

PENSBY HIGH SCHOOL



PENSBY
HIGH SCHOOL
Care Respect Inspire

EXAMINATIONS AND CONTROLLED ASSESSMENT POLICY

Version:	1
Ratified by:	Full Governing Body
Date Ratified	14 September 2016
Policy Lead:	Mr P Madden
Name of responsible Committee	Curriculum
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The purpose of this 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.

This exam policy will be reviewed every two years.

This exam policy will be reviewed by the Senior Leadership Team, exams officer and the governors.

I. Exam responsibilities

Head of centre

Overall responsibility for the school as an exam centre:

- advises on appeals and re-marks
- the head of centre is responsible for reporting all suspicions or actual incidents of malpractice. Refer to the JCQ document *Suspected malpractice in examinations and assessments*.

Exams officer

Manage the administration of public and internal exams and results:

- advises the senior leadership team, subject and class tutors and other relevant support staff on annual exam timetables and application procedures as set by the various exam boards
- oversees the production and distribution to staff and candidates of an annual timetable for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events
- ensures that candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them
- consults with teaching staff to ensure that necessary coursework/controlled assessment is completed on time and in accordance with JCQ guidelines
- confirms detailed data on estimated entries
- receives, checks and stores securely all exam papers and completed scripts
- administers 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 exam timetable clashes
- checks expenditure relating to all exam costs/charges
- line manages the invigilators and organises the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams

- submits candidates' coursework/controlled assessment marks, tracks despatches and distributes returned coursework/controlled assessment and any other material required by the appropriate awarding bodies correctly and on schedule
- arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any appeals/re-mark requests
- maintains systems and processes to support the timely entry of candidates for their exams.

Deputy Head

- Organisation of teaching and learning.
- External validation of courses followed at key stage 4 / post-16.

Area Team Leaders / Subject Leaders

- Guidance and pastoral oversight of candidates who are unsure about exam entries or amendments to entries.
- Involvement in post-results procedures.
- Accurate completion of coursework/controlled assessment mark sheets and declaration sheets.
- Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the exams officer.

Careers Manager

- Guidance and careers information.

Teachers

- Notification of access arrangements (as soon as possible after the start of the course).
- Submission of candidate names to Subject Leader

SENCO

- Administration of access arrangements.
- 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.

Invigilators

- Distribution of exam papers and other material before the start of the exam.
- Collection of all exam papers in the correct order at the end of the exam.
- Invigilate examinations in accordance with the instructions given by the Awarding Body, Joint Council for Qualifications and current operational procedures in Pensby High School .

Candidates

- Confirmation and checking of entries.

- Understanding coursework/controlled assessment regulations and signing a declaration that authenticates the coursework/controlled assessment as their own.
- Follow all instructions given in the formal notices to candidates issued by the Joint Council for Qualifications, Awarding Bodies, and current operational procedures in Pensby High School.

Administrative staff

- Support for the input of data.
- Helps out as and when necessary.

2. The statutory tests and qualifications offered

The statutory tests and qualifications offered at this centre are decided by the deputy head, subject leaders and the senior leadership team.

All students will follow the internal assessments, these include end of year exam and unit tests.

The statutory tests and qualifications offered are GCSE, A levels, BTEC, Cambridge Nationals, EDCL and NCFE.

The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus and/or options booklet for that year. If there has been a change of specification from the previous year, the exams office must be informed by the first week of July of the academic year before teaching.

Decisions on whether candidates should not take an individual subject will be taken in consultation with the candidates, parents/carers, subject teachers, head of key stage and the deputy head.

At key stage 4

All candidates will be entitled, and enabled, to achieve an entry for qualifications from an external awarding body.

At post-16

As a result of changes in the structure of exams, it is expected that exams will be taken at the end of Year 13. If adjustments are necessary, advance notice will be given.

3. Exam seasons and timetables

3.1 Exam seasons

Internal exams are scheduled in November, February, March and June.

External exams are scheduled in November, January and June.

All internal exams are held under external exam conditions.

Which exam series are used in the centre is decided by the Subject Leader

3.2 Timetables

The exams officer will circulate the exam timetables for both external and internal exams once these are confirmed.

