



## Examinations Policy

### Key staff involved with the creation of this policy

Role/Position	Names
Head of Centre	Tim Marston
Deputy Headteacher	Stuart Hinds
SLT Member with responsibility for Exams	Rachel Wright
Examinations Manager	Tania Taylor

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Centre No: 25327

Date Reviewed: October 2020

Approved by:

A handwritten signature in blue ink, appearing to be 'T. Marston', is written over a faint circular stamp.

(Head of Centre)

# Public Examinations Policy

## Introduction and aims

The Roundhill Academy is committed to ensuring that exams are managed and administered effectively.

The aim of this policy is to ensure:

The planning and management of exams is conducted in the best interest of all candidates.

Our systems of exams administration is efficient and clear, and staff and students understand what is required and expected of them.

We comply fully with the requirements and guidance set out by the Joint Council for Qualifications (JCQ) and awarding bodies.

## Roles and responsibilities

### Head of Centre

The Head of Centre:

- Has overall responsibility for The Roundhill Academy as an exams centre, ensuring compliance with all JCQ and awarding bodies rules and regulations.
- Is responsible for ensuring that all suspected or actual incidents of malpractice are reported, in line with the JCQ guidance on suspected malpractice.
- Has responsibility for ensuring that all key staff (including Senior Leaders, the Examinations Manager and SENCO) are appointed and fully trained to fulfil the requirements of the examinations process.

### The Examinations Manager

The Examinations Manager is responsible for the administration of exams. They:

- Manage the administration of all centre examinations (internal and external)
- Advise the senior leadership team (SLT), subject and class tutors, and other relevant support staff on annual exams timetables and procedures as set by awarding bodies
- Ensure that candidates and their parents are informed of, and understand, aspects of the exams timetable that will affect them
- Provide and confirm detailed data on estimated entries
- Maintain systems and processes to support the timely entry of candidates for their exams
- Receive, check and securely store all exam papers and completed scripts, and ensure that scripts are dispatched as per the guidelines (maintaining the integrity and confidentiality of all exam materials)
- Administer access arrangements and make applications for special consideration following the regulations in the JCQ guidance on the special consideration process Identify and manage exam timetable clashes
- Line manage the invigilation team organising the recruitment, training, and monitoring of a team of exams invigilators responsible for the conduct of exams
- Works with the SENCo to ensure invigilators supervising access arrangement candidates and those acting as a facilitator supporting access arrangement candidates fully understand their respective role
- Ensure candidates' coursework/NEA marks are submitted correctly and on schedule, along with any other material required by the awarding bodies
- Track, dispatch and store returned coursework/controlled assessments
- Arrange for dissemination of exam results and certificates to candidates, and any post-results service requests

- Report all suspected or actual incidents of malpractice, in line with the JCQ guidance on suspected malpractice in examinations and assessments
- Advise on appeals and re-marks

### Special educational needs co-ordinator (SENCO)

The SENCO is responsible for:

- Identifying and testing candidates' requirements for access arrangements and notifying the Examinations Manager in good time so that they can put exam day arrangements in place
- Processing any necessary applications in order to gain approval (if required)
- Working with the Examinations Manager to provide the access arrangements required by candidates in exam rooms

### Invigilators

Invigilators are responsible for:

- Assisting the Examinations Manager to run exams efficiently, according to JCQ regulations
- Collecting exam papers and other material from the exams office before the start of the exam
- Collecting all exam papers in the correct order at the end of the exam and ensuring they are returned to the exams office.

## **Purpose**

### **In relation to entries**

- Students will be entered for examinations related to their current courses at the end of the course.
- Students are required to check the provisional statements of entry issue by the Examinations Office and inform the Examinations Office, by the published dates, of any errors or omissions.
- Students who want to enter for resit examinations must inform the Academy by the date it sets and publishes.

### **In relation to fees**

- Examination entry fees will be paid by the Academy for the first sitting of any public examination relating to the courses on which a student is enrolled.
- Students must pay for their own resit entries, though there will be no charge for a first resit of a public examination previously taken at the Academy if a student is in receipt of free school meals. For students whose parents are in receipt of other benefits the Academy will contribute 50% of the cost.
- Parents/guardians, must repay to the Academy any examination fees paid on their behalf, if a student:
  - is absent without good cause from an examination<sup>1</sup>, or
  - fails to produce examinable coursework by agreed deadlines, or
  - produces coursework which cannot be certified by the Academy as their own work, or
  - their attendance and/or attitude to study has been sufficiently unsatisfactory as to cause the Principal to enter into a formal agreement with them, and normally their parents/guardians, guaranteeing repayment unless an improvement is made, or
  - is excluded from the Academy.

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1. There will be no charge for re-entry if a student is ill and unable to sit a public examination as evidenced by a note signed by a doctor. Note that the cost of obtaining such a note must be borne by the student.

### **In relation to identity of candidates**

- All candidates will be issued with a photographic ID card which must be taken to every public examination and left on the candidate's desk for the duration of the exam for inspection by invigilators.
- Correct uniform must be worn at all times

### **In relation to Access Arrangements**

Any candidates identified by testing for learning difficulties or having a medical condition which requires Access Arrangements will have an application submitted to the awarding bodies. Any approved arrangements will be notified to the candidate and their parent(s)/carer and arrangements put in place for all internal and external assessments. See separate Exams Access Arrangements and Word Processor Policy.

### **In relation to malpractice**

Any candidates found to be contravening the strict JCQ guidelines will be reported to the awarding bodies.

The following documents should be read in conjunction with this policy:

JCQ – General Regulations for Approved Centres

JCQ – Instructions for conducting examinations

JCQ – Access Arrangements and Reasonable Adjustments

JCQ – Suspected Malpractice in Examinations and Assessments

## **Management of Controlled Assessment Policy**

1. Coursework/Controlled Assessment is defined as work assigned to and completed by a student during a course of study; it is evaluated as part of the student's final grade in the course;
2. Ensuring the validity of the marks produced from Coursework/Controlled Assessment is vital in maintaining the integrity and reputation of this school in the Assessment of the student;
3. Each subject department is responsible for:
  - Developing, maintaining and implementing its own internal assessment procedures within the parameters of the whole school policy for Assessment, Recording and Reporting and these will be evidence in ongoing departmental practice;
  - Implementing the procedures for setting, scheduling, marking, standardising, moderating and administering external Coursework/Controlled Assessment as regulated by the awarding bodies.

