

**THE CEDAR FEDERATION**

**IFIELD SCHOOL**

**EXAMS POLICY**

Reviewed: March 2017  
Review Date: November 2018



# IFIELD SCHOOL

## Exam Policy

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## The 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 identify the key processes and responsibilities which help the Examinations Officer to work effectively with colleagues in school and with the relevant awarding bodies.
- 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 every two years.

The exam policy will be reviewed by the Head of Centre, Exams Officer and Governing Body.

## Exam responsibilities

The Head of Centre:

- Advises on appeals and re-marks.
- Is responsible for reporting all suspicions or actual incidents of malpractice. Refer to the JCQ document - Suspected malpractice in examinations and assessments.

The Exams Officer:

- Manages the administration of public and internal exams.
- Advises the leadership team, 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 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.
- Receives, checks and stores securely all exam papers and completed scripts.
- Administers access arrangements and makes applications for special consideration using the JCQ publication Access arrangements and Reasonable Adjustments booklet.
- Identifies and manages exam timetable clashes.
- Accounts for income and expenditures relating to all exam costs/charges.
- Line manages the training and monitoring of a team of exams invigilators responsible for the conduct of exams.
- Submits candidates' coursework marks, tracks despatch 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 leadership team, any appeals/re-mark requests.
- Maintains systems and processes to support the timely entry of candidates for their exams.

Teachers are responsible for:

- Notification of access arrangements requirements (as soon as possible after the start of the course).
- Submission of candidates' names Exams Officer.
- Identification and testing of candidates' requirements for access arrangements.
- Provision of additional support - with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment - to help candidates achieve their course aims.
- Guidance and pastoral oversight of candidates who are unsure about exams entries or amendments to entries.
- Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the Exams Officer.
- Accurate completion of coursework/ controlled assessment mark sheets and declaration sheets.
- Decision on post results procedures.

Invigilators are responsible for:

- Assisting the Exams Officer in the efficient running of exams according to JCQ regulations.
- 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.
- Ensuring they conduct themselves in all exams according to the JCQ regulations.

### Qualifications offered

- The qualifications offered at this centre are decided by the Head of Centre, Deputy Head and Heads of Department.
- The qualifications offered are GCSEs, Functional skills and Entry level Certificate.
- Informing the exams office of changes to a syllabus is the responsibility of the Head of Department.
- Decisions on whether a candidate should be entered for a particular subject will be taken in consultation with the Subject teachers.
- See Appendix 5 for the Fair Assessment Policy.

### Exam series

- External exams are scheduled during the summer exam season. External assessments takes place according to the relevant subject specification guidelines, under exam conditions.
- The Head of Centre decides which exam series are used in the centre.
- The centre does offer some assessments on an on-demand basis. If offered, on-demand assessments can be scheduled only in windows agreed between Subject Teachers and the Head of Centre.

## Timetable

- Once confirmed, the Exams Officer will circulate the exam timetable for External exams.

## Entries, entry details and late entries

- Candidates or parents/carers can request a subject entry, change of level or withdrawal.
- Candidates are selected for their exam entries by the Subject teachers.
- The centre accepts entries from external candidates from members of staff only.
- The centre does not act as an exam centre for other organisations.
- Entry deadlines are circulated to heads of department via email and briefing meetings.
- Heads of Department will provide estimated entry information to the Exams Officer to meet JCQ and awarding body deadlines.
- Late entries are authorised by the Head of Centre.
- Re-sit decisions will be made by Subject Teachers and the Head of Centre.

## 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.
- Functional skills entry exam fees are paid by the centre.
- Late entry or amendment fees are paid by the Centre.
- Fee reimbursements are not 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.

## Equality Legislation

- All exam centre staff must ensure that they meet the requirements of any equality legislation.
- The centre will comply with the legislation, including making reasonable adjustments to the service that they provide to candidates in accordance with requirements defined by the legislation, awarding bodies and JCQ. This is the responsibility of the Head of Centre, Deputy Headteachers, Subject Teachers and Exams Officer.