4. Entries, entry details, late entries and retakes

4.1 Entries

Candidates are selected for their entries by the subject leaders and the subject teachers.

A candidate or parent/carer can request a subject entry, change of level or withdrawal but the school makes the final decision.

Generally the school will not accept external candidates, however this will be reviewed on a case by case basis.

4.2 Late entries

Entry deadlines are circulated to subject leaders via email.

Late entries are authorised by Deputy Headteacher, subject leaders and exams officer.

5. Exam fees

KS4 initial registration and entry fees are paid by the centre.

Post 16 initial registration and entry fees are paid by the centre.

Late entry or amendment fees are paid by the departments unless there is good reason.

Candidates or departments 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.

Reimbursement will be sought from candidates who fail to sit an exam or meet the necessary coursework/controlled assessment requirements.

This fees reimbursement policy will be communicated in writing to candidates and parents/carers via the issued Statements of Entry.

(See also section 4.3: Retakes)

Candidates must pay the fee for an enquiry about a result, should the centre not uphold the enquiry and the candidate insists on pursuing the enquiry.
(See also section 11.2: Enquiries about results [EARs])

6. The Disability Discrimination Act (DDA), special needs and access arrangements

6.1 DDA

The Disability Discrimination Act 2005 extends the application of the DDA to general qualifications. All exam centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

6.2 Additional Educational Needs

A candidate's special needs requirements are determined by the educational psychologist / specialist teacher.

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 can then inform individual staff of any special arrangements that individual candidates may be granted during the course and in the exam.

6.3 Access arrangements

Making special arrangements for candidates to take exams is the responsibility of the SENCO and/or Specialist Teacher and the exams officer.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the exams officer.

Rooming for access arrangement candidates will be arranged by the exams officer.

Invigilation and support for access arrangement candidates will be organised by the SENCO, Specialist Teacher and Teaching Assistants with the exams officer.

7. Estimated grades

Estimated grades

The subject leaders will submit estimated grades to the exams officer when requested by the exams officer.

8. Managing invigilators and exam days

8.1 Managing invigilators

External invigilators will be used for exam supervision.
They will be used for all external exams.

The recruitment of invigilators is the responsibility of the exams officer.

Securing the necessary DBS (Disclosure and Barring Service) clearance for new invigilators is the responsibility of the School Business Manager.

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

Invigilators are timetabled and briefed by the exams officer.

Invigilators' rates of pay are set by the School Business Manager and Local Authority.

8.2 Exam days

The exams officer will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilator.

The caretakers are responsible for setting up the allocated rooms.

The exams officer 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 are to be attempted.

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

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 when the completed scripts have been despatched from the centre.

9. Candidates, clash candidates and special consideration

9.1 Candidates

The centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and all electronic devices apply at all times.

Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage. If a candidate chooses to bring in their mobile phone or any other prohibited items and subsequently stores them at the front of the hall, the school accepts no responsibility for these items.

Disruptive candidates are dealt with in accordance with JCQ guidelines.

Candidates may leave the exam room for a genuine purpose requiring an immediate return

to the exam room, in which case a member of staff must accompany them.

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

9.2 Clash candidates

The exams officer will be responsible as necessary for identifying escorts, identifying a secure venue and arranging overnight stays.

9.3 Special consideration

Should a candidate be too ill to sit an exam, suffer bereavement or other trauma or be taken ill during the exam itself, it is the candidate's responsibility to alert the centre, or the exam invigilator/officers, to that effect.

Any special consideration claim must be supported by appropriate evidence within five days of the exam, for example a letter from the candidate's doctor.

The exams officer will then forward a completed special consideration form to the relevant awarding body within seven days of the exam.

10. Coursework/Controlled Assessment and appeals against internal assessments

10.1 Coursework/Controlled Assessment

Candidates who have to prepare portfolios should do so by the end of the course or centre-defined date.

Subject Leaders will ensure all coursework/controlled assessment is ready for despatch at the correct time and the exams officer will keep a record of what has been sent when and to whom and that all procedures for the conduct of controlled assessments are followed.

Marks for all internally assessed work are provided to the exams office by the subject leaders.

10.2 Appeals against internal assessments

The centre is obliged to publish a separate procedure on this subject, which is available in appendix I.

