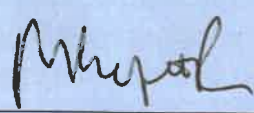# EXAMINATION POLICY

INCLUDING CONTINGENCY,

NON-EXAM ASSESSMENT & APPEALS

This policy was approved by the Local Governing Body on:	
The policy owner is:	Acle Academy
This policy will be reviewed by the Local Governing Body in: (unless earlier review is recommended by the Trust)	
Policy Version/date:	MARCH 2019
Signed by the Chair of the Local Governing Body:	*[signature]*
Ratified by the Board of Trustees	
Signed by the Chair of Trustee Board	

1. 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 Head of Centre, Director of Data (HHS), Vice Principal (Curriculum), Exams Officer and Governors.

2. Exam Responsibilities

Having overall responsibility for Acle Academy as an Exam Centre, **the Principal (as Head of Centre):**

- Advises on appeals and re-marks.
- Is responsible for ensuring that all suspicions or actual incidents of malpractice are reported. Refer to the Joint Committee for Qualifications (JCQ) document – 'Suspected malpractice in examinations and assessments'.

Exams Officer is responsible for:

Managing the administration of public and internal exams and:

- Advises the Senior Leadership Team, Heads of Faculty, Heads of Department, subject and class tutors and other relevant support staff on annual exam timetables and application procedures as set by the various awarding bodies.
- Oversees the production and distribution to staff, Governors and candidates of an annual calendar 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/Carers are informed of and understand those aspects of the exam timetable that will affect them.
- Consults with teaching staff to ensure that necessary coursework is completed on time and in accordance with JCQ guidelines.
- Provides and confirms detailed data on estimated entries where applicable.
- Receives checks and stores securely all exam papers and completed scripts in compliance with JCQ.
- Administers access arrangements and makes applications for special consideration using the JCQ publication 'Access arrangements, reasonable adjustments and special consideration 18/19'.

- Identifies and manages exam timetable clashes.
- Accounts for income and expenditures relating to all exam costs/charges.
- Line manages the lead invigilator in organising the recruitment, training and monitoring of a team of exam invigilators responsible for the conduct of exams.
- Submits candidates' coursework marks, tracks dispatch and stores returned coursework 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 Senior Leadership Team, any appeals/re-mark requests.
- Maintains systems and processes to support the timely entry of candidates for their exams.

Vice Principal (Curriculum) is responsible for:
- Organising teaching and learning.
- Managing external validation of courses followed at Key Stage 4.

Heads of Faculty/Department are responsible for:
- Providing guidance and pastoral oversight of candidates who are unsure about exam entries or amendments to entries.
- Involvement in post-results procedures.
- Ensuring accurate completion of coursework mark sheets and declaration sheets.
- Ensuring accurate completion of entry and all other mark sheets and adherence to deadlines as set out by the Exams Officer.
- Checking Faculty/Department specific examination information provided by the Exams Officer is accurate.

Teachers are responsible for:
- Notification of access arrangements/requirements (as soon as possible after the start of the course).
- Submission of candidates' names to Heads of Faculty / Department / School / Curriculum.

The Special Educational Needs Coordinator (SENDCO) is responsible for:
- Identification and testing of candidates to determine requirements for access arrangements.
- provision of additional support - with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, ICT equipment - to help candidates achieve their course aims.

Lead Invigilator/Invigilators are responsible for:
- Collection of exam papers and other material from the exams office before the start of the exam.
- Collection of all exam papers in the correct order at the end of the exam and their return to the exams office.

Candidates are responsible for:
- Confirmation and signing of entries.
- Understanding coursework regulations and signing a declaration that authenticates the coursework as their own.

3.   Qualifications
Qualifications offered:
The qualifications offered at this Centre are decided by the Head of Centre/Principal, Vice Principal (Curriculum), Heads of Faculty/Department/Subject and Senior Leadership Team.

The qualifications currently offered are GCSE, BTEC, CiDA, Cambridge Nationals and Level 1/2 awards.

The subjects offered for these qualifications in any academic year may be found in the Centre's published prospectus for that year. If there has been a change of syllabus from the previous year, the Exam's Officer must be informed by September of each year.

Informing the Exams Officer of changes to a syllabus is the responsibility of the Head of Faculty/Department.

Decisions on whether a candidate should be entered for a particular subject will be taken in consultation with the candidates, Parents/Carers, subject teachers and Vice Principal (Curriculum) as appropriate.

4.   Exam Series and Timetables
a,   Exam Seasons
Internal exams and assessments are scheduled in November, December and March.

External exams and assessments are scheduled in May/June.

YR11 PPE Exams are internal exams held under exam conditions.

The Head of Centre and Senior Leadership Team decide which exam series are used in the Centre.

b,   On-Demand Testing
Exams are not offered on an 'on-demand' basis.

c,   Timetable
Once confirmed, the Exams Officer will circulate the exam timetables for internal exams and External exams.

5.   Entries, Entry Details and Late Entries
Candidates are selected for their exam entries by the Vice Principal (Curriculum) and Heads of Faculty/Department.

Candidates or Parents/Carers can request a subject entry, change of level or withdrawal.

The Centre does not accept entries from external candidates.

The Centre does not act as an exam centre for other organisations.

Entry deadlines are circulated to Heads of Faculty via e-mail.

