



# FINHAM PARK SCHOOL

*A DFE Mathematics and Computing College*

## **EXAMINATION POLICY**

### **Including:**

- **Controlled Assessment Policy**
- **Appeals Policy**
- **Contingency Planning**



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### **The Purpose of the Policy**

The purpose of this examination policy is:

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

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

The examination policy will be reviewed every two years.

### **Staff with Examination Responsibilities**

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

- has overall responsibility for the school/college as an exams centre and advises on appeals and re-marks.
- is responsible for reporting all suspected or actual incidents of malpractice - refer to the JCQ document Suspected Malpractice in Examinations and Assessments.

#### **The Examinations Manager:**

Having overall responsibility for the school as an examination centre, the Examinations Manager manages the administration of public and internal exams in the following ways:

- Advises the Leadership Team, subject and class tutors and other relevant support staff on annual examination timetables and administration procedures as required by the various awarding bodies.
- Oversees the production and distribution to staff, governors 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.
- Reports all suspicions or actual incidents of malpractice with reference to the JCQ document – Suspected Malpractice in Examinations and Assessments.
- Maintains systems and processes to support the timely entry of candidates for their examinations.
- Ensures that students are issued with individual and rooming exam timetables well in advance of the exam season.
- Identifies and manages examination timetable clashes.
- Ensures that candidates and their parents are informed of and understand those aspects of the examination timetable that will affect them.



- Consults with teaching staff to ensure that necessary coursework and controlled assessments are completed on time and in accordance with JCQ guidelines.
- Provides and confirms detailed data on estimated entries.
- Receives, checks and stores securely all examination papers and completed scripts in accordance with JCQ regulations
- Administers Access Arrangements in partnership with the SEN co-ordinator and makes applications for Special Consideration using the current year's JCQ publication Access Arrangements and Reasonable Adjustments and special consideration.
- Accounts for income and expenditure relating to all examination costs/charges.
- Line manages the senior examination invigilator/s in organising the recruitment, training and monitoring of a team of examinations invigilators responsible for the conduct of examinations.
- Submits candidates' coursework/controlled assessment marks, tracks despatch and returns returned coursework to subject leaders for storage; returns other material required by the appropriate awarding bodies correctly and on schedule.
- Arranges for dissemination of examination results and certificates to candidates and forwards, in consultation with the SLT, any appeals/re-mark requests.
- Advises on appeals and re-marks.
- Line manages the Assistant Examinations Officer and organises the schedule of work for the academic year.
- Maintains accurate examinations information on the school website.

### **The Assistant Examinations Officer**

- Liaises with and assists the Examinations Manager in the completion of all of the above.

### **Deputy Head (Curriculum)**

- Organises teaching and learning.
- Manages external validation of courses followed at Key Staff 4/Post-16.

### **Subject Leaders** are responsible for:

- Guidance and pastoral oversight of candidates who are unsure about examination entries or amendments to entries.
- Involvement in post-results procedures.
- Accurate completion of coursework mark sheets and declaration sheets.
- Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the Examinations Officer.
- Setting and administration of internal examinations.
- Advising LT and the Examinations Manager of withdrawals from and amendments to students' examination entries



**Teachers** are responsible for:

- Notification of access arrangements requirements (as soon as possible after the start of the course).
- Submissions of candidates' names to Subject Leaders for confirmation of entry for/withdrawal from examinations and for confirming tiers of entry where appropriate.

**The SEN Co-ordinator SENCO** is responsible for:

- Identification and testing of candidates who may require 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.
- Training and briefing T.A's and other relevant staff who are acting as scribes, readers or invigilators.

**Lead invigilator/invigilators** are responsible for:

- Collection of examination papers and other material from the examinations office before the start of the examination.
- Collection of all examination papers and collation in the correct order at the end of the examination and their return to the examinations office.

**The Site Service Manager** is responsible for:

- Liaising with the Examinations Manager to prepare venues for formal internal and external examinations.
- Ensuring that the venues chosen for formal examinations are prepared appropriately in accordance with JCQ requirements.