## Access arrangements

- The subject teacher will inform the Exams Officer of candidates with any special arrangements that individual candidates will need during the course and in any assessments/ exams.
- A candidate's access arrangements requirement is determined by the subject teacher.
- Ensuring there is appropriate evidence for a candidate's access arrangement is the responsibility of the Exams Officer
- Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Exams Officer.
- Rooming for access arrangement candidates will be arranged by the Exams Officer.
- Invigilation and support for access arrangement candidates, as defined in the JCQ Access Arrangements Regulations booklet, will be organised by the Exams Officer.

### Contingency planning

- See Appendix 2

### Private Candidates

- Managing private candidates is the responsibility of the Head of Centre.

### Estimated grades

- The subject teacher is responsible for submitting estimated grades to the Exams Officer when requested.

### Managing invigilators

- Support staff are used to invigilate examinations.
- These invigilators will be used for External exams.
- The Head of Centre and Exams officer will liaise re the recruitment of invigilators from the support staff.
- Securing the necessary Disclosure Barring Service (DBS) clearance for new invigilators is the responsibility of the Centre administration.
- DBS fees for securing such clearance are paid by the centre.
- Invigilators are timetabled and briefed by the Exams Officer.

### Malpractice

- The Head of Centre is responsible for investigating suspected malpractice.

### 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 invigilator will start all exams in accordance with JCQ guidelines.
- Subject staff may be present at the start of the exam to assist with identification of candidates but must not advise on which questions or sections are to be attempted.
- 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 department at the end of the exam session.
- After an exam, the Exams Officer will arrange for the safe dispatch of completed examination scripts to awarding bodies.

### Candidates

- The Exams Officer will provide written information to candidates in advance of each exam series.
- The centre's published rules on acceptable dress and behaviour apply at all times. Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.

- In an exam room, candidates must not have access to items other than those clearly allowed in the instructions on the question paper, the stationery list, or the specification for that subject. This is particularly true of mobile phones and other electronic communication or storage devices with text or digital facilities. Any precluded items must not be taken into an exam room.
- 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 Invigilator.
- Candidates who leave an exam room early must be accompanied by an appropriate member of staff at all times.
- The Exams Officer and Head of Centre are responsible for handling late or absent candidates on exam day.

### Clash candidates

- The Exams Officer will be responsible as necessary for supervising escorts, identifying a secure venue and arranging overnight stays.

### Special consideration

- Should a candidate be ill before an exam, suffer bereavement or other trauma, be taken ill during the exam itself or otherwise disadvantaged or disturbed during an exam, then it is the candidate's parent/carer'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.

### Internal assessment replaces the largely discontinued term coursework

- It is the duty of heads of department to ensure that all internal assessments [Controlled assessments and Non-Exam Assessments (NEAs)] are 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 office by the subject teachers.
- See Appendix 1 for further information.

### Appeals against internal assessments

- The process for managing appeals against internal assessments is detailed in a separate appeals policy. See Appendix 3.

### Results

- Results will be ready for candidates to collect on Results day in August. Any results not collected that day will be posted home.

### Access to Scripts (ATS)

- After the release of results, a candidate's parent/carer may ask subject staff to request the return of written exam papers
- Centre staff may also request scripts for investigation or for teaching purpose. For the latter, the

consent of the candidates must be obtained.

- An EAR cannot be applied for once an original script has been returned.
- Processing of requests for ATS will be the responsibility of the Exams Officer.

### Enquiries about Results (EARs)

- After the release of results, a candidate's parent/carer or subject staff may request an EAR.
- Further information on this can be found in Appendix 4.

### Certificates

- Candidates will receive their certificates in person at the centre.
- Certificates can be collected on behalf of a candidate by third parties, provided they have written authority from the candidate to do so, and bring suitable identification with them that confirms who they are.
- The centre retains certificates for 6 years.
- A new certificate will not be issued by an awarding organisation. A transcript of results may be issued if a candidate agrees to pay the costs incurred.

### **Single Equalities Scheme impact Assessment (Equalities Act 2010)**

This policy has been developed to ensure that there is no negative or adverse impact on any individual or group in terms of disability, race, belief, gender, sexual orientation or age. All opportunities for potential positive impact on individuals, groups and the community are embedded within the ethos, vision and values of the school.