### **Staff responsibilities:**

#### **Senior Leadership Team**

- Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the academic year, begin coordinating with heads of department/subject to schedule controlled assessments. (It is advisable that controlled assessments be spread throughout the academic years of key stage 4).
- Map overall resource management requirements for the year. As part of this resolve:
  - clashes/problems over the timing or operation of controlled assessments;
  - issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Ensure that all staff involved have a calendar of events.
- Create, publish and update an internal appeals policy for controlled assessments.
- Ensure that any controlled assessments stored on a computer are not accessible between sessions and that a back-up is made regularly and stored securely in the event of a catastrophe.

#### **Heads of Faculty**

- Decide on the awarding body and specification for a particular GCSE.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities with regard to controlled assessment.
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.
- Decide on appropriateness of providing candidates with a copy of the marking criteria, ensuring that it is not specific to the work required.
- Decide on whether to disclose marks to the candidates but make clear that the moderation process may result in changes to marks. Do not attempt to convert marks to grades.

## **Teaching staff**

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

## **Exams office staff**

- Ensure that a copy of the JCQ publication *Instructions for conducting controlled assessments* is forwarded to Heads of Faculty for sharing with faculty staff by the start of the new academic year.
- Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
- Enter students' 'cash-in' codes for the terminal exam series.
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute marksheets for teaching staff to use, and collect and send marksheets to awarding bodies before deadlines.
- On the few occasions where controlled assessment cannot be conducted in the classroom arrange suitable accommodation where controlled assessment can be carried out, at the direction of the Senior Leadership Team.
- Apply for special consideration for a candidate who fulfils the criteria according to the JCQ regulations and has been unable to submit a complete controlled assessment for reasons outside of their control.

## **Special Educational Needs Coordinator/additional learning support**

- Ensure Access Arrangements have been applied for.
- Work with teaching staff to ensure requirements for candidates are met.

Possible risks and issues	Managing possible risks and issues		Staff responsible
	Forward planning	Action	
<b>Timetabling</b>			
Assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. start of academic year) for all subjects or lines of learning	Plan dates in consultation with school calendar – negotiate with other parties	Assistant Headteacher/Heads of Faculty
Too many assessments close together across subjects or lines of learning	Plan assessments so they are spaced over the duration of the course	Space assessments to at least allow candidates some time between assessments	Assistant Headteacher
<b>Accommodation</b>			
Insufficient space in classrooms for candidates	Once group sizes are known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessment	Use more than one classroom or multiple sittings where necessary	Head of Faculty
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		Head of Faculty
<b>Downloading awarding body set tasks</b>			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	Exams & Data Manager and ICT Technician
Teaching staff/assessors unable to access task details	Test secure access rights ahead of schedule every year and every session	Ensure teaching staff have access rights for correct area of awarding body secure extranet sites ahead of time	Exams & Data Manager
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding body for replacement; download again	Exams & Data Manager and ICT Technician
<b>Absent candidates</b>			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		Head of Faculty
Candidates have a scheduling clash for exams or assessment (possibly offsite on consortium teaching)	Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes	Check before booking the date; provide an alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashes N.B. retakes of controlled assessment are limited	Head of Faculty

<b>Control levels for task taking</b>			
Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	Head of Faculty
<b>Supervision</b>			
Student study diary/plan not provided or completed*	Ensure teaching staff are aware of the need for study diary/plans to be completed early in course	Ensure candidates start, continue and complete study diary/plans that are signed after every session	Head of Faculty
Teaching staff/assessors do not understand supervision of controlled assessment is their responsibility	Ensure teaching staff understand nature of controlled assessments and their role in supervision		Head of Faculty
Suitable supervisor has not been arranged for an assessment where teaching staff/assessors are <b>not</b> supervising	A suitable supervisor must be arranged for any controlled assessment where a teacher/assessor is not supervising, in line with the awarding body specification.		Exams & Data Manager
<b>Task setting</b>			
Teaching staff/assessors fail to correctly set tasks	Ensure teaching staff understand the task setting arrangements as defined in the awarding body specification	Seek guidance from the awarding body	Head of Faculty
Assessments have not been moderated as required in the awarding body specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	Head of Faculty
<b>Security of materials</b>			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks	Exams & Data Manager and Head of Faculty
Candidates' work not kept secure during or after assessment	Define appropriate level of security, in line with awarding body requirements, for each department as necessary	Take materials to secure storage	Head of Faculty
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative spaces	Head of Faculty and Assistant Headteacher



<b>Deadlines</b>			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines/penalties for not meeting them	Mark what candidates have produced by deadline and seek guidance from awarding body on further action	Head of Faculty
Deadlines for marking and/or paperwork not met by teaching staff/assessors	Ensure teaching staff are given clear deadlines (prior to awarding body ones) to complete marking/paperwork so the exams office can process and send off marks ahead of AB deadlines	Seek guidance from awarding body	Head of Faculty
<b>Authentication</b>			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign and attach to work when it is completed before handing in	Find candidate and ensure form is signed	Teacher and Head of Faculty
Teaching staff/assessors fail to complete authentication forms or leave before completing authentication	Ensure teaching staff understand importance of authentication forms and the requirement of a signature	Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season	Head of Faculty
<b>Marking</b>			
Teaching staff/assessors interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking. Plan for sampling of marking during the practice phase	Arrange for remarking. Consult awarding body specification for appropriate procedure	Head of Faculty
Centre does not run standardisation activity as required by the awarding body	Plan against the requirements for standardisation for the awarding body when and how this activity will be conducted.	Check with the awarding body whether a later standardisation event can be arranged	Head of Faculty

## **Internal Appeals Procedure**

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

The Roundhill Academy's policy is designed to promote quality, consistency, accuracy and fairness in assessment and awarding. In all cases, the final awarding decisions are taken by the Awarding Bodies: AQA, OCR, Edexcel and WJEC.

This document covers the schools' policy in dealing with the Awarding Bodies, the Joint Council for Qualifications (JCQ), internal faculties, officers of the school and any other parties involved in awarding matters.

### **Internal Assessment**

In the Joint Council Code of Practice, the Awarding Bodies require school centres offering their examinations to:

1. have a published appeals procedure relating to internal assessment decisions;
2. make this document available and accessible to candidates.

The Awarding Body will moderate the assessed controlled assessments/oral tapes and the final mark awarded is that of the Awarding Body. This mark is outside the control of The Roundhill Academy and is not covered by this procedure.

The Roundhill Academy will ensure that:

1. work submitted by the candidate for assessment has been authenticated as original work according to the guidance issued by the Awarding Body or Joint Council;
2. at the beginning of the course, candidates are given written guidance about the Awarding Bodies regulations on the production of coursework and the school's deadlines for submission. Information about the school's appeals procedure, will be given at the same time;
3. within each faculty, candidates are given adequate and appropriate time to produce the coursework;
4. internal assessments are conducted by staff who have an appropriate level of knowledge, understanding and skill;
5. the consistency of the internal assessment is secured through the faculty mark scheme or marking criteria and internal standardisation where teachers will mark samples of work to identify any differences in marking standards, as necessary;
6. the staff responsible for internal standardisation of a subject will attend any training sessions given by the relevant Awarding Body.

In order to assist a candidate in reaching a decision on requesting a review of marking, the Roundhill Academy will:

1. Ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
2. Inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.
3. Having received a request for copies of materials, promptly make them available to the candidate.
4. Provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.

5. Accept requests from candidates to submit a request for a review of the centre's marking up to five working days after the issue of marks. Requests will not be accepted after this deadline. Requests **must** be made in writing to Mrs T Taylor, Examinations and Data Manager.

### **Internal Appeals Procedure**

If a candidate believes that the above may not have happened in relation to their work, they may make use of this appeals procedure.

1. The candidate will need to explain on what grounds they wish to request a review of an internally assessed mark and what they believe the issue to be. The review will focus on the quality of the work submitted.
2. The appeal must be made in writing to the Examinations & Data Manager within five days of the marks being issued. The grounds for the appeal must be clearly stated. The candidate can be supported in the presentation of their case by a parent/carer/friend.

The Roundhill Academy will then:

1. Allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
2. Ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
3. Instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
4. Inform the candidate in writing of the outcome of the review of the centre's marking.
5. The outcome of the review of the centre's marking will be made known to the head of centre. A written record of the review will be kept and made available to the awarding body upon request.

### **GCSE Controlled Assessment/Non-Examined Assessment/Coursework Procedure**

1. Coursework is defined as any piece of written or practical work which is marked by The Roundhill Academy or an external examiner and which contributes to a GCSE Award.
2. Students must read and understand fully the Notice to Candidates from the Joint Council for Qualifications about GCSE Coursework Regulations (Instructions to candidates – Controlled Assessments).
3. Irregularities in coursework discovered prior to the student signing a declaration of authentication will not be reported to the Awarding Body but dealt with as an internal disciplinary matter. The work will not gain any credit.
4. An irregularity in coursework discovered after the signing of the declaration of authentication by the student will be reported to the Awarding Body which may lead to disqualification from the subject.
5. Coursework must be handed in by the agreed published faculty deadline.
6. All students are given the same and sufficient time to complete the work.
7. Students are given clear instructions as to the time and place for handing in the work.
8. The work must be handed in by the student to the designated teacher and not given to another student to hand in.
9. If the student is absent from school on the deadline day, a parent/carer or friend must bring the work to school to be handed in to meet the deadline.
10. If it is impossible to deliver the work to school, the Head of Faculty must be contacted by phone on the deadline day for advice.
11. If the coursework has not been completed by the deadline, the incomplete work must be handed in on the deadline day to receive a mark. There will be no further opportunity to complete this work for an improved mark.
12. Normally there will be no extension of a coursework deadline if a student is absent for a day or two during the period that the coursework is being completed.
13. If there are any special circumstances e.g. a prolonged absence covered by a medical certificate, there is a possibility of an extension but this must be negotiated with the Head of Faculty. A note will be given by the Head of Faculty to parents to confirm the extension.

It is important to be aware that the moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that centre marking is in line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

**Address for initial appeals letter:**

Mrs T Taylor  
Examinations & Data Manager  
The Roundhill Academy  
997 Melton Road  
Thurmaston  
Leicester  
LE4 8GQ

# Exams Contingency Plan

## Structure of the Department

The department is structured with an Exams & Data Manager and a Data Assistant. The department is overseen by the Assistant Headteacher who provides support and guidance to the Examinations Manager and ensures that the integrity and security of examinations and assessments is maintained throughout an examination period.

The Head of Centre is responsible for ensuring the exams are conducted to comply with the JCQ and awarding bodies rules and regulations. In the event of the absence of the Headteacher, this responsibility will go to the Deputy Headteacher. In the event of the absence of the Assistant Headteacher the Headteacher will provide the support and guidance to the Examinations Manager

## 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 The Roundhill Academy (TRA). By outlining actions/procedures to be followed in case of disruption it is intended to mitigate the impact these disruptions have on our exam process.

For the academic year 2015/16, and with effect from the June 2016 examination series onwards, all centres must have an examination contingency plan/examinations policy on file for inspection.

Alongside internal processes, this plan is required by JCQ as contained in the *Joint contingency plan for the examination system in England, Wales and Northern Ireland* where it is stated that “Centres should prepare plans for any disruption to examinations as part of their general emergency planning. It is important to ensure that relevant centre staff are familiar with the plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.”

The examination contingency plan/examinations policy should cover all aspects of examination administration. It will allow senior leaders to have a robust contingency plan in place, minimising risk to examination administration and any adverse impact on students, should the examinations officer be absent at a critical stage of the examination cycle.

## Causes of potential disruption to the exam process

### 1. Exams & Data Manager 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
  - approval for Access Arrangements not applied for to the awarding body
  - room bookings not made e.g. Sports Hall and classrooms
  - exam timetabling, rooming allocation; and invigilation schedules not prepared
  - candidates not briefed on exam timetables and JCQ/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:

- Assistant Headteacher and Examinations Manager to appoint temporary co-ordinator to cover an extended absence, ensuring the team is managed and all key tasks are met. This will be Jenny Ellis – Data Assistant who is familiar with the exams procedures and will use the procedures manuals.
- Procedure manuals are available which cover all exam processes used by TRA
- CPD cross training within the Exams and Data team to ensure all areas of the exams processes and deadlines can be met
- New exams staff to attend training sessions provided by awarding bodies to become familiar with JCQ requirements

**Short term absence of Examinations Manager – on examination days**

- In the event of the Examinations Manager being unable to attend on the day of an external examination she will contact Jenny Ellis, Data Assistant, at the earliest possible opportunity and by 7.00 am on the day of the absence. The Examinations Manager will contact The Roundhill Academy absence line to leave a message for the Assistant Headteacher and advise that Jenny Ellis is to run exams for the short-term.
- Jenny Ellis is a key holder and will run the exams according to the JCQ and The Roundhill Academy guidelines and procedures. Jenny Ellis assists on a day to day basis with running external examinations and is fully aware of the processes and requirements.
- In the unlikely event of both the Examinations Manager and the Data Assistant being absent on the day of an external examination the Data Assistant (living closest to the Academy) will arrange for her keys to be dropped at school by 7.30 am and handed to the Assistant Headteacher who will take responsibility for the running of the exams according to the procedures.

