

# **IFIELD SCHOOL**

## **Exams Policy**

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# IFIELD SCHOOL

## Exams Policy

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## The Policy's 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 the candidates.
- To identify the key processes and responsibilities which help the Exams 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 exams policy will be reviewed every two years. It will be reviewed by the Head of Centre, Exams Officer and Governing Body.

## Exam Responsibilities

The Head of Centre:

- is accountable to the awarding bodies for ensuring that the centre is compliant with the published Joint Council for Qualification (JCQ) regulations and awarding body requirements in order to ensure the security and integrity of the examinations.
- advises on appeals and re-marks.
- is responsible for reporting all suspicions or actual incidents of malpractice. Refer to the JCQ document - *Suspected Malpractice – Policies and Procedures*. For awarding bodies not following JCQ regulations, a separate Malpractice Policy is in place and should be followed in this instance.

The Exams Officer:

- manages the administration of public and internal exams.
- advises the leadership team, subject and class teachers and other relevant support staff on annual exam timetables and application procedures as set by the various awarding bodies.
- communicates regularly with staff concerning imminent deadlines and events.
- ensures that candidates and their parents are informed 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 and awarding body guidelines.
- receives, checks and stores securely all exam papers and completed scripts.
- administers access arrangements and makes applications for special consideration.
- identifies and manages exam timetable clashes.
- accounts for income and expenditures relating to all exam costs.
- line manages the training and monitoring of a team of exam invigilators.
- submits candidates' coursework marks, tracks despatch and stores returned coursework and any other material required by the appropriate awarding bodies.
- arranges for dissemination of exam results and certificates to candidates.
- consults with the leadership team in relation to any appeals/re-mark requests.
- maintains systems and processes to support the timely entry of candidates for their exams.

Teachers:

- notification of access arrangements requirements (as soon as possible after the start of the course).
- accurate completion of exam entry information and all other exam forms.
- submission of candidates' names to the Exams Officer.

- adherence to deadlines as set by the awarding bodies. The Exams Officer's deadline will always be prior to this deadline.
- accurate completion of coursework, controlled assessment forms and declaration sheets.
- decisions relating to post results procedures.

#### Invigilators:

- assisting the Exams Officer in the efficient running of the exams according to JCQ and awarding body regulations.
- the security of the exam before, during and after the exam.
- the collection of exam papers and other material from the exams' office before the start of the exam.
- the collection of all exam papers in the correct order at the end of the exam and returning them to the Exams Officer securely.

#### Candidates and their parents/carers:

- understanding coursework and examination regulations. This includes following all the JCQ and other awarding body information/warning to candidate notices.
- signing a declaration that authenticates any coursework as their own.

#### Qualifications Offered

- The qualifications offered at this centre are decided by the Head of Centre, Senior Assistant Headteacher responsible for Curriculum and Assessment, Assistant Headteacher responsible for Sixth Form and subject leaders.
- The qualifications currently offered are GCSEs, Functional Skills, Entry level Certificates, Sports Leaders, the Arts Award and a range of ASDAN qualifications.
- Informing the Exams Officer of changes to a syllabus is the responsibility of the subject leader.
- Decisions on whether a candidate should be entered for a particular subject will be taken by the Head of Centre in consultation with the relevant subject leader.
- See Appendix 6 for the Fair Assessment Policy.

#### Exam Series

- External exams are scheduled during the spring and summer exam season. External assessments take 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 on demand assessments. If offered, on-demand assessments can be scheduled only in windows agreed between the Head of Centre and subject leader.

#### Exam Timetable

- The Exams Officer will circulate the exam timetable for external exams with all relevant staff.

#### Entries, Entry Details and Late Entries

- Subject leaders will provide estimated entry information to the Exams Officer to meet JCQ and awarding body deadlines at the start of each academic year, where relevant.
- Entry deadlines are circulated to subject leaders via email and meetings.
- Candidates are selected for their exam entries by the subject leader.
- The centre does not act as an exam centre for other organisations.
- Late entries are authorised by the Head of Centre.
- Re-sit decisions will also be made by the Head of Centre in consultation with subject leaders.