*Ifield School is committed to achieving Best Value in all decisions made. We use the principles of Best Value as they apply to securing continuous improvement in this school and will have regard to the Best Value Statement as agreed by the Finance & Asset Management Committee Governing Body.*

Date: March 2017

Review Date: November 2018

Signed by Chair of Governors:.....

Signed by Chair of Teaching, Learning and Assessment Committee: .....

Signed by Executive Headteacher :.....



## **Appendix 1**

### **Management of Non-Examination Assessments & GCSE Controlled Assessments**

This policy identifies the key processes and responsibilities which help the Examinations Officer to work effectively with colleagues in school and with the relevant awarding bodies – AQA, OCR, WJEC and Edexcel.

The aims of this policy are indicated below:

- To ensure that students are given the support they need to maximise the opportunity to achieve.
- To ensure that Non Examination Assessments (NEAs) and controlled assessments are well organised, so that they run smoothly without problems.
- To ensure that departments are given sufficient support to manage the process of the assessments.

#### **Outlining staff responsibilities – Entry Level, Functional Skills and GCSE**

##### **Leadership Team**

**(Pam Jones, Maddy Jones, Dot Marshall-Gent, Neil Dipple, Sam Kelleher)**

- Accountable for the safe and secure conduct of NEAs and controlled assessments. Ensure that assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.

At the start of the academic year, begin coordinating with Subject Leaders to:

- Schedule NEAs and controlled assessments. (It is advisable that these assessments be spread throughout the academic years of Key Stage 4).
- Create, publish and update an internal appeals policy.

##### **Subject Leaders**

**(Hannah Boyd, Sam Browne, Neil Dipple, Richard Gardner, Lauren Hall, Sam Hargood, Sam Kelleher, Stephanie Guyte, Kieran Mackle & Rob Rosslyn)**

- Decide on the awarding body and specification for a particular ELC/FS/ GCSE examination.
- Ensure that sufficient overall assessment is taken in the exam series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the awarding body specification.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities with regard to NEAs and 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 assessments tasks or contextualise sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

##### **Teaching Staff**

- Understand and comply with the general guidelines contained in the JCQ publications '*Instructions for conducting controlled assessments*' and '*Instructions for conducting non examination assessments*'.

- Understand and comply with the awarding body specification for conducting NEAs and 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 NEAs and controlled assessments.
- 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.

### **Exams Officer**

- Enter students for individual units, whether assessed by NEAs or 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 mark sheets for teaching staff to use, and collect and send mark sheets to awarding bodies before deadlines.
- On the few occasions where NEAs or controlled assessments cannot be conducted in the classroom, arrange suitable accommodation where they can be carried out, at the direction the Leadership Team.
- Liaise with the Head of Centre responsible for timetabling to map overall resource management requirements for the year. As part of this resolve:
  - Clashes/ problems over the timing or operation of NEAs or 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 approved by LT.
- Work with teaching staff to ensure requirements for support staff are met.
- 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.
- 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.
- Ensure access arrangements have been applied for.

## Risk Management Processes

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Timetabling</b>			
Assessment schedule clashes with other activities	Plan/ establish priorities well ahead (e.g. start of the academic year) for all subjects or lines of learning	Plan dates in consultation with school calendar – negotiate with other parties	Exams Officer Heads of Department
Too many assessments close together across subject or lines of learning	Plan assessments so they are spaced over the duration of the course	Space assessments to at least allow candidates sometime between assessments	Head of Department
<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 NEAs or controlled assessment	Use more than one classroom or multiple sittings where necessary	Exams Officer Site Manager
Insufficient facilities for all candidates	Careful planning ahead and booking rooms/ centre facilities		Exams Officer Site Manager
<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 Officer Head of Department ICT Manager
Teaching staff/ assessors unable to access task details	Test secure access rights ahead of schedule every year and every session	Ensure teaching staff/assessors have access rights for correct area of awarding body secure extranet sites ahead of time.	Exams Officer Head of Department ICT 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 Officer ICT Manager
<b>Absent candidates</b>			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates.  Inform parents of exam absence procedure.	Contact candidate parent/ guardian; contact awarding body; inform the invigilators; check whether the exams can be rescheduled; edit seating plan.  N.B. Will special consideration be required?	Exams Officer Head of Department Head of Centre Pupil Services Officer

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 alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashes  N.B. retakes of NEAs or controlled assessments are limited.	Exams Officer  Head of Department
Very late candidates	Plan alternative session(s) for candidates	Inform invigilators; obtain written and signed confirmation from parent/guardian to confirm candidate exam security; allow candidate to take the exam; consider the seating plan and disruption to other candidates; alert awarding body using JCQ form.	Exams Officer  Head of Department  Head of Centre  Pupil Services Officer
<b>Control levels for tasks taking</b>			
Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff/assessors know what level is applicable and understand what is involved. Provide training if required.	Seek guidance from the awarding body	Exams Officer  Head of Department
<b>Supervision</b>			
Teaching staff/ assessors do not understand supervision of NEAs or controlled assessment is their responsibility	Ensure teaching staff/assessors understand the nature of NEAs and controlled assessments and their role in supervision by providing in-house training		Exams Officer  Head of Department
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 NEAs or controlled assessment where a teacher/assessor is not supervising, in line with the awarding body specification		Exams Officer  Head of Centre

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Task setting</b>			
Teaching staff/ assessors fail to correctly set tasks	Ensure teaching staff/assessors understand the task setting arrangements as defined in the awarding body specification  N.B. All tasks whether set by the awarding body or the centre/ consortium must be developed in line with the requirements of the specification.	Seek guidance from the awarding body	Exams Officer  Head of Department  Head of Centre
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	Exams Officer  Head of Department  Head of Centre
<b>Security of materials</b>			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand the importance of task security	Request/obtain different assessment tasks	Exams Officer
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	Exams Officer
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative spaces	Exams Officer  Head of Centre
<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 the deadline and seek guidance from the awarding body on further action.	Exams Officer  Head of Department
Deadlines for marking and/or paperwork not met by teaching staff/ assessors	Ensure teaching staff/assessors are given clear deadlines (prior to awarding body ones) to complete marking/ paperwork so the exams office can	Seek guidance from awarding body	Exams Officer  Head of Department  Head of Centre

	process and send off marks ahead of awarding body deadlines		
<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	Exams Officer  Head of Department
Teaching staff/ assessors fail to complete authentication forms or leave before completing authentication	Ensure teaching staff/assessors understand importance of authentication forms and the requirement of a signature	Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season	Exams Officer  Head of Department
<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	Exams Officer  Head of Department
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.	Exams Officer  Head of Department

## Appendix 2



### Exams Contingency Plan

The Examination Contingency Plan aims to cover all possible disruptions to the examinations process and is put in place by the Exams Officer in discussion with the Leadership Team, to minimise risk to examination administration and any adverse impact on students, for example - should adverse weather prevent an exam from taking place at the school.

This contingency plan will be implemented only in the event of major disruption to the school and any actions taken will be subject to the agreement of the Leadership Team dealing with the specific circumstances being faced. Implementing the plan will safeguard the interests of candidates while maintaining the integrity of examinations and the awarding body requirements.

From the below table, the contingencies applied will be selected based on the context of the disruption. If it is identified that current contingencies will not be sufficient to manage a unique unforeseen situation causing disruption to examinations, the Executive Headteacher or Head of School will agree the additional actions required.

Disruption	Action	Responsibility
Disruption of teaching time – centre is closed for an extended period	<ul style="list-style-type: none"> <li>• Subject Leader and LT convene to agree course of action, may involve delaying entry to exam series.</li> </ul>	Subject Leaders & LT
Disruption in the distribution of examination papers	<ul style="list-style-type: none"> <li>• Awarding organisations to provide centres with electronic access to examination papers via a secure external network.</li> <li>• Awarding organisations to fax examination papers to centres if electronic transfer is not possible.</li> <li>• The Exams Officer would need to ensure that copies are received, made and stored under secure conditions.</li> <li>• Check exam papers are on site 24hr preceding exam.</li> </ul>	Awarding Body & Exams Officer
Candidates unable to take examinations because of a crisis – (centre remains open)	<ul style="list-style-type: none"> <li>• Centre to liaise with awarding body to agree delay of start of exam, candidates monitored and isolated in line with awarding body agreed instructions.</li> <li>• Centre to liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding organisations.</li> <li>• Centre to offer candidates an opportunity to sit any examinations missed at the next available series.</li> <li>• Centre to apply to awarding organisations for special consideration for candidates where they have met the minimum requirements.</li> </ul>	Head of Centre, LT & Exams Officer
Centre is unable to open as normal during the examination period	<ul style="list-style-type: none"> <li>• Centre to open for examinations and examination candidates only, if possible, and to use alternate accommodation within the same site.</li> <li>• Centre to use alternative venues in agreement with relevant awarding organisations (e.g. share facilities with other centres or use other public building, if possible).</li> <li>• Centre may offer candidates an opportunity to sit any examinations missed at the next available series.</li> <li>• Centre to apply to awarding organisations for special consideration for candidates where they have met the minimum requirements</li> <li>• Centre to keep affected candidates informed.</li> </ul>	Head of Centre, LT & Exams Officer



<b>Disruption</b>	<b>Action</b>	<b>Responsibility</b>
Disruption to the transportation of examination papers	<ul style="list-style-type: none"> <li>• Centre to contact awarding body if papers not received, so can be sent securely and photocopied by Centre prior to exam and kept secure.</li> <li>• For completed examination papers - Centre to ensure secure storage of them until collection.</li> <li>• Centre to seek advice from awarding organisations and normal collection agency regarding collection.</li> </ul>	Exams Officer
Assessment evidence unable to be marked due to large-scale damage or destruction	<ul style="list-style-type: none"> <li>• Centre to seek advice from Awarding Body.</li> <li>• It may be possible to generate marks from subsequent work or there may be opportunity to retake the assessment.</li> </ul>	Exams Officer, Subject Leader & Head of Centre
Exams Officer is absent from school for a long duration	<ul style="list-style-type: none"> <li>• Senior leader trained to administer and apply examination protocols in line with JCQ guidelines – with support of Admin staff.</li> <li>• Possible support from supply Exams Officer to support in interim.</li> </ul>	Head of Centre & LT
Emergency arises during an exam session	<ul style="list-style-type: none"> <li>• Centre follows the Emergency Evacuation Procedure for Exams. This will be available in all examination rooms when an exam is scheduled.</li> </ul>	Head of Centre & Exams Officer
Failure of ICT Systems	<ul style="list-style-type: none"> <li>• Exams Officer to liaise with IT Team in first instance.</li> <li>• Exams Officer to contact Awarding Body for advice and action as necessary.</li> <li>• Test may be able to be postponed to future date so candidates can re-sit.</li> </ul>	Head of Centre, Exams Officer & IT Team
Sole invigilator in exam room	<ul style="list-style-type: none"> <li>• Rare and only happens when there are two or fewer candidates. The invigilator will have contact with the Exams Officer via a radio in case of an emergency.</li> </ul>	Examinations officer
Centre unable to access results or inform candidates of results as normal	<ul style="list-style-type: none"> <li>• Centre to make arrangements to access its results at an alternative site.</li> <li>• Centre to make arrangements to coordinate access to post-results services from an alternative site (or through access of computerised systems).</li> <li>• Centre to share facilities with other centres if this is possible.</li> <li>• Centre to inform affected candidates about change of plan re accessing results.</li> </ul>	Head of Centre, Exams Officer & IT Team

## Appendix 3



### Internal Appeals Procedure

**Ifield School** is committed to ensuring that whenever its staff mark students' work this is done fairly, consistently and in accordance with the awarding body's specification for the qualification concerned. Students' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. **Ifield School** is committed to ensuring that work produced by students is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking students' work, internal moderation and standardisation will ensure consistency of marking.

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

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

1. Appeals should be made by the end of April at the latest, in order to ensure that the internal appeals process is completed prior to the submission of centre marks to the awarding body.
2. Appeals **must** be made in writing by the Candidate's parent/carer to the Exams Officer.
3. The Head of Centre will appoint a senior member of staff, e.g. Deputy Headteacher or an Assistant Headteacher, 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 the examinations code of practice of the Qualifications and Curriculum Authority (QCA).
5. The candidate's parent/carer will be informed in writing of the outcome of the appeal, including any relevant correspondence with the awarding body, and any changes made to assessment of their work.
6. The outcome of the appeal will be made known to the Head of Centre. 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 students' 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 **Ifield School** and is not covered by this procedure.

