



THE ARNEWOOD SCHOOL

11 – 19 Academy

ARN/0036

EXAMINATIONS POLICY

**(including Appeals Against Internal Assessment of work
for External Qualifications and malpractice)**

POLICIES AND PROCEDURES PROFORMA

Subject:	Examinations Policy
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Persons/Committees etc consulted whilst document in draft:	Headteacher/Governing Body
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Amendments Summary:

Amend. No.	Issued	Page	Subject
1	March 2018	3	Changes to Item 1.1 and 3.1
1	March 2018	4	Insertion of item 5; changes to 3.3 and 3.5
1	March 2018	5	Insertion item 11; change to 3.6.2
1	March 2018	6	Change to 8.1 and 9.1
1	March 2018	7	Insertion of 11.4
1	March 2018	8	Insertion of Appendix 1
1	March 2018	12	Insertion of Appendix 2
1	March 2018	14	Insertion of Appendix 3
1	March 2018	15	Insertion of Appendix 4
2	November 2019	3	Addition to bullet 3.2.2
2	November 2019	6	Addition to bullet 4.1
2	November 2019	7	Addition to bullets 10.1; 11.3; 11.4
2	November 2019	8	Amendment to bullet 12.2
3	November 2020	18	Insertion: BTEC Online/Blended Learning Policy
4	November 2023	All	Full policy review

1.0 Rationale

1.1 It is our policy to enter all students for examination in those subjects in which we feel they have a chance of obtaining a grade. We do not deliberately restrict any entry in order to make our own results look good. We provide the maximum opportunity for every student. Examination entries are made in accordance with the exam board schedules and in compliance with the published JCQ regulations and awarding body requirements. Parents are kept fully informed prior to the entries being made.

2.0 **Objective**

2.1 To create an efficient, effective and secure exam system with clear guidelines for all users.

3.0 **Strategies for Implementation**

3.1 Exam Seasons

Exams will be offered to students as follows;

(Provided that individual modules are available from the exam board):

November	GCSE Maths and English re-sit opportunities Oxbridge entrance exams Internal exams Y11
January	Applied GCSE, BTEC, VTCT & Cambridge National exams (Y10-Y14)
January	Internal Exams (Sixth form)
February	Internal exams (Y10)
March	Internal exams (Y9)
May/June	GCE/GCSE exams (Y11-Y14)
June	Internal exams (Y7 & 8)
July	CATs (Y7)

3.2 The Entry Procedure

1. The Examinations Officer will issue data collection sheets to the Heads for centre of learning for each subject (HOCs) at the beginning of the autumn term. HOCs must complete these forms for all subjects examined within their department for the coming year.

2. **Exams officer**

- Requests final entry information from HoCs in a timely manner to ensure awarding body external deadlines for submission can be met
- Informs HoCs of subsequent deadlines for making changes to final entry information without charge
- Confirms with HoCs final entry information that has been submitted to awarding bodies
- Ensures as far as possible that entry processes minimise the risk of entries or registrations being missed reducing the potential for late or other penalty fees being charged by awarding bodies
- Observes each awarding body's terms and conditions for the entry and withdrawal of candidates for their examinations and assessments, and observes any regulatory requirements for the qualification

Arnewood is committed to supporting inclusivity and equality throughout our school. As recommended by Joint Council for Qualifications (JCQ) and all exam boards, candidate's examination entries will be made using their full legal name and gender that may be verified against suitable identification such as a birth certificate or Passport.

We recognise that students will sometimes need to change their name, for example following gender reassignment. Proof of any change of name, for example a deed poll or statutory declaration document, must be provided to the exams office before February 15th each year to change an examination entry detail. Without this change, students must record their full legal name on every examination paper to prevent issues with the exam boards or the department of education when producing result information. Students also have the opportunity to provide any statutory evidence of a change of name directly to the exam office before July 10th each year to ensure that their certificates may reflect their change of name irrespective of the name recorded on their examination papers.

3. The Examinations Officer will provide each candidate with a summary of proposed entries. This summary will also explain the circumstances where parents may be charged. Candidates and their parents will be required to sign the summary, confirming the accuracy of the details and their understanding of their responsibilities.
4. All students who study a course will normally be expected to sit the examination unless their withdrawal is authorised by the Headteacher. Amendments to entries should be made in writing to the Examinations Officer. Amendments requested after the entry deadline set by the boards are expensive and will usually be charged to the subject area department.
5. Opportunities for early entry are now rare. The school will explore such opportunities only if they are in the best interest of the student. For example:
 - Able, Gifted and Talented students taking GCSE Maths in the summer of Y10 so that they can study A/S level Maths in Y11.
 - Students sitting native language GCSE from Y9

3.3 Funding

1. The school will fund one entry per candidate for each GCSE/AS/GCE exam they sit; any additional exam re-sits will be funded by individual candidates.
2. Where candidates are sitting a series of modular exams contributing to the final examination grade, they will be given an opportunity to re-sit a maximum of one-third of their modular papers where there is evidence that the initial grade awarded for those papers is below the average grade awarded for the remaining modular papers.
3. The school will only pay for candidates to re-sit any modules if authorised by the Headteacher.
4. Any late entries (except in exceptional circumstances) will be charged to the subject area or parent, as appropriate.
5. The school will fund reasonable amendments requested by HOC's.
6. Candidates requesting re-marks or access to scripts will be charged according to the fees charged by the exam boards.
7. HOC's will discuss with their line manager any requests for re-marks or access to scripts.
8. Where HOC's are concerned about all candidates (or a significant sub-group) entered for a particular unit/component, requests for remarks must be authorised by the Headteacher.

3.4 Charges to Parents

- 3.4.1 The School reserves the right to reclaim entry fees from parents if a student:

- fails to sit the examination without reasonable cause
- does not attend school regularly for the necessary course of study
- does not complete or submit the necessary work to secure a grade by the correct time (ie coursework and assessments)
- infringes the Examination Boards' Regulations concerning unfair practice in an examination

Pre-exams: roles and responsibilities

Access arrangements and reasonable adjustments

SENCo

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access to exams/assessments for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)
- Ensures a candidate is involved in any decisions about arrangements, adjustments and /or adaptations that may be put in place for him/her
- Ensures exam information (JCQ information for candidates documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
- Allocates appropriately trained centre staff to facilitate access arrangements for candidates in exams and assessments (ensuring that the facilitator appointed meets JCQ requirements and fully understands the rule of the access arrangement)
- Where relevant, ensures the necessary and appropriate steps are undertaken to gather an appropriate picture of need and demonstrate normal way of working for a private candidate (including distance learners and home educated candidates) and that the candidate is assessed by the centre's appointed assessor

Briefing candidates

Exams officer

- Issues individual exam timