



## Examinations Policy 2017-2018

### Issue Status: -

Date	Version	Comment	Owner
September 2007	1	Original Document	Louise Moir
September 2008	2	Reviewed	Louise Moir
September 2009	3	Reviewed	Louise Moir
March 2010	4	Re-Written	Louise Moir
September 2010	5	Reviewed	Louise Moir
September 2011	6	Reviewed	Louise Moir
August 2012	7	Reviewed	Louise Moir
September 2013	8	Reviewed	Julie Taylor
October 2014	9	Reviewed	Julie Taylor
December 2015	10	Reviewed	Julie Taylor
September 2016	11	Reviewed	Emma Taplin
February 2017	12	Reviewed	Emma Taplin
January 2018	13	Reviewed	Emma Taplin

Electronic copies of this document are available to download from:  
TDA Home > Staff Home > Controlled Documents

Prepared: L Briers November 2017

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Verified: J Brassington December 2017

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Approved: E Taplin January 2018

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Available policy on Website: Y/N

**Review Date: October 2018**

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1. The purpose of this exam policy is:
  - a) to ensure the planning and management of exams is conducted efficiently, effectively and in the best interest of students
  - b) all aspects of the exam process is documented and all relevant policies, procedures and plans are signposted
  - c) all exams and assessments are conducted in accordance with JCQ and Awarding Body regulations, guidance and instructions
  - d) to ensure the operation of an efficient exam system with clear guidelines for all relevant staff
2. It is the responsibility of everyone involved in the Academy's exam processes to read, understand and implement this policy.
3. This exam policy will be reviewed regularly and at least once per year by the Exams Officer and approved by the Academy Executive Team. A hard copy will be kept in the Exams Office, electronic copies will be available on the Academy's internal intranet and the public website.
4. For the purpose of this policy the term:
  - student* denotes all exam candidates or learners, regardless of year group.
  - Exams Office* refers to the Academy's examination office under the leadership of the Examinations Officer
  - Internally assessed work* refers to controlled assessments, coursework, non-examination assessments

KEY:

ATS – Access to Scripts

AVP – Assistant Vice Principal

DVP – Deputy Vice Principal

EAR – Enquiry About Results

Exam Links – Either the Head of Department or the Subject Leader

GCSE – General Certificate of Secondary Education (KS4)

GCE – General Certificate of Education (KS5)

HOD – Head of Department

IV – Internal Verification

JCQ – Joint Council for Qualifications

SEND – Special Education Needs and Disabilities

SL – Subject Leader

TDA – Thomas Deacon Academy

VLE – TDA Intranet Virtual Learning Environment

## 5. EXAM RESPONSIBILITIES

5.1 Overall responsibility for the Academy as an exam centre is held by the Principal. The Vice Principal has operational day to day responsibility which includes:

- a) Organisation of teaching and learning.
- b) External validation of courses followed at Key Stage 4/Post 16.
- c) Advice on appeals and re-marks.

5.2 A summary of staff responsibilities is listed below.

### **Head of Centre**

5.3 The Head of Centre is responsible to the awarding bodies for making sure all examinations/ assessments are conducted according to awarding body and JCQ instructions and the qualification specifications issued by the awarding bodies. They may not appoint themselves as the examinations officer. The Head of Centre

- a) Ensures the Academy has appropriate accommodation to support the size of the cohorts being taught, examined along with accommodation for candidates requiring access arrangements.
- b) Ensures venues for conducting exams meet the requirements of JCQ and the awarding bodies.
- c) Ensures the National Centre Number Register Annual update (administered on behalf of JCQ by OCR) is responded to each year
- d) ensures staff attends appropriate training events to enable the exam process to be effectively managed and administered.
- e) Ensures a names member of staff acts as the Special Educations Needs and Disability Co-ordinator (SENDCO).
- f) Ensures a teacher who teaches the subject being examined, or a member of staff who has had overall responsibility for the candidate's preparation for exams, is not an invigilator during the timetabled written examinations or on screen tests.
- g) Ensures security within the examination process is managed according to JCQ and awarding bodies regulations.
- h) Ensure appropriate steps are taken where a student being entered for exams is related to a member of centre staff.
- i) Ensure members of centre staff do not forward e-mails and letter from awarding bodies or JCQ without prior consent to third parties or upload such correspondence onto social media sites.
- j) Ensure members of staff do not advise students/parents/carers to contact awarding bodies/JCQ directly.
- k) Ensures all suspicions or actual incidents of malpractice in line with the JCQ publication *Suspected Malpractice in Examinations and Assessments* is reported to the appropriate awarding body. Copies can be found on the Staff VLE site in the 'Exams' section.

- l) ensures all policies and risk management processes/contingency plans and procedures are in place and adhered to that allows the Head of Centre to act immediately in the event of an emergency or staff absence.

### **Exams Officer**

5.4 Manages the administration of public external exams and the analysis of exam results.

- a) Is familiar with, understands and implements the annually updated JCQ publications ensuring all key tasks are undertaken and key dates and deadlines met.
- b) Ensures awarding bodies are notified where a candidate is being taught and prepared for examinations and assessments by a relative or where a relative of exams office staff is being entered for examinations and assessments.
- c) Advise HODs, SLs, teachers, class tutors and other relevant support staff on external exam timetables and application procedures as set by the various awarding bodies.
- d) Oversee the production and distribution to staff and students of an annual calendar for all exams in which students will be involved and communicates regularly with staff concerning imminent deadlines and events.
- e) Ensure that students and their parents are informed of and understand those aspects of the exam timetable that will affect them.
- f) Consult with Exam Links to ensure that necessary internal assessments are completed on time and in accordance with JCQ guidelines.
- g) Provide and confirm detailed data on estimated entries.
- h) Receive, check and store all exam papers and completed scripts securely.
- i) Dispatches scripts/internal assessments and instructed by JCQ and awarding bodies
- j) Administer access arrangement and special consideration applications in line the JCQ Access arrangements and special considerations regulations and guidance relating to students who are eligible for adjustments in examinations.
- k) Identify and manage exam timetable clashes.
- l) Account for income and expenditure relating to all exam costs/charges.
- m) Responsible for appraisal and coaching of the exam team.
- n) Manage the process for recruitment, training and monitoring of a team of exam invigilators responsible for the invigilation of exams and maintaining accurate records of training given.
- o) Liaise with the SENDCO to ensure invigilators are made aware of the Equality Act 2010 and are trained in disability issues.
- p) Prepare and present exam reports, as and when required, to the Academy Executive Team and DVP Team
- q) Provide data to the Data Team for the purpose of exam results and statistical data reporting.
- r) Submit students' internal assessment marks, track dispatch and store materials required by the awarding bodies correctly and on schedule.
- s) Arrange for dissemination of exam results and certificates to students and process, in consultation with SLT, any appeals/enquiries about result requests.