**Candidates** are responsible for:

- Confirmation of their examination entries.
- Understanding coursework regulations and signing a declaration that authenticates the coursework as their own.
- Reading and understanding the JCQ guidance on examination regulations.
- Reading and understanding their examination timetable and alerting their teacher/s and/or the Examinations Manager of any errors, clashes, problems, etc.
- Attending their examinations at the correct time and venue.



## **Qualifications**

The qualifications offered at this centre are decided by the Headteacher, Deputy Headteacher in consultation with Subject Leaders and other members of the Leadership Team.

The subjects offered for qualifications in any academic year and the Awarding Bodies for these awards may be found in the centre's published prospectus for that year and on the school website. If there has been a change of specification from the previous year, the Examinations Office must be informed by 30<sup>th</sup> September of that academic year. The qualifications currently offered include: GCE (A Levels), GCSE, Entry level and Asdan Awards, BTECs, OCR Nationals.

It is the responsibility of Subject Leaders and Leadership Team to inform the Examinations Manager in writing and/or email of changes to a qualification or specification offered by the school.

## **Examination Series**

The Headteacher decides which examination series are used in the centre, in consultation with Leadership Team, Subject Leaders, Head of Sixth Form and the Examinations Manager.

External examinations and assessments are currently scheduled in November, May and June.

On-demand assessments (eg BTEC IT on-screen tests) are scheduled in agreement with the Examinations Manager.

Currently, formal internal examinations and assessments are scheduled in November/December (Year 11), January (Year 13); May (Year 9) and June (Year 10 & Year 12). Internal examinations are normally conducted under external examination conditions.

## **Timetables**

Once entries are confirmed by subject leaders, the Examinations Manager will distribute the timetables for internal examinations and external examinations. Students will be issued with individual and rooming timetables well in advance of the exam season in which they are being entered for exams. For example, students will receive their summer exam timetable in February to give them time to check, identify errors/amendments, etc. Composite timetables with exam venues will be issued before the end of the Spring Term. Versions of the composite timetable will be distributed to teaching and associate staff and posted on the school website.

## **Entries, Late Entries and Re-takes**

Candidates' entries are confirmed by the Subject Leaders, SENCO and subject teachers. These entries are then communicated to the Examinations Manager by the internal deadlines agreed. The Examinations Manager will submit the entries (and any subsequent amendments) to the Examination Boards by the deadlines set by the boards. Candidates also have a responsibility to check their entries and timetables and alert teachers and/or the Examinations Manager if they find any errors.

Decisions on whether a candidate should be entered for a particular subject will be taken in consultation with the candidates, parents/carers, SENCO, subject teachers, Head of Key Stage and Heads of Subject. If students' entries are withdrawn or amended, the subject teacher/subject leader/LT staff are responsible for informing the student, parent/s and the Examinations Manager.

Candidates or parents/carers and teachers can request a subject entry, change of level or withdrawal.



The centre accepts external entries from former students only.

The centre does occasionally act as an examination centre for other organisations (e.g. BMAT and other University admissions aptitude tests).

Internal entry deadlines are circulated to Subject Leaders via email, noticeboard and briefing meetings. The exam board entry deadline for GCSE and A Level examinations in the summer season is February 21<sup>st</sup>.

Late entries are authorised by Leadership Team and/or Subject Leaders and processed by the Examinations Manager.

GCSE and A Level re-sits are allowed although it is envisaged that the number of re-takes will significantly diminish as Linear qualifications replace Modular ones.

Re-sit decisions will be made in consultation with candidates, subject teachers, Examinations Manager, Headteacher and Subject Leader.

Re-take entries are requested by students using the re-take request form available from the exams office. **Re-take fees are normally met by the student and must be paid in advance.**

### **Examination Fees**

Examination entry fees are paid by the Centre for subjects which students are studying within their normal timetabled curriculum. Candidates or departments will not be charged for entries, tier amendments or withdrawals made by the proper procedures **provided these are made within the time allowed by the awarding bodies.**

Exam Board fees incurred by late entries or late amendments are paid by subject departments or by students/parents if it is they who are responsible for missing the entry/amendment deadline.