### Exam Fees

- Departments will not be charged for changes of tier, withdrawals or alterations arising from administrative processes, provided these are made within the time allowed by the awarding bodies.
- Exam entry fees are paid by the Centre.
- Late entry or amendment fees are also paid by the Centre.
- Fee reimbursements may be sought from candidates who decide not to sit an exam that they are entered for 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, subject leaders and the Exams Officer.

### Access Arrangements

- The subject leader will inform the Exams Officer of any candidates that require any access arrangements during the course and in any assessment or exam.
- A candidate's access arrangement requirement is determined by the subject leader.
- Ensuring there is appropriate evidence for a candidate's access arrangement is the responsibility of the Exams Officer and Head of Centre.
- Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Exams Officer.
- Rooming for access arrangement candidates will be arranged by the Exams Officer.
- Invigilation and support for access arrangement candidates will be organised by the Exams Officer.

### Contingency Planning for Exams

- See Appendix 2.

### Private Candidates

- Accepting examination entries from private candidates is the decision of the Head of Centre.

### Managing Invigilators

- Support staff are used to invigilate examinations.
- The Head of Centre and Exams Officer will liaise regarding the recruitment of invigilators from the support staff team.
- Invigilators are timetabled and briefed by the Exams Officer.
- A training session must be held for any new invigilators.
- An update meeting must be held for the existing invigilation team, so they are aware of any changes.
- The Exams Officer prepares an invigilator handbook each year, which is updated to include all new and relevant information.

### Malpractice

- The Head of Centre is responsible for investigating suspected malpractice at the centre. The *Suspected Malpractice – Policies and Procedures* document will be followed for awarding bodies that follow the JCQ regulations. For all other awarding bodies, a separate Malpractice Policy is in place and will be followed in this instance.

### Exam Days

- The Exams Officer will book all exam rooms and make the question papers, other exam stationery and materials available for the invigilator leading the exam.
- The Exams Officer is responsible for organising the allocated rooms.
- The invigilator will start all exams in accordance with the JCQ or awarding body guidelines.
- In practical exams, subject leaders may be on hand in case of any technical difficulties.
- Exam papers must not be read by subject leaders or removed from the exam room. Papers will be distributed to subject leaders at the end of the exam session, unless there is an exam clash, in which case the paper can only be given after all exams have taken place. This is only for certain exams, such as GCSEs
- After the exam, the Exams Officer will arrange for the safe dispatch of completed examination scripts to the awarding body.

### Candidates

- The Exams Officer will provide written information to candidates and their parents/carers in advance of the exam series. This will include the JCQ information to candidates as well as a letter stating the exam times and dates where applicable.
- 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 the 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, watches and other technological web enabled sources of information. These items must not be taken into the 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 the exam day.

### Clash Candidates

- The Exams Officer will be responsible for managing exam clash candidates and identifying a venue and secure supervision for them. This will be arranged in consultation with the Head of Centre.

### Special Consideration

- Should a candidate become unwell before an exam, suffer a bereavement or other trauma, then it is the candidate's parent/carer's responsibility to alert the centre or the Exams Officer prior to the exam taking place.
- If a candidate is taken ill during the exam itself or is disadvantaged or disturbed during an exam, then the invigilator will inform the Exams Officer.
- The Exams Officer will complete a special consideration form for the relevant awarding body within seven days of the exam.
- 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.

### Internal Assessments

- It is the duty of the subject leaders 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 inform all subject leaders of upcoming deadlines regularly by email.
- The Exams Officer will keep 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 to be provided to the Exams Officer by the subject leaders prior to the required deadline.
- See Appendix 1 for further information.

### Appeals Against Internal Assessments

- The process for managing appeals against internal assessments is detailed in Appendix 3.

### Results

- Results will be ready for candidates to collect on results day in August. Parents/carers will be notified of this date by letter.

### Enquiries About Results (EARs)

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

### Access To Scripts (ATS)

- Centre staff may request scripts for investigation or for teaching purposes. For the latter, the consent of the candidates must be obtained.
- Processing of requests for ATS will be the responsibility of the Exams Officer in liaison with the Head of Centre.
- An EAR cannot be applied for once an original script has been returned.

### Certificates

- Candidates will be advised once their certificates are ready for collection. Certificates can be posted if requested, however, the parent/carer will be informed that if certificates go missing it is not the school's responsibility. Any certificates posted home are recorded on the postage spreadsheet and the address is checked prior to sending home.
- Certificates can be collected on behalf of a candidate provided they have authority from the candidate/candidate's parent or carer to do so.
- A replacement certificate will not be issued by an awarding body. A Statement of Results may be issued if a candidate agrees to pay the costs incurred. The candidate is responsible for arranging this themselves through the awarding body website.

### **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.*

This policy is to be reviewed by the Teaching, Learning and Assessment Committee.

Signed by Headteacher.....

Signed by the Teaching, Learning and Assessment Committee Chair .....

Signed by Chair of Governors.....



## **Appendix 1a**

### **Management of Non-Examination Assessments**

This policy identifies the key processes and responsibilities which help the Exams 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) are well organised, so that they run smoothly without any difficulties.
- To ensure that departments are given sufficient support to manage the process of the assessments.

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

##### **Head of Centre and Leadership Team**

- Accountable for the safe and secure conduct of NEAs.
- To ensure that assessments comply with JCQ guidelines and subject-specific instructions from awarding bodies.
- At the start of the academic year, begin coordinating with subject leaders to:
  - schedule NEAs. 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**

- Decide on the awarding body and specification for a particular Entry Level Certificate (ELC)/Functional Skills/GCSE examination.
- 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.
- 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.

##### **Teaching Staff**

- Understand and comply with the general guidelines contained in the JCQ publication '*Instructions for conducting non examination assessments*'.
- Understand and comply with the awarding body specification for conducting NEAs, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Supply to the Exams Officer details of all unit codes for NEAs.
- 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 Officer to the awarding body when required, keeping a record of the marks awarded.

**Exams Officer**

- Ensure access arrangements have been applied for.
- Enter students for individual units, whether assessed by NEAs, external exams or on-screen tests, before the deadline for final entries.
- Enter students' 'cash-in' codes as necessary.
- Where confidential materials are directly received by the exams officer, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Collect and send marks to the awarding bodies before the deadline.
- On the few occasions where NEAs cannot be conducted in the classroom, arrange suitable accommodation where they can be carried out.
- 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.

## Appendix 1b Risk Management Processes

Possible Risks	Possible Remedial Action	Staff Involved
<b>Timetabling</b>		
Assessment schedule clashes with other activities	Plan assessments well ahead of time (e.g. start of the academic year) for all subjects and check against the school calendar.	Head of Centre and Exams Officer
Too many assessments close together across subjects	Plan assessments so they are spaced over the duration of the course. This will also allow candidates some time between assessments.	Head of Centre, Exams Officer and Subject Leaders
<b>Accommodation</b>		
Insufficient space in classrooms for candidates	Once group sizes are known, flag instances where regular classroom space may not be suitable. Use more than one classroom or multiple sittings where necessary.	Exams Officer and Site Manager
Insufficient facilities for all candidates	Careful planning ahead and booking rooms/ centre facilities.	Exams Officer and Site Manager
<b>Downloading Awarding Body Set Tasks</b>		
IT system unavailable on day of assessment	Download tasks well ahead of any scheduled assessment date if possible and book IT equipment ahead of time.	Exams Officer, Subject Leaders and IT 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 the correct area of the awarding body secure sites ahead of time.	Exams Officer, Subject Leaders and IT Manager
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date if possible and report loss to awarding body for replacement and download again as required.	Exams Officer and IT Manager
<b>Candidates</b>		
Candidate absent for all or part of the assessment	Plan alternative session(s) for candidate if possible and inform parents of the exam absence procedure. Contact awarding body and check whether the exams can be rescheduled. Edit the seating plans as necessary. Will special consideration be required?	Head of Centre, Exams Officer, Subject Leaders, and Pupil Services Officer
Candidate has a scheduling clash for exams or assessments	Look at candidate timetables well ahead and decide on priorities in advance to scheduling clashes. Consult awarding body procedures for dealing with timetabling clashes as necessary.	Exams Officer and Subject Leaders
Very late candidate	Plan alternative session(s) for the candidate if this is possibility. For external exams, a candidate may sit the exam at the centre's discretion. Obtain written and signed	Head of Centre, Exams Officer and Pupil Services