Late entries are authorised by the Vice Principal (Curriculum).

Retakes: Any retakes are decided by and dealt with by higher education
              establishments, i.e. a sixth form college.

6.   Exam Fees

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.

GCSE entry exam fees are paid by the Centre.

Late entry or amendment fees are paid by the Centre or Department depending on the circumstances.

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.

7.   Disability Discrimination Act

The Disability Discrimination Act 1995 (DDA), extended in 2005, and the Disability Equality Duty (DED), (2006) 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. Provision is now included within the Equality Act 2010. It is the responsibility of the Head of Centre, Exams Officer and all Exam Centre staff to ensure that the Centre meets the requirements of the DDA and Equality Act 2010.

a,   Access Arrangements

The SENDCO 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 SENDCO 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 SENDCO.

Making access arrangements for candidates to take exams is the responsibility of both the SENDCO and 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 SENDCO with the Exams Officer.

Invigilation and support for access arrangement candidates will be organised by the SENDCO with the Exams Officer.

8. Overseas Students

Acle Academy has no overseas students.

9. Contingency Planning

Contingency planning for exams administration is the responsibility of the Exams Officer.

Please see *Appendix A* – Examinations Contingency Plan.

10. Private candidates

Managing private candidates is the responsibility of the Exams Officer (if we were to accept private candidates).

11. Estimated Grades

Heads of Faculty are responsible for submitting estimated grades to the Exams Officer on request, if applicable.

12. Managing Invigilators

External staff will be used to invigilate examinations.

These Invigilators will be used for all external exams and internal exams where necessary. Recruitment of Invigilators is the responsibility of the Exams Officer.

Securing the necessary Enhanced Disclosure and Barring Service check (DBS) for new Invigilators is the responsibility of the Exams Officer working alongside the PA to Principal and Vice Principal.

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 Wensum Trust.

13. Malpractice

The Exams Officer is responsible for investigating any suspected malpractice.

14. 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.
Site Management is responsible for setting up the allocated rooms.

The Lead Invigilator will start all exams in accordance with JCQ guidelines.

Subject staff (at the discretion of the Exams Officer) 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.

In practical exams, subject teachers may 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 Heads of Faculty/Department at the end of the exam day.

A relevant subject teacher may be available to read out any subject-specific instructions and start the exam, if required (at the discretion of the Exams Officer).

15.   Candidates
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.

Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full exam time at the discretion of the Exams Officer or Lead Invigilator.

Candidates may only leave the exam room for a genuine purpose and are required to return immediately to the exam room. They must be accompanied by an invigilator at all times.

The Exams Officer, Vice Principal (Curriculum) and Director of Data (HHS) are responsible for handling late or absent candidates on exam day or subsequently.

16.   Clash Candidates
Where candidates have different exams timetabled at the same time the Exams Officer will be responsible as necessary for supervising escorts, identifying a secure venue and arranging overnight stays (where applicable).

17.   Special Consideration
Should a candidate be ill before an exam, suffer bereavement or other trauma, be taken ill during the exam itself or be otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the Centre, the Exams Officer, or the Exam Invigilator, to that effect.

The candidate must support any special consideration claim with appropriate evidence within three days of the exam, for example by providing 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.

18. Internal Assessments and Appeals

Note: 'Internal Assessment' replaces the largely discontinued term 'Coursework'

It is the duty of Heads of Faculty/Department to ensure that all internal assessment is ready for despatch at the correct time. The Exams 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 Exams Officer by the Heads of Faculty/Department.

Appeals against internal assessments must be made by the 31st May.

Please see *Appendix B* – Non Examination Assessment Policy for more details.

Appeals against Internal Assessments

The process for managing appeals against internal assessments is detailed in *Appendix C.*

19. Results, Enquiries about Results (EARs) and Access to Scripts (ATS)

a, Results

Candidates will receive individual result slips on results days, in person at the Centre. Results may be collected on behalf of a candidate by a third party, provided they have been authorised to do so. Evidence of this must be submitted in writing. Any results not collected will be posted home the same day.

Arrangements for the Centre to be open on results days are made by the Senior Leadership Team.

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

b, EARs

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 Exams Officer, teaching staff and Head of Centre 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/Carer'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.

c, ATS

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

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 a script has been returned.

20.   Certificates

Certificates will be presented in person to the candidate at the celebration of success evening in the autumn term.

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

Certificates will not be withheld from candidates who owe fees.

Certificates that are not collected are retained by the Centre. The Centre will write to the students and provide a further window for collection. In the event of failure to collect, the Centre will retain the certificates for up to one year. After this time, the Centre may confidentially destroy the certificates or return them to the Exam Board.

Appendix A - Exam Contingency Plan

Contents

Purpose of the plan

Causes of potential disruption to the exam process

1. Exam officer extended absence at key points in the exam process (cycle)
2. SENDCO extended absence at key points in the exam cycle
3. Teaching staff extended absence at key points in the exam cycle
4. Invigilators - lack of appropriately trained invigilators or invigilator absence
5. Exam rooms - lack of appropriate rooms or main venues unavailable at short notice
6. Failure of IT systems
7. Disruption of teaching time – centre closed for an extended period
8. Candidates unable to take examinations because of a crisis – Centre remains open
9. Centre unable to open as normal during the exams period
10. Disruption in the distribution of examination papers
11. Disruption to the transportation of completed examination scripts
12. Assessment evidence is not available to be marked
13. Centre unable to distribute results as normal
14. Disruption to Public Transport preventing students from reaching Exams Centre.
15. Examination Officer's duties in brief

Further guidance to inform and implement contingency planning

Ofqual

JCQ

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Useful Information

Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the management and administration of the exam process at Acle Academy. By outlining actions/procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on our exam process.

Alongside internal processes, this plan is informed by scenarios contained in the *Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland.*

This plan complies with JCQ general regulations (section 5) in that:

> The Centre agrees to *"have in place a written examination contingency plan/examinations policy which covers all aspects of examination administration. This will allow members of the Senior Leadership team to have a robust contingency plan in place, minimising risk to examination administration, should the Examinations Officer be absent at a crucial stage of the examination cycle;"*

Causes of potential disruption to the exam process

1. Exam officer extended absence at key points in the exam process (cycle)

Criteria for implementation of the plan

Key tasks required in the management and administration of the exam cycle not undertaken including:

- *Planning*
    - annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered
    - annual exams plan not produced identifying essential key tasks, key dates and deadlines
    - sufficient invigilators not recruited and trained
- *Entries*
    - awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff
    - candidates not being entered with awarding bodies for external exams/assessment
    - awarding body entry deadlines missed or late or other penalty fees being incurred
- *Pre-exams*
    - exam timetabling, rooming allocation; and invigilation schedules not prepared

- candidates not briefed on exam timetables and awarding body information for candidates
- exam/assessment materials and candidates' work not stored under required secure conditions
- internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators

- *Exam time*
  - exams/assessments not taken under the conditions prescribed by awarding bodies
  - required reports/requests not submitted to awarding bodies during exam/assessment periods e.g. very late arrival, suspected malpractice, special consideration
  - candidates' scripts not dispatched as required to awarding bodies
- *Results and post-results*
  - access to examination results affecting the distribution of results to candidates
  - the facilitation of the post-results services

Centre actions:

- A member of the Admin Team who is trained as an Exams Assistant/Lead Invigilator who is trained as an Exams Assistant can be called to take over.
- Alternatively, the exams officer of another school in the Wensum Trust can be requested to provide assistance.

- The SLT should nominate a 'Deputy' to cover a role or task.
- Consideration should be given to 'Work Shadowing'.

- All procedures should be documented. There are products available via:
- The Key Tasks section of The Exams Office website.
- The Examinations Administration section of the DFE website.
- Examination Board helplines.
- The Exams Office section of the Joint Council for Qualifications website.

2. SENDCO extended absence at key points in the exam cycle

Criteria for implementation of the plan

Key tasks required in the management and administration of the access arrangements process within the exam cycle not undertaken including:

- *Planning*
  - candidates not tested/assessed to identify potential access arrangement requirements
  - evidence of need and evidence to support normal way of working not collated
- *Pre-exams*

- approval for access arrangements not applied for to the awarding body
- modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
- staff providing support to access arrangement candidates not allocated and trained

- *Exam time*
  - access arrangement candidate support not arranged for exam rooms

Centre actions:

- Request SENDCO assistant to take over until SENDCO returns.
- SENDCO assistant to identify any candidates not yet approved by Awarding Bodies and complete.
- Examinations Officer to identify any shortfalls in Invigilation requirements and ensure that gaps are filled.
- Once gaps are filled, Examinations Officer to arrange suitable rooms and SENDCO assistant to provide training.

3. Teaching staff extended absence at key points in the exam cycle

Criteria for implementation of the plan

Key tasks not undertaken including:

- *Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received*
- *Final entry information not provided to the exams officer on time; resulting in:*
  - *candidates not being entered for exams/assessments or being entered late*
  - *late or other penalty fees being charged by awarding bodies*
- *Internal assessment marks and candidates' work not provided to meet submission deadlines*

Centre actions:

- Subject Head of Department or SLT member to provide Examinations Officer with details of Estimated/Final entries.
- Subject Head of Department or SLT member to ensure Examinations Officer is provided with Estimated Grades/Coursework Marks and that Coursework samples are transmitted to Moderators.

4. Invigilators - lack of appropriately trained invigilators or invigilator absence

Criteria for implementation of the plan

- *Failure to recruit and train sufficient invigilators to conduct exams*
- *Invigilator shortage on peak exam days*
- *Invigilator absence on the day of an exam*

Centre actions:

- Examinations Officer to maintain a panel of suitable Invigilators which can be called upon in the event of a shortfall.
- Conduct a review of available invigilators and their availability for the next exams series.

- Use provisional timetable and estimated entry information to determine invigilator numbers required.
- Identify where invigilators may be short.
- Request permission to recruit additional invigilators.
- SLT member responsible for Cover to provide additional Invigilator resource in the event of a shortfall at short notice.
- Staff agencies to be contacted if none of the above is successful.

5. Exam rooms - lack of appropriate rooms or main venues unavailable at short notice

Criteria for implementation of the plan

- *Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning*
- *Insufficient rooms available on peak exam days*
- *Main exam venues unavailable due to an unexpected incident at exam time*

Centre actions:

- Identify, working with responsible SLT member, a short-list of suitable rooms including reserves.
- Move pupils from normal classrooms for the duration of the examinations.
- Plan alternative accommodation for the duration of the incident.