- t) Maintain systems and processes to support the timely entry of students for their exams
- u) Evaluate effectiveness of exams and invigilation service.
- v) Approves relevant access rights for teaching staff to awarding bodies secure extranet sites

### 5.6 **Deputy Vice Principals (DVP)**

- a) Are familiar with the content of annually updated JCQ publications and refer and direct the Academy exam centre to these.
- b) Hold HODs to account for adherence to examination procedure and policy
- c) Liaise with HODs in the guidance and pastoral oversight of students who are unsure about exam entries or amendments to entries.
- d) Ensure appropriate internal moderation, standardisation and verification processes are in place.
- e) Ensure an internal appeals procedures relating to internal assessment decisions is in place for a student/parent/carer to appeal against and request a review of the centre's marking.
- f) Ensure a policy for the management of controlled assessment is in place for new GCE and GCSE qualifications which include components of non-examination assessments.
- g) Ensure irregularities are investigated and any cases of suspected malpractice reported to the awarding body as required.
- h) Are involved in post-results procedures.
- i) Ensure relevant support is provided to the Exams Office in recruiting, training and deploying a team of invigilators. If contracting supply staff as invigilators or to facilitate an access arrangement, they are competent, fully trained and understand what is and what is not permissible.

### **Quality Nominee (Edexcel BTEC Programmes only)**

5.7 The role of the Quality Nominee is to oversee the operation of Edexcel BTEC courses across the Academy.

- a) Liaise with the exams office on student registrations and certification.
- b) Work with programme area leaders on internal verification, National Standards Sampling and Centre Risk Assessments.
- c) Ensure quality and consistency across programme areas.
- d) Review of policy and practice in line with Edexcel's requirements and guidelines.
- e) Ensure all documents are in the SL/HODs subject folder.

### 5.8 **Heads of Department (HODs)**

- a) Ensure teaching staff undertake key tasks, as detailed in this policy, with the exams process and meet internal deadlines set by the Exams officer and SEND Co-ordinator.
- b) Hold SL to account for completion of exam link role.
- c) Ensure teaching staff:
  - keep themselves updated with awarding body teacher-specific information to confirm effective delivery of qualifications

- attend relevant training courses and events to ensure they have the necessary skills and knowledge to conduct set tasks, assess, mark and authenticate candidates work.
- d) Ensure achievement of coursework deadlines and data submission deadlines
- e) Hold overall responsibility for ensuring that the requirements of examination specification are met within subjects in their department area

### 5.9 **Exam Link / Subject Leaders (SL)**

Primary role is to act as liaison for all external exam matters such as entries, forecast grades, internal assessments and results between the exams office and their designated subject area.

- a) At the start of every academic year, notify the exams office of all external qualifications being taught in their college/subject area.
- b) Adhere to deadlines as set by the exams office.
- c) Accurate completion of exams entry, forecast grade and internal assessment documents as required by the exams office and the awarding bodies.
- d) Ensure that Internal Assessment/Controlled Assessments are with the exams office for despatch to the Awarding Body/Moderator within the designated time frame.
- e) Communicate expectations around assessment and examination to team and ensure subject staff adhere to these.

### 5.10 **Teachers**

- a) Responsible for referral of students with possible access arrangement requirements to SEND Co-ordinator. This should be undertaken as soon as possible after the start of the course.
- b) Ensure appropriate instructions for conducting internal assessment are followed.
- c) Ensure candidates are aware of JCQ and awarding body information on producing work that is internally assessed.

### 5.11 **SEND Co-ordinator**

Responsible for:

- a) Identification and testing of students' requirements for access arrangements in conjunction with HLTA overseeing exam concessions.
- b) Liaises with teaching staff to gather evidence of normal way of working of an affected candidate to determine their eligibility for arrangements or adjustments for access arrangements.
- c) Completion of application forms, data protection notices and evidence to be passed to exams office for processing.
- d) Provision of additional support to help students achieve their course aims.
- e) Ensures staff appointed to facilitate access arrangements are appropriately trained and understand the rules of the arrangements. Keeping detailed records of training provided

and attendance. If contracting supply staff to facilitate an access arrangement, they are competent, fully trained and understand what is and what is not permissible.

- f) Reviews and contributes to relevant sections of examinations policies to ensure they are kept up to date and in line with changes to regulations relating to their job responsibilities.
- g) Ensures invigilators are made aware of the Equality Act 2010 and are trained in disability issues.

#### 5.12 **Lead Invigilator / Invigilators**

- a) Attend training, update, briefing and review sessions as required.
- b) Provide information as requested on their availability to invigilate.
- c) Sign a confidentiality and security agreement and confirm whether they have any current maladministration/malpractice sanctions applied to them.
- d) Ensure all requirements in the JCQ *Instructions for the Conduct of Examinations* booklet are met.
- e) Report any suspected malpractice to the Exams Officer immediately.
- f) Collection of all exam papers, in the correct order, at the end of the exam and their return to the exams office.

#### 5.13 **Students**

- a) Understand internal assessment regulations, complete and authenticate their work according to staff instructions and JCQW regulations.
- b) Attend exams promptly and be aware of their timetables.
- c) Must bring photographic ID with them to every exam.
- d) Are required to remain in the exam room for the full duration of the published exam time; any additional time allowances are taken at the discretion of the student.
- e) Behave in a responsible and appropriate manner throughout the duration of the exam, in line with the instructions for the conduct of Examinations.
- f) Any reported cases of suspected malpractice will be investigated and reported to the awarding body; the student will have the opportunity to produce a written statement.

#### 5.14 **Reception/Facilities Staff**

- a) Support the exams office in dealing with exam related deliveries and dispatches with due regard to the security of confidential materials.
- b) Support the exams office in relevant matters relating to exam rooms and resources.



## 6. EXAM SESSIONS AND TIMETABLES

### 6.1 Exam Sessions

6.2 Internal Exams are the responsibility of the Deputy Vice Principal (DVP) group. These will be

- a) scheduled throughout the year as determined by the DVP group.
- b) held during normal taught lesson time and will not impact on other lessons unless otherwise specified by a member of the DVP group.

6.3 Each subject area is responsible for:

- a) producing and marking suitable exam papers.
- b) organising internal exams within the classroom during normal timetabled lessons where necessary.
- c) notifying students of the date/times of the internal exam when held within timetabled lessons.

6.4 For internal exams that are being held outside of timetabled lessons, the subject area is still responsible for producing and marking suitable exam papers. The Exams Office is responsible for:

- a) organising the timetable for internal exams.
- b) booking suitable venues for the exams to take place.
- c) notifying students of the date/times of these exams.
- d) organising invigilators to administer the exams.

6.5 All internal exams will be held under external exam conditions. Access Arrangements must be provided for students as per the external exam provisions.

6.6 External Written Exams are:

- scheduled in primarily in November (GCSE Maths and English re- sit exam only), January, May and June; dates and times are set by the awarding bodies and cannot be changed.

6.7 On Screen External Exams are:

- scheduled throughout the year as determined by the teacher and specification requirements and in agreement with the exams office.

6.8 Exam Key dates for exams are published on the VLE and public TDA website at the start of each year.

### 6.9 Timetables

The exams office will circulate the exam timetables for exams to students and staff:

- a) The master timetable will be published on the VLE/website for staff, students and parents.
- b) Individual student written examination timetables will be published directly to students.

## 7. ENTRIES, ENTRY DETAILS, LATE ENTRIES, REGISTRATIONS AND RETAKES

### **7.1 Registrations**

7.2 For those programmes of study that require student registration (for example, BTECs, Edexcel Applied courses and Cambridge National/Technical), it is the responsibility of the Subject Leader to:

- a) provide the exams office with a list of student registrations within the agreed deadlines and conforming to the awarding body requirements.
- b) make each student aware of their registration status.
- c) inform the exams office of any withdrawals, transfers or changes to student details
- d) ensure certificate/unit claims are timely and based solely on internal verified assessment records

7.3 The Exams Officer is responsible for notifying the awarding bodies of:

- a) initial registrations and notifying the awarding body of any subsequent changes.
- b) certification/unit award claims.

7.4 The Post 16 Team is responsible for providing details and results of students transferring between specifications or awarding bodies at the start of each academic year. The Exams Officer is responsible for submitting a Transfer of Credit application to the relevant awarding body where necessary.

### **Entries**

7.5 Students are selected for their exam entries by the SLs, verified by HODs. Students are generally entered for exams at the end of the course, i.e. Year 11 or 13. Some courses will require individual unit entries throughout the course. Early GCSE entries or one year AS entries will only be made at the discretion of the Deputy Vice Principal.

7.6 If a student or parent has an issue with exam entries, they must raise this with the appropriate HOD. Subject entries and change of tier will only be accepted from the appropriate SL or HOD. Students may not be withdrawn from a subject without prior permission from the DVP group for KS4 and the Head of Sixth Form for Post 16 candidates.

7.7 Entry deadlines are circulated to SLs and HODs via email within the first term.

7.8 If students currently on roll wish to be entered for exams outside of the curriculum taught at the Academy, these will only be accepted with the approval of the relevant HOD and the Head of House.

- Members of staff wishing to be entered for examinations should find another centre to accept them as a private candidate. As per JCQ regulations, they can only be entered at the Academy as a very last resort if they cannot find another centre.

### **Late Entries**

8. Late entries must be authorised by DVP and any additional fees incurred will be debited from the appropriate Department budget.

### **Retakes**

9. Retake decisions will be made in consultation with HODs, SLs and Exams Officer and are subject to the awarding bodies regulations.
- KS5 students must complete and submit an Exam Retake Form, paying for these examinations themselves.

### **Private Candidates**

10. The Academy is an open centre for the Cambridge Assessment University Admission Tests in November of each academic year; private candidates will be accepted regardless of whether they are, or were, students of the Academy.
11. For all other qualification examinations, the Academy will only accept private retake entries from former Thomas Deacon Academy students.
  - a) The former student must have been off roll for no more than 12 months from the date of the examination series.
  - b) Private entries will only be accepted for written exams previously undertaken at the Academy. In all instances, private entries will not be accepted for coursework, practical or oral components.
  - c) Entries are available by the awarding bodies and entry is made before the first entry deadline date; late entries will not be accepted.

(Also see Section 5: Exam Fees)

## 12. EXAM FEES

12.1 Initial GCSE, AS, A2 and On-Screen testing registration and entry fees are paid for by the Academy.

12.2 Students or departments will not be charged for changes of tier or withdrawals made by the proper procedures, or alterations arising from administrative processes, provided these are made within the deadline dates. Any fees incurred after the published deadline dates may be charged directly, either to the student or the departmental budget, dependant on circumstances.

12.3 Reimbursement may be sought from students, or their parents, if they fail to sit an exam or meet the necessary internal assessment requirements.

- a) Private candidates will be subject to a session administration fee in addition to subject entry fees. Any costs in relation to access arrangement provision will also be payable e.g. re-testing to determine need for an arrangement, fee for the approved assessor or cost of invigilator if an individual room is required.
- b) Post 16 students will pay the fees for any retake entries and any university admission tests undertaken at the Academy.

12.4 Students pay for an enquiry about a result, should the Academy not uphold the enquiry and the student insists on pursuing the enquiry (also see Section 11: Enquiries About Results).

12.5 Students must pay for the return of exam scripts. In the event that SLs request a student's script for teaching purposes, this will be paid for by the Academy. (See Section 11: Access to Scripts).

## 13. THE DISABILITY DISCRIMINATION ACT, SPECIAL NEEDS AND REASONABLE ADJUSTMENTS

13.1 The Thomas Deacon Academy is committed to enabling all students to fulfil their potential. In order to support any student during any assessment, the Academy recognises it is vital to possess accurate and current data. In terms of identifying which students are entitled to support, information is collated from several sources, examples are:

- a) Primary feeder school and Key Stage 2 assessments
- b) EP reports
- c) Information as contained in the SEND file
- d) Current test data, including RA scores and interpretation by the SEND Co-ordinator
- e) Information contained within their statement of need/Educational Health Care Plan
- f) GP, Occupational Therapy and Neuro-Developmental advice

13.2 From this data and from any subsequent referrals, the SEND Co-ordinator will facilitate a series of other assessments in relation to eligibility for examination Access Arrangements. These include:

- WRAT and PATOSS testing
- Dyslexia Screener

### **Equality Act 2010**

13.3 All Thomas Deacon Academy exam staff will meet the requirements of the Equality Act 2010 and the Disability Equality Duty (DED) introduced in 2006.