Appendix 1b to Exams Policy

	confirmation from parent/carer 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.	Officer
<b>Control Levels for Task 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 and Subject Leaders
<b>Supervision</b>		
Teaching staff/ assessors do not understand supervision of NEAs is their responsibility	Ensure teaching staff/assessors understand the nature of NEAs and their role in supervision. Awarding bodies offer a range of training and support as required.	Head of Centre, Exams Officer and Subject Leaders
A suitable supervisor has not been arranged for an assessment where the teacher/assessor is not supervising	A suitable supervisor must be arranged for any NEAs where a teacher/assessor is not supervising, in line with the awarding body specification. Check guidance as to who could provide cover and if in doubt liaise with the awarding body.	Head of Centre and Exams Officer
<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. All tasks whether set by the awarding body or the centre must be developed in line with the requirements of the specification. Seek guidance from the awarding body.	Head of Centre, Exams Officer and Subject Leaders
Assessments have not been moderated as required in the awarding body specification	Check specification and plan required moderation appropriately and ahead of time. Seek guidance from the awarding body if required.	Head of Centre, Exams Officer and Subject Leaders
<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 and Subject Leaders
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 if the teacher has no facility to store securely.	Exams Officer and Subject Leaders
Insufficient or insecure storage space	Look at provision for suitable storage early on in the course. Find alternative spaces ahead of any confidential materials being sent or any assessment work requiring secure storage.	Head of Centre, Exams Officer and Subject Leaders

Appendix 1b to Exams Policy

Possible Risks	Possible Remedial Action	Staff Involved
<b>Deadlines</b>		
Deadlines not met by candidate	Ensure all candidates are briefed on deadlines and 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 and Subject Leaders
Deadlines for marking and/or paperwork not met by teaching staff/ assessors	Ensure teaching staff/assessors are given clear deadlines (prior to the awarding body ones) to complete marking/ paperwork. This is so the Exams Officer can process and send off marks ahead of awarding body deadlines. Seek guidance from awarding body.	Head of Centre, Exams Officer and Subject Leaders
<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 and Subject Leaders
Teaching staff/assessors fail to complete authentication forms or leave before completing authentication forms.	Ensure teaching staff/assessors understand the importance of authentication forms and the requirement of a signature. Return form to staff for a signature. Ensure forms are signed as work is marked, not at the end of the year.	Exams Officer and Subject Leaders
<b>Marking</b>		
Teaching staff/assessors interpret marking descriptions incorrectly	Ensure appropriate training and looking ahead at marking schemes. Plan for moderation and internal verification early on in the year. Arrange for remarking. Consult awarding body specification for appropriate procedure.	Head of Centre and Subject Leaders
Centre does not run standardisation activity as required by the awarding body	Plan for standardisation for all subjects early on. Check with the awarding body whether a later standardisation event can be arranged.	Head of Centre and Subject Leaders

**Examination Contingency Plan**

The Examination Contingency Plan aims to cover all possible disruptions to the examinations process. It is put in place by the Exams Officer, in discussion with the Leadership Team, to minimise risk to the 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 a 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 the candidates, while maintaining the integrity of the examinations and the awarding body requirements.

From the below table, the contingencies applied will be selected based upon 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 Headteacher will agree the additional actions required.

<b>Disruption</b>	<b>Action</b>	<b>Responsibility</b>
Disruption of teaching time – centre is closed for an extended period	<ul style="list-style-type: none"> <li>• Leadership Team (LT) and Subject Leaders convene to agree course of action. This may involve delaying entries for a particular exam series.</li> </ul>	Leadership Team and Subject Leaders
Disruption in the distribution of examination papers	<ul style="list-style-type: none"> <li>• Awarding bodies to provide centres with electronic access to examination papers via a secure external network.</li> <li>• Awarding bodies 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 24 hours preceding the exam.</li> </ul>	Awarding Body and 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 the awarding body to agree a delay to the start of the 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 body.</li> <li>• Centre to offer candidates an opportunity to sit any examinations missed at the next available exam series.</li> <li>• Centre to apply to awarding bodies for special consideration for candidates where they have met the minimum requirements.</li> </ul>	Head of Centre, Leadership Team and Exams Officer