## Appendix 4



### Enquiries about Results (EARs)

- EARs may be requested by centre staff or the candidate (Candidate's parent/carer) following the release of results. A request for a re-mark or clerical check requires the written consent of the candidate, a request for a re-moderation of internally assessed work may be submitted without the consent of the group of candidates.
- The cost of EARs will be paid by Ifield School if the school requests it or if a candidate's request is agreed by the Head of School.
- The candidate and their parent/carer must be informed that the EARs can result in marks/grades being raised, lowered or remaining the same. Written consent is therefore essential before an EAR is made.
- All decisions on whether to make an application for an EAR will be made by the Head of Centre.
- If a candidate or their parent/carer wishes to request an EAR, then they should first approach their subject teacher to see if they think that this is appropriate and should seriously consider the advice given.
  - If the Head of School agrees to the EAR going ahead, the school will pay the cost of the EAR.
  - If the Head of School does not agree to the EAR going ahead then the candidate must meet the full cost of the EAR.
  - In both cases, written consent will be required before proceeding with the EAR.
  - If the candidate or their parent/carer is unwilling to pay for the EAR, then they need to follow the appeals process for EARs. This process is only adopted when all other means of reaching an agreement have been attempted.
- All processing of EARs will be the responsibility of the Exams Officer following the JCQ guidance.
- Once the Exams Officer hears back from the Awarding Body, the outcome of the result will be made available to the candidate and their parent/carer.



### **Enquiries about Results - Appeals**

Procedure to be followed where a candidate or parent/carer disagrees with Ifield School's decision not to support an Enquiry about Results and the candidate (and their parent/carer) refuse to pay the EAR fee.

- The candidate or parent/carer must make the appeal in writing to the Head of School. Appeals should normally be made by ***1st September*** for examinations in the summer series, as awarding bodies have their own deadlines for the receipt of EAR requests.
- The enquiry will normally be led by the Head of School, together with a member of the Leadership Team (who was not involved in previous decisions) and the Exams Officer.
- The candidate and their parent/carer will be informed of the outcome of the appeal, in writing.
- If it is decided that the EAR will go ahead, then the school will pay and the EAR will be processed in the normal way by the Exams Officer. Written consent will be required from the candidate.



**Ifield School**  
**Access to Fair Assessment Policy**

**Statement of Assessment**

- We aim to provide a variety of qualifications which provide all students with the opportunity to achieve their full potential by the most appropriate and direct route.
- Our Assessment policy is based on the concepts of equality, diversity, clarity, consistency and openness.
- We will endeavour to ensure that the assessment processes are implemented in a way which is fair and non- discriminatory.

**Access**

- The policy is made available on request.
- All tutors are made aware of the contents and purpose of this policy.
- This policy may be revised in response to feedback from students, tutors, parents/carers and external organisations

**What students can expect from us:**

- We aim to ensure that all assessment of work is carried out fairly and in keeping with the awarding body's requirements.
- All portfolio-based work will be assessed fairly against the qualification standards and teachers involved will be fully trained.
- Internal assessments will be carried out fairly and according to awarding bodies instructions.
- Externally marked tests and exams will be according to the requirements of the awarding body.

**Students can also expect:**

- To be fully inducted onto a new course and given information that can be shared with parents and carers.
- Learning outcomes, performance criteria and other significant elements of learning and assessment to be made clear at the onset of the course and when assignments are set.
- To be given appropriate assessment opportunities during the course with feedback provided on the quality of the work.

**Cheating and Plagiarism**

A fair assessment of student's work can only be made if that work is entirely the student's own. Therefore students can expect an awarding body to be informed if:

- They are found guilty of copying, giving or sharing information or answers, unless part of a joint project.
- They use an unauthorised aid during a test or examination
- They copy another student's answers during a test or examination.
- They talk during a test or examination.

All allegations of cheating and plagiarism will lead to a full investigation which will follow the guidance of the relevant awarding body.

