Find candidate and ensure authentication form is signed.	HoDs and department staff.
Teaching staff fail to complete authentication forms or leave before completing the authentication process.	Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature.	Return the authentication form to the teacher for signature. Ensure authentication forms are signed as work is marked.	HoDs to train department staff.

Risks and issues	Possible remedial action		Staff responsible
	Forward planning	Action	
Marking			
Teaching staff interpret marking descriptions incorrectly.	Ensure appropriate training and practicing of marking. Plan for sampling of marking during the practice phase.	Arrange for re-marking. Consult the awarding body's specification for appropriate procedures.	HoDs to train department staff.
Centre does not run the standardisation activity as required by the awarding body.	Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted.	Check with the awarding body whether a later standardisation event can be arranged.	HoDs.

C: Non-examination assessment policy

1. Definition of a Non-examination assessment (NEA)

NEA (including endorsements) is any type of assessment that is not 'externally set and taken by candidates at the same time under controlled conditions'. NEA therefore includes, but is not limited to, internal assessment and externally marked and/or externally set practical examinations taken at different times across centres.

2. The purpose of this policy

The purpose of this policy is to:

- define staff roles and responsibilities with respect to NEAs.
- cover the procedures for planning and managing NEAs.
- manage the risks associated with NEAs.

3. Stages of NEAs

There are three assessment stages and rules which apply to each stage. These rules often vary across subjects and each HoD should be clear on what is required at each stage. The stages are:

- task setting.
- task taking.
- task marking.

4. Identifying staff roles and responsibilities in relation to NEAs

4.1 The basic principles

Head of Centre

- ensures that our NEA policy is fit for purpose.
- ensures our *Internal Appeals Procedures Policy* clearly details the procedure to be followed by candidates (or their parents/guardians) appealing against Centre-assessed marks or appealing against decisions related to enquiries about results.

Head of Department

- ensures subject teachers understand their role and responsibilities within the NEA process.
- ensures NEA and relevant awarding body subject specific instructions are followed in relation to the conduct of NEAs by briefing relevant teachers.

- ensures the EO is provided with relevant entry codes for subjects by the internal deadline for entries.
 - where applicable, liaise with all relevant parties in relation to arrangements for of the monitoring visit for GCSE (9-1) Computer Science
 - understands the arrangements that the centre needs to put in place where the centre might accept private candidates (including distance learners and home educated students) for components of non-examination assessment

Subject teacher

- understands and complies with the general instructions as detailed in NEA.
- understands and complies with the awarding body's specification subject-specific instructions for conducting NEAs.
- marks internally assessed work to the criteria provided by the awarding body.

Examinations Officer

- carries out tasks necessary in supporting the administration/management of NEA.
- signposts the annually updated JCQ publication *Instructions for conducting non-examination assessments* to relevant centre staff

Task setting

Head of Department

- ensures that tasks are selected from a choice provided by the awarding body OR oversees the design of tasks where this is permitted.
- determines when set tasks are issued by the awarding body.
- identifies date(s) when tasks should be taken by candidates.
- accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times.
- ensures requirements for legacy specification tasks and new specification tasks are distinguished between.

Subject teacher

- makes candidates aware of the criteria used to assess their work.

Task taking

Supervision

Subject teacher

- ensures candidates take tasks under the required conditions and supervision arrangements of the awarding body's subject-specific requirements.
- ensures there is sufficient supervision to enable the work of a candidate to be authenticated.

- ensures there is sufficient supervision to confirm the work a candidate submits is their own.
- where candidates may work in groups, keeps a record of each candidate's contribution.
- ensures candidates are aware of the JCQ documents [Information for candidates - non-examination assessments](#) and [Information for candidates - Social Media](#).
- ensure candidates understand and comply with the JCQ regulations.

Advice and feedback

Subject teacher

- as relevant to the subject/component, advises candidates on relevant aspects before candidates begin working on a task.
- when reviewing candidates' work, unless prohibited by the specification, provides oral and written advice at a general level to candidates.
- allow candidates to revise and re-draft work after advice has been given at a general level.
- records any assistance given beyond general advice and take it into account in the marking or submits it to the external examiner.
- ensures that after work has been assessed, candidates are not allowed to revise it.

Resources

Head of Department

- refers to the awarding body's documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks.
- ensures correct conditions for any formally supervised sessions are put in place.
- ensures conditions for any formally supervised sessions are understood and followed by candidates.
- ensures candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions.
- ensures that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.

Collaboration and group work

Subject teacher

- unless stated otherwise in the awarding body's specification, and where appropriate, allows candidates to collaborate when carrying out research and preparatory work.
- ensures that it is possible to attribute assessable outcomes to individual candidates.
- ensures that where an assignment requires written work to be produced, each candidate writes up their own account of the assignment.
- assesses the work of each candidate individually.

Authentication procedures

Head of Department

- keeps signed candidate declarations on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.
- provides signed candidate declarations where these may be requested by a JCQ Centre Inspector.

Subject teacher

- where required by the awarding body's specification
 - ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work.
 - signs the teacher declaration of authentication confirming the requirements have been met.
- where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in INEA and informs their HoD in the first instance and follows the procedure in the malpractice section.

Presentation of work

Subject teacher

- instructs candidates to present work as detailed in INEA unless the awarding body's specification gives different subject-specific instructions.
- instructs candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work as required.

Keeping materials secure

Head of Department

- stores internally assessed work, including the sample returned after awarding body moderation, securely until the closing date for enquiries about results or until the outcome of an enquiry or any subsequent appeal has been conveyed to the Centre. Where work is stored electronically, the access to this material should be restricted and appropriate security safeguards such as firewall protection and virus scanning software should be utilised. An effective back-up strategy **must** be employed so that an up-to-date archive of candidates' evidence is maintained.
 - Ensures that informed consent is obtained at the beginning of the course from parents/carers if videos or photographs/images of candidates will be included as evidence of participation or contribution

Subject teacher

- when work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions.
- when work is submitted by candidates for final assessment, ensures work is securely stored.
- secure storage instructions are followed as defined in INEA.
- takes sensible precautions when work is taken home for marking.
- reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means.
- liaises with the RM IT Support to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically.

CTS IT Support

- ensures appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically if asked by subject teacher or HoD.

Task marking – externally assessed components

Conduct of externally assessed work

Subject teacher

- liaises with the EO regarding arrangements for the conduct of any externally assessed non-examination component of a specification.
liaises with the Visiting Examiner where this may be applicable to any externally assessed component.