6. Failure of IT systems

Criteria for implementation of the plan

- *MIS system failure at final entry deadline*
- *MIS system failure during exams preparation*
- *MIS system failure at results release time*

Centre actions:

- Awarding bodies to be informed of the situation and an extension to the deadline should be requested.
- MIS contractor and ICT team on standby to repair damage quickly.
- Special Consideration can be applied for in the event of a serious disruption.
- Results can be obtained at an alternative site.

7. Disruption of teaching time – centre closed for an extended period

Criteria for implementation of the plan

- Centre closed or candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning

The Centre to communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this. [Joint Contingency Plan (JCP) scenario 1]

Centre actions:

- Centre to liaise with the JCQ, Exam boards and other local centres to find suitable alternative venues.
- Centre to communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this.

8. Candidates unable to take examinations because of a crisis – centre remains open

Criteria for implementation of the plan

- Candidates are unable to attend the 'Examination Centre' to take examinations as normal

The Centre to communicate with relevant awarding organisations at the outset to make them aware of the issue. The centre to communicate with parents, carers and candidates regarding solutions to the issue. [JCP scenario 2]

Centre actions:

- Centre to liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding organisations
- Centres to offer candidates an opportunity to sit any examinations missed at the next available series
- Centres to apply to awarding organisations for special consideration for candidates where they have met the minimum requirements. Candidates are only eligible for special consideration if they have a medical certificate or have been advised by their centre not to attend an examination.
- If a candidate chooses not to sit an examination they should be aware that special consideration rules will not apply.
- JCQ guidance on special consideration can be accessed through the JCQ website

9. Centre unable to open as normal during the exams period

Criteria for implementation of the plan

- Centre unable to open as normal for scheduled examinations

A Centre which is unable to open as normal for examinations must inform each awarding organisation with which examinations are due to be taken as soon as is possible. [JCP scenario 5]

Centre actions:

- It remains the responsibility of Centres to prepare students, as usual, for examinations.
- In the event that the Head of Centre decides the Centre cannot be opened for scheduled examinations, the relevant awarding body must be informed as soon as possible.
- Awarding bodies will be able to offer advice regarding the alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take scheduled examinations.
- The Centres to open for examinations and examination candidates only, if possible
- Alternative Centres should be considered in the event that candidates cannot come to school.
- Centres may advise candidates to sit examinations in an alternative series.
- Special Consideration can be used where candidates are unable to achieve a result due to one of the above factors.
- An exam result can be generated by the awarding body, based on factors such as a child's performance on other assessments in the same subject.

10. Disruption in the distribution of examination papers

Criteria for implementation of the plan

- Disruption to the distribution of examination papers to the Centre in advance of examinations

The Centre to communicate with awarding organisations to organise alternative delivery of papers. [JCP scenario 3]

Centre actions:

- Awarding organisations to provide Centres with electronic access to examination papers via a secure external network.
- Awarding organisations may be able to fax examination papers to Centres if electronic transfer is not possible.
- The Examinations Officer would need to ensure that copies are received, made and stored under secure conditions
- Source alternative couriers for delivery of hardcopies.

11. Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts

The Centre to communicate with relevant awarding organisations at the outset to resolve the issue. [JCP scenario 4]

- In the first instance centres to seek advice from awarding organisations and normal collection agency regarding collection. Centres are not to make their own arrangements for transportation without approval from awarding organisations.
- Centre to ensure secure storage of completed examination papers until collection.

12. Assessment evidence is not available to be marked

Criteria for implementation of the plan

- Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked

It is the responsibility of the Head of Centre to communicate this immediately to the relevant awarding organisation(s) and subsequently to students and their parents or carers. [JCP scenario 6]

Centre actions:

- Awarding organisations to generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the awarding organisations.
- Candidates to retake affected assessment at subsequent assessment window.

13. Centre unable to distribute results as normal

Criteria for implementation of the plan

- Centre is unable to access or manage the distribution of results to candidates, or to facilitate post-results services

Centre to contact awarding organisations about alternative options. [JCP scenario 11]

Centre actions:

- Centre to make arrangements to access its results at an alternative site.
- Centre to make arrangements to coordinate access to post result services from an alternative site.
- Centre to share facilities with other centres if this is possible.

Causes 7-13 – all scenarios, criteria and specific communications have been taken directly from the *Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland.*

14. Disruption to Public Transport preventing students from reaching Exams Centre.

Criteria for implementation of the plan

- Candidates unable to take examinations due to planned lack of public transport.
- Candidates unable to take examinations due to sudden disruption to public transport.
- Candidates arrive late due to public transport problems.

Centre actions:

- Monitor news agencies on a regular basis to identify any potential transportation difficulties.
- Centre to arrange own bus facilities to transport candidates to centre.
- Centre to liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding organisations.
- Centre to offer candidates an opportunity to sit any examinations missed at the next available series.
- Centre to apply to awarding organisations for special consideration for candidates where they have met the minimum requirements.
- Latecomers to be permitted to take their examinations providing they are within the JCQ regulations.

15. Examination Officer's duties in brief.

NB: Lead Invigilator is trained and has been used for 'Contingency' during 2017-2018 season.

Vice Principal/Progress & Achievement/Examination Officer's Line Manager has access to the secured areas of the exam board's website.

Principal/ Head of Centre & Examination Officer are the only two key holders to the secure storage unit.

September

- Enquiries about results (EAR's) – requested by staff and students
- Copy of scripts – requested by staff and students
- Moderator Reports – download from Exam Boards website - give copies to SLT (Senior Leadership) members who line manage HOF's (Heads of Faculty) and give copy to HOF's
- Update examination notice board with new year 11 leavers candidate numbers and exam results
- SIMS – Create new seasons - bring internal candidates in for Yr10 & Yr11 – check for any missing candidate numbers/UCI's and allocate – tidy Yr11 leavers exam numbers – link subjects within Sims (check exam syllabi) – update access arrangement students records
- DBS renewal for invigilators – check last exam days – invite in within the three month period

- Access arrangements in liaison with SeND Department – send email to staff with new list for current academic year
- Estimated entries/intention to enter
- Syllabi check – liaise with HOF's/HOD's
- DiDA/CiDA registrations (if applicable)
- Finance Qualification registrations
- Requests to staff for Year 11 PPE's
- Update examination room ring binders and statutory notices (new JCQ info, change candidate numbers:/picture ID's etc)
- Email staff new academic year PPE & GCSE Exam dates
- Issue all JCQ information to SLT and all relevant staff
- Remove & replace JCQ doc's on exams tab of website (Candidate info re: exams/NEA etc) –
- Email all staff New Yr11 Leavers Candidate Numbers
- Download Base Data for BTEC Registrations
- Create Mark Sheets for BTEC
- Inform staff to make BTEC entries
- October
- Make entries for BTEC registration
- Collate certificates ready for awards presentation evening – check EAR students, are their certificates correct?
- Create Yr11 PPE (mocks) Timetable (distribute & display & online)
- Seat plans for PPE's on SIMS
- Sent out invite for Invigilator refresher training/Summer Results de-brief
- Invites to Invigilators for PPE's
- November
- Hold Invigilator Refresher Training
- Conduct Yr11 PPE's
- Conduct Art Mock
- Download base data for June series
- Yr11 Re-union/certificate presentation evening
- Create result marks sheets on Sims for Yr11 PPE's
- Requests to staff for 2nd round of Yr11 PPE's
- Create 2nd round Yr11 PPE Timetable (display & distribute)

- <u>December</u>
- Prepare mark sheets for entries on SIMS for HOF's/HOD's for June series
- Email instructions to HOF's/HOD's regarding entries/deadlines
- Print PPE Result Sheets for students
- PPE Result Day – hand out results
- <u>January</u>
- Make GCSE exam entries
- Print provisional Timetables or Statement of Entry and distribute to students via registers
- Create seat plans/student timetables for 2nd round of PPE's
- Invigilator invites for access students for PPE's
- <u>February</u>
- Board entry deadline 21st February – be aware this is usually during the half term break so ensure entries are sent off before deadline
- Conduct 2nd round of Yr11 PPE's
- Late fee deadline usually on or around 22nd Feb – Amendment fee deadline/High late fee usually on or around 22nd April
- Produce and circulate Acle GCSE timetable
- <u>March</u>
- Contact invigilators about summer invigilation
- Reminder letter to parents re: access arrangements/own arrangements for getting home if have extra time
- Seat Plans for Summer season (after PPE's in case of any amendments)
- On-going adjustments to entries
- Training for invigilators/safeguard updates – new staff inductions?
- <u>April</u>
- Issue GCSE students with actual timetables
- AQA, Edexcel, WJEC, OCR Cambridge Nationals, Finance – E-subs
- Check off exam papers as they come in against lists of exam entries
- Print off lists for kitchen - free breakfasts to Yr11 students during June series
- Email Exam TT to Grass Cutters
- Prepare trays for all exam rooms
- Prepare posters/rooms for GCSE's June series

- Breakfast Club letter & tokens
- May/June
- Conduct GCSE exams
- End of Year Tests (after GCSE's finish)
- July
- Strip down all exam rooms
- Tidy office and put everything back in
- Ensure all applications for consideration are processed
- Thank you letters to invigilators
- Organise Invigilator night out
- Issue Results Day Letter & put on website
- Email staff to advise of Results Day and Time (do Monday after GCSE's finish)
- Prepare for results days – information for envelopes (Ear's/Principal letter/college info leaflets)
- Display GCSE Results Day letter, EAR's and forms on exams tab of website
- Remove GCSE timetables off website
- Amend dates on website to show Yr11 PPE's & GCSE start and end dates for new academic year
- Put note from exams office in last high notes regarding results day
- Send email to staff regarding exam syllabi for new academic year
- Prepare Ear's folder/Grade Boundaries info ready for results day
- Prepare Exam Results folder
- August
- Pre-release of results to Centre – download into SIMS
- Print student record sheets and stuff envelopes ready for collection following day
- Results Day – students receiving results from 9am-1pm
- Un-collected Yr11 leaver results will be posted 1st class post

Further guidance to inform and implement contingency planning

Ofqual

Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland
https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/joint-contingency-plan-in-the-event-of-widespread-disruption-to-the-examination-system-in-england-wales-and-northern-ireland

JCQ

General regulations

http://www.jcq.org.uk/exams-office/general-regulations

Guidance on *alternative site arrangements*

http://www.jcq.org.uk/exams-office/forms

Instructions for conducting examinations

http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations

A guide to the special consideration process

http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance

GOV.UK

Emergencies and severe weather: schools and early year's settings
https://www.gov.uk/emergencies-and-severe-weather-schools-and-early-years-settings

Teaching time lost due to severe weather conditions
https://www.gov.uk/government/publications/teaching-time-lost-due-to-severe-weather-conditions/teaching-time-lost-due-to-severe-weather-conditions

Dispatch of exam scripts guide: Ensuring the service runs smoothly; Contingency planning
https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service/dispatch-of-exam-scripts-guide

Useful Information

AQA http://www.aqa.org.uk/

JCQ http://www.jcq.org.uk/homepage.cfm

CCEA http://www.rewardinglearning.org.uk/

Ofqual http://www.ofqual.gov.uk/

City & Guilds http://www.cityandguilds.com/ukhome.html

DfE http://www.education.gov.uk/

Edexcel http://www.edexcel.com/Pages/home.aspx

DfE – Exams Delivery Support
http://www.education.gov.uk/schools/teachingandlearning/qualifications/examsadmin

EDI http://www.ediplc.com/

DENI http://www.deni.gov.uk/

ICAAE http://www.icaa.com/

UCAS http://www.ucas.ac.uk/

OCR http://www.ocr.org.uk/

Welsh Government http://wales.gov.uk/topics/educationandskills/?lang=en

VTCT http://www.vtct.org.uk/

WJEC http://www.wjec.co.uk/

JCQ access arrangements, reasonable adjustments and special consideration Examinations
Contingency Plan 2014/15 http://www.jcq.org.uk/exams_office/access_arrangements/

JCQ instructions for conducting examinations
http://www.jcq.org.uk/exams_office/instructions_for_conducting_examinatio ns/

DfE guidance on dealing with disruption to teaching and learning
http://www.education.gov.uk/schools/adminandfinance/emergencyplanning/a0069425/ad
vice-on-severe-weather

Appendix B - Non-examination assessment policy

Contents

What does this policy affect?

This policy affects the delivery of subjects of reformed GCE and GCSE qualifications which contain a component(s) of non-examination assessment.

> *"The regulator's definition of an examination is very narrow and in effect 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). 'NEA' therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'."*

[Definition taken directly from the JCQ publication *Instructions for conducting non-examination assessments– Foreword, page 3*]

This publication is further referred to in this policy as NEA

Purpose of the policy

The purpose of this policy, as defined by JCQ, is to

- *cover procedures for planning and managing non-examination assessments*
- *define staff roles and responsibilities with respect to non-examination assessments*
- *manage risks associated with non-examination assessments*

[*NEA – The basic principles, page 4*]

What are non-examination assessments?

"Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers.

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."*

[*NEA – The basic principles, page 4*]

Procedures for planning and managing non-examination assessments identifying staff roles and responsibilities

The basic principles

Head of Centre/Principal
- Ensures that the Centre's *non-examination assessment policy* is fit for purpose
- Ensures the Centre's *internal appeals procedures* clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against internally assessed marks

Senior Leaders
- Ensure the correct conduct of non-examination assessments which comply with NEA and awarding body subject-specific instructions
- Ensure the Centre-wide calendar records assessment schedules by the start of the academic year

Quality assurance (QA) lead/Lead Internal Verifier
- Confirms with subject heads that appropriate awarding body forms and templates for non-examination assessments are used by teachers and candidates
- Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria
- Ensures appropriate Centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers
- Ensures appropriate Centre-devised templates are provided to capture/record relevant information is received and understood by candidates
- Where not provided by the awarding body, ensures a Centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.

Subject Head of Faculty/Head of Department
- Ensures subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensures NEA and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments
- Works with the QA lead/Lead internal verifier to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers

Subject Teacher
- Understands and complies with the general instructions as detailed in NEA
- Where these may also be provided by the awarding body, understands and complies with the awarding body's specification for conducting non-examination assessments,

including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Marks internally assessed work to the criteria provided by the awarding body
- Ensures the exams officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code or is made as a separate unit entry code) to the internal deadline for entries

Exams Officer
- Carries out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment

Task setting

Subject Teacher
- Selects tasks from a choice provided by the awarding body OR designs tasks where this is permitted by criteria set out within the subject specification
- Makes candidates aware of the criteria used to assess their work

Issuing of tasks

Subject Teacher
- Determines when set tasks are issued by the awarding body
- Identifies date(s) when tasks should be taken by candidates
- Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times
- Ensures requirements for legacy specification tasks and new specification tasks are distinguished between

Task taking

Supervision

Subject Teacher
- Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensures there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensures there is sufficient supervision to ensure the work a candidate submits is their own
- Where candidates may work in groups, keeps a record of each candidate's contribution

- Ensures candidates are aware of the JCQ documents *Information for candidates - non-examination assessments* and *Information for candidates - Social Media*
- Ensures candidates understand and comply with the regulations in relevant JCQ documents *Information for candidates*

Advice and feedback

Subject Teacher
- As relevant to the subject/component, advises candidates on relevant aspects before candidates begin working on a task
- When reviewing candidates' work, unless prohibited by the specification, provides oral and written advice at a general level to candidates
- Allow candidates to revise and re-draft work after advice has been given at a general level
- Records any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner
- Ensures when work has been assessed, candidates are not allowed to revise it

Resources

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

Word and time limits

Subject Teacher
- Refers to the awarding body's specification to determine where word and time limits apply/are mandatory

Collaboration and group work

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

Authentication procedures

Subject Teacher
- Where required by the awarding body's specification
  - ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work
  - signs the teacher declaration of authentication confirming the requirements have been met
- Keeps signed candidate declarations on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in NEA and informs the exams officer

Presentation of work

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

Keeping materials secure

Subject Teacher
- When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session)

- When work is submitted by candidates for final assessment, ensures work is securely stored
- Follows secure storage instructions as defined in NEA 4.8
- Takes sensible precautions when work is taken home for marking
- Stores internally assessed work, including the sample returned after awarding body moderation, securely until the closing date for enquiries about results or until the outcome of an enquiry or any subsequent appeal has been conveyed to the Centre
- Reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means
- Liaises with the IT Manager to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

Network Manager
- Ensures appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

Task marking – externally assessed components

Conduct of externally assessed work

Subject Teacher
- Liaises with the exams officer regarding arrangements for the conduct of any externally assessed non-examination component of a specification
- Liaises with the Visiting Examiner where this may be applicable to any externally assessed component

Exams Officer
- Arranges timetabling, rooming and invigilation where this is applicable to any externally assessed non-examination component of a specification
- Conducts the externally assessed component within the window specified by the awarding body
- Conducts the externally assessed component according to the JCQ publication *Instructions for conducting examinations*

Submission of work

Subject Teacher
- Provides the attendance register to a Visiting Examiner

Exams Officer

- Provides the attendance register to the subject teacher where the component may be assessed by a Visiting Examiner
- Ensures the awarding body's attendance register for any externally assessed component is completed correctly to show candidates who are present and any who may be absent
- Where candidates' work must be despatched to an awarding body's examiner, ensures the completed attendance register accompanies the work
- Keeps a copy of the attendance register until after the deadline for enquiries about results for the exam series
- Packages the work as required by the awarding body and attaches the examiner address label
- Despatches the work to the awarding body's instructions by the required deadline

Task marking – internally assessed components

Marking and annotation

Subject Teacher

- Marks candidates' work in accordance with the marking criteria provided by the awarding body
- Annotates candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria
- Informs candidates of their marks which could be subject to change by the awarding body moderation process
- Ensures candidates are informed in a timely manner to enable an internal appeal to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

Internal standardisation

Quality Assurance (QA) Lead/Lead Internal Verifier

- Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence

Subject Teacher

- Indicates on work (or cover sheet) the date of marking
- Marks to common standards

Consortium arrangements

Subject Head/Lead
- Ensures a consortium co-ordinator is nominated(where this may be required as the consortium lead)
- Liaises with the exams officer to ensure form JCQ/CCA is submitted to the awarding body for each exam series affected
- Ensures procedures for internal standardisation as a consortium are followed

Subject Teacher
- Provides marks to the exams officer to the internal deadline
- Provides the moderation sample to the exams officer to the internal deadline

Exams Officer
- Arranges completion of form JCQ/CCA *Centre consortium arrangements for centre - assessed work*
- Submits form JCQ/CCA to the deadline for each exam series affected
- Submits marks to the awarding body deadline
- Where relevant, liaises with other consortium exams officers to arrange despatch of a single moderation sample to the awarding body deadline
- Where relevant (as the consortium lead), retains all candidates' work in the consortium until after the deadline for enquiries about results for the exam series

Submission of marks and work for moderation

Subject Teacher
- Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks awarded to the external deadline/Provides marks to the exams officer to the internal deadline
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted/Provides the moderation sample to the exams officer to the internal deadline
- Ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required

Exams Officer
- Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks submitted to the external deadline/confirms with subject teachers that marks have been submitted to the awarding body deadline

- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted/confirms with subject teacher that the moderation sample has been submitted to the awarding body deadline
- Ensures that for postal moderation
  - work is dispatched in packaging provided by the awarding body
  - moderator label(s) provided by the awarding body are affixed to the packaging
  - proof of dispatch is obtained and kept on file until the successful issue of final results
- Through the subject teacher, ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required

Storage and retention of work after submission of marks

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

Exams Officer
- Ensures any sample returned after moderation is logged and returned to the subject teacher for secure storage and required retention

External moderation - feedback

Subject Head/Lead
- Checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next examination series

Exams Officer
- Accesses or signposts moderator reports to relevant staff
- Takes remedial action, if necessary, where feedback may relate to centre administration

Access arrangements

Subject Teacher
- Works with the SENDCO to ensure any access arrangements for eligible candidates are applied to assessments

Special Educational Needs Coordinator (SENDCO)
- Follows the regulations and guidance in the JCQ publication *Access Arrangements and Reasonable Adjustments*
- Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, will ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
- Makes subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments
- Works with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
- Ensures that staff acting as an access arrangement facilitator are fully trained in their role

Special consideration

Subject Teacher
- Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate
    - is absent
    - produces a reduced quantity of work
    - work has been lost
- Liaises with the exams officer when special consideration may need to be applied for a candidate taking assessments

Exams Officer
- Refers to/directs relevant staff to the JCQ publication *A guide to the special consideration process*
- Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale

- Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale
- Keeps required evidence on file to support the application

Malpractice

Head of Centre/Principal
- Understands the responsibility to report to the relevant awarding body any suspected cases of malpractice involving candidates, teachers, invigilators or other administrative staff
- Is familiar with the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*

Subject Teacher
- Is aware of the JCQ *Notice to Centres - Teachers sharing assessment material and candidates' work*
- Ensures candidates understand the JCQ document *Information for candidates - non-examination assessments*
- Ensures candidates understand the JCQ document *Information for candidates - Social Media*

Exams Officer
- Signposts the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* to the head of centre
- Signposts the JCQ *Notice to Centres - Teachers sharing assessment material and candidates' work* to subject heads
- Signposts candidates to the relevant JCQ information for candidates documents
- Where required, supports the head of centre in investigating and reporting incidents of suspected malpractice

Enquiries about results

Head of Centre/Principal
- Ensures the centre's *internal appeals procedures* clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against a centre decision not to support an enquiry about results request or not supporting an appeal following the outcome of an enquiry about results

Subject Head of Faculty/Head of Department
- Provides relevant support to subject teachers making decisions about enquiries about results

Subject Teacher

- Provides advice and guidance to candidates on their results and the post-results services available
- Provides the exams officer with the original sample or relevant sample of candidates' work that may be required for an enquiry about results to the internal deadline
- Supports the exams officer in collecting candidate consent where required

Exams Officer

- Is aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments as detailed in the JCQ publication *Post Results Services, Information and guidance for centres*
- Provides/signposts relevant centre staff and candidates to post-results services information
- Ensures any requests for post-results services that are available to non-examination assessments are submitted online via the awarding body secure extranet site to deadline
- Collects candidate consent where required

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

Head of Centre/Principal

- Provides a signed declaration as part of the National Centre Number Register Annual Update, that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the prescribed practical activities

Subject Head of Faculty/Head of Department

- Confirms understanding of the *Practical Skills Endorsement for the A Level Sciences designed for use in England*
- Ensures a response is provided to JCQ indicating which awarding body the centre intends to use for its entries in A level Biology, Chemistry and Physics (in Autumn 2016)
- Undertakes training provided by the awarding body on the implementation of the practical endorsement
- Disseminates information to subject teachers ensuring the standards can be applied appropriately
- Liaises with all relevant parties in relation to arrangements for and conduct of the monitoring visit

Subject Teacher

- Ensures all the requirements in relation to the endorsement are known and understood

- Ensures the required arrangements for practical activities are in place
- Provides all the required centre records
- Ensures candidates provide the required records
- Provides any required information to the subject lead regarding the monitoring visit
- Assesses candidates using Common Practical Assessment Criteria (CPAC)
- Applies for an exemption where a candidate cannot access the practical endorsement due to a substantial impairment
- Follows the awarding body's instructions for the submission of candidates *Pass* or *Not Classified* assessment outcome

Exams Officer

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

Spoken Language Endorsement for GCSE English Language specifications designed for use in England

Head of Centre/Principal

- Provides a signed declaration as part of the National Centre Number Register Annual Update, that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the Spoken Language endorsement

Quality Assurance (QA) Lead/Lead Internal Verifier

- Ensures the appropriate arrangements are in place for internal standardisation of assessments

Subject Head of Faculty/Head of Department

- Confirms understanding of the *Spoken Language Endorsement for GCSE English Language specifications designed for use in England*
- Ensures the required task setting and task taking instructions are followed by subject teachers
- Ensures subject teachers assess candidates, either live or from recordings, using the common assessment criteria
- Ensures for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided

Subject Teacher

- Ensures all the requirements in relation to the endorsement are known and understood
- Follows the required task setting and task taking instructions
- Assesses candidates, either live or from recordings, using the common assessment criteria

- Provides audio-visual recordings of the presentations of a sample of candidates for monitoring purposes
- Follows the awarding body's instructions for the submission of grades (*Pass, Merit, Distinction* or *Not Classified*) and the storage and submission of recordings

Exams Officer
- Follows the awarding body's instructions for the submission of grades and the storage and submission of recordings

Appendix C - Appeals Against Internally Assessed Marks
(GCSE controlled assessments and GCE coursework units)

Acle Academy is committed to ensuring that whenever its staff mark candidates' controlled assessment/coursework this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Acle Academy is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

If a candidate believes that this may not have happened in relation to his/her work, he/she may make use of this appeals procedure.

N.B: an appeal may only be made against the assessment process and not against the mark submitted to the awarding body.

1. Appeals should be made as early as possible, and no later than two weeks before the last timetabled examination in the series (e.g. the last GCSE written paper in the June GCSE examination series).
2. Appeals **must** be made in writing by the candidate's parent/carer to the Examinations Officer.
3. The Head of Centre will appoint a senior member of staff, i.e. a Vice Principal or an Assistant Principal, to conduct the investigation. The senior member of staff will not have had any involvement in the internal assessment process for that subject.
4. The purpose of the appeal will be to decide whether the process used for internal assessment conformed to the awarding body's specification and subject specific associated documents.
5. The appellant will be informed in writing of the outcome of the appeal, including any relevant correspondence with the awarding body, and any changes made to internal assessment procedures.
6. The outcome of the appeal will be made known to the Head of Centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the appeal bring any irregularity in procedures to light, the awarding body will be informed.

After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between Centres. The moderation process may lead to mark changes. This process is outside the control of Acle Academy and is not covered by this procedure.