### **Additional Educational Needs**

13.4 A student's SEND requirements are determined by the SEND Co-ordinator who will keep subject staff informed of key information.

### **Reasonable Adjustments (Access Arrangements)**

13.5 Making special arrangements for students to take exams is the responsibility of the SEND Co-ordinator and the Exams Officer.

- a) The SEND Co-ordinator and their team will be responsible for determining if a student is eligible for reasonable adjustment/access arrangements as laid down by the JCQ *Access Arrangements, Reasonable Adjustment and Special Consideration* manual.
- b) Where students meet the requirements, a completed application form and supporting evidence must be forwarded to the exams office.

- c) The exams office is responsible for processing applications to the awarding bodies and notifying the SEND Co-ordinator of the outcomes.
- d) The SEND Co-ordinator will inform students and parents of the outcomes.
- e) Records of successful applications are kept within the exams office for centre inspections and a list will be available for staff on the exams VLE.
- f) Rooming and invigilation of examinations for access arrangement students is the responsibility of the exams office. The JCQ *Access Arrangements, Reasonable Adjustment and Special Consideration* and *Instructions for Conduct of Exams* manuals will be adhered to.
- g) Ordering modified/enlarged papers from the awarding bodies for external exams is the responsibility of the exams office.
- h) Arranging adult support for access arrangement students is the responsibility of the SEND Co-ordinator and HLTA overseeing exam access arrangements.

13.6 The SEND Co-ordinator is responsible for allocating appropriately trained centre staff to facilitate access arrangements for candidates in exams and assessment, ensuring they meet JCQ requirements and fully understand the rules of the particular access arrangement. A full training record will be kept of all training, briefing and update meetings held by the SEND Co-ordinator.

13.7 Please also refer to the Access Arrangements Policy.

## 14. MANAGING INVIGILATORS AND EXAM DAYS

### **Managing Invigilators**

14.1 External staff are used to invigilate external examinations. If contracting supply staff are to act as invigilators, or to facilitate an access arrangement, they must be competent and fully trained, understanding what is and what is not permissible.

14.2 Recruitment of invigilators is the responsibility of the Exams Officer; rates of pay are set by the Human Resources Team. Securing the necessary paperwork for working at the Academy is the responsibility of the Human Resources Team.

14.3 Invigilators are timetabled and training is organised by the exams office to ensure compliance with JCQ regulations. Training records and attendance are logged and kept on file. Training on whole school issues, such as Child Protection, is organised in conjunction with HR.

14.4 The Exams Officer, in conjunction with the Human Resources Team, is responsible for investigating any suspected invigilator malpractice.

### **Exam Days**

14.5 The exams office will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the Lead Invigilator.

14.6 The facilities staff is responsible for setting up the allocated rooms in accordance with the exams office instructions.

14.7 Invigilators are responsible for ensuring all candidates have photographic ID before being allowed entry to the exam room. The Lead Invigilator will start all exams in accordance with JCQ guidelines.

14.8 Subject staff may be present in the exam room only in accordance with the JCQ '*Notice to Centres – the people present in the examination room*' regulations.

14.9 Exam papers must not be read by subject staff or removed from the exam room before the end of the session. The Lead Invigilator must return all materials to the exam office; papers will be distributed to Exam Links by the exams office. Despatch of exam scripts is the responsibility of the exams office.

14.10 Where a difficult/unplanned situation arises during an exam, a member of the exams office must be notified at the earliest opportunity.

### Student Identity

14.11 All students must have photographic ID; invigilators will not allow entry to the exam room without this.

14.12 The attendance and a further ID check will be taken by invigilators in the exam room to ensure candidates are seated in the correct seat/receive the correct paper.

### Late/Absent students

14.13 Confirmation of attendees, students arriving late and students absent from each exam venue will be reported to the exams office as soon as possible after the start of the exam.

14.14 All absent students will be reported as follows

- a) KS3/4 student
  - Central admin for internal exams
  - Individual house administrators for external exam
- b) Post 16 students
  - Sixth Form Team

14.15 All late students will be dealt with in accordance with the JCQ guidelines. Students arriving less than 1 hour after the published start time will be allowed entry to the exam venue. For external exams, if resources, facilities and staffing permit, the full time allowance will be given.

14.16 Students arriving more than 1 hour after the published start time or after students have been dismissed from the exam for less than one hour, will not be permitted to take the exam.

### Food/Drink

14.17 Students are only permitted to bring in a small bottle of water to the exam room, this must be in a clear bottle with all labels removed. Food is not permitted.

14.18 Students who have a known medical problem, can bring any necessary equipment into the exam room i.e. epi-pens, inhalers, diabetic testing strips/glucose tablets etc.



## 15. STUDENTS, EXAM CLASHES AND SPECIAL CONSIDERATION

### **Students**

15.1 The Academy's published rules on acceptable dress and behaviour apply at all times.

15.2 Students' personal belongings remain their own responsibility and the Academy accepts no liability for their loss or damage; lockers are provided for all students.

15.3 Students will only be admitted to the exam room if they have photographic ID to prove their identity.

15.4 Disruptive students are dealt with in accordance with the JCQ guidelines and the Academy's own policies; they may only stay for the full exam time at the discretion of the Lead Invigilator, Exams Officer or member of Senior staff providing they are not causing a disturbance to other students. The decision to remove a student from the exam room lies with the Exams Officer/SLT.

15.5 Students may leave the room for genuine purpose and are required to return immediately to the exam room; they must be accompanied by an invigilator or nominated member of staff at all times.

15.6 Students must stay for the full scheduled exam time; they are not permitted to leave the exam early.

15.7 The responsibility to be at the correct exam venue and on time, lies with the individual student at all times. The Lead Invigilator will report any absentees to the exam office as soon as possible after the start of the exam session. This information will be forwarded on to the appropriate House to attempt to contact the student.

### **Clash Students**

15.8 The exams office will be responsible for organising the supervising escorts, identifying a secure venue and arranging overnight stays.

### **Special Consideration**

15.9 Should a student be ill before an exam, suffer bereavement or other trauma, be taken ill during the exam itself or otherwise be disadvantaged or disturbed during the exam, then it is the student's responsibility to alert the exams office to that effect as soon as possible.

15.10 Applications for special consideration must meet the requirements of the awarding body, as laid down in the JCQ *Access Arrangements, Reasonable Adjustments and Special Consideration* manual. The student must support any special consideration claim with appropriate evidence within three days of the exam, for example by providing a doctor's letter.

15.11 The exams office will make the application for special consideration to the relevant awarding body within seven days of the last subject exam.

15.12 The outcome of the application lies with the awarding bodies.

## 16. INTERNAL ASSESSMENT/NON EXAMINATION ASSESSMENT/ENDORSED COMPONENTS

16.1 **Internal Assessment** (e.g. coursework/controlled assessment/non examination assessment is marked by teaching staff and sent to the awarding body for moderation)

16.2 Students who have to prepare portfolios should do so by the individual subject deadline dates. The Academy will ensure that students are provided with assignments fit for purpose, enabling them to produce appropriate evidence for assessment. Resources will be provided to ensure that assessments can be performed accurately and appropriately.

16.3 Students' work will be assessed using only the published assessment and grading criteria. The internal moderation process will ensure that assessment decisions are impartial, valid and reliable. It is the duty of SLs to ensure that all internal assessment sampling is with the exams office ready for dispatch at the correct time and within agreed deadline dates as required by the awarding body. The exams office is responsible for the despatch to the moderator, keeping records including recipient details and the date/time sent.

16.4 Accurate and detailed records of assessment procedures, decisions and internal verification decision will be maintained and kept by each subject area to minimise the opportunity for malpractice and appeals. All moderator/verification reports will be monitored by the HODs and Deputy Vice Principals who will ensure any remedial action is undertaken as required.

### 1.5 Deputy Vice Principals

- a) Are accountable for the safe and secure conduct of internal/controlled assessments ensuring they comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- b) At the start of the academic year, begin co-ordinating with Heads of Departments to schedule assessments.
- c) Ensure teaching staff have the necessary and appropriate knowledge, understanding, skills and training to set tasks, conduct task taking and to assess, mark and authenticate candidates' work.
- d) Map overall resource management requirements for the year. As part of this, resolve:
  - ♦ Clashes/problems over timing or operation of assessments
  - ♦ Issues arising from the need for particular facilities (rooms/IT networks/time out of school etc).
  - ♦ Ensure all staff involved have a calendar of events.
  - ♦ Create, publish and update an internal appeals policy for controlled assessments.

### 1.6 Heads of Department

- a) In agreement with the DVP curriculum, decide on the awarding body and specification for their subject area.

- b) Ensure teaching staff have the necessary and appropriate knowledge, understanding, skills and training to set tasks, conduct task taking and to assess, mark and authenticate candidates' work.
- c) Ensure appropriate internal moderation, standardisation and verification processes are in place and adhered to.
- d) Ensure individual teachers fully understand their responsibilities with regard to controlled assessments, awarding body specifications and are familiar with relevant teachers' notes and any other subject specific instructions.
- e) Hold Subject Leaders/teachers to account for compliance with JCQ guidelines and awarding bodies' subject-specific instructions.
- f) Where appropriate, develop new assessment tasks or adapt sample awarding body assessment tasks to meet local circumstances, in line the awarding body's specification and control requirements.

### **1.7 Head of Department / Subject Leaders**

- a) Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- b) Ensure internal standardisation of marking of all teachers involved in assessing an internally assessed component.
- c) Have a clear policy regarding all aspects of conducting/teaching, marking, verifying and appealing internal assessments.
- d) Ensure that individual teachers understand their responsibilities with regard to assessments.
- e) 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.
- f) Supply details of all unit codes for controlled assessments to the exams office.
- g) 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.
- h) Ensure that students and supervising teachers sign authentication forms on completion of every assessment.
- i) 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 Head of Centre.
- j) Liaise with the SEND representatives on the administration and management of access arrangements for students for internal assessments.

### **1.8 Teaching Staff**

- a) Understand and comply with the awarding body regulations i.e. JCQ publications.
- b) Understand and comply with the awarding body specification for conducting assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- c) Supervise assessments at the specified level of control.
- d) Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.

- e) Ensure candidates are aware of JCQ and awarding body information for candidates on producing work that is internally assessed and the consequences of malpractice.
- f) Ensure candidate's sign authentication forms on completion of an assessment.
- g) Mark and assess internally assessed components/endorsed components using the mark schemes provided by the awarding body.
- h) Inform candidates of their marks before submission to the exams office and notify them of their right to appeal/request a review of marking if the assessment, grading and internal moderation process has not been adhered to.
- i) To provide copies of materials to candidates, when requested, to assist them in considering whether to request a review of the marking of their assessment.
- j) Submit marks through the Subject Leader/Exams Office to the awarding body when required, keeping a record of the marks awarded.
- k) Retain candidates' work securely between assessment sessions (if more than one).
- l) Keep abreast of the students eligible for access arrangements in their class and implement the access strategies throughout the course.
- m) On the few occasions where assessment cannot be conducted in the classroom, arrange suitable accommodation where assessment can be carried out.
- n) Retain candidates' work securely between assessment sessions (if more than one).
- o) 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.
- p) Ask the appropriate SEND representative for any assistance required for the administration and management of access arrangements.
- q) In exceptional circumstances, where controlled assessments cannot be conducted in the classroom, arrange suitable accommodation where controlled assessments can be carried out at the direction of the senior leadership.

### 1.9 Exams Officer

- a) Ensure students are entered for assessment units before the deadline for final entries, as supplied by the Exam Link/SL.
- b) 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.
- c) Download and distribute mark sheets for teaching staff to use, collect and return mark sheets to awarding bodies before published deadlines.
- d) In exceptional circumstances where controlled assessments cannot be conducted in the classroom, arrange, along with the relevant subject leader and teacher, suitable alternative accommodation.
- e) Submit marks, endorsement grades and samples to the awarding bodies/moderators within the set deadline dates; keeping records to track what has been sent/received back.

### 1.10 SEND Co-ordinator

- a) Ensure all access arrangements have been applied for.
- b) Work with SEND representatives to ensure support for access arrangement students are met.
- c) Work with teaching staff to ensure requirements for support staff are met.
- d) Manage support in line with published IA timetable.

See Appendix 2: GCSE Controlled Assessment Risk Management, for further details

## 2. APPEALS

### **Internal Assessments/Non Examination Assessments**

17.1 The Thomas Deacon Academy is committed to ensuring that whenever it's staff mark candidates' work this is done fairly, consistently and in accordance with the regulations and awarding body's specification and subject-specific associated documents.