Fees/reimbursements are sought from candidates who decide to sit an examination after the late entry/withdrawal deadline and from candidates who fail to sit an examination without medical evidence or evidence of other mitigating circumstances.

Fees for re-take entries are normally paid in advance by candidates, unless the subject teacher/leader indicates the department is meeting this cost.

### **Disability Discrimination Act**

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

A person has a disability for the purposes of the DDA if she/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 disability provisions under the DDA (or the Equality Act 2010 once in force), by ensuring that the examinations centre is accessible and improving candidate experience.





### **Access Arrangements**

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

A candidate's access arrangements requirement is determined by the SENCO, following the current academic year's JCQ publication: Adjustments for Candidates with Disabilities and Learning Difficulties, Access Arrangements and Reasonable Adjustments and special consideration.

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 SENCO with the Examinations Manager.

Invigilation and support for access arrangement candidates will be organised by the SENCO with the Examinations Manager.

The allocation of word processor/laptops will be decided by the SENCO according to:

1. The student's Access Arrangements and learning needs
2. The student's "normal way of working"

### **Estimated Grades**

Subject Leaders are responsible for submitting estimated grades to the Examinations Manager when requested.

### **Invigilation of Examinations**

External staff and agency employees are used to invigilate examinations.

External invigilators will be used for formal internal and external examinations.

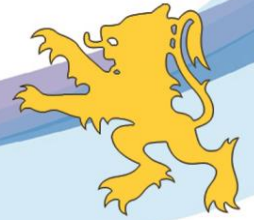
Recruitment of invigilators is the responsibility of the Examinations Officer and the HR Manager.

Securing the necessary Disclosure and Barring Service (DBS) clearance and following up references for new invigilators is the responsibility of the HR Department. CRB fees for securing such clearance are paid by the centre.

Safeguarding training is the responsibility of the HR Office in consultation with the Examinations Manager.

Invigilators are timetabled and briefed by the Examinations Office.

Invigilators rates of pay are set by the HR Office.



### **Secure Storage of Examination Materials**

It is the responsibility of the Examinations Manager to ensure that current examination materials (eg. “live” examination papers, speaking test instructions, controlled assessment tasks, stationery, etc) are stored securely in the centre and meet the criteria listed in the JCQ document, Instructions for Conducting Examinations (1.1, page 3).

- A log must be kept at reception recording each awarding body’s deliveries and number of boxes/packages received. Some of these key requirements are :
- Confidential materials must be stored in a secure room solely assigned to examinations, restricted to 4 keyholders only.
- Only persons authorised by the head of centre and the exams manager must be allowed access to the centre’s secure storage facility.
- The keys to the secure storage facilities are kept by the Examinations Manager and must be accessible to the Head Teacher.



## **Examination Day Arrangements**

The Examinations Manager will book all examination venues and liaise with the Site Services Manager and other users and ensure that the question papers, other examination stationery and materials are available for the invigilator(s).

It is the Examination Manager's responsibility to ensure that all examinations are conducted in accordance with the current JCQ guidance in "Instructions for Conducting Examinations".

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

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

Examination papers must not be read by subject teachers or removed from the examination room before the end of a session. Papers will be distributed to Subject Leaders at the end of the examination session (or later if there are students still to sit the exam due to clash resolution or late arrival).

A relevant subject teacher may attend to resolve any subject-specific queries which the invigilators and/or Examinations Manager are unable to answer.

A teacher may start the examination if authorised to do so by the Examination Manager but may not do so if they have been involved in preparing students for the exam at which they are present.

## **Candidates**

Candidates must adhere to the regulations and guidance listed in JCQ document, "Information for Candidates for Written Examinations" and "Information for Candidates: Controlled Assessments" and "Information for candidates: Using social media and examinations/assessments". All students in years 10 – 13 are to be given a copy of these documents at the start of the each whole-school exam session academic year or for any external exam sessions, whichever occurs first in the year. The documents are also made available on the school website. The centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and other electronic devices apply at all times.

Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.

Candidates' disruptive behaviour is dealt with in accordance with JCQ guidelines and with the schools Behaviour for Learning (BfL) policy.

Candidates are expected to stay for the full examination time at the discretion of the examinations officer or senior invigilator.

The Examinations Manager is responsible for managing late or absent candidates on examination days or subsequently.

The Examinations Manager is responsible for making arrangements for candidates who have an examination clash, the supervision of candidates, identifying a secure venue and arranging overnight supervision if necessary.

Managing any private candidates is the responsibility of the Examinations Manager.



### **Special Consideration**

Should a candidate be ill before an examination, suffer bereavement or other trauma, be taken ill during the examination itself or otherwise disadvantaged or disturbed during an examination, then it is the candidate's responsibility to alert the centre, the Examinations Manager, or the examination invigilator, to that effect.

The candidate must support any special consideration claim with appropriate evidence within three days of the examination, for example by providing a letter from the candidate's doctor. The Examinations Manager will then forward a completed special consideration form to the relevant awarding body within seven days of the examination, following JCQ guidance.

### **Controlled Assessment & Appeals against Marking Decisions**

Please see Appendix A for further details of the school policy on Controlled Assessment on page 15 below.

### **Contingency Planning**

Contingency planning for potential disruption of exams is the responsibility of the Headteacher and Leadership Team in consultation with the Examinations Manager.

In the event of the absence/illness of the Examinations Manager, the Assistant Examinations Officer will cover examination responsibilities in the short term, following the Examinations Policy and the annual Examinations Schedule.

Contingency plans in the event of a fire/evacuation of the buildings may be found in the Fire Safety Policy - Appendix M (vii), p27.

The centre follows the JCQ guidance for emergencies (Instructions for Conducting Examinations: Emergencies, section 18 P39). Please see also The Fire Evacuation Procedure in Appendix C (page 18) and Contingency Planning – and Contingency Planning in Appendix D (pages 22 – 23).

### **Malpractice**

The Headteacher is responsible for investigating suspected malpractice in either external or internal assessments. Where a subject teacher suspects malpractice in an internal controlled assessment, this should be referred to the Subject Leader in the first instance and then to the Examinations Officer. After investigation, if appropriate, an internal school sanction may be applied. If an occurrence of malpractice is reported in an external exam or a controlled assessment by the exam board, this is a serious infringement of the JCQ regulations and may lead to a formal investigation by the head teacher and the imposition of sanctions by the exam board. Further details of this process may be found in the JCQ document, Suspected Malpractice in Examinations and Assessments: Policies and Procedures.

(See Appendix A for the Appeals Policy related to centre decisions relating to Malpractice).

### **Results (for External Exams)**

Candidates will receive individual result slips on results days, either in person, at the centre, by email or by post to their home addresses (candidates to provide self-addressed envelopes). If students are not able to pick up their results in person, the centre will only release the results to a named individual, authorised in advance in writing by the student. Anyone picking up results on behalf of a student will normally be expected to produce photographic identification before results are released to them. Results will not be communicated over the phone. Information about the arrangements for Results Day



and about the collection of results is circulated to students and teaching staff by the Examinations Manager in the Summer Term.

Arrangements for the centre to be open on results days are made by the Leadership Team in consultation with the Examinations Manager and the Site Services Manager.

The deployment of staff on results days is the responsibility of the Leadership Team.

### **Post-Results Enquiries**

The exam boards offer a number of post results services which have to be approved and processed through the school. It is the responsibility of the Examinations Manager to process post results queries.

An Enquiry about Results (EAR) is a review of marking which can be requested by centre staff or by candidates through the examinations manager if there are reasonable grounds for believing there has been an error in marking. The candidates' consent is required before any EAR is requested. If a result is queried, either the candidate or the subject leader will be charged for the cost of the enquiry, depending on who initiates the request. If the enquiry leads to an overall subject grade change, the re-take fee will be refunded (if it has already been paid).

