



# Examinations Policy (including Non-Examination Assessment Policy and Risk Management Process)

<b>Policy Details</b>	
Policy prepared by:	Claire Fairburn, Assistant Principal
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## **Introduction**

### **The Exams Policy Purpose**

The purpose of this exam policy is:

- to ensure the planning and management of exams is conducted efficiently and in the best interest of candidates.
- to ensure the operation of an efficient exam system with clear guidelines for all relevant staff.

It is the responsibility of everyone involved in the centre's exam processes to read, understand and implement this policy.

The exam policy will be reviewed annually.

The exam policy will be reviewed by the Senior Leadership Team and the Examinations Officer.

### **Exams Roles and Responsibilities**

The Head of Centre:

- Has overall responsibility for the school as an exams centre and advises on appeals and re-marks.
- Is responsible for reporting all suspected or actual incidents of malpractice – in accordance with the JCQ document - *Suspected malpractice in examinations and assessments*.

Examinations Officer is responsible for:

- The administration of internal and external examinations in accordance with Awarding Body regulations and JCQ instructions for the Conduct of Examinations.
- Contingency planning for external examinations.
- Receives, checks and stores securely all examination papers and completed scripts and ensures that scripts are dispatched as per Awarding Body guidelines.
- Administering Access Arrangements and makes applications for Special Consideration following the regulations in the JCQ publication *A guide to the special consideration process*.
- Submission of Coursework and Controlled Assessment marks in timely fashion.



- Dispatching, tracking and storing returned, coursework and controlled assessments.
- Training invigilators.
- Distributing examination results and certificates to candidates.
- Consulting with SLT any post results service requests.

Teachers are responsible for:

- Supplying information on entries, coursework and controlled assessments.
- Notification of access arrangements requirements (as soon as possible after the start of the course)
- Submission of candidates' names to subject leaders/ school/ curriculum

The SEN Coordinator (Helen McClane) is responsible for:

- Identification and testing of candidates, requirements for access arrangements
- Provision of additional support - with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment - to help candidates achieve their course aims

Lead invigilator/invigilators are responsible for:

- Collection of examination papers and other material from the examinations office before the start of the examination.
- Lead in the examination room to prevent malpractice and work in accordance with the Examinations Policy and JCQ Regulations.
- Collection of all examination papers in the correct order at the end of the exam and their return to the examinations office.
- Attend training provided by the Examinations Officer.

Candidates are responsible for:

- Ensuring they are fully compliant with JCQ Regulations for written examinations and coursework.
- Signing a declaration that authenticates coursework as their own
- Checking their personal examination timetable and reporting any issues to the Examinations Officer.
- Arriving promptly for all examinations.

## **Qualifications**

The qualifications offered at this centre are decided by the Senior Leadership Team.



The qualifications offered are GCSEs, Entry Level Certificates, Functional Skills, AQA Unit Awards and vocational certificates.

The subjects offered for these qualifications in any academic year may be found on the school's website. If there has been a change of syllabus from the previous year, the examinations office must be informed by the agreed deadline agreed with the Senior Leadership Team.

Informing the Examinations Officer of changes to a syllabus is the responsibility of the Assistant Principal and Subject Leads.

Decisions on whether a candidate should be entered for a particular subject will be taken in consultation with the Assistant Principal and Subject Leaders.

### **Exam Series**

External exams and assessments are scheduled in April, May and June.

Internal exams and assessments are scheduled throughout the year and placed in the school's assessment calendar: November, March and June.

On-demand assessments may be scheduled in agreement with the Examinations Officer.

### **Candidates**

Candidates must be registered at the school or with the host school.

### **Clash candidates**

The Examinations Officer will be responsible as necessary for supervising escorts and identifying a secure venue.

### **Special consideration**

Should a candidate be unable to attend an exam because of illness, suffer bereavement or other trauma, be ill or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the centre's Examinations Officer to that effect.

The candidate must support any special consideration claim with appropriate evidence within 5 days of the exam.



The exams officer will make a special consideration application to the relevant awarding body within 7 days of the exam.

### **Internal assessment**

It is the duty of Subject Leader/ lead teacher to ensure that all internal assessment is ready for dispatch at the correct time. The Examinations Officer will assist by keeping a record of each dispatch, including the recipient details and the date and time sent.

Marks for all internally assessed work are provided to the Examinations Office by the Subject Leader/ lead teacher. The Examinations Officer will inform staff of the date when appeals against internal assessments must be made by. Any appeals will be dealt with in accordance with the centre's Internal Appeals Procedure (IAP) document.

### **Timetables**

Once confirmed, the Examinations Officer will circulate the exam timetable for external examinations, before each series begins.

### **Entries and Exam fees**

Entries are made by the Examinations Officer from information provided by the Assistant Principals and Subject Leaders.

The School will act as a centre for other organisations if students are dual registered.

GCSE entry exam fees are paid by the Centre.

Late entry or amendment fees are paid by the Centre.

Candidates or subject areas will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes provided these are made within the time allowed by the awarding bodies.

Fee reimbursements are sought from candidates who decide to sit an exam after the late entry/withdrawal deadline/fail to sit an exam/do not meet the necessary

coursework requirements without medical evidence or evidence of other mitigating circumstances.



## **Disability Discrimination Act**

All examination centre staff must ensure that they meet the requirements of the Disability Discrimination Act 1995 (DDA), extended in 2005, and the Disability Equality Duty (DED), introduced in 2006.

The DDA introduced measures aimed at eliminating the discrimination often faced by disabled people. The main provisions of the Act give protection to disabled people in the areas of employment and education.

'A person has a disability for the purposes of the DDA if s/he has a physical or mental impairment that has a substantial and long-term adverse effect on her/his ability to carry out normal day-to-day activities.

The centre will meet the requirements of the DDA by ensuring that the exams centre is accessible. This is the responsibility of the Head of Centre, Assistant Principals, Lead Instructors, Subject teachers, Examinations Officer and SENCo.

## **Access Arrangements**

The SENCo will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an exam, and the date of that exam. The SENCo/ Examinations Officer can then inform individual staff of any special arrangements that individual candidates can be granted during the course and in the exam.

A candidate's access arrangements requirement is determined by the SENCo.

Making access arrangements for candidates to take exams is the responsibility of both the SENCo and Examinations Officer.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Examinations Officer.

Rooming for access arrangement candidates will be arranged by the Examinations Officer and Assistant Principal.

Invigilation and support for access arrangement candidates will be organised by the SENCo with the Examinations Officer.

## **Managing Invigilators**

Teaching and non-teaching staff will invigilate examinations.

These invigilators will be used for internal exams and external exams.



Securing the necessary Disclosure and Barring Service (DBS) clearance for new invigilators is the responsibility of the Centre administration.

DBS fees for securing such clearance are paid by the centre.

Invigilators are trained and scheduled by the Exams Officer throughout the exam series.

### **Malpractice**

The Principal and Assistant Principals are responsible for investigating suspected malpractice following JCQ instructions at <http://www.jcq.org.3wuk/exams-office/malpractice>

### **Exam days**

The Examinations Officer will book all exam rooms after liaison with the Assistant Principal and make the question papers, other exam stationery and materials available for the invigilator.

Site management is responsible for setting up the allocated rooms.

The lead invigilator will start all exams in accordance with JCQ guidelines.

Subject staff may be present at the start of the exam to assist with identification of candidates but must not advise on which questions or sections are to be attempted.

Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will be distributed to Subject Leaders at the end of the exam session.

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

### **Results, Post Results and Certificates**

#### **Results**

Candidates will receive individual result slips on results days, either in person at the centre or by post to their home addresses.

Arrangements for the centre to be open on results days are made by the Principal.

The provision of staff on results days is the responsibility of the Principal.





## **Post Results**

### **Enquiry about Results (EAR)**

EARs may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking. The candidate's consent is required before any EAR is requested.

If a result is queried, the Examinations Officer, teaching staff and Principal will investigate the feasibility of asking for a re-mark at the centre's expense.

When the centre does not support a candidate's or parent's request for an EAR, a candidate may apply to have an enquiry carried out. If a candidate requires this against the advice of subject staff, they will be charged.

### **Access to Scripts**

After the release of results, candidates may ask subject staff to request, within three days' scrutiny of the results, the return of papers.

Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.

Re-marks cannot be applied for once an original script has been returned.

### **Certificates**

Students are required to sign to confirm receipt of their certificates.

Certificates will not be posted to students and in the event of a student being unable to collect their certificates in person, they can nominate a relative or friend in writing to collect them on their behalf.

Certificates will be held for a period of 12 months from the date of issue after which time unclaimed certificates may be destroyed by shredding. A record of all certificates destroyed will be kept for a further period of four years from the date of their destruction.

### **Extraordinary Circumstances related to COVID-19**

The Academy will follow the DFE and JCQ's rulings regarding the best practice for examinations and Teacher Assessed Grades as and when necessary.

Currently the guidelines followed are as follows: **JCQ**  
**General Regulations for Approved Centres 1 September to**  
**31 August 2022**





# Non-Examination Assessment (NEA) Policy

<b>Policy Details</b>	
Policy prepared by:	Claire Fairburn, Assistant Principal
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## Definition

Any type of assessment that is not 'externally set and taken by candidates at the same time under controlled conditions' is classified as Non-Examination Assessment (NEA)

The principles for non-examination assessment as determined by the qualification regulators for England and Wales are:



- Non-examination assessment should only be used where it is the only valid means of assessing essential knowledge and skills;
- Non-examination assessment must strike a balance between valid assessment of essential knowledge and skills, sound assessment practice and manageability;
- Any non-examination assessment should be designed to fit the requirements of the particular subject including the relative weighting of written examinations.

Non-examination assessment applies control over internal assessment at three points:

### **Assessment Stages.**

There are three assessment stages and rules, which apply to each stage. These rules often vary across subjects. The stages are:

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

### **Responsibilities**

#### **Head of Centre:**

- To be familiar with Joint Council for Qualifications (JCQ) instructions for conducting Non-examination assessment.
- Responsible to relevant GCSE awarding bodies to ensure that all non-examination assessments are conducted according to qualification specifications.

#### **Examinations Officer:**

- To be familiar with JCQ instructions for conducting non-examination assessment and other related JCQ documents.
- To be familiar with general instructions relating to non-examination assessment from each relevant GCSE awarding body.
- In collaboration with Assistant Principals/Subject Leaders, to submit non-examination assessment marks to the relevant awarding body.
- In collaboration with Assistant Principals / Subject Leaders, dispatch students' assessments for moderation.
- In collaboration with Assistant Principals / Subject Leaders, make appropriate arrangements for the security of non-examination assessment materials

#### **Subject Leaders/Lead Teachers:**

- To be familiar with JCQ instructions for conducting non-examination assessment
- To understand and comply with specific instructions relating to non-examination assessment for the relevant GCSE awarding body.
- To undertake appropriate departmental standardisation of non-examination assessments



- In collaboration with the Examinations Officer, to submit non-examination assessment marks to the relevant awarding body.
- In collaboration with the Examinations Officer dispatch students' assessments for moderation.
- In collaboration with the Examinations Officer, make appropriate arrangements for the security of non-examination assessment materials

Please check with Senior Leadership Team when planning non-examination assessments outside of normal lesson time.

### **SENCO**

- To be familiar with JCQ instructions for conducting non-examination assessment with reference to special access arrangements
- Co-ordinate requests for special access arrangements

### **Subject Teachers**

- To undertake Non-examination assessments in accordance with specific Instructions from the relevant GCSE awarding body.
- To take part in appropriate departmental standardisation of non-examination assessments

### **Task Setting**

In accordance with specific GCSE awarding body guidelines, Subject Leaders will be responsible for the selection of non-examination assessment tasks from an approved list or for setting appropriate centre specific tasks. Subject Teachers will ensure that students understand the assessment criteria for any given assessment task.

### **Task Taking**

Non-examination assessment tasks will be undertaken with three levels of supervision:

- **Formal (high level of control)**
  - **Informal (medium level of control)**
  - **Limited (low level of control)**
- \*As specified in subject specifications**

Subject Leaders will be responsible for ensuring that an appropriate level of supervision is in place for each part of an assessment task.



Levels of supervision are clearly outlined in each subject specification.

**At this school formal supervision means:**

- Candidates will be under direct supervision at all times – in most cases, supervision will be undertaken by the class teacher
- Use of resources and interaction with others will be limited to what has been specified by the GCSE awarding body
- Tasks will usually be undertaken during normal timetabled lessons in the usual teaching base
- Use of mobile phones and internet / email access will be prohibited
- If candidates have to use electronic storage devices for their assessment work or related resources, appropriate checks will be made to ensure only permitted material is accessible
- Subject specific display material with direct relevance to an assessment task will be covered
- A record will be kept of the time, date of each assessment together with the name of the supervisor(s) and all students present for the session(s)
- A separate record of any incidents which occur during assessments will also be kept

**At this school informal supervision means:**

- Interaction with others, including group work, is permitted
- The level of supervision applied ensures that the school is able to confirm that plagiarism has not taken place and preparation for a final / formal assessment is the candidates own work
- Sources used by candidate are clearly recorded

**At this school limited supervision means:**

- Some aspects of work may be undertaken completely without supervision/outside the classroom – this may include research and data collection
  - Class teachers will make close reference to the relevant awarding body's specifications when applying limited supervision.

**Task Authentication and Marking**

- Each year, before the first non-examination assessment is conducted in school, candidates will be reminded of the key points from JCQ Information to Candidates - non-examination assessments document before completing each assessment task.
- Before assessment tasks are submitted, candidates will be required to sign a declaration confirming that the work is their own and that assistance given / sources used have been acknowledged.
- Class teachers responsible for supervising and marking non-examination assessments are also required to sign a declaration confirming that candidates have completed work under the appropriate conditions and they are satisfied the work has been produced solely by that candidate.
- This school will use the JCQ declaration of authentication for non-examination assessments or a similar document provided by the relevant GCSE awarding body.
- If either the candidate or the assessor is unable to sign this declaration, zero marks will be awarded for the assessment task. If candidate malpractice is suspected, this will be referred to the relevant Subject Leader and Examinations Officer who will follow the guidance set out in the JCQ instructions for non-examination assessment.
- Internally assessed tasks will be marked by the class teacher according to the requirements of the subject specification. Work will be annotated according to subject specification requirements.
- Internal standardisation will be completed before external moderation to ensure all work has been marked to the same standard.

If a non-examination assessment task is to be externally assessed, all work and authentication declarations will be submitted according to awarding body requirements and deadlines.

## **Factors affecting individual candidates**

- If a candidate misses part of a non-examination assessment task through absence, an alternative supervised session will be organised.
- The school will follow the procedures set out in JCQ guidelines if assessment tasks are lost or accidentally destroyed at the school.
- Special Access Arrangements will be agreed according to the published JCQ guidance on Access Arrangements. This will be co-ordinated by the SENCO. The school will consider requests to repeat non-examination assessment tasks if they are made before marks have been submitted to the relevant awarding body.
- Decisions will be made on an individual basis, by teacher consultation with Subject Leaders.
- If a non-examination assessment task was completed under formal supervision, a completely new task must be set under a new period of formal supervision.

## **Schedule for Non-Examination Assessment**

The school will produce a schedule showing periods of non-examination assessment for each subject. As far as possible the school will adhere to the published schedule of assessments.

## **External Assessment for External Qualifications**

Any student who wants to query a mark/grade awarded by an awarding body upon issue of the results should follow the following procedure.

1. Contact the Examinations Officer and the subject leader as soon as possible (but at least 5 working days before the published deadline for EARs) in person to discuss the mark/grade. The Examinations Officer will advise on the options available to query the mark/grade and the costs involved.
2. Pupils should be aware that EARs can result in marks/grades being raised, confirmed or lowered. Students must sign a consent form to confirm that they understand the consequence of an EAR. Consent forms will be issued by the Examinations Officer.
3. The subject leader will review the student's marks/grades and discuss with the Examinations Officer to agree on the appropriate action taking into account the breakdown of marks, the grade boundaries and the pupil's predicted grades.

**If the Subject Leader agrees to support the EAR:**



The request, together with the pupil's consent form, should be made to the Examinations Officer **before the published deadline for EARS**. The cost of the enquiry will be met by the School.

**If the school does not agree to support the EAR:**

- A student may appeal against the decision to support the EAR. Appeals should be made in writing to the Examinations Officer, at least 5 working days before the published deadline of the EARs. The appeal should state in detail the reason for the appeal. This appeal should be signed and dated and should include a daytime contact telephone number of the student, parent or guardian. The appeal information will be reviewed by the Examinations Officer and a member of the SLT. The outcome of the appeal will be communicated by telephone and 1<sup>st</sup> class letter post within 24hrs of receipt. This decision is final.
- If the school does not support the EAR the pupil may still proceed with the EAR but all costs involved will be paid by the pupil at the time the EAR is made. No EARS will be made until fees are paid. Requests must be made in person to the Examinations Officer **before the published deadline for EARS**. If the enquiry is successful, the fee will be refunded.
- Outcomes following EARs will be forwarded by the Examinations Officer to the pupil as soon as they are received from the awarding body.

This policy will be kept under review and revised as necessary.

## Risk Management Process 2021 -2022

Risks and issues	Remedial Action		Staff
	Forward Planning	Action	
<b>Timetabling</b>			
Assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. start of academic year) for all subjects or lines of learning	Plan dates in consultation with school calendar – negotiate with other parties	Principal Andrew Wakefield Claire Fairburn and other SLT members
Too many assessments close together across subjects or lines of learning	Plan assessments so they are spaced over the duration of the course	Space assessments to at least allow candidates sometime between assessments	Principal Andrew Wakefield Claire Fairburn SLT members
<b>Accommodation</b>			
Insufficient space in classrooms for candidates	Once group sizes are known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessment	Use more than one classroom or multiple settings where necessary	Principal Andrew Wakefield
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms/centre facilities		Principal Andrew Wakefield

<b>Risks and Issues</b>	<b>Remedial Action</b>		<b>Staff</b>
	<b>Forward Planning</b>	<b>Action</b>	
<b>Control levels for task taking</b>			
Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff/assessors know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the Awarding Body	Principal Andrew Wakefield and Examinations Officer - JD
<b>Supervision</b>			
Student study diary/plan not provided or completed*	Ensure teaching staff/assessors 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	Subject Leaders CF, CH, CP, AS, HMC, RT
Teaching staff/assessors do not understand supervision of controlled assessment is their responsibility	Ensure teaching staff/assessors understand nature of controlled assessments and their role in supervision		Principal Andrew Wakefield guidelines provided by Examinations Officer - JD
Suitable supervisor has not been arranged for an assessment where teaching staff/assessors are not supervising	A suitable supervisor must be arranged for any controlled assessment where a teacher/assessor is not supervising, in line with the awarding body specification		Subject Leaders CF, CH, CP, AS, HMC, RT

Not all controlled assessment, whether for Principal Learning (Wales) or GCSEs, will require the completion of a study diary or study plans.

<b>Risks and Issues</b>	<b>Remedial Action</b>		<b>Staff</b>
	<b>Forward Planning</b>	<b>Action</b>	
<b>Task setting</b>			
Teaching staff/assessors fail to correctly set tasks	Ensure teaching staff/assessors understand the task setting arrangements as defined in the awarding body specification*	Seek guidance from the Awarding Body	SLT and Subject Leaders
Assessments have not been moderated as required in the awarding body specification	Check specification and plan required moderation appropriately	Seek guidance from the Awarding Body	Examinations Officer – JD; CF Assistant Principal
<b>Security of materials</b>			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks	Subject Leader CF, CH, CP, AS, HMC, RT and Examinations Officer - JD
Candidates' work not kept secure during or after assessment	Define appropriate level of security, in line with awarding body requirements, for each department as necessary	Take materials to secure storage	Examinations Officer - JD
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative spaces	AW Principal

All tasks, whether set by the awarding body or the centre/consortium, must be developed in line with the requirements of the specification.

Risks and Issues	Remedial Action		Staff
	Forward Planning	Action	
<b>Deadlines</b>			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines/penalties for not meeting them	Mark what candidates have produced by deadline and seek guidance from Awarding Body on further action	Subject Leaders, CF, CH, CP,AS, HMC, RT
Deadlines for marking and/or paperwork not met by teaching staff/ assessors	Ensure teaching staff/assessors are given clear deadlines (prior to awarding body ones) to complete marking/paperwork so the exams office can process and send off marks ahead of awarding body deadlines	Seek guidance from Awarding Body	SLT and Subject Leaders – CF, CH, CP,AS, HMC, RT
<b>Authentication</b>			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign and attach to work when it is completed before handing in	Find candidate and ensure form is signed	Subject Leaders/check by Examinations Officer - JD
Teaching staff/assessors fail to complete authentication forms or leave before completing authentication	Ensure teaching staff/assessors understand importance of authentication forms and the requirement of a signature	Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season	Subject Leaders/check by Examinations Officer - JD

Risks and Issues	Remedial Action
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	<b>Forward Planning</b>	<b>Action</b>	<b>Staff</b>
<b>Marking</b>			
Teaching staff/assessors interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking. Plan for sampling of marking during the practice phase	Arrange for remarking. Consult awarding body specification for appropriate procedure	SLT and Subject Leaders – CF, CH, CP,AS, HMC, RT
Centre does not run standardisation activity as required by the awarding body	Plan against the requirements for standardisation for the awarding body when and how this activity will be conducted	Check with the awarding body whether a later standardisation event can be arranged	SLT and Subject Leaders – CF, CH, CP,AS, HMC, RT
<b>Absence of Examinations Officer during Examination time</b>			
Examinations Officer is absent or ill on day of examination.	Plan/establish priorities well ahead Procedures and routines noted in Procedures file. Weekly Line Mgt Meetings to identify jobs to do. Examination Chart kept in S: Drive. Spare keys to Examinations cupboard kept in safe in Finance Office.	Examinations Officer will create instructions and procedure notes for duties. SLT aware of Examination Chart. SLT aware and Finance Officer	Jean Davis, CF, Bursar