17.2 Work will be marked by staff who have appropriate knowledge, understanding and skill and who have been trained in this activity. Work is authenticated in line with the requirements of the awarding body and will be internally moderated and standardised to ensure consistency of marking. Raw marks will be reported to students one month before the awarding body's submission deadline date.

17.3 If a candidate does not believe that this may have happened in relation to their work, he/she may appeal. An Appeal can only be made against the assessment process and not against the mark to be submitted to the awarding body.

- a) *Appeals should be made as early as possible in order to ensure that the internal appeals process is completed prior to the submission of centre marks to the awarding body.*
- b) *Appeals must be made in writing.*

17.4 This applies to all exam work that is assessed internally within the Thomas Deacon Academy, for example Non Examined Assessments, coursework and controlled assessments for GCSE, A Level, BTEC and Cambridge National/Technical courses.

- a) The student/parent/guardian should initially approach the subject teacher to discuss the issue. They can request copies of materials to assist them in considering whether to make a request for a review of the centre's marking.
- b) If there is still a concern the candidate/parent/guardian should submit a request for a review of marking in writing to the Head of Department (HOD); this should be within 5 working days of the marks having been given by the teacher.
- c) The HOD should give an initial reply within 48 hours. All the evidence will be reviewed to ensure that the work has been marked and internally moderated as per awarding body regulations. If deemed necessary, the HOD can request a remark/re-moderation of the student's work. A full response should be given to the complainant within 5 working days from the day the request for a review was received.
- d) If the student/parent/guardian is not satisfied with the reply they should refer the appeal to the Deputy Vice Principal Curriculum (DVP). This must be made, in writing, within 2 working days of receiving the reply from the HOD, giving detailed and specific reasons why they disagree with the HOD's outcome.
- e) The DVP should normally meet the candidate/parent/guardian to discuss the appeal. The DVP will review all the evidence and make a reply within 10 working days from receiving

the appeal.

- f) If the candidate/parent/guardian is still not satisfied with the reply, the candidate/parent/guardian should refer the appeal to the Principal, this must be done within 1 working day of the outcome from the DVP
- g) The Principal should review all the evidence and inform the candidate/parent/guardian of the outcome within 5 working days.

17.5 The above timings do not include designated school holidays. The decision of the Principal is final.

17.6 A written record will be kept at each stage 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.

### **External Assessments**

17.7 This applies to all exam work that is assessed externally. In general, it relates to written papers and to pieces of coursework/controlled assessment that are wholly assessed externally.

17.8 It is possible to appeal against the procedures of an Awarding Body in the conduct of an examination. This is not to be confused with an Exam Result Enquiry. It is not possible to appeal against the outcome of a Result Enquiry unless there is evidence that the awarding body was not adhering to the Code of Practice; guidance can be found in the JCQ publications *Post-results services* <http://www.jcq.org.uk/exams-office/post-results-services> and *A guide to the awarding bodies' appeals processes* <http://www.jcq.org.uk/exams-office/appeals>

17.9 An appeal might be in relation to the inappropriate application of a mark scheme or a change in specification without it being properly made known to Centres. In each case the Head of Centre and the Exams Officer will look at the Code of Practice to determine if there has been a procedural error.

17.10 Any appeal must be made through the Deputy Vice Principal (Curriculum) on behalf of candidates; submissions will not be accepted from individual candidates.

17.11 If a procedural error is identified the Exams Officer will initiate the Appeals Procedure with the relevant Awarding Body. This may take up to six months after the results are published before an outcome is known.

17.12 The arbiter is the Examinations Appeals Board (EAB) and their decision is final.

### **Enquiries About Results (EARs)**

17.3 In the event that a Head of Department refuses to allow a student to submit an Enquiry about Results (Page 23), the student has the right to appeal, in writing, to a DVP. If they still do not agree with the decision, a final appeal can be made to the Principal; their decision is final.

17.4 In all instances, the awarding body's deadline date must be adhered to\*. Requests past this date will not be accepted by the awarding body, it is therefore the student's responsibility to ensure they request an EAR and allow time for any necessary appeals.

*\*the deadline dates for EARs is communicated to students prior to and on the day exam results are published along with the relevant fees.*

17.5 If an EAR is made and the student wishes to appeal the decision given by the awarding body, they must contact the exams office within 24 hours of the outcome being provided to the student. The EO will provide details of the criteria and evidence needed to appeal the decision.



### 3. INTERNAL VERIFICATION (IV)

18.1 The IV process should be valid, reliable and cover all assessors, regardless of the programme of study. The IV procedure is open, fair, free from bias and detailed and accurate IV decisions are kept within each department.

18.2 The Thomas Deacon Academy will

- ensure that all centre assessment instruments are verified as fit for purpose.
- verify an appropriate structured sample of assessor work from all programmes and teams, to ensure centre programmes conform to awarding body standards and requirements.
- plan an annual IV schedule, linked to assignment plans.
- define, maintain and support effective IV roles.
- ensure that identified staff will maintain secure records of all IV activity.
- brief and train staff of the requirements for current IV procedures.
- promote IV as a developmental process between staff.
- provide standardised IV documentation.
- use the outcomes of IV to enhance future assessment practice.

## 4. MALPRACTICE

19.1 The Academy will seek to minimise the risk of malpractice by students by informing them of the awarding bodies' policies and penalties by classroom teachers, exam assemblies, notices in bulletins, and emails throughout the academic year.

19.2 The Thomas Deacon Academy has a 'Whistle Blowing' policy for reporting malpractice.

### **Staff Malpractice**

19.3 All investigations and sanctions will be conducted in line with the Academy's own disciplinary procedures and the JCQ *Suspected Malpractice in Examinations and Assessment* procedures.

### **Student Malpractice**

19.4 In the case of assessment, students will:

- a) be shown the appropriate formats to record cited texts, other materials and information sources.
- b) be asked to declare that the work is their own and sign the appropriate authentication forms.
- c) be asked to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used.

19.5 In the case of written examinations:

- a) appropriate posters and notices will be clearly displayed inside and outside the exam venue
- b) a verbal warning will be issued before the start of examinations and students given the opportunity to hand in any unauthorised materials.

19.6 Any incident of alleged malpractice will be dealt with promptly and objectively. Investigations will be conducted in a form commensurate with the nature of the malpractice allegation.

19.7 The student will be made aware of the allegation, the possible consequences and given an opportunity to respond. All stages of the investigation will be documented and the student advised on the right of appeal.

19.8 The JCQ *Suspected Malpractice in Examinations and Assessment* procedures will be adhered to at all times.

19.9 Any penalties and/or sanctions by the Academy, where incidents are proven, will be appropriate to the offence committed. See Appendix 1 for examples of malpractice by candidates and staff.

## 20. RESULTS, ENQUIRIES ABOUT RESULTS AND ACCESS TO SCRIPTS

### Results

20.1 Students will receive individual result slips; these can only be collected in person on results day at the Academy or by providing the exams office with a stamped addressed envelope for results to be posted. Results will not be emailed, given out over the telephone or to a third party. If a student is unhappy about a result, they can request the Academy to submit an Enquiry About Results (a clerical check or a review of marking) or an Access to Script (marked written paper returned).

20.2 Arrangements for the school to be open on results days are made by the Head of Centre and the Exams Officer.

20.3 The provision of staff on results day is the responsibility of the Head of Centre.

20.4 Dates for EAR and ATS will be published before results day to staff and students.

### Enquiry About Results (EARs)

20.5 Students can request an EAR for their own exam results, the fees for this are payable by the student. A signed consent form and fee must be provided before an EAR application will be processed.

20.6 A Service 2 EAR request can be made by a HOD or SL only with signed consent of the student(s); emails are not permissible forms of written consent. All requests made at the Academy's expense must be agreed by the relevant HOD before processing by the exams office.

20.7 Requests for a Service 3 EAR (Re-moderation of coursework) must be approved at DVP level or higher before processing by the exams office.

20.8 The awarding body deadline date for requests is final and requests will not be accepted after this date.

20.9 In the event that a member of staff refuses to accept an EAR made by a student, the student has the right to appeal (Page 20).

## **Access to Scripts (ATS)**

20.10 After the release of results, students may request the return of exam papers at their own expense.

20.11 Exam Links or Deputy Vice Principals may request scripts for investigation for teaching purposes at the Academy's expense. The students' written permission must be obtained before the application is made to the exam office; these will be processed via the non-priority service offered by the awarding bodies.

20.12 There are two services available for ATS requests; Priority and Non-Priority:

- Priority applications: a copy of the exam script will be received before the deadline date for EARs.
- Non-Priority requests: an electronic copy or the original script will not be received until after the deadline date for EARs.

20.13 The awarding bodies determine

- a) the availability of units available for ATS
- b) the service availability for each component

## **21. CERTIFICATES**

21.1 Certificates received from the awarding bodies will be monitored to ensure accuracy of details and qualifications awarded.

21.2 Students should collect and sign for their certificates in person. When this is not possible, certificates may be collected by a third party, provided they have written authorisation by the student to do so. In all instances, photographic ID must be shown and a receipt signed before certificates are released.

21.3 Certificates will be posted on receipt of a letter from the student confirming the address and payment of a fee for a traceable postal service.

21.4 Certificates are kept for one year; after which time they are destroyed in accordance with awarding body guidelines. The student is liable for any fees charged by the awarding bodies for certificates requested after this period or for replacement certificates in the event of loss/damage.

21.5 A certificate log will be kept in the exams office, see Exams Archiving Policy.

## **22. EMERGENCY PROCEDURES**

22.1 In the event that the Academy is closed due to bad weather all efforts will be made so that external exams will proceed as normal.

22.2 In the case of an early warning of bad weather a member of the Facilities Team will visit the Academy at 06:30. They will assess the situation and phone the Principal to discuss the conditions.

22.3 The Principal will make a decision regarding possible closure. In certain circumstances the Academy may need to stay open for a specific reason such as external exams. Therefore, staff living within walking distance of the Academy, should make every effort to attend in order to support in caring for any students who turn up.

22.4 In the event that external exams are scheduled:

- a) The Exams Officer will be advised of the situation at the earliest opportunity. The designated SLT staff member will deputise as the on-site Exams Officer if needed.
- b) The Exams Office is responsible for contacting those invigilators that live within walking distance of the school to request their attendance.

22.5 Also see the Examinations Contingency Plan Policy.

## **23. EMERGENCY EVACUATION PROCEDURE**

23.1 In the event of an emergency evacuation of an exam venue, the safety of the students and staff is paramount.

23.2 For exams in the main Academy building:

- i. The students must leave all materials on their desks.
- ii. The Lead Invigilator will note the time, collect the attendance list and evacuate the students from the exam room to the designated assembly point.
- iii. A roll call/head count must be taken to ensure all students/staff are out of the building.
- iv. Absences must be reported immediately to a senior member of staff/Exams Officer.
- v. The exams office staff will make their way to the exam room/assembly point to assist.

23.3 For exams in the Exam Hall:

i – ii as above.

iii) The Lead Invigilator must telephone the exams office to notify them of the situation and any absences.

iv) The exams office staff will make their way to the exam room/assembly point to assist.

23.5 The Exams Officer will contact the necessary awarding body to advise them of the situation and for guidance.

23.6 If notified it is safe to return by the Evacuation Co-ordinator, the students should be escorted back to the exam venue. If possible, the Lead Invigilator will restart the exam, giving students the full remaining time allowance.

**23.7 EXAM SECURITY MUST BE MAINTAINED AT ALL TIMES; ANY BREACHES SHOULD BE REPORTED IMMEDIATELY TO THE EXAMS OFFICE.**

## **24. OTHER RELEVANT POLICIES**

24.1 The Academy's policies on the above can be found in the Staff Handbook, on the VLE and where applicable on the public Academy website. Other useful policies/documents are:

- a) Examinations Access Arrangements Policy
- b) Examinations Archiving Policy
- c) Examinations Complaints and Appeals Policy
- d) Examinations Contingency Plan
- e) Exam Roles and Responsibilities

24.2 Whole School policies

- a) Disability and Equality Scheme
- b) Equal Opportunities
- c) Exams Roles and Responsibilities
- d) Health & Safety

*This policy will be reviewed on an annual basis:*



## APPENDIX 1

The following examples of malpractice are not exhaustive and other instances may be considered at the Thomas Deacon Academy's or Awarding Body's discretion:

### Malpractice by a Candidate:

- Plagiarism of any nature
- Collusion by working collaboratively with other candidates to produce work that is submitted as their own individual work
- Copying (including the use of ICT to aid copying)
- Allowing work to be copied including posting written coursework on the internet
- Deliberate destruction or theft of another's work
- Fabrication of results or alteration of any results documentation, including certificates
- 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 work or take an assessment/examination/test in another's name
- Breach of instructions or advice of an invigilator, teacher or awarding body in relation to examinations or assessment rules and regulations
- Failing to abide by conditions of supervision to maintain security of the examinations or assessment
- Disruptive behaviour in the examination room or during assessment sessions (including the use of offensive language)
- Exchanging, obtaining, receiving, passing on information (or the attempt to) which could be examinations related by means of talking, electronic, written or non-verbal communications
- The misuse, or attempted misuse of examination and assessment materials and resources
- Being in possession of confidential materials in advance of the exam or assessment
- Bringing into the examination room notes/books in the wrong format or inappropriately annotated texts (where notes or texts are permitted)
- The inclusion of inappropriate, offensive or obscene materials in scripts, coursework or assessments
- Being in possession of unauthorised materials in the examination room or assessment situation for example: mobile phone, notes, study guides, own blank papers, calculators and dictionaries(where prohibited), personal organisers, translators, iPods, MP3 players, pagers, reading pens, smart watches etc.
- Behaving in a manner to undermine the integrity of the examination or assessment

Malpractice by Staff:

- Improper assistance to learners, including prompting in language speaking examinations by means of signs, verbal or written prompts
- Inventing or changing marks for internally assessed work where there is insufficient evidence of the learners' achievement to justify the marks or assessment decision
- Failure to keep candidate coursework/portfolios/examination materials secure, including computer files on which assessment material is stored
- Discussing or otherwise revealing secure information in public e.g. internet forum/social networking sites
- Fraudulent claims for certificates
- Assisting candidates in the production of work for assessment, where the support has potential to influence the outcomes
- Producing falsified witness statements
- Allowing evidence, which is known by the staff member, not to be the candidate's own
- Facilitating and allowing impersonation
- Misusing the conditions for access arrangements
- Falsifying records/certificate by alterations, substitution or fraud
- Fraudulent certificate claims; claiming for a certificate prior to the candidate completing all the requirements of assessment
- Moving the time or date of a fixed examination (beyond the arrangements permitted by the JCQ regulations)
- Failing to supervise adequately, candidates who are affected by a timetable variation
- Permitting, facilitating or obtaining unauthorised access to examinations material prior to an examination
- Tampering with examination scripts or coursework after collection and before dispatch to the awarding body/examiner/moderator/verifier
- Failing to report an instance of suspected malpractice in examinations or assessments as soon as possible after such an instance occurs or is discovered
- Failing to conduct a thorough investigation into suspected malpractice
- The inappropriate retention or destruction of certificates

**APPENDIX 2: GCSE Controlled Assessments Risk Management Process**

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Timetabling</b>			
Controlled assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. at the start of the academic year)	Plan dates in consultation with school calendar – negotiate with other parties	DVP Standards, Exams Office
Too many controlled assessments close together across GCSE subjects	Plan controlled assessments so they are spaced over the duration of the course	Space controlled assessments to allow candidates some time between them	DVP Standards, HoDs
<b>Accommodation</b>			
Insufficient space in classrooms for candidates	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessments	Use more than one classroom or multiple sittings where necessary	HoDs, Exams Office
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms/centre facilities		HoDs
<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	IT Services, HoDs

	<b>Forward Planning</b>	<b>Action</b>	<b>Staff</b>
Teaching staff unable to access task details	Test secure access rights ahead of controlled assessment schedule every year and every session	Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the controlled assessment schedule	IT Services
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	HoDs, Exams Office
<b>Absent candidates</b>			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		HoDs
<b>Control levels for task taking</b>			
The 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	HoDs, Exams Office
<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	SLs

	<b>Forward Planning</b>	<b>Action</b>	<b>Staff</b>
Teaching staff do not understand that the supervision of controlled assessments is their responsibility	Ensure teaching staff fully understand the nature of controlled assessments and their role in supervising assessments		HoDs
A suitable supervisor has not been arranged for an assessment where teaching staff are <b>not</b> supervising	A suitable supervisor must be arranged for any controlled assessment session where a teacher is not supervising, in line with the awarding body's specification		Exams Office
<b>Task setting</b>			
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification**	Seek guidance from the awarding body	HoDs, SLs
Assessments have not been moderated in line with the awarding body's specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	DVP, HoDs

\* Not all GCSE controlled assessments will require the completion of a study diary or study plans

\*\* All tasks whether set by the awarding body or the centre **must** be developed in line with the requirements of the specification.

	<b>Forward Planning</b>	<b>Action</b>	<b>Staff</b>
<b>Security of materials</b>			
Assessment tasks not kept secure before assessment	Ensure teaching staff fully understand the importance of task security	Contact the awarding body to request/obtain different assessment tasks	HoDs
Candidates' work not kept secure during or after assessment	Define the appropriate level of security, in line with the awarding body's requirements, for each department as necessary	Seek guidance from the awarding body	HoDs, SLs
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within the centre	HoDs
<b>Deadlines</b>			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and the penalties for not meeting them	Mark what candidates have produced by the deadline  Seek guidance from awarding body on further action	HoDs
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to the awarding body deadline) to complete marking/paperwork (Marks can then be processed and submitted ahead of awarding body deadlines)	Seek guidance from awarding body	HoDs, SLT

	<b>Forward Planning</b>	<b>Action</b>	<b>Staff</b>
<b>Authentication</b>			
Candidate fails to sign authentication form	<p>Ensure all candidates have authentication forms to sign</p> <p>Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking</p>	Find candidate and ensure authentication form is signed	HoDs
Teaching staff fail to complete authentication forms or leave before completing the authentication process	Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature	<p>Return the authentication form to the teacher for signature</p> <p>Ensure authentication forms are signed as work is marked</p>	HoDs, HR Office
<b>Marking</b>			
Teaching staff interpret marking descriptions incorrectly	<p>Ensure appropriate training and practicing of marking</p> <p>Plan for sampling of marking during the practice phase</p>	<p>Arrange for re-marking</p> <p>Consult the awarding body's specification for appropriate procedures</p>	HoDs, SLs
Centre does not run the standardisation activity as required by the awarding body	Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted	Check with the awarding body whether a later standardisation event can be arranged	HoDs

KEY: DVP – Deputy Vice Principle, SLT – Senior Leadership Team, HoDs – Heads of Depts, SLs – Subject Leaders