The main points are:

- appeals will only be entertained if they apply to the process leading to an assessment. There is no appeal against the mark or grade awarded

- candidates may appeal if they feel their coursework/controlled assessment has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification
- appeals should be made in writing by 30 June to the head of centre (or other nominee) who will decide whether the process used conformed to the necessary requirements
- the head of centre's findings will be notified in writing, copied to the exams officer and recorded for awarding body inspection.

11. Results, enquiries about results (EARs) and access to scripts (ATS)

11.1 Results

Candidates will receive individual results slips on results days in person at the centre / by post to their home addresses (candidates should provide SAE).

Arrangements for the school to be open on results days are made by the exams officer.

The provision of staff on results days is the responsibility of the exams officer.

The centre aggregates at the end of year 12 for AS grades.

11.2 EARs

EARs may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking.

When the centre does not uphold 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.

(See section 5: Exam fees)

11.3 ATS

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

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

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

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

12. Certificates

Certificates are presented in person at the annual school awards evening. A letter will be sent inviting you to this event. After this date they can be collected in person from the school office or may be posted with permission from the candidate.

Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised to do so in writing.

Certificates may be withheld from candidates who owe fees.

A transcript of results may be issued if a candidate agrees to pay the costs incurred if necessary.

The centre retains certificates for one year then they may be destroyed, in accordance with JCQ guidelines.

13. External Assessment Appeals Procedure

This applies to GCSE, GCE, and BTEC work that is assessed externally. In general it relates therefore to written papers, and also the few pieces of coursework that are wholly assessed externally.

It is possible to appeal against the *procedures* of an Exams Board in the conduct of an examination.

This is *not* to be confused with making a Result Enquiry, querying a mark. It is not possible to appeal against the outcome of Result Enquiry unless there is evidence that the exam board was not adhering to the Code of Practice.

An appeal might be against the inappropriate application of a mark scheme, or perhaps against a change in specification without properly making it known. In each case the centre would need to look very carefully at the Code of Practice, to see if there has been a procedural error. The process is long winded, and probably has to go through three stages before success is likely. The final conclusion may be 6 months after the exam results are published, by which time any changes in marks will be far too late for University purposes. *Making an appeal is very rare.*

Any appeal must be made through the School; submissions will *not* be accepted from individuals. The final arbiter is the Examinations Appeals Board. Details on the process, and summaries of appeals that have been made and considered can be obtained from the appropriate AB.

Internal Assessment Appeals Process

This applies to GCSE, GCE, and BTEC coursework, performance etc providing the work is assessed internally.

If at any stage during exam courses the candidate has concerns about the procedures used in assessing internally marked work for public exams (e.g. coursework / portfolio / projects), then this **MUST** initially be discussed with the teacher concerned, and/or the relevant Subject Leader. Hopefully this will resolve the issue.

If the matter is not resolved then the candidate should see the Examinations Officer as soon as possible to discuss whether a formal appeal could be made. Any appeal is very much a last resort, and a request for an appeal will not be accepted unless these other avenues have first been explored. It is expected that appeals will be extremely rare.

An appeal would be very weak if agreed deadlines have not been kept to (unless this is what the appeal is about), or it has not been sorted out as the problem has arisen. Candidates may not appeal against any mark that has been awarded unless they think that this has been because of a procedural error, and they must be able to identify the procedural error.

In accordance with the Code of Practice for the conduct of examinations, Pensby School is committed to ensuring that:

- Internal assessments are conducted by staff that have the appropriate knowledge, understanding and skills.
- Assessment evidence provided by candidates has been produced and authenticated according to the requirements of the specification.
- The consistency of internal assessment is secured through internal standardisation.
- Staff responsible for standardisation have been properly trained.
- The School will comply fully with the Joint Council guidelines.

Appeals may be made to the School regarding the procedures used in internal assessment, but not against the actual marks or grades submitted by the School for moderation by the Awarding Body.

A pupil or parent wishing to appeal against the procedures used in internal assessments should contact the Examinations Officer as soon as possible to discuss the appeal, and the School must receive a written appeal before the end of the exam season in question. In the summer, for example, the appeal must be lodged in sufficient time for the matter to be dealt with before the end of the Summer Term, but should in reality be lodged much earlier.

On receipt of a written appeal, an enquiry into the internal assessment will be conducted by the Examinations Officer, the Principal (or a representative if either is

involved in the assessment in question) and either one other Subject Leader not involved with the internal assessment decision, or a governor.

There will be an opportunity for the teacher(s) concerned in making the assessment, which is the subject of the appeal, to see a copy of the appeal and respond to this in writing, a copy of which will be sent to the candidate.

This enquiry will consider whether the procedures used in the internal assessment conformed to the published requirements of the Awarding Body.

The School would encourage the candidate to be supported by a parent, guardian, or friend in the presentation of their case. The appeal decision will be recorded and filed.

The candidate will be informed in writing of the outcome of the appeal, including details of any relevant communication with the Awarding Body and of any steps taken further to protect the interests of the candidate(s).

The centre will inform the Awarding Body if there is any change to an internally assessed mark as a result of an appeal.

14. Outlining staff responsibilities - GCSE controlled assessments

Senior leadership team

- Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the academic year, begin coordinating with heads of department/subject to schedule controlled assessments. (It is advisable that controlled assessments are spread throughout the academic years of Key Stage 4.)
- Map overall resource management requirements for the academic year. As part of this resolve:
 - clashes/problems over the timing or operation of controlled assessments;
 - issues arising from the need for particular facilities (rooms, IT networks, time out of school etc);
- Ensure that all staff involved have a calendar of events.
- Create, publish and update an internal appeals policy for controlled assessments. Heads of department/faculty
- Decide on the awarding body and specification for a particular GCSE.

- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers fully understand their responsibilities with regard to controlled assessment.
- Ensure that individual teachers fully understand the requirements of the awarding body's specification, are familiar with the relevant teachers' notes **and** any other subject specific instructions.
- Where appropriate, develop new assessment tasks or adapt sample awarding body assessment tasks to meet local circumstances, in line with the awarding body's specification and control requirements.
- Ensure ALL guidelines for Conduct of Controlled Assessment and teaching are followed

Teaching staff

- Understand and comply with the general guidelines detailed within the JCQ publication *Instructions for conducting controlled assessments*.
- Understand and comply with the awarding body's specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Supply to the exams office details of all unit codes for controlled assessments.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to candidates as the specification allows.
- Ensure that candidates and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark scheme provided by the awarding body. Submit marks to the awarding body by the published deadline, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Ask the appropriate special educational needs coordinator (SENCo) for any assistance required for the administration and management of access arrangements.

Exams officer

- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute marksheets for teaching staff to use.
- **In exceptional circumstances** where controlled assessments cannot be conducted in the classroom, arrange suitable accommodation where controlled assessments can be carried out at the direction of the senior leadership team. eg. Hall, Computer room

Special educational needs coordinator/additional learning support

- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff are met.

5. Online Exams

All rules and regulations followed for written and practical exams are followed for online exams.

Appendix 1 - Standard Equality Impact Assessment Tool

The Equality Impact Assessment Tool (EIA) is designed to help you consider the needs and impact your policy or document could have on the equality of individuals and groups. This EIA must be completed by the Policy Author and attached to the policy document when submitted for authorisation and ratification.

Name of Policy or Document: Exams and Controlled Assessment Policy		
Name of Author: Kevin Flanagan		
Who is this policy aimed at: Students, Parents and Carers and all staff at Ponsby School		
Description and aims of the policy/service change: to ensure that the school monitors and promotes good attendance for all students at the school.		
Date EIA Completed: June 2016		
Nature of the Change	Yes/No	Details of relevant areas impacted
Does the policy/Service change affect one group less or more favourably than another on the basis of:	No	If yes to any of the following a full EIA must be completed
Race or Ethnicity	No	
Nationality	No	
Culture or Heritage	No	
Religion, Faith or belief	No	
Sexual orientation, transgender Gender Reassignment	No	
Age	No	
Mental Health	No	
Physical, sensory or Learning Disabilities	No	
Homelessness, Gypsy/Travellers, Refugees/Asylum Seekers	No	

For advice in respect of answering the above questions, please refer the draft policy to SLT for discussion.