An Access to Scripts service is available if needed. After the release of results, candidates may request 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. Priority Photocopies of exam scripts or originals are available for A Level exams within an Enquiry window which only lasts for a week after A Level results are issued, Original scripts only are available for GCSE exams. Either the candidate or the subject leader will be charged in advance for the cost of returned papers, depending on who initiates the request.

Re-marks cannot be requested once an original script has been returned to the centre.

There is no exam board service available for the re-marking of Controlled Assessments or Coursework and re-moderation of coursework can only be requested in exceptional circumstances.

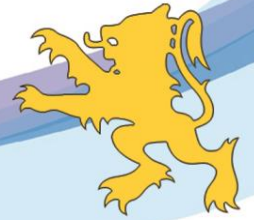
If teaching staff initiate a request to review the moderation of internally assessed components, this can only be done with the consent of all the students in the cohort whose marks will be affected by this review.

### **Certificates**

Certificates may be presented in person in awards ceremonies, collected and signed for by the student or posted by recorded delivery. Certificates will not be sent out with the normal mail. If certificates are posted by recorded/special delivery, students will be expected to pay in advance for the cost of this service. It is the responsibility of Leadership Team to notify students of the dates of Awards ceremonies and of alternative ways of obtaining their certificates.

Certificates can be collected on behalf of a candidate by third parties, provided they have been authorised to do so by the candidate in advance in writing.

The centre retains certificates for two years. If not collected by this time, certificates may either be returned to the examination board or destroyed securely.



### **Monitoring arrangements**

An annual report from the exams officer will be reported to the Leadership Team, this will include contributions from subject leaders to ensure a full picture is available.

### **Dates and reviews**

Policy introduced Sep 2010 and reviewed bi-annually.



## Appendix A

### CONTROLLED ASSESSMENTS

#### Introduction

GCSEs now have controlled assessments to replace the element of coursework in the assessment procedure. These will take place all in the majority of GCSE and GCE subjects. Controlled Assessment measures specific skills that may not necessarily be tested by external assessment.

Individual Subject leaders will need to plan for controlled assessment as part of the teaching and learning programme, but it is vital that we have an overall strategy for managing and supporting this process.

#### Principles:

Controlled assessment is split into three stages: task setting, task taking and task marking. For each, a level of control will be set, high, medium or low; each stage can have a different level of control and each subject will have its own set of controls.

All staff undertaking controlled assessments must be absolutely clear which parts of the CA require:

#### 1. Formal supervision (High level of control).

The candidate **must** be under direct supervision at all times. The use of resources by the candidate and his/her interaction with others will be directed by the awarding body; **in particular access to e-mail, the internet and mobile phones must not be permitted.** Normally only research folders or diaries will be permitted.

Examination conditions, the use of external invigilators and the displaying of the relevant JCQ Notices **are not** required. However, teachers **must** ensure that any display material in the teaching environment which might provide assistance is removed or covered.

It is not necessary for all candidates at a centre to write up controlled assessments at the same time. Centres may schedule a number of assessment sessions to accommodate cohort size and availability.

#### 2. Informal Supervision (Medium level of control).

Under informal supervision, the use of resources is not tightly prescribed and group work is normally permitted provided that any assessable outcomes can be attributed to individual candidates. Candidates **do not** need to be under direct supervision at all times. However, the centre **must** ensure that:

- all candidates participate in the assessment;
- plagiarism does not take place
- sources used by a candidate are clearly recorded;
- each candidate's preparation for the final production of the work is his/her own.

#### 3. Limited Supervision (Low level of control).

- the requirements are clearly specified by the awarding body and work may be completed without direct supervision. Research or data collection may take place outside of the classroom.



- This is the section of the assessment where pupils may work outside the centre. Staff should check whether pupils can bring in results in an electronic as well as written form.
- The teacher must inspect the pupils' research and be satisfied that it does not contain inappropriate material such as a plan or a model answer.
- Allocation of time for the research must follow the time indicated by the examination board.
- Teachers can offer limited guidance on research, such as the suitability of a chosen topic or where to find relevant information.
- Once the research time is over, the teacher must collect the research folders and keep them in a secure place.

Depending on the level of control defined within the specification, controlled assessments may take place:

- In normal timetabled lesson or other defined session under supervised conditions
- Entirely within Finham Park under supervision with controlled access to resources
- Outside Finham park and involve research with limited supervision

At least 40% of the assessment (which could include controlled assessment and external examinations) must be taken at the end of the course. This terminal rule defines the end of the course as the examination series in which the qualification is certified.

## Resits

It is possible for students to resit controlled assessment but currently this facility is not available at Finham Park due to time constraints and students usually cash in their units at the end of the second year of teaching. If cashing in is delayed the terminal rule will need to be adhered to and may result in students re-sitting units already achieved

## Procedures to be followed

The procedures adopted by departments need to ensure that:

- controlled assessments are suitably incorporated into schemes of work
- advance planning, from the beginning of GCSE teaching, to avoid missing deadlines and compromising students' achievement in the GCSE
- the relevant staff have all the necessary information from the awarding organisation concerning the assessment task and the controls which need to be applied to it
- additional arrangements for candidates with special educational needs are clearly set out
- contingency arrangements are made in the event that a planned assessment cannot take place for some or all of the candidates are in place
- internal standardisation of marking is carried out for all teachers involved in assessing an internally assessed component (see also below under "Internal Appeals Procedure").
- Candidates' work is kept in suitable storage
- the necessary data records are kept and submitted to the awarding organisation by the specified dates.





## **Absent Candidates**

- Candidates absent on the day of the assessment should be given appropriate time to catch up with their work, providing it is produced under the same level of control

## **Responsibilities**

### **Senior leadership team**

The senior leadership team has overall responsibility for ensuring that controlled assessments operate successfully. This involves:

- establishing a centre policy on controlled assessment
- assigning responsibilities to specific members of staff
- ensuring that all staff understand their roles and responsibilities
- dealing with issues that arise
- monitoring the operation of controlled assessment

### **Subject leaders**

Every subject Leader will need to:

- decide on timings of assessment to meet requirements of terminal assessment in consultation with the DH curriculum to avoid students overload
- arrange internal standardisation of marking by all teachers involved in assessing an internally assessed component
- ensure that all teachers understand their roles and responsibilities in controlled assessment and are familiar with the requirements of the GCSE specification
- ensure schemes of work incorporate controlled assessment appropriately
- consult with the special educational needs coordinator (SENCO) on additional arrangements, which might be needed for particular candidates
- make contingency arrangements for the event of absences by candidates or teacher
- arrange for secure storage of candidates' work.

### **Teachers**

Individual teachers will need to:

- decide how the controlled assessment should be incorporated into the scheme of work to provide a coherent sequence of learning and ensure students are well-prepared for the controlled assessment
- provide information as necessary to the subject department (on planning of teaching) and to the exams office (individual unit codes, planned dates of assessment)
- book facilities, resources and any specialist requirements needed for the controlled assessment
- obtain confidential materials and tasks set by the awarding organisation
- supervise assessments, applying the specified level of control, and ensuring authentication forms are signed by candidates and the supervising teacher
- store candidates' work securely.

### **Exams office staff**

Exams office staff will:

- liaise as necessary with the senior leadership team, subject departments and individual teachers
- enter students for individual units, including controlled assessment units and externally examined units
- be responsible, as necessary, for storage and transmission of information, data and confidential materials between awarding organisations and teachers.



### **Site staff and administrative staff**

Depending on the resources, involved site and administrative staff might have a significant role in:

- ensuring all necessary accommodation (rooms, workshops, studios, ICT suites) and facilities (equipment, laptops, apparatus, desks and chairs) are available and in place for controlled assessment tasks
- arranging any additional equipment or materials which will be needed for the controlled assessment task well in advance
- resolving any timetabling clashes for accommodation or facilities
- ensuring, in liaison as necessary with teachers and the exams office, that suitable secure storage exists for candidates' work.