**2. SENCO 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
  - medical evidence not provided to Exams
- Exam time

- access arrangement candidate support not arranged for exam rooms

Centre actions:

- SENCO to use alternative suitably qualified assessor to carry out assessments
- All members of the SENCO/Exams teams to be conversant with the procedures for requesting approval with individual awarding bodies and arranging candidate support

**3. Faculty Leader 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 & Data Manager on time; resulting in pre-release information not being received
- Final entry information not provided to the Exams & Data Manager 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:

Contact Assistant Faculty Leader for required information

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

To be appointed.

Availability to work will be notified on availability forms issued by the Exams Office.

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:

- Contact another invigilator in the first instance to cover absence on the day
- New invigilators will undergo a period of shadowing following appointment under the guidance of the Exams Manager
- Training is compulsory for invigilators each year to ensure all are up to date with JCQ changes for the current year – training session to be held in March/April annually
- School support staff would be used to cover any shortfall or absence of invigilators

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

Criteria for implementation of the plan

- Exams & Data Manager 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:

- Priority would be given to exams and classes moved to make suitable rooms available
- Consideration would be given to using alternative accommodation with agreement from awarding bodies and completion of appropriate change of venue forms

**6. Failure of IT systems**

Criteria for implementation of the plan

- MIS system/internet failure at final entry deadline
- MIS system failure during exams preparation
- MIS system/internet failure during online exams/assessments

- MIS system failure/internet at results release time

Centre actions:

- Contact MIS provider for assistance
- Contact awarding body to discuss alternative ways to submit data or request extension to deadline
- As an alternative to using school MIS access awarding body secure site to produce provisional statement of results and results data
- Contact awarding body to discuss options if failure with IT during online tests

**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

Centre actions:

- Provide alternative on-line learning methods during extended closure
- Provide additional teaching time to cover lost time

**8. 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

*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.*

Centre actions:

- Contact awarding bodies in the first instance for advice
- Communicate information via the school website, text messaging, school email
- If possible open an area of the site for exam candidates only
- Due to any unforeseen circumstance where it is not possible to open the school then the Principal to contact Wreake Valley Academy to share their facilities as agreed with their Principal in September 2017.
- The Principal will notify the Exams and Data Manager of the need to move locations. The Exams and Data Manager will contact the candidates and the invigilators through the 'Keep Kids Safe' texting system to advise of the move to different premises.
- Apply for Special Consideration for candidates where they meet the minimum requirement and were unable to sit the exams and for disruption to examination if very short notice q1

**9. 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

Centre actions:

- Liaise with candidates and awarding bodies to whether the exams can be sat at an alternative venue
- Communicate information via the school website, text messaging, student email
- Where possible on-demand on-screen exams would be re-scheduled for an alternative date or venue
- Apply for Special Consideration for candidates where they meet the minimum requirement and were unable to sit the exams

**10. Disruption in the distribution of examination papers**

Criteria for implementation of the plan



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

Centre actions:

- Download papers from awarding bodies secure systems, copy sufficient number and store under secure conditions
- If unable to access secure systems request the awarding body to email a copy

**11. Disruption to the transportation of completed examination scripts**

Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts

Centre actions:

- Contact awarding bodies in the first instance for advice
- Where possible parcels should be taken to an Express Post Office or Parcel Force depot who accept Parcel Force packages or
- Ensure scripts are kept in secure storage and arrange an alternative collection date

**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

Centre actions:

- Contact the awarding bodies for advice
- Provide where possible other appropriate evidence of candidate achievement as agreed with the awarding bodies to generate marks

**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 actions:

- Use alternative venue to access results and process post results services
- Arrange an alternative collection venue (Wreake Valley Academy)
- Communicate alternative arrangements to candidates using the school website, text messaging or student email
- Switch on parental access to Go 4 Schools for results to be seen from 9.00 am and advise parents and candidates
- Post results forms to be available school website so that candidates can print and complete and take to alternative venue for processing.

**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*

<http://dera.ioe.ac.uk/16235/1/2012-12-11-joint-contingency-plan-november-2012.pdf>

**GOV.UK**

*Emergencies and severe weather: schools and early years 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 - Contingency planning*

<https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service/dispatch-of-exam-scripts-guide>

## **JCQ**

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>

Guidance on *access arrangements and special consideration*

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

Suspected malpractice in examinations

<http://www.jcq.org.uk/exams-office/malpractice/suspected-malpractice-in-examinations-and-assessments-2015-16>

## Post-Results Services Policy

In the Joint Council of Qualifications *General Regulations for Approved Centres* the awarding bodies require centres offering their examinations to have a published procedure relating to post-results services.

In accordance with the procedures laid down by the awarding bodies The Roundhill Academy provides staff and students with the facility to request particular services following the publishing of results. Such requests must be made through the school; individuals will not be able to request this service directly from the awarding bodies. The school is charged for these services and so the costs are passed on to the student or faculty requesting them. The costs vary across the awarding bodies. A list of fees will be published by the Examinations Office during the summer term and will be displayed on the GCSE notice board, issued with personal examination timetables (if fees are available from the awarding bodies by this time) and will be emailed to staff and students.

There are a variety of requests that staff, students or parents can make:

- Clerical check
- Re-mark
- Remark and return of photocopy script
- Return of the original script.

### Clerical check (service 1)

To make sure all pages and marks have been included and counted. You should receive your outcome in 20 calendar days. The marking of your script will not be reviewed.

### Review of marking (re-mark - service 2)

A senior examiner will review the paper and make sure all the marks are counted. You should receive your outcome in 30 calendar days.

There are three possible outcomes following a re-mark:

1. The mark and grade can be confirmed
2. The mark can be lowered (and as a consequence the grade too if close to the grade boundary)
3. The mark can be raised (and as a consequence the grade too if sufficient extra marks are awarded).

The result of any review will replace the mark and grade originally awarded. As this could result in a mark and grade being lowered, such a request must be considered carefully.

### Review of marking and return of photocopy script

When requesting a review it is possible to request a copy of the reviewed script. The copy script will be returned after the review has been carried out and the outcome advised. There will normally be a delay in receiving the copied script of a week or two.

### Extended review of marking

If a faculty is concerned about a whole cohort's results they might apply for an extended review. In this instance a sample of 10% with a minimum of 8 and maximum of 20 scripts will be requested. The Roundhill Academy will contact students to seek their permission prior to applying for this as the results can be lowered as well as confirmed or raised.

### Review of moderation (re-moderation - service 3)

Individual students cannot request this service.

To ensure the assessment criteria were applied fairly, reliably and consistently a faculty can request this by subject for all students at the school who have submitted coursework or controlled assessments. The outcome should be received in 40 calendar days.

If students' marks are lowered as a result of re-moderation, their published grade will not change for the exam series concerned. Any lowered marks will however, be carried forward and used in any future awards.

Request the return of the original script (ATS)

A script cannot be reviewed if an original script is requested. This can be used for teaching and learning purposes especially useful if you wish to re-sit an examination.

All requests must be made within a short period of time of the publishing of results. Generally it is three weeks from the issue of results for any review service. The dates will be published on the GCSE noticeboard and issued with personal examination timetables.

If you wish to proceed with a request you must speak to the Examinations Office as soon as possible after the release of results, who will advise you and inform you of any deadlines that must be met.

Payment can be made through ParentPay.

For further advice please speak to Mrs Taylor in the Examinations Office.

The Roundhill Academy will ensure that senior members of staff are available on results day and the following two days to support students with decisions regarding post results services, re-sits and careers/progression to the next phase of education.

## Exams Access Arrangements Policy

This is a short version of the Exams Access Arrangements Policy – please see the separate Exams Access Arrangements Policy which includes the Word Processor Policy for the comprehensive policy.

### What are Exam Access Arrangements?

The intention behind an access arrangement is to meet the particular needs of an individual disabled candidate without affecting the integrity of the assessment.

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres; others require prior JCQ awarding body approval. Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and Braille question papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

The Roundhill Academy Policy for Access Arrangements is written in line with the most up to date Joint Council for Qualifications (JCQ) Regulations document: 'Adjustments for candidates with disabilities and learning difficulties – Access Arrangements and Reasonable Adjustments'.

### Reasonable Adjustments

The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment. A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements. How reasonable the adjustment is will depend on a number of factors including the needs of the disabled candidate/learner.

### Duty to make a reasonable adjustment

The duty for an awarding body to make a reasonable adjustment will apply where assessment arrangements would put a disabled candidate at a substantial disadvantage in comparison with a candidate who is not disabled. In such circumstances, the awarding body is required to take reasonable steps to avoid that disadvantage. The starting point in the statutory guidance is that disability means '**limitations going beyond the normal differences in ability which may exist among people**'.

**Definition of disability:** Section 6 of the Equality Act defines disability as a 'physical or mental impairment which has a substantial and long term adverse effect on someone's ability to carry out normal day to day activities'.

**Definition of special educational needs:** A candidate has 'special educational needs' as defined in the Education Act 1996 if he/she has a learning difficulty which calls for special educational provision to be made for him/her.

### Access arrangements may include:

1. Supervised rest breaks
2. Extra time of up to 25%
3. Extra time of up to 50%
4. Extra time of over 50%

5. Reader/Computer reader
6. Read aloud
7. Scribe/Voice Activated software
8. Word processor
9. Transcript
10. Prompter
11. Oral Language Modifier
12. Live speaker for pre-recorded examinations components
13. Sign Language Interpreter
14. Practical Assistant
15. Alternative accommodation away from the centre
16. Other arrangements for candidates with disabilities: amplification equipment; Brailers; closed circuit TV; colour naming by the invigilator for candidates who are Colour Blind; Coloured overlays; low vision aid/magnifier; optical character reader scanners; separate invigilation with the centre.

In line with JCQ regulations, The Roundhill Academy will make all decisions with regard to access arrangements based upon whether the candidate has a substantial and long term impairment which has an adverse effect, in conjunction with the Access Arrangement being the candidate's normal way of working at The Roundhill Academy – demonstrating the involvement of the teaching staff in determining the need for the Access Arrangement.

Appropriate evidence of need will be available at The Roundhill Academy for inspection.

### **Identifying the need for access arrangements within The Roundhill Academy**

Students who may qualify for formal Access Arrangements during KS4 are identified from KS2 test data and early in KS3 (Y7). At this stage needs are identified, rather than formally assessed. Adjustments to Quality first teaching within lessons are then made according to need to enable a student to access their learning and make progress. All staff are involved in monitoring the adjustments.

### **Assessment**

For those students potentially requiring Access Arrangements formal assessment and application to JCQ is carried out in Year 9 and / or 10 as standard. Assessments may also be carried out at other points, where necessary. When granted access arrangements are valid for 26 months.

Any student with scores which indicate a substantial impairment will be considered for Access Arrangements. The most recent tests are binding and determine any subsequent Access Arrangements.

Specialist assessments for Access Arrangements will be carried out at The Roundhill Academy by an appropriately qualified assessor. Second copies of assessments are filed for inspection.

Certificates are obtained from external assessors to confirm the validity of their qualifications which are checked by the Head of Centre. These are displayed in the SENCO office. Parental permission is obtained before any testing.

Parents may request an independent assessment. However, The Roundhill Academy may elect to accept or reject a privately commissioned report. If rejected the SENCO or a member of the Senior Leadership Team must provide a brief, written rationale to support this decision which must be

available for inspection purposes.

At The Roundhill Academy examination officers, specialist assessors, SENCo and teaching staff all work together to ensure that appropriate Access Arrangements are put in place for all tests and examinations

If a student chooses continually not to use the agreed Access Arrangements either because their needs change or they do not feel it aids their learning or achievement then Access Arrangements can be removed.

If the SENCO and/or specialist assessor considers that Access Arrangements cease to be the student's 'normal way of working', they reserve the right to withdraw the permission, providing written confirmation to parents/careers.

### **How do staff and parents know whether a student has Access Arrangements?**

When a need for Access Arrangements has been identified, the relevant parties are informed:

- Students and parents in writing – the letter outlines the type of arrangements that have been awarded.
- A list of those who receive Access Arrangements is made available to all staff. Staff are responsible for ensuring that students are given the opportunity to apply their Access Arrangements in all internal and external tests and assessments. This is monitored by the SENCO.

The SENCO and/or the assessor must work with teaching staff, support staff and exams office personnel to ensure that approved access arrangements are put in place for internal school tests, mock examinations and examinations.

The candidate must have had appropriate opportunities to practise using the access arrangement(s) before his/her first examination. This is particularly so where a computer reader, modified enlarged papers, a scribe, speech recognition technology or a word processor will be used in examinations.

## **Non-Examination Assessment Policy**

This policy is to be read in conjunction with the Controlled Assessment Policy.

### **Definition**

Non-examination assessment is a form of internal assessment for reformed GCSE qualifications where it is the only valid means of assessing essential knowledge and skills that cannot be tested by timed written papers. Non-examination assessment applies control over internal assessment at three points:

Task setting, task taking and task marking.

### **Responsibilities**

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

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

#### **Examinations & Data Manager:**

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

#### **Head of Faculty:**

- To be familiar with JCQ instructions for conducting non-examination assessment.
- To understand and comply with specific instructions relating to non-examination assessment for the relevant GCSE awarding body.
- Ensure that individual teachers understand their responsibilities with regard to non-examination assessment.
- Ensure that they use the correct task for the year of submission and take care to distinguish between tasks and requirements for legacy and new specifications.
- To obtain confidential materials / tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- To undertake appropriate departmental standardisation of non-examination assessments.
- In collaboration with the Examinations & Data Manager, to submit non-examination assessment marks to the relevant awarding body.
- In collaboration with the Examinations & Data Manager dispatch students' assessments for moderation.
- In collaboration with the Examinations & Data Manager, make appropriate arrangements for the security of non-examination assessment materials.

#### **SENCO**

- To be familiar with JCQ instructions for conducting non-examination assessment with reference to special access arrangements.
- In collaboration with the Examinations & Data Manager co-ordinate requests for special access arrangements.

#### **Subject Teachers**

- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specifications allow.



- Ensure that students and supervising teacher(s) sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body. Via the Head of Faculty submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded. (Where assessments are marked internally teachers may disclose marks to candidates provided that it is made clear that the moderation process may result in changes to marks. They should NOT attempt to convert marks to grades in advance of the publication of results).
- Take part in appropriate departmental standardisation of Controlled Assessments.
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Ask the Special Educational Needs Coordinator (SENCO) and the Examinations and Data Manager for any assistance required for the administration and management of access arrangements.

### **Task Setting**

In accordance with specific GCSE awarding body guidelines, Heads of Faculty will be responsible for the selection of non-examination assessment tasks from an approved list or for setting appropriate centre specific tasks.

Subject teachers will ensure that students understand the assessment criteria for any given assessment task. It is acceptable for teachers to produce a simplified candidate-friendly version, provided that it is not specific to the work of an individual candidate or group of candidates.

### **Task Taking**

Unless the awarding body's specification says otherwise, the following arrangements will apply. In accordance with JCQ regulations, invigilators and JCQ *No Mobile Phone & Warning to Candidates* posters are not required.

#### **Teachers:**

- Will ensure there is sufficient supervision (in accordance with awarding body requirements) to ensure that work can be authenticated as the candidate's own work.
- Will ensure that they keep a record of each candidate's contribution in group work, where applicable.
- Will ensure candidates understand the need to reference work, give guidance on how to do this and make sure they are aware that they must not plagiarise other material.
- Can provide candidates with general feedback and allow candidates to revise and re-draft work but must not provide model answers or writing frames specific to the task nor assess the work and then allow the candidate to revise it. Any assistance given must be recorded and taken into account when marking the work. Explicitly prohibited assistance must not be given and no assistance should be given if there is no means to record it and take account of it in the marking. Failure to follow this procedure constitutes malpractice.
- Must be aware of the awarding body's restrictions with regard to access to resources. In formally supervised sessions candidates can only usually take in preparatory notes, they must not access the internet nor bring in their own computers or electronic devices. They must not introduce new resources between formally supervised sessions.
- Will ensure that materials be collected and stored securely at the end of each session and not be accessible to candidates.

The work submitted for assessment must include references where appropriate. To facilitate this, each candidate should keep a detailed record of his / her own research, planning, resources etc. The record should include all the sources used, including books, websites and audio / visual resources.

## **Authentication**

Candidates and teachers must sign the appropriate authentication declarations and these must be kept on file until the deadline for enquiry about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

If the teacher is unable to confirm that the work presented by a candidate is his / her own and has been completed under the required conditions:

- do not accept the candidate's work for assessment;
- record a mark of zero for internally assessed work.

If the teacher is concerned that malpractice may have occurred, or is unable to authenticate the work for any other reason, the teacher must inform the Head of Faculty and the Examinations & Data Manager.

## **Task Marking**

- Teachers are responsible for marking work in accordance with the marking criteria. Annotation should be used to provide evidence to indicate how and why marks have been awarded to facilitate the standardisation of marking within the centre.
- The centre should disclose marks to candidates provided that it is made clear that the moderation process may result in changes to marks. Candidates should be advised of their marks within a sufficient window in order to allow time for any internal appeal to be concluded prior to the submission of centre marks to the awarding body.
- Where a teacher teaches their own child the centre must declare the conflict of interest and submit the marked work for moderation, whether or not it is part of the moderation sample.
- Centres should not attempt to convert marks to grades in advance of the publication of results.
- Teachers should indicate on candidates' work, or on the cover sheet, the date when the work was marked.
- Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place. They should retain evidence of internal standardisation and keep candidates' work in secure storage until after the closing date for enquiries about results.

## **Enquiries about results**

Internally assessed component results cannot be reviewed individually. A review of moderation of the cohort is possible but only if an adjustment was made to the centre's marks by the awarding body.

## **Factors affecting individual candidates**

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

## **Spoken Language Endorsement for GCSE English Language specifications**

### **Introduction**

For first teaching in September 2015, GCSE English Language will have an endorsed component covering Spoken Language. This endorsement has a number of features which distinguish it from most general qualifications components, in particular:

- It will be reported as a separate grade (Pass, Merit, Distinction or Not Classified) and will not contribute to the result of the GCSE English Language qualification.
- No marks will be assigned – it will be assessed holistically as a grade.

- It will be assessed on a 'competency' basis using agreed common criteria – to be awarded a grade candidates must achieve all of the criteria for that grade.

The endorsement will be assessed by centres. There will be monitoring arrangements through which awarding bodies will check that:

- Centres have used appropriate tasks.
- Centres have applied the assessment criteria correctly and consistently – no adjustments will be made to centres' assessments.

For monitoring purposes, each centre is required to provide audio-visual recordings of the presentations of a sample of candidates.

### **Entries and centre declaration**

Entries for GCSE English Language automatically include the Spoken Language endorsement.

As part of the National Centre Number Register Annual Update, the head of centre is required to provide a signed declaration 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.

A certificate will be issued for GCSE English Language where the candidate has been awarded a grade (9-1). All possible results for the endorsement (including Not Classified) will be reported on that certificate. At the time of publication Ofqual is reviewing its approach to the reporting of grades for candidates with exemptions.

### **Task setting and task taking**

Candidates must undertake a prepared spoken presentation on a specific topic. As a guide, the duration should be no more than ten minutes. The requirements are as follows:

- Presentations may take a wide variety of forms, including talks, debates, speeches and dialogues.
- The appropriate format should be determined by the teacher, in discussion with the candidate. The format chosen should allow the candidate to demonstrate his / her Spoken Language abilities to the fullest extent.
- Candidates must identify the subject for their presentations in advance and agree it with their teacher.
- Presentations must be planned and organised. Candidates should be advised that lack of preparation is likely to prevent access to the criteria for the higher grades.
- Candidates may use pre-prepared notes to assist them during their presentations but this is not a requirement.
- There are no word limits, page restrictions or other limitations regarding notes.
- Teachers should advise candidates that reading entirely from pre-prepared notes is unlikely to enable them to access the criteria for the higher grades which require engagement with the audience.

As part of or following the presentation, candidates must listen to and respond appropriately to questions and feedback. Task taking therefore also includes the following requirements:

- Candidates must give their presentations to an audience, which must always include the teacher.
- The size and composition of the audience should be determined by the teacher, in discussion with the candidate.
- Where the audience is the teacher only, the presentation and dialogue should be designed in such a way that it could have a potentially wider audience than just one person (e.g. it replicates a television interview).

### **Assessment and internal standardisation**

Candidates should be assessed either live or from recordings, using the common assessment criteria which have been developed collaboratively by the awarding bodies and teachers.

Teachers award grades (Pass, Merit or Distinction) - there are no marks. Candidates who do not reach the Pass standard must be recorded as Not Classified. In order to achieve a particular grade,

a candidate must meet all of the criteria for that grade. The 'best fit' and compensatory approach normally used in GCSE assessments does not apply. Further details are available in the guidance and support provided by the awarding bodies.

Centres must make arrangements for internal standardisation of assessments. This should take place as far as possible before assessment begins in earnest. Internal standardisation should include a preliminary trial assessment session (including all teachers involved in assessment) using exemplar material provided by the awarding body, in order to ensure that there is a common understanding of the assessment criteria. It could also include observation by teachers before starting their own assessments. Teachers could observe live sessions where the lead teacher assesses candidates and equally the lead teacher could observe some of the live sessions where each teacher assesses candidates.

### **Monitoring**

Common monitoring arrangements are in place, as agreed by the awarding bodies, to ensure that centres are using appropriate tasks and are applying the assessment criteria correctly.

The centre must provide recordings of the presentations of a sample of candidates. The recording of each candidate's presentation, including questions and feedback from the audience, must be complete and unedited. Any proceedings at the beginning or end which are not part of the assessment should not be recorded or should be edited out. Using their knowledge of candidates' likely performance, centres should select the sample following the guidance. Centres are recommended to aim to record slightly more than the minimum number at each grade to allow for candidates whose performance is awarded a higher or lower grade than the centre had anticipated. However, a centre whose sample at a particular grade is ultimately slightly smaller than the minimum specified in the table is not required to take further action (i.e. record further candidates) to rectify the sample. Awarding bodies will provide details regarding the storage and submission of recordings.

## **BTEC Registration and Certification Policy**

Aim:

- To register individual learners to the correct programme within agreed timescales.
- To claim valid learner certificates within agreed timescales
- To construct a secure, accurate and accessible audit trail to ensure that individual learner registration and certification claims can be tracked to the certificate which is issued for each learner.

In order to do this the centre will:

- Register each learner within the awarding body requirements
- Provide a mechanism for programme teams to check the accuracy of learner registrations
- Make each learner aware of their registration status
- Inform the awarding body of withdrawals, transfers, of changes to learner details
- Ensure that certificate claims are timely and based solely on internally verified assessment records
- Audit certificate claims made to the awarding body
- Audit the certificates received from the awarding body to ensure accuracy and completeness
- Keep all records safely and securely for three years post certification

## **BTEC Assessment Policy**

Aim:

- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals
- To ensure that the assessment procedure is open, fair and free from bias and to national standards
- To ensure that there is accurate and detailed recording of assessment decisions.

In order to do this the centre will:

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment
- Produce a clear and accurate assessment plan at the start of the programme/academic year
- Provide clear, published dates for handout of assignments and deadlines for formative and summative assessment
- Assess learner's evidence using only the published assessment and grading criteria
- Ensure that assessment decisions are impartial, valid and reliable
- Not limit or 'cap' learner achievement if work is submitted late
- Develop assessment procedures that will minimise the opportunity for malpractice
- Maintain accurate and detailed records of assessment decisions
- Maintain a robust and rigorous internal verification procedure
- Provide samples for standards verification as required by the awarding organisation
- Monitor standards verification reports and undertake any remedial action required
- Share good assessment practice between all BTEC programme teams where applicable
- Ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff
- Provide resources to ensure that assessment can be performed accurately and appropriately.
- NQF external assessments are planned within assessment plans and are booked by the Exams Manager. Exam invigilators are used when tests are complete.

## **BTEC Internal Verification Policy**

Aim:

- To ensure there is an accredited Lead Internal Verifier in each principal subject area
- To ensure that Internal Verification is valid, reliable and covers all Assessors and programme activity
- To ensure that the Internal Verification procedure is open, fair and free from bias
- To ensure that there is accurate and detailed recording of Internal Verification decisions.

In order to do this, the centre will ensure that:

- Where required by the qualification, a Lead Internal Verifier is appropriately appointed for each subject area, is registered with Pearson and has undergone the necessary standardisation processes

Each Lead Internal Verifier oversees effective Internal Verification systems in their subject area

- Staff are briefed and trained in the requirements for current Internal Verification procedures
- Effective Internal Verification roles are defined, maintained and supported
- Internal Verification is promoted as a developmental process between staff
- Standardised Internal Verification documentation is provided and used
- All centre assessment instruments are verified as fit for purpose
- An annual Internal Verification schedule, linked to assessment plans, is in place
- An appropriately structured sample of assessment from all programmes, units, sites and assessors is Internally Verified, to ensure centre programmes confirm to national standards
- Secure records of all Internal Verification activity are maintained
- The outcome of Internal Verification is used to enhance future assessment practice.

## **BTEC Assessment Malpractice Policy**

### Purpose/Scope

- That centres have policies and procedures in place to deal with malpractice
- To ensure that issues are dealt with in an open, fair and effective manner
- That centres provide appropriate deterrents and sanctions to minimise the risk of malpractice.

### Definitions/Terminology

- Learner malpractice: any action by the learner which has the potential to undermine the integrity and validity of the assessment of the learner's work. (plagiarism, collusion, cheating, etc.)
- Assessor malpractice: any deliberate action by an Assessor which has the potential to undermine the integrity of BTEC qualifications
- Plagiarism: taking and using another's thoughts, writings, inventions, etc. as one's own
- Minor acts of learner malpractice: handled by the Assessor by, for example, refusal to accept work for marking and learner being made aware of malpractice policy. Learner resubmits work in question
- Major acts of learner malpractice: extensive copying/plagiarism, second or subsequent offence, inappropriate for the Assessor to deal with.

### Responsibilities:

- Centre: should seek proactive ways to promote a positive culture that encourages learners to take individual responsibility for their learning and respect the work of others
- Assessor: responsible for designing assessment opportunities that limit the opportunity for malpractice and for checking the validity of the learner's work
- Internal Verifier/Lead Internal Verifier: responsible for malpractice checks when internally verifying work
- Quality Nominee: required to inform Pearson of any acts of malpractice
- Heads of Centre or their nominees: responsible for any investigation into allegations of malpractice.

### Procedures

#### Addressing learner malpractice:

- Promote positive and honest study practices
- Learners should declare that work is their own: check the validity of their work
- Use learner induction and handbook to inform about malpractice and outcomes
- Ensure learners use appropriate citations and referencing for research sources
- Assessment procedures should help reduce and identify malpractice

#### Addressing staff malpractice:

- Staff BTEC induction and updating should include BTEC requirements
- Use robust Internal Verification and audited record keeping
- Audit learner records, assessment tracking records and certification claims



Dealing with malpractice:

- Inform the individual of the issues and of the possible consequences
- Inform the individual of the process and appeals rights
- Give the individual the opportunity to respond
- Investigate in a fair and equitable manner
- Inform Pearson of any malpractice or attempted acts of malpractice, which have compromised assessment. Pearson will advise on further action required
- Penalties should be appropriate to the nature of the malpractice under review
- Gross misconduct should refer to learner and staff disciplinary procedures.

### **Assessment Malpractice Policy**

Aim:

- To identify and minimise the risk of malpractice by staff or learners
- To respond to any incident of alleged malpractice promptly and objectively
- To standardise and record any investigation of malpractice to ensure openness and fairness
- To impose appropriate penalties and/or sanctions on learners or staff where incidents (or attempted incidents) of malpractice are proven
- To protect the integrity of this centre and BTEC qualifications.

In order to do this, the Centre will:

- Seek to avoid potential malpractice by using the induction period and the learner handbook to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice
- Show learners the appropriate formats to record cited texts and other materials or information sources
- Ask learners to declare that their work is their own
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any source used
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Head of Centre and all personnel linked to the allegation. It will be processed through the following stages:

Inform the QN for discussion with the Head of Centre

1. The QN to take statements from all parties and collate work sample from suspected parties Head of Centre informs Edexcel if formal action is deemed necessary.
2. Make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven
3. Give the individual the opportunity to respond to allegations made

4. Inform the individual of the avenues for appealing against any judgement made
5. Document all stages of any investigation

Where malpractice is proven, this centre will apply the following penalties/sanctions:

1. Refuse to forward assessment/entry to board
2. The QN will reassess all subject entries
3. Head of Centre will inform Edexcel for proceedings to take place by the board.

Definition of Malpractice by Learners:

This list is not exhaustive and other instance of malpractice may be considered by this centre at its discretion:

- Plagiarism of any nature
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work.
- Copying (including the use of ICT to aid copying).
- Deliberate destruction of another's work
- Fabrication of results or evidence
- False declaration of authenticity in relation to the contents of a portfolio or coursework
- Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination/test.

Definition of Malpractice by Centre Staff:

This list is not exhaustive and other instance of malpractice may be considered by this centre at its discretion:

- Improper assistance to candidates
- Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made
- Failure to keep candidate coursework/portfolios of evidence secure.
- Fraudulent claims for certificates
- Inappropriate retention of certificates
- Assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the learner
- Producing falsified witness statements, for example for evidence the learner has not generated. Allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/coursework.
- Facilitating and allowing impersonation
- Misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where support has the potential to influence the outcome of the assessment.
- Falsifying records/certificates, for example by alteration, substitution, or by fraud.
- Fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment

## **BTEC Appeals Procedure**

### **Aims of this policy**

To enable the learner to enquire, question or appeal against an assessment decision

To attempt to reach agreement between the learner and the assessor at the earliest opportunity

To standardise and record any appeal to ensure openness and fairness.

To facilitate a learner's ultimate right of appeal to the awarding body, where appropriate

To protect the interests of all learners and the integrity of the qualification

### **Our School Appeals Policy**

We ensure that:

- Internal assessments are conducted by members of the teaching staff who have appropriate knowledge, understanding and skills in this area.
- Assessment evidence provided by candidates is produced and authenticated according to the requirements of the Awarding Body for the subject concerned.
- The consistency of internal assessment will be maintained by internal verification and standardisation.
- All student work being assessed by teaching staff for external qualifications is carried out fairly, consistently and in accordance with the rules and regulations of the specification relating to the qualification.

### **BTEC Appeals Procedure**

1. BTEC Lead Internal Verifier will manage all appeals. Should the appeal be against the Lead Internal Verifier then another Lead Internal Verifier will be brought into review the original decision.
2. Appeal should be made in writing stating the details of the complaint and the reasons for the appeal within 7 working days of receiving the feedback and grade of work in question.
3. The teacher who made the assessment decision will be given a copy of the appeal and will respond in writing to this to the Lead Internal Verifier within 5 working days.
4. The Lead Internal Verifier will then make a decision on the grading and give written feedback to both the student and the teacher involved within a further 3 working days.
5. Student raising the appeal will have an opportunity to a personal hearing if they are not happy with written response received. The student will be given reasonable notice of the hearing date and should have sight of all relevant documents to the case in advance of the hearing. Where the student is presenting their own case they are allowed to bring along a carer/friend. The teacher(s) and student will have the opportunity to hear each other's submission to the panel at the hearing.
6. The panel will comprise of a Lead Internal Verifier from another subject area, the Quality Nominee and the Exams officer. A written record of the appeal and hearing will be taken including the outcome of an appeal and reason for that outcome. This will be kept at on file for 18 months and the student will also receive a hard copy.

7. The school will inform the awarding body if there is any change to an internally assessed grade as a result of an appeal.

If a pupil still considers that a decision made by the School continues to disadvantage him or her even after the outcome of the internal appeals procedure, then the examination officer can give him or her advice on how to appeal to the relevant awarding body. Where appeals to awarding bodies can only be made by centre examination staff it will be at the discretion of the head of the centre whether such an appeal will be submitted. When an external appeal is submitted at the request of a pupil and after the internal appeals decision has been made, there may be some financial cost incurred by the pupil.

**Reviewed October 2020**  
**Rachel Wright**