Appendix 2 to Exams Policy

Disruption	Action	Responsibility
Centre is unable to open as normal during the examination period	<ul style="list-style-type: none"> <li>• Centre to open for examinations only, if possible and to use alternate accommodation within the same site.</li> <li>• Centre to use alternative venues in agreement with relevant awarding bodies (e.g. share facilities with other centres or use other public buildings if possible).</li> <li>• Centre may offer candidates an opportunity to sit any examinations missed at the next available exam series.</li> <li>• Centre to apply to awarding bodies 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, Leadership Team and Exams Officer
Disruption to the transportation of examination papers	<ul style="list-style-type: none"> <li>• Centre to contact awarding body if exam papers are not received so they can be sent securely and photocopied by the centre prior to the 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 bodies 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 an opportunity to retake the assessment.</li> </ul>	Head of Centre, Subject Leaders and Exams Officer
Exams Officer is absent from school for a long duration	<ul style="list-style-type: none"> <li>• Head of Centre to arrange for exam administration and apply examination protocols in line with JCQ. Exams <b>Assistant</b> could cover with the support of the Admin Team.</li> <li>• Covering staff member to follow prepared guidance by the Exams Officer <i>'What to do if the Exams Officer is absent'</i>. Also to seek support from the awarding bodies.</li> <li>• Possible support from <b>supply</b> Exams Officer to support in the interim if required.</li> </ul>	Head of Centre and Leadership Team
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 and Exams Officer
Failure of ICT systems	<ul style="list-style-type: none"> <li>• Exams Officer to liaise with IT support in the 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 a future date so candidates can resit.</li> </ul>	Head of Centre, Exams Officer and IT Team
Cyber attack	<ul style="list-style-type: none"> <li>• The IT team will be aware of these risks and the Exams Officer will liaise with the team as necessary</li> <li>• For exam entries and submission of marks – these should be made ahead of the required deadline.</li> <li>• School servers are backed up each day so the IT team should be able to retrieve any documents that were being prepared the day before.</li> </ul>	Head of Centre, Exams Officer and IT Team

Appendix 2 to Exams Policy

	<ul style="list-style-type: none"> <li>• Where online exams are being taken, Exams Officer to contact awarding body for advice.</li> <li>• If this happens on results day – Exams Officer to speak to the awarding bodies for advice. These results can be accessed from home computers via the secure websites. However, this will only apply to a few exams as most results will be available before the end of the school year due to being internal assessments.</li> </ul>	
Sole invigilator in exam room	<ul style="list-style-type: none"> <li>• The invigilator will have contact with the Exams Officer via a mobile phone in case of an emergency. The phone is to be kept on silent throughout the examination.</li> </ul>	Exams Officer
Centre unable to access results or inform candidates of results as usual	<ul style="list-style-type: none"> <li>• Centre to contact awarding bodies in the first instance to see if they can assist.</li> <li>• Centre to share facilities with other centres if this is possible.</li> <li>• Centre to inform affected candidates regarding alternative arrangements for results – they may be posted or emailed to them.</li> </ul>	Head of Centre, Exams Officer and IT Team



## **Internal Appeals Procedure**

Ifield School is committed to ensuring that whenever staff mark students' work, this is completed 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 will ensure 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 or their parent/carer believes that this may not have happened in relation to their work, then they 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. 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 the 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 changes in marks given by the subject teacher. This process is outside the control of Ifield School and is not covered by this procedure.*



**Internal Appeals Procedure – Written Record**

Name of Student..... Date request for appeal made.....

Qualification ..... Teacher.....

Unit..... Mark/Grade.....

Reasons given for appeal:

Assessor Response:

Notes of discussion:

Outcome of Appeal:

## **Enquiries about Results (EARs)**

- EARs may be requested by centre staff, the candidate or their parent/carer, following the release of the 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 the enquiry or if a candidate's request is agreed by the Head of Centre.
- 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 the subject leader and carefully consider the advice given.
  - If the Head of Centre agrees to the EAR going ahead, the school will pay the cost of the EAR.
  - If the Head of Centre does not agree to the EAR going ahead, then the candidate's parent/carer 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 receives feedback 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 (EAR) 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 Centre. Appeals should normally be made by **1st September** for examinations that took place in the summer term during the previous academic year. Awarding bodies have their own deadlines for the receipt of EAR requests.
- The enquiry will usually be led by the Head of Centre 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 usual way by the Exams Officer. Written consent will be required from the candidate or their parent/carer.