### **Security**

Candidates' work for assessment must be stored securely within the centre.

- Work may be stored either by subject departments or the exams office. Secure storage is defined as a secure locked steel cabinet, a metal cabinet or similar cabinet.
- Work produced over several sessions, including, if appropriate, record folders/diaries must be collected at the end of each session and stored securely.
- Work produced electronically must be saved securely to ensure that it cannot be amended between sessions. Work stored on memory sticks should also be collected in at the end of each session.
- Where there is a practical need, secure storage may be defined as a classroom, a studio or a workshop which is locked from the end of one session to the start of the next. This alternative may be implemented on practical grounds given the nature of the assessment, the need to allow work to dry overnight, or the size or delicacy of some items of work.

It is permissible for teachers to take work home to mark, provided that they take sensible precautions regarding its security.

### **Internal appeals procedure**

Ofqual require centres to have a procedure in place which allows candidates to review centre assessed marks. Not only must centres share centre assessed marks with candidates, but candidates must also be given the opportunity to request a review of the centre's marking if they can identify issues in the application of the mark scheme, or the wider teaching and learning such as appropriate teacher knowledge, training, understanding and skill in centre assessed marking. Candidates may also base a review on weaknesses in the co-ordination and standardisation of marking.

Students should be informed of their centre-assessed mark so they may request a review of the centre's marking before marks are submitted to the relevant awarding body.

Students should be informed that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of their assessment. These materials must be made available to candidates in a prompt and accessible manner.



Students must be given sufficient time to review copies of materials and reach a decision over whether to request a review of marking. If a review is requested, this must be made in writing. Reviews must be completed, and candidates informed of the outcome in writing, prior to the awarding body's deadline.

The process for managing appeals against the marking of internal assessments is detailed in a separate appeals policy (see Appendix A). This is also available from the examinations office. Appeals against internal assessments must be made by the 31<sup>st</sup> March for the summer series.

It is the responsibility of Subject Leaders to ensure that all internal assessment sample work is ready for despatch at the correct time. The examinations officer will assist by keeping a record of each despatch, including the recipient details and the date and time sent. Marks for all internally assessed work and estimated grades are provided to the examinations office by the Subject Leaders. See Appeals Procedures from the Examinations Officer (Appendix B p16-17)

### **Sources of further information**

At the start of the academic year, all students taking controlled assessments (usually years 10,11,12 & 13) are given the JCQ document "Information for Candidates: GCSE and Principal Learning: Controlled Assessments". Further copies can be obtained from the Examinations Manager and is also available on the schools website.

Additional information regarding Controlled Assessments is kept with the Examinations Officer



## Appendix B: Internal Appeals Policy

The procedure should be followed by a candidate disagreeing with decisions made by a teacher about internally assessed examination work (e.g. coursework marks). If the disagreement cannot be resolved by discussion between the teacher and the candidate concerned, then the candidate may appeal to the examinations officer, who will put the agreed appeals process into action. This will be the final stage in the normal process of considering and resolving disputes. It is expected that it will only be used in exceptional circumstances.

The Examinations Officer is in overall charge of managing appeals relating to internal assessments.

If a student wishes to appeal about his/her internal assessment marks, then the following procedures should be followed:

- The appeal should be made in writing to the Examinations Officer, stating the details of the complaint and the reasons for the appeal.
- The appeal must be submitted before the end of the first week in May of the year in which the written examinations are taken although this deadline may be extended in exceptional circumstances in situations where the coursework marking and moderation schedule extends beyond this time.
- The teacher(s) concerned in marking assessing the work which is the subject of the appeal will be given a copy of the complaint and will respond in writing to the Examinations Officer; a copy of this will be given to the student.
- If the student is not happy with the written response they have received, he/she can then request a personal hearing before an appeals panel.
- The appeals panel will consist of the Examinations Officer and two of the following – the relevant College Leader; an Assistant or Deputy Head; a school governor – none of these should have dealt previously with the appeal.
- The request for a personal hearing should be made within two days of the receipt of the written reply to the initial appeal.
- The candidate will be given at least two days' notice of the hearing date.
- A breakdown of the marks will be given to the candidate in advance of the appeal.
- The candidate may bring a parent/guardian to the hearing.
- The teacher(s) involved will be present at the hearing.
- The Examinations Officer will convey the outcome of the appeal and the reasons for that outcome in writing to the candidate.
- The school will maintain a written record of all appeals.
- The school will inform the Awarding Body (Examination Board) of any change to an internally assessed mark as a result of an appeal.