Examinations Officer

- arranges timetabling, rooming and invigilation where this is applicable to any externally assessed non-examination component of a specification.
- conducts the externally assessed component within the window specified by the awarding body.
- conducts the externally assessed component according to ICE.

Submission of work

Subject teacher

- provides the attendance register to a Visiting Examiner.

Examinations Officer

- provides the attendance register to the subject teacher where the component may be assessed by a Visiting Examiner.
- ensures the awarding body's attendance register for any externally assessed component is completed correctly to show candidates who are present and any who may be absent.

- where candidates' work must be despatched to an external examiner, ensures the completed attendance register accompanies the work.
- keeps a copy of the attendance register until after the deadline for enquiries about results for the examination series.
- packages the work as required by the awarding body and attaches the examiner address label.
- despatches the work to the awarding body's instructions by the required deadline.

Task marking – internally assessed components

Marking and annotation

Subject teacher

- marks candidates' work to common standards in accordance with the marking criteria provided by the awarding body and indicates on work (or cover sheet) the date of marking.
- annotates candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria.

Head of Department

- informs candidates of their marks which could be subject to change by the awarding body moderation process
- ensures candidates are informed to the timescale indicated in the centre's *internal appeals procedure* to enable an internal appeal/request for a review of marking to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

Internal standardisation

- HoD ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- Teachers must indicate on candidates' work, or on the cover sheet, the date when the work was marked.

Submission of marks and work for moderation

Head of Department

- inputs marks on iSAMS, keeping a record of the marks awarded by the internal deadline. Provides marks to the EO to the internal deadline for paper based centre mark forms.
- provides the moderation sample to the EO by the internal deadline.
- ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information required.
- ensures that candidates not studying for a CAIE qualification are informed of their marks making clear that they are subject to change by the awarding body moderation process

- ensures candidates not studying for a CAIE qualification are informed of their marks in a timely manner to enable an internal appeal to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body.
- ensures that candidates studying for a CAIE qualification are not informed of their marks

Examinations Officer

- submits marks to the awarding bodies via A2C, keeping a record of the marks submitted by the external deadline. Posts centre mark forms to the awarding bodies by the external deadline.
- submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the date submitted.
- ensures that for postal moderation
 - work is dispatched in packaging provided by the awarding body.
 - moderator label(s) provided by the awarding body are affixed to the packaging.
 - proof of dispatch is obtained and kept on file until the successful issue of final results.
- through the HoD, ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information required.

Storage and retention of work after submission of marks

Head of Department

- keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample.
- retains all marked candidates' work (including any sample returned after moderation) under secure conditions until after the deadline for enquiries about results.
- takes steps to protect any work stored electronically from corruption and has a back-up procedure in place.
- retains evidence of work where retention may be a problem (for example, photos of artefacts etc.).

Examinations Officer

- ensures any sample returned after moderation is logged and returned to the subject teacher for secure storage and required retention.

External moderation – feedback

Head of Department

- checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next examination series.

Examinations Officer

- accesses or signposts moderator reports to relevant staff.

- takes remedial action, if necessary, where feedback may relate to centre administration.

Access arrangements

Subject teacher

- works with the Learning Support Coordinator to ensure any access arrangements for eligible candidates are applied to assessments.

Learning Support Coordinator

- follows the regulations and guidance in the JCQ publication AA.
- where arrangements do not undermine the integrity of the qualifications and is the candidate's normal way of working, will ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place.
- makes subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments.
- work with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met.
- ensures that staff acting as an access arrangement facilitator are fully trained in their role.

Special consideration

Subject teacher

- understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate
 - is absent.
 - produces a reduced quantity of work.
 - work has been lost.
- liaises with the HoD and EO as necessary when special consideration may need to be applied for a candidate taking assessments.

Examinations Officer

- refers to/directs relevant staff to the JCQ publication [*A guide to the special consideration process.*](#)
- where a candidate is eligible, submits an application for special consideration to the awarding body to the prescribed timescale.
- keeps required evidence on file to support the application.

Malpractice

Head of Centre

- ensures any alleged, suspected or actual incidents of malpractice or maladministration before, during or after assessments involving candidates, centre staff, or invigilators are reported to the relevant awarding body immediately by the completion of the appropriate documentation..

- is familiar with the JCQ publication SMEA.
- ensures that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessment are aware of the potential for malpractice and ensures that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself.

Subject teacher

- is aware of the JCQ [Notice to Centres - Teachers sharing assessment material and candidates' work.](#)
- Escalates and reports any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

Subject teacher and Form Tutor

- ensure candidates understand the JCQ document [Information for candidates - non-examination assessments.](#)
- ensure candidates understand the JCQ document [Information for candidates - Social Media.](#)

Examinations Officer

- signposts the JCQ [Notice to Centres - Teachers sharing assessment material and candidates' work](#) to HoDs.
- signposts (prior to assessments) candidates to the relevant JCQ information for candidates documents.
- where required, supports the HoC in investigating and reporting incidents of alleged, suspected or actual malpractice.

Procedure for suspected malpractice

If a member of staff feels that a student has not acknowledged a source/s or has included work that is not their own they should, in the first instance, speak to their HoD. The HoD should inform the Deputy Head who, in consultation with EO will advise on the use of the following procedure:

- a) The member of staff should speak to the student, with their HoD present and ask them to explain the work in question and/or to show their rough work. If the member of staff is then happy that the work is in fact the student's own work they may accept the assessment. If the work is still in draft form it should be corrected by any advice appropriate to that Examining Board and subject. The HoD should inform the DH of this outcome.
- b) If, having spoken to the student, the member of staff and HoD feel unable to accept the assessment, the student should have the opportunity to redraft/rewrite the work and/or add the required acknowledgement/s. This may be done under supervision or as homework as best suits the subject and the particular piece of assessment and with the agreement of the DH and the EO.

- c) Once the work has been completed and is acceptable to the member of staff and the HoD, the DH will see the student to remind them of the need to follow the Examination Board regulations they have been issued with in all their subjects at every level.
- d) At the most appropriate stage, usually before b) above, the DH will write to the student's parents to explain the circumstances and ask for their support in explaining to their daughter the need to follow Examination Board guidelines in all subjects.
- e) HoC Ensures any cases of alleged, suspected or actual incidents of malpractice or maladministration before, during or after examinations/assessments (by centre staff, candidates, invigilators) are investigated and reported to the awarding body **immediately**, by completing the appropriate documentation.

Practical Skills Endorsement for the A Level Sciences designed for use in England

Head of Centre

- provides a signed declaration as part of the National Centre Number Register Annual Update, that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the prescribed practical activities.
- ensures new lead teachers undertake the required training provided by the awarding body on the implementation of the practical endorsement.
- ensures relevant centre staff liaise with all relevant parties in relation to arrangements for and conduct of the monitoring visit.
-

Head of Department

- confirms understanding of the *Practical Skills Endorsement for the A Level Sciences designed for use in England*.
- ensures where the centre intends to enter candidates for the first time for one or more of the A level subjects, the relevant awarding body will be contacted at the beginning of the course.
- undertakes training provided by the awarding body on the implementation of the practical endorsement.
- disseminates information to subject teachers ensuring the standards can be applied appropriately.
- liaises with all relevant parties in relation to arrangements for and conduct of the monitoring visit.
- follows the awarding body's instructions for the submission of candidates *Pass or Not Classified* assessment outcome.

Subject teacher

- ensures all the requirements in relation to the endorsement are known and understood.
- ensures the required arrangements for practical activities are in place.

- provides all the required centre records.
- ensures candidates provide the required records.
- provides any required information to the subject lead regarding the monitoring visit.
- Assesses and authenticates candidates' work and endorsed components using Common Practical Assessment Criteria (CPAC).
- applies for an exemption where a candidate cannot access the practical endorsement due to a substantial impairment.
- supports the LSC in implementing appropriate access arrangements for candidates undertaking internal assessments and practical endorsements
- ensures candidates are informed of centre assessed marks prior to marks being submitted to awarding bodies

Examinations Officer

- follows the awarding body's instructions for the submission of candidates *Pass* or *Not Classified* assessment.

LSC

- liaises with teaching staff to implement appropriate access arrangements for candidates undertaking internal assessments and practical endorsements.

Management of issues and potential risks associated with non-examination assessments

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Task setting		
Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online.	Awarding body key date for accessing/downloading set task noted prior to start of course. IT systems checked prior to key date. Alternative IT system used to gain access. Awarding body contacted to request direct email of task details.	HODs or department staff. HODs or department staff to liaise with IT. HODs or department staff to liaise with IT. HODs or department staff.
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification.	Ensures that subject teachers access awarding body information, practice materials etc. Records confirm that subject teachers understand the task setting arrangements as defined in the awarding body's specification.	HODs and Deputy Head. HODs. Department staff.
Candidates do not understand the marking criteria and what they need to do to gain credit.	A simplified version of the awarding body's marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates is produced for candidates. Records confirm all candidates understand the marking criteria. Candidates confirm/record they understand the marking criteria.	Department staff. Department staff. Department staff.
Subject teacher long term absence during the task setting stage.	<i>See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle.</i>	
Issuing of tasks		
Task for legacy specification given to candidates undertaking new specification.	Ensures subject teachers take care to distinguish between requirements/tasks for legacy specifications and requirements/tasks for new specifications. Awarding body guidance sought where this issue remains unresolved.	HODs to provide guidance to department staff. HODs to liaise with awarding body.

Awarding body set task not issued to candidates on time.	Awarding body key date for accessing set task as detailed in the specification noted prior to start of course. Course information issued to candidates contains details when set task will be issued and needs to be completed by. Set task accessed well in advance to allow time for planning, resourcing and teaching.	HODs. HODs. HODs.
The wrong task is given to candidates.	Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates. Awarding body guidance sought where this issue remains unresolved.	HODs. HODs to seek guidance from awarding body.
Subject teacher long term absence during the issuing of tasks stage.	<i>See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle.</i>	
Task taking		
Supervision		
Planned assessments clash with other centre or candidate activities.	Assessment plan identified for the start of the course. Assessment dates/periods included in centre wide calendar.	Head of Middle School and Head of Sixth Form. Head of Middle School, Head of Sixth Form and Director of Students.
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision.	Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course. Staggered sessions arranged where IT facilities insufficient for number of candidates.	HODs and department staff. HODs and department staff.
Insufficient supervision of candidates to enable work to be authenticated.	Confirm subject teachers are aware of and follow the current JCQ publication: Instructions for conducting NEAs and any other specific instructions detailed in the awarding body's specification in relation to the supervision of candidates. Confirm subject teachers understand their role and responsibilities as detailed in the Centre's NEA policy.	EO to email electronic copies of JCQ documentation to HODs and brief at HODs' meeting. HOD's responsibility for awarding body's specification and to train department staff. HODs.

<p>A candidate is suspected of malpractice prior to submitting their work for assessment.</p>	<p>Instructions and processes in the current JCQ publication: Instructions for conducting NEAs are followed. An internal investigation and where appropriate internal disciplinary procedures are followed.</p>	<p>HODs and department staff.</p> <p>Department staff should in the first instance speak to their HoD. The HoD will inform Deputy Head and follow the school's procedure- stated in the malpractice section of this policy.</p> <p>HoC Ensures any cases of alleged, suspected or actual incidents of malpractice or maladministration before, during or after examinations/assessments (by centre staff, candidates, invigilators) are investigated and reported to the awarding body immediately, by completing the appropriate documentation</p>
<p>Access arrangements were not put in place for an assessment where a candidate is approved for arrangements.</p>	<p>Relevant staff are signposted to the JCQ publication: A guide to the special consideration process (chapter 2), to determine the process to be followed to apply for special consideration for the candidate.</p>	<p>HODs to liaise with the EO who will apply for special consideration if required.</p>
<p>Advice and feedback</p>		
<p>Candidate claims appropriate advice not given by subject teacher prior to starting on their work.</p>	<p>HoDs provide guidance concerning information and advice given to candidates prior to starting their work as appropriate to the subject and component.</p>	<p>HODs and department staff.</p>
<p>Candidate claims no advice and feedback given by subject teacher during the task-taking stage.</p>	<p>HoDs provide guidance to teachers concerning advice and feedback to be given to candidates during the task as appropriate to the subject and component.</p>	<p>HODs and department staff.</p>

<p>A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification.</p>	<p>An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant. Records as detailed above are provided to confirm all assistance given. Where appropriate, a suspected malpractice report is submitted to the awarding body.</p>	<p>HoC to decide on how enquiry should work and who will hold the enquiry. A written log must be kept. Candidates and department staff. HoC and EO.</p>
<p>Candidate does not reference information from published source.</p>	<p>Candidate is advised at a general level to reference information before work is submitted for formal assessment. Candidate is again referred to the JCQ document Information for candidates: NEAs. Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion.</p>	<p>HODs and department staff. HODs and department staff. HODs and department staff.</p>
<p>Candidate does not lay out references as required.</p>	<p>Candidate is advised at a general level to review and re-draft the layout of references before work is submitted for formal assessment. Candidate is again referred to the JCQ Information for candidates: NEAs. Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion.</p>	<p>HODs and department staff. HODs and department staff. HODs and department staff.</p>
<p>Candidate joins the course late after formally supervised task taking has started.</p>	<p>A separate supervised session(s) is arranged for the candidate to catch up.</p>	<p>HODs and department staff.</p>
<p>Candidate moves to another centre during the course.</p>	<p><i>Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place.</i></p>	<p>EO to seek awarding body guidance.</p>

Resources		
A candidate augments notes and resources between formally supervised sessions.	<p>Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions.</p> <p>Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions.</p> <p>Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions.</p>	<p>Department staff.</p> <p>Department staff.</p> <p>Department staff and RM IT.</p>
A candidate fails to acknowledge sources on work that is submitted for assessment.	<p>Candidate's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources.</p> <p><i>Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records don't acknowledge sources appropriately.</i></p> <p>Where confirmation is unavailable from candidate's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate.</p>	<p>Department staff.</p> <p>HODs.</p>
Word and time limits		
A candidate is penalised by the awarding body for exceeding word or time limits.	<p>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory.</p> <p>Where limits are for guidance only, candidates are discouraged from exceeding them.</p> <p>Candidates confirm/record any information provided to them on word or time limits is known and understood.</p>	<p>HODs and department staff.</p> <p>HODs and department staff.</p> <p>HODs and department staff.</p>
Collaboration and group work		
Candidates have worked in groups where the awarding	Records confirm the awarding body specification has been checked to determine if group work is permitted	<p>HODs.</p> <p>HODs.</p>

body specification states this is not permitted.	Awarding body guidance sought where this issue remains unresolved.	
Authentication procedures		
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment. Candidate plagiarises other material.	Records confirm subject staff have been made aware of the JCQ document Teachers sharing assessment material and candidates' work. Records confirm that candidates have been issued with the current JCQ document Information for candidates: NEAs. Candidates have been informed of what they need to do to comply with the regulations for NEAs as outlined in the JCQ document Information for candidates: NEAs. The candidate's work is not accepted for assessment. A mark of zero is recorded and submitted to the awarding body.	HODs. EO. EO to issue JCQ document via form tutors at the start of Michaelmas term. Department staff also explain the regulations to candidates. HODs.
Candidate does not sign their authentication statement/declaration.	Records confirm that candidates have been issued with the current JCQ document Information for candidates: NEAs. Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for candidates: NEAs. Declaration is checked for signature before accepting the work of a candidate for formal assessment.	EO. EO to issue JCQ document via form tutors at the start of Michaelmas term. Department staff also explain the regulations to candidates Department staff.
Subject teacher not available to sign authentication forms.	<i>HoD ensures subject teachers sign authentication forms at the point of marking candidates work as part of the centre's quality assurance procedures.</i>	HoD.
Presentation of work		
Candidate does not fully complete the awarding body's cover sheet that is attached to their work submitted for formal assessment.	Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment.	Department staff.

Keeping materials secure		
Candidates work between formal supervised sessions is not securely stored.	Records confirm subject teachers are aware of and follow current JCQ publication: Instructions for conducting NEAs. Regular monitoring ensures subject teacher use of appropriate secure storage. Where work is stored electronically, the access to this material should be restricted and appropriate security safeguards such as firewall protection and virus scanning software should be utilised. An effective back-up strategy must be employed so that an up-to-date archive of candidates' evidence is maintained.	HODs. HODs.
Adequate secure storage not available to subject teacher.	Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course. Alternative secure storage sourced where required.	HODs. HODs to discuss with department staff and liaise with leadership to find alternative space.
Task marking – externally assessed components		
A candidate is absent on the day of the examiner visit for an acceptable reason.	Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate. If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate.	HoD to liaise with EO.
A candidate is absent on the day of the examiner visit for an unacceptable reason.	The candidate is marked absent on the attendance register.	Department staff.
Task marking – internally assessed components		
A candidate submits little or no work.	Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body. Where a candidate submits little work, the work produced is assessed against the assessment criteria	HODs and department staff. HODs and department staff.

	and a mark allocated appropriately; where the work does not meet any of the assessment criteria a mark of zero is submitted to the awarding body.	
A candidate is unable to finish their work for unforeseen reason.	Relevant staff are signposted to the JCQ publication: A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for shortfall in work.	HODs to liaise with EO if application for special consideration is required.
The work of a candidate is lost or damaged.	Relevant staff are signposted to the JCQ publication: A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for lost or damaged work.	HODs to liaise with EO if application for special consideration is required.
Candidate malpractice is discovered.	Instructions and processes in the current JCQ publication: Instructions for conducting NEAs (chapter 9 Malpractice) are followed. Investigation and reporting procedures in the current JCQ publication: Suspected Malpractice in Examinations and Assessments are followed. Appropriate internal disciplinary procedures are also followed.	Department staff should in the first instance speak to their HoD. The HoD will inform the Deputy Head and follow the school's procedure as stated in the malpractice section of this policy. Department staff, HODs, Deputy Head, EO and HoC. HoC Ensures any cases of alleged, suspected or actual incidents of malpractice or maladministration before, during or after examinations/assessments (by centre staff, candidates, invigilators) are investigated and reported to the awarding body immediately , by completing the appropriate documentation
A teacher marks the work of his/her own child.	A conflict of interest is declared by informing the awarding body that a teacher is teaching his/her own child at the start of the course. Arrangements are made, if practicable, for another colleague to mark their work. Marked work of said child is submitted for moderation whether part of the sample requested or not.	DoS to check any conflict of interest at the start of Michaelmas term and EO to inform awarding bodies. HODs.

<p>An extension to the deadline for submission of marks is required for a legitimate reason.</p>	<p>Awarding body is contacted to determine if an extension can be granted. Relevant staff are signposted to the JCQ publication: A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for NEA extension.</p>	<p>EO. EO.</p>
<p>After submission of marks, it is discovered that the wrong task was given to candidates.</p>	<p>Awarding body is contacted for guidance. Relevant staff are signposted to the JCQ publication: A guide to the special consideration process (chapter 2), to determine eligibility and the process to be followed to apply for special consideration for candidates.</p>	<p>HODs to seek guidance from awarding body. EO.</p>
<p>A candidate wishes to appeal /request a review of the marks awarded for their work by their teacher.</p>	<p>Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body. Records confirm candidates have been informed of their marks. Candidates are informed that these marks are subject to change through the awarding body's moderation process. Candidates are informed of their marks to the timescale identified in the centre's internal appeals procedure and prior to the internal deadline set by the EO for the submission of marks. Candidates are made aware of the centre's internal appeals procedures and timescale for submitting an appeal/request for a review of the centre's marking prior to the submission of marks to the awarding body.</p>	<p>HODs and department staff. HODs and department staff. HODs and department staff. HODs and department staff. Internal Appeals policy is published and made widely available and accessible to all candidates as part of the school policies published on the School website by EO and Data Services Manager.</p>
<p>Deadline for submitting work for formal assessment not met by candidate.</p>	<p>Records confirm deadlines given and understood by candidates at the start of the course. Candidates confirm/record deadlines known and understood. Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking providing the awarding body's deadline for submitting marks can be met.</p>	<p>HODs and department staff. HODs and department staff. HODs. HODs.</p>

	Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the awarding body for the candidate.	
Deadline for submitting marks and samples of candidates work ignored by subject teacher.	Internal/external deadlines are published at the start of each academic year. Reminders are issued through HODs as deadlines approach. Records confirm deadlines known and understood by subject teachers. Where appropriate, internal disciplinary procedures are followed.	EO. HODs. HODs. HODs and deputy head.
Subject teacher long term absence during the marking period.	See centre's exam contingency plan (Teaching staff extended absence at key points in the exam cycle).	

D: Disability Policy (examinations)

1. The purpose of this policy

This policy details how the centre facilitates access to examinations and assessments for disabled candidates, as defined under the terms of the Equality Act 2010, by outlining staff roles and responsibilities.

2. Roles and Responsibilities

2.1 Head of Centre

- supports the Learning Support Coordinator, the Examinations Officer and other relevant centre staff in ensuring appropriate arrangements, accommodation, adjustments and adaptations are in place to facilitate access for disabled candidates to examinations.
- Ensures the LSC is fully supported in effectively implementing access arrangements and reasonable adjustments once approved.
- is familiar with the *Checklist for Heads of Centre and Examination Officers – The Equality Act 2010 and conduct of examinations* provided in ICE.

2.2 Senior Leaders

- have overall responsibility for the centre's emergency evacuation procedures and the arrangements that may need to be in place for a candidate with a disability who may need assistance when an exam room is evacuated.

2.3 Director of Staff/Learning Support Coordinator (LSC)

- ensures the quality of the access arrangements process within the centre.
- supports the LSC in determining the need for and implementing access arrangements.
- ensures an appropriately qualified assessor(s) is appointed and that evidence of the qualification(s) of the person(s) appointed is held on file.
- ensures the qualified assessor(s) has access to the assessment objectives for the relevant specification(s) a candidate is undertaking.
- ensures a policy is in place and a statement is provided which details the criteria the centre uses to award and allocate word processors for exams.

2.4 Examinations Officer (EO)

- presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification.

- is familiar with the entire contents of the annually updated JCQ publication [GR](#) and is aware of information contained in [AA](#) where this is relevant to the EO role.
- where qualifications sit outside the scope of AAO, Cambridge International Examinations (CAIE) and Pearson IGCSE, applies for approval to the examination board submitting evidence provided by LSC.
- ensures the approval from CAIE and Pearson IGCSE is kept in the examination office for inspection.
- liaises with the LSC to ensure AAO approval is in place for early opening of papers where this may be required where the centre is permitted to modify a timetabled written component exam paper (copy on coloured paper, enlarge to A3 or copy to single sided print).
- liaises with the LSC to follow the appropriate process (AAO for GCE and GCSE; JCQ Form 7 or Form VQ/EA), orders published modified papers, by the awarding body's deadline for the examination series, where these may be required for a candidate.
- is familiar with and follows the *Checklist for Heads of Centre and Examination Officers – The Equality Act 2010 and conduct of examinations* provided in the [ICE](#).
- together with the LSC meets with disabled candidates prior to their examinations to ensure that candidates understand what will happen at exam time.
- liaises with the LSC to ensure exam information is adapted where this may be required for a disabled candidate to access it.
- ensures cover sheets, where these are required by the arrangement are completed as required by invigilators.
- liaises with the LSC and other relevant centre staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to examinations.
- appoints and allocates appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Oral Language Modifier, reader, scribe or Sign Language Interpreter).
- ensures the facilitators appointed meet JCQ requirements and fully understand the roles/rules of the particular access arrangement.
- liaises with the LSC regarding the facilitation and invigilation of access arrangement candidates.
- liaises with the LSC to ensure facilitators are aware of specific candidate needs.
- liaises with other relevant centre staff to organise and implement appropriate rooming and equipment that may be required to facilitate access for disabled candidates to examinations.
- liaises with the LSC to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues.
- ensures appropriate seating arrangements are in place where different arrangements may need to be made for a candidate to facilitate access to his/her examinations.
- ensures invigilators are briefed prior to each exam session of the arrangements in place for a disabled candidate in their exam room.
- checks in advance of dated examinations/assessments that modified paper orders have arrived (and if not will contact the awarding body to ensure that papers are available when required).
- makes modifications that are permitted by the centre (ordering a non-interactive electronic (PDF) question paper, copying a question paper onto coloured paper, or enlarging A4 to

A3 paper or a paper printed on single sheets) that may be required and, where approved, opens the exam question paper packet in the secure room no earlier than 90 minutes prior to the published start time of the exam

- understands that where permitted/approved, secure exam question paper packets may need to be opened early where preparation is required by the facilitator (Oral Language Modifier, Live Speaker, Sign Language Interpreter only).
- ensures that the facilitator (Oral Language Modifier, Live Speaker, Sign Language Interpreter) only has access to the papers 60 minutes prior to the published start time of the exam.
- provides cover sheets prior to the start of an exam where required for particular access arrangements and ensures that these have been fully completed before candidates' scripts are dispatched to examiners/markers.
 - prints pre-populated cover sheets from AAO where this is required for GCSE and GCE qualifications.
- has a process in place to deal with emergency (temporary) access arrangements as they arise at the time of examinations in terms of rooming and invigilation.
- where required for emergency (temporary) access arrangements, applies for approval through AAO or through the awarding body where qualifications sit outside the scope of AAO.
- liaises with the teacher where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of his/her formal supervised assessment where appropriate.
- liaises with teaching staff to ensure that prior to any arrangements being put in place checks are made that arrangements do not impact on any assessment criteria/competence standards being tested.

2.5 Learning Support Coordinator

- has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication 'Adjustments for candidates with disabilities and learning difficulties' ([AA](#)).
- leads on the access arrangements process and ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements are clearly defined and documented.
- conducts appropriate assessments to identify the need(s) of a candidate in accordance with JCQ and awarding body regulations and guidance. Ensures assessor qualifications are updated and current.
- ensures a policy demonstrating the centre's compliance with relevant legislation is in place.
- ensures exam access arrangements are considered on a subject by subject basis and reflect a candidate's *normal way of working* within the centre.
- Ensures where form 8 is required to be completed, the original form is signed by hand and dated as required **prior** to approval being sought and that the original form is provided for processing and inspection purposes
- Ensures the names of all other assessors, who are assessing candidates studying qualifications as listed on page 2 of [AA](#), are entered into AAO to confirm their status including any professionals working outside the centre

- works with teaching staff, relevant support staff and the EO to identify a need for access arrangements, adjustments and adaptations for disabled students.
 - determines if access arrangements are centre delegated, or require prior approval from the awarding body.
 - follows guidance in [AA](#) Section 8 to process approval applications for access arrangements for GCSE and GCE qualifications using access arrangements online (AAO). Confirms that the '*malpractice consequence statement*' has been read and accepted. Ensures awarding body deadlines are met.
 - where necessary, makes an *awarding body referral* through AAO where the initial application for approval may not be approved by AAO.
 - ensures that arrangements, and approvals, are in place before a candidate takes her first exam or assessment (which is externally assessed or internally assessed/externally moderated).
 - completes appropriate documentation as required by the regulations of JCQ and the awarding body, including evidence to confirm the need(s) and normal way of working of a candidate.
 - ensures evidence is held on file for each candidate that will include:
 - completed JCQ/awarding body application forms and evidence forms e.g. Form 8.
 - evidence to support the need for the arrangement.
 - evidence to support normal way of working.
 - for GCSE and GCE qualifications (where approval is required), a print out of the AAO approval and a signed data protection notice.
 - Ensures where form 8 is required to be completed, the original form is signed by hand and dated as required **prior** to approval being sought and that the original form is provided for processing and inspection purposes
 - Ensures the names of all other assessors, who are assessing candidates studying qualifications as listed on page 2 of [AA](#), are entered into AAO to confirm their status including any professionals working outside the centre
-
- presents the files when requested by a JCQ Centre Inspector.
 - liaises with teaching staff regarding any appropriate modified paper requirements for candidates.
 - liaises with the EO to follow the appropriate process (AAO for GCE and GCSE; JCQ Form 7 or Form VQ/EA), orders published modified papers, by the awarding body's deadline for the examination series, where these may be required for a candidate.
 - ensures a candidate is involved in any decisions about arrangements, adjustments and/or adaptations that may be put in place for him/her and ensures the candidate understands what will happen at exam time.
 - liaises with the EO and teaching staff to ensure access arrangements are implemented for disabled candidates in internal and external examinations (unless a temporary emergency arrangement is required at the time of the exam).
 - ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates.
 - supports the EO regarding facilitation and invigilation of access arrangement candidates in examinations.

- advises on the appropriate rooming and equipment that may be required to facilitate access for disabled candidates to examinations.
- ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s) as detailed in ICE 7 and 8.
- ensures a record of the training given to those facilitating an access arrangement for a candidate under examination conditions is kept and retained on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.
- liaises with the EO to ensure facilitators are aware of specific candidate needs.
- liaises with the teacher where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of his/her formal supervised assessment where appropriate.

2.6 Teaching staff

- inform the Head of Section of any support that might be needed by a candidate, so that the Head of Section can in turn inform the LSC, along with any other relevant pastoral background.
- support the LSC in implementing appropriate access arrangements for candidates.
- ensure cover sheets are completed as required by facilitators.
- liaise with the LSC regarding assessment materials that may need to be modified for a candidate.
- provide modified exam materials for a candidate in internal examinations.

2.7 Support staff (for example, Learning Support Assistants, Teaching Assistants and Communication Support Workers)

- (where appropriate) Provide comments/observations to support the LSC in *painting a holistic picture of need* confirming *normal way of working* for a candidate



E: Internal Appeals Procedures Policy

Candidates and/or their parents/guardians are not able to appeal directly to the awarding body. All appeals must be made to the Head of Centre via the Examinations Officer.

This policy takes into account the available guidance issued by JCQ.

1. Review of Centre-assessed marks

Please note that this section of the policy applies only to work which has been **completed** and submitted for marking by Centre staff in accordance with the Awarding Body's criteria and for which the appropriate authentication statements have been signed. It applies to Controlled Assessments, Coursework and Non-Examination Assessments for all boards but does not apply to CAIE qualifications where there is no right of appeal against Centre-assessed marks.

1. St Helen's is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the Awarding Body's specification and subject-specific associated documents.
2. After final submission, no further changes can be made by the candidate to the completed work and internal marking will take place. Candidates' work will be marked by suitably qualified staff who have appropriate knowledge, understanding and skill. St Helen's is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal standardisation will ensure consistency of marking within the Centre.
3. If a student feels that the requirements, policies and procedures may not have been followed in relation to the assessment of her work, she may use the appeals procedure outlined below to request a review of an internal assessment mark. Candidates will need to explain on what grounds they wish to request a review of an internal assessment mark. These grounds relate only to the quality of work that has been submitted by the candidate. There are likely to be only two grounds on which appeals will be made – that the candidate believes that the mark she has been awarded does not give her sufficient credit for meeting the criteria in the assessment materials or that the candidate believes that her mark is not in line with the standard to which the centre has marked.
4. Any concerns about issues surrounding the conduct of a piece of work leading to a centre-assessed mark should be raised with the relevant Head of Department *at the earliest possible opportunity* in line with our NEA protocols so that any concerns can be raised and action taken while the NEA is being undertaken rather than being delayed until the issue of internal assessment marks. Candidates should understand that the appeals process is about whether the correct mark has been awarded for a finished piece of work.
5. St Helen's will ensure that all non-CAIE candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are

submitted to the awarding body. CAIE candidates will not be told their marks in line with CAIE's recommendation.

6. Marks will be communicated to the candidate in person or in writing by the relevant subject teacher or Head of Department by the dates listed in the table below, which are set to allow for internal standardisation to take place following the submission of candidates' work. If marks are given orally they should be followed up by an E-mail within 24 hours to ensure clarity and avoid unnecessary issues arising through any misunderstandings. Only marks will be given; it cannot be assumed that certain marks will equate to certain grades (for example as in previous years) as grade boundaries may change from year to year.
7. St Helen's will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment. Please note that these materials will be limited to a copy of the marked work, markschemes and exemplar materials; it will not include copies of other candidates' work. Having received a request for copies of materials, they will be promptly made available to the candidate. Candidates requesting copies of materials will also be sent or given an information sheet to explain the process.
8. Any request for copies of materials should be made either by the candidate or her parent to the Examinations Officer who will transmit the request to the subject Head of Department. The Head of Department will give the candidate the relevant material via the Examinations Officer, either in hard copy or electronically as appropriate.
9. Following the candidate's review of any copies of materials provided, the candidate or her parents must decide whether or not to request a review of marking. This request must be made by the deadlines given for each subject in the schedule below, in order to ensure that there is sufficient time for a review to take place before marks are submitted to the examination board. Normally there will be a period of **5 working days** between the issuing of marks and this deadline to allow time for candidates to request materials and make a decision about whether to appeal.
10. Requests for a *review of marking* **must** be made in writing on the School's form (giving full details of the grounds for appeal) and given to the Examinations Officer who will inform the Headmistress, as Head of Centre, via her EA, Emilie Prior (eprior@shsk.org.uk). The Examinations Officer will acknowledge receipt of such a request by the end of the next working day. If no such acknowledgement is received, the candidate or her parents should contact the Examinations Officer to be sure that the initial request has been received.
11. St Helen's will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline. The deadlines for each subject for 2017/18 are listed below. Any member of staff having a conversation with a student or parent about internal assessment marks (teacher, HOD, SMT or HoC) should try and ascertain whether this is likely to lead to a request for an internal review of marking and flag this up to relevant HoD and the Examinations Officer.
12. St Helen's will ensure that any review of marking is carried out by a reviewer who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review. The reviewer's job is to ensure that the marking criteria has been applied correctly and that the candidate's mark is consistent

with the standard set by the centre and within the tolerance of marking for that particular piece of work.

13. A review of marking is not an opportunity for the work to be marked by a different person with the aim of finding any opportunity to increase the mark. The purpose of the review of marking is to identify whether the candidate's mark is consistent with the standard set by the centre. Marks will not be changed if the candidate's mark is consistent with the marking criteria and the standard set by the centre but the reviewer would have awarded a different mark. This is in line with the requirements of reviews of marking carried out by the awarding bodies for externally assessed components where exam boards are only allowed to change a mark where there has been a "clear marking error" rather than simply a difference of professional judgement.
14. HODs will conduct the marking and internal standardisation process so that wherever possible there is at least one colleague who has not been involved with the process. Should there be a request for an internal review of marking this colleague can then be briefed on the standardisation process and then conduct the review of marking. This will ensure that a candidate or her parent will not be able to raise any concerns about the independence of the internal review of the piece of work. Where this is not possible we will make arrangements for someone else to fulfil this role in line with the requirements of paragraph 12. This will normally be by a reciprocal arrangement with another school e.g. Abingdon School. In the event of some unforeseen reason why this wouldn't work on a particular occasion another suitably qualified and competent individual with no conflict of interest must be found to act as reviewer. In such a case the Director of Studies should be consulted for approval *before a review of marking of work covered by this policy begins*.
15. If a marking error is identified by the reviewer such as
 - an administrative error
 - a failure to apply the marking criteria to the evidence generated by the candidate where that failure did not involve the exercise of academic judgement
 - an unreasonable exercise of academic judgement

the review will recommend a change of mark and indicate where the marking error has occurred and how the mark is not in line with the standard set by the centre and any marking tolerance.

16. Candidates and parents must recognise that a mark may be raised, stay the same **or be lowered** following a review of marking in line with the findings of paragraph 15.
17. Should there be a disagreement between the Head of Department and the reviewer about the mark to be submitted to the board the Headmistress, as Head of Centre, will have the final decision about which mark should be submitted.
18. Candidates should be aware the mark that is submitted to the awarding body as the final mark following the review process may change again as a consequence of external moderation as outlined in paragraph 22. This is beyond the control of the centre.
19. The candidate will be informed in writing of the outcome of the review of the centre's marking by the Examinations Officer. The Examinations Officer will keep a record of all appeals and the outcomes, to be made available to the awarding body upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately by the Headmistress, as Head of Centre.

20. The outcome of reviews is final in so far as any internal assessment is concerned, including if the outcome of the review is to reduce the final mark.
21. There is no further right of appeal, but in the event that a candidate has concerns about any aspect of the conduct of the appeal, she must raise this with the Headmistress who will investigate as appropriate or delegate to an appropriate senior member of staff.
22. After candidates' work has been internally assessed and standardised, a sample is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes, either up or down for all scripts, including those not called for moderation. This process is outside the control of St Helen and St Katharine and is not covered by this procedure.

2. Appeals procedure against Centre decisions not to support an enquiry about results after results are published in August

Following the issue of results, the general qualification awarding bodies offer post-results services. Full details of these services, internal deadlines for requesting a service and fees charged are provided by the EO. Further details can be found in the Examination Policy Section 12.

These services, *enquiries about results* (EARs), may be requested by Centre staff or candidates (or their parents/guardians). (EAR service 3 is not available to individual candidates). If a query is raised about a particular examination result, the EO, teaching staff or the HoC, as appropriate, will investigate the appropriateness of requesting an enquiry at the candidate's expense.

In the exceptional case that the school does not think an EAR is in the best interest of the candidate, the school will decline the request.

If the candidate (or their parent/guardian) believes there are grounds to appeal against the Centre's decision not to support an enquiry, an appeal can be submitted to the Centre using the **internal appeals form** at least one week prior to the internal deadline for submitting an EAR. In response the HoC will appoint a senior member of staff to conduct the investigation.

3. Appeals procedure following the outcome of an enquiry about results after results are published in August

Where the HoC remains dissatisfied after receiving the outcome of an EAR, an appeal will be made to the awarding body, following the guidance in the JCQ publications Post-results Services and the JCQ Appeals Booklet.

Where the HoC is satisfied after receiving the outcome of an EAR, but the candidates and/or their parents/guardians are not satisfied, they may make a further representation to the HoC. Following this, the HoC will decide whether to proceed with an appeal. Candidates/parents/guardians are not permitted to make direct representations to an awarding body.

The **internal appeals form** should be completed and submitted to the Centre within **7 calendar days** of the notification of the outcome of the enquiry. Subject to the HoC's decision, this will allow the Centre to process the appeal and submit to the awarding body within the required 14 calendar days. Awarding body fees which may be charged for the appeal must be paid by the appellant on submission on the internal appeals form. If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the appellant by the Centre.

Internal Appeals Form (Review of Marking)

This form should be completed in all cases to lodge an appeal.

Name of appellant		Candidate name	
Awarding body		Examination paper code	
Subject		Examination paper title	

Please state the grounds for your appeal below:

Continue overleaf if necessary

Appellant declaration

By signing here, I am confirming I understand the purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the published requirements of the awarding body's specification and subject-specific associated documents and/or whether the mark awarded is consistent with the standard set by the centre as indicated above. I also understand the appeal may result in the mark being lowered.

Signature:

Date of signature:

This form must be signed, dated and returned to the Examinations Officer, on behalf of the Head of Centre within the timescale indicated in the internal appeals procedure.

Internal Appeals Form (Enquiries about Results in August)

This form should be completed to lodge an appeal about the Centre's decision not to support an Enquiry about Results or to appeal against the outcome of an Enquiry about Results.

Name of appellant		Candidate name	
Awarding body		Examination paper code	
Subject		Examination paper title	
<p>Please state the grounds for your appeal below:</p> <p style="text-align: right;"><i>Continue overleaf if necessary</i></p>			
<p>Appeal against the Centre decision not to support an enquiry about results</p> <p>Appellant declaration By signing here, I am confirming that I feel there are grounds to appeal against the Centre's decision.</p> <p>Signature: _____ Date of signature: _____</p>			
<p>Appeal against the outcome of an enquiry about results</p> <p>Appellant declaration By signing here, I am confirming I understand that the grounds for my appeal must relate to the awarding body's procedures or the application of the post-result service procedures. I also understand that appeals do not generally involve further reviews of marking candidates' work. I also confirm that I will pay in advance any fees which may be charged by the awarding body for the appeal. I understand this fee will be refunded if the appeal is upheld.</p> <p>Signature: _____ Date of signature: _____</p>			

This form must be signed, dated and returned to the Examinations Officer, on behalf of the Head of Centre within the timescale indicated in the internal appeals procedure.

F: Emergency evacuation policy (Examinations)

1. The purpose of this policy

This policy details how the centre deals with an emergency evacuation of the exam room(s) by defining staff roles and responsibilities and confirming the emergency evacuation procedure.

2. When is an emergency evacuation required?

An emergency evacuation is required where it is unsafe for candidates to remain in the exam room. This might include a fire in the exam room, the fire alarm sounding to warn of fire, bomb alert or other serious threat.

In exceptional situations, where candidates might be severely disadvantaged or distressed by remaining in the exam room, the emergency evacuation procedure may also need to be followed. This might include situations where there is severe disruption in the exam room, serious illness of a candidate or invigilator or similarly serious incidents.

3. Emergency evacuation of an exam room: Roles and responsibilities

1.1 Head of Centre

- ensures the emergency evacuation policy for examinations is fit for purpose and complies with relevant health and safety regulations.

1.2 Leadership

- ensure they are familiar with the evacuation procedures as detailed in this document.

1.3 Learning Support Co-ordinator (LSC)

- ensures appropriate arrangements are in place for the emergency evacuation of a disabled candidate from an exam room where different procedures or assistance may need to be provided for the candidate.
- ensures the candidate is informed prior to taking their examinations of what will happen in the event of an emergency evacuation.

1.4 Compliance Administrator and Health and Safety Coordinator

- completes a PEEP (Personal Emergency Evacuation Plan) for any candidate requiring assistance with evacuation.

1.5 Examinations Officer (EO)

- ensures invigilators are trained in emergency evacuation procedures and how an incident and actions taken must be recorded.
- ensures candidates are briefed before the examination period on what will happen in the event of an emergency in the exam room.
- provides invigilators with a copy of the emergency evacuation procedures for each exam room.
- provides a standard invigilator announcement for each exam which includes appropriate information for candidates regarding what will happen if the fire alarm sounds.
- provides an exam room incident log in each exam room.
- liaises with the LSC and other relevant staff prior to each exam where different procedures or assistance may need to be provided for a disabled candidate.
- briefs invigilators prior to each exam where different procedures or assistance may need to be provided for a disabled candidate.
- notifies the Estates Manager of the requirement to unlock both fire doors in the sports hall when in use for examinations.
- ensures appropriate follow-up is undertaken after an emergency evacuation reporting the incident to the awarding body and the actions taken through the *special consideration* process.

1.6 Invigilators

- by attending training, ensure they understand what to do in the event of an emergency in the exam room.
- follow the actions required in the emergency evacuation procedure issued to them for each exam room.
- confirm with the EO, where different procedures or assistance may need to be provided for a disabled candidate they are invigilating.

1.7 Estates Manager

- ensures they are familiar with the evacuation procedures as detailed in this document.
- ensures both fire doors in the sports hall are unlocked when in use for examinations.

1.8 Other relevant centre staff

- support the EO and invigilators in ensuring the safe emergency evacuation of exam rooms.

4. Emergency evacuation procedure

PROCEDURE IN THE EVENT OF AN ALARM SOUNDING DURING A PUBLIC, MOCK PUBLIC, L6 or YEAR 10 SCHOOL EXAMINATION

Actions to be taken

A. STOP ALL CANDIDATES FROM WORKING. Instruct all candidates to close/turn over their papers and put their pens down and note the time.

B. Maintain silence and ensure all candidates remain under exam conditions.

C. Follow location specific instructions below for **Sports Hall** or **Main School**.

<u>SPORTS HALL:</u>	i. The Chief/Senior Invigilator and Examination Office should turn their examination radios on.
	ii. If there is no immediate danger, wait for the Examinations Office to make radio contact with the Estates Manager and to confirm whether the emergency services have been called.
	iii. If the Fire Brigade have not been summoned, wait for the Examinations Office to provide further instructions.
	iv. If the Fire Brigade have been summoned, or there is immediate danger, follow the Evacuation Procedure from point D .

MAIN SCHOOL: i. Follow the Evacuation Procedure from point **D**.

D. Tell all candidates to remain calm. If there is a manageable number of candidates, collect all examination papers and answer material. Collect the attendance register(s) (in order to ensure all candidates are present) and escort all candidates **in silence** to the assembly point, which is the tennis courts in the lower sports field. Remind all candidates that they are still under examination conditions and must not take anything with them.

E. Once at the assembly point, all candidates should line up in silence according to the exam they are taking. Check the registers to make sure all the candidates are present. Report any missing students to the Director of Students.

F. The Examinations Office must wait for clearance from the Head and invigilators must wait for clearance and instruction from the Examinations Office before re-entering any examination venue.

G. If clearance is given, make a note of how long the interruption lasted. When advised by Examinations Officer, escort all candidates back into the examination venue(s) and restart the examination, allowing all candidates the full working time set for the examination.

H. Make a full report of the incident/action taken and if appropriate, send to the relevant awarding body.

Internal School Examinations in Years 7, 8 and 9 will follow the normal school procedure.

The procedure on this page is the policy in Appendix 1.2 of the Fire Safety Policy with points G and H added.