## **Appeals regarding centre decisions relating to access arrangements and special consideration**

This procedure confirms Ifield School's compliance with *JCQ's General Regulations for Approved Centres* that the centre will:

- have in place and available for inspection a written internal appeals procedure which must cover at least appeals regarding centre decisions relating to access arrangements and special consideration.

Ifield School will:

- comply with the principles and regulations governing access arrangements and special consideration as set out in the *JCQ publications Access Arrangements and Reasonable Adjustments* and *A guide to the special consideration process*
- ensure that all staff who manage and implement access arrangements and special consideration are aware of the requirements and are appropriately supported and resourced.

### **Access Arrangements and Reasonable Adjustments**

In accordance with the regulations, Ifield School

- recognises its duty to explore and provide access to suitable courses, through the access arrangements process **and will** submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates
- complies with its responsibilities in identifying, determining and implementing appropriate access arrangements and reasonable adjustments.

Failure to comply with the regulations have the potential to constitute malpractice which may impact on a candidate's result(s).

Examples of failure to comply include:

- putting in place access arrangements and/or adjustments that are not approved
- failing to consider implementing access arrangements (which may be a failure to comply with the duty to make reasonable adjustments)
- permitting access arrangements and/or adjustments within the centre which are not supported by appropriate evidence
- charging a fee for providing reasonable adjustments to candidates' access arrangements and reasonable adjustments.

Parents/Carers will be contacted by letter should the school believe that their child requires a formal access arrangement to be processed. A privacy notice will need to be completed and signed by them before anything can be actioned by the school.

### **Special Consideration**

Where Ifield School can provide signed evidence to support an application, it will apply for special consideration at the time of the assessment for a candidate who has temporarily experienced illness, injury or some other event outside of their control when the situation has had, or is reasonably likely to have had, a material effect on the candidate's ability to take an assessment or demonstrate their usual level of attainment during an assessment.

## Appendix 5 to Exams Policy

In cases of special consideration, the Exams Officer will discuss this with the Head of Centre initially. In some circumstances this will be initiated by the Parent/Carer – for example in the case of a close family bereavement.

### **Centre decisions relating to access arrangements, reasonable adjustments and special consideration**

Candidates or their parents/carers have the right to appeal Ifield School's decision not to make or apply for a specific reasonable adjustment or to apply for special consideration, in circumstances where a candidate does not meet the criteria, or there is no evidence or insufficient evidence to support the implementation of an access arrangement, reasonable adjustment or the application of special consideration.

Where Ifield School makes a decision in relation to the access arrangement(s), reasonable adjustment(s) or special consideration that apply for a candidate or candidates:

- If a candidate who is the subject of the relevant decision (or the candidate's parent/carer) disagrees with the decision made and reasonably believes that the centre has not complied with its responsibilities or followed due procedures, a written request setting out the grounds for appeal should be submitted.
- Initially, the candidate or parent/carer needs to send in a written letter for the attention of the Exams Officer.

To determine the outcome of the appeal, the Head of Centre will consult the respective JCQ publication to confirm the centre has complied with the principles and regulations governing access arrangements and/or special consideration and followed due procedures.

The candidate or parent/carer will be informed of the outcome *within 10 working days of the initial letter being received*. If the appeal is upheld, Ifield School will proceed to implement the necessary arrangements/submit the necessary application.

### **Appeals regarding centre decisions relating to other administrative issues**

Circumstances may arise that cause Ifield School to make decisions on administrative difficulties that may affect a candidate's examinations/assessments.

Where Ifield School may make a decision that affects a candidate or candidates:

- If a candidate who is the subject of the relevant decision (or the candidate's parent/carer) disagrees with the decision made and reasonably believes that the centre has not complied the regulations or followed due process, a written request setting out the grounds for appeal should be submitted
- Initially, the candidate or parent/carer needs to send in a written letter for the attention of the Exams Officer.

To determine the outcome of the appeal, the Head of Centre will investigate the decision-making process and the candidate or parent/carer will be informed of the outcome *within 10 working days of the initial letter being received*.

## **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 best by the most appropriate and direct route.
- We will endeavour to ensure that the assessment processes are implemented in a way which is fair and non- discriminatory.

#### **What students can expect from Ifield School:**

- 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 body 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.