FINHAM PARK SCHOOL

INTERNAL APPEALS APPLICATION

Please complete and return to the Examinations Officer, Finham Park School, Green Lane, Coventry, CV3 6EA

Candidates Full Name: \_\_\_\_\_

Subject: \_\_\_\_\_

Subject Teacher: \_\_\_\_\_

**Details of Appeal:**

**Reason for Appeal:**

If needed, please continue on additional page(s) and attach to this sheet.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_



**Appendix C:**

## **Emergency evacuation procedure for examinations**

The invigilator **must** take the following action in an emergency such as a fire alarm or a bomb alert.

- Stop the candidates from writing.
- Collect the attendance register (**in order to ensure all candidates are present**).
- Evacuate the examination room in line with the instructions given by the appropriate authority.
- Advise candidates to leave all question papers and scripts in the examination room.
- Candidates should leave the room in silence.
- Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination.
- Make a note of the time of the interruption and how long it lasted.
- Allow the candidates the full working time set for the examination.
- If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination.
- Make a full report of the incident and of the action taken, and send to the relevant awarding body.



## Appendix D:

### Contingency Planning

In consultation with the headteacher and Leadership Team, The Examinations Manager will:

1. Review the contingency plan well in advance of each exam series.
2. Ensure that copies of question papers are received and stored under secure conditions.

In the event of disruption, the Examinations Manager will:

1. Contact the relevant awarding organisation and follow its instructions.
2. Take advice, or follow instructions, from relevant local or national agencies in deciding whether the school or college is able to open.
3. Identify whether the exam can be sat at an alternative venue, in agreement with the relevant awarding organisation.
4. Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exams when planned.
5. Communicate with parents, carers and students regarding any changes to the exam timetable.
6. Advise students, where appropriate, to sit exams in the next available series.

After the exam, the Examinations Manager will:

1. Consider whether students may be eligible for special consideration.
2. Ensure that scripts are stored under secure conditions.
3. Return scripts to awarding organisations in line with their instructions and never make alternative arrangements for the transportation of completed exam scripts, unless told to do so by the awarding organisation.



## Reference Grid for Contingency Planning

Emergency	Possible Contingency
Serious injury to a pupil or member of staff (eg transport accident)	Apply for Special Consideration Contingency for absence of exams officer
Significant damage to school property (eg fire)	1. Fire Drill Procedures 2. Alternative Venue (Finham Park 2)
Criminal activity (eg bomb threat)	Silent Fire Drill Protocol (exam procedure as for Fire Drill)
Severe weather (eg flooding)	1. Alternative Venue (Finham Park 2) 2. Special Consideration 3. Consult Awarding Body
Public health incidents (eg flu pandemic)	1. Consult Awarding Body 2. Special Consideration
The effects of a disaster in the local community	1. Consult Awarding Body 2. Special Consideration

### Sources

<https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted>

[file:///C:/Users/jff/Downloads/Notice%20to%20Centres%20-%20exam%20contingency%20plan%20\(1\).pdf](file:///C:/Users/jff/Downloads/Notice%20to%20Centres%20-%20exam%20contingency%20plan%20(1).pdf)





## EXAMINATIONS POLICY

Written by R Jeffreys  
Reviewed:

July 2012  
July 2014  
July 2016  
November 2017  
November 2019  
November 2021

Next review date: November 2023

Approved by Governors:

Signed:

CHRIS BISHOP  
Headteacher

Date:

Signed:

PETER BURNS  
Chair of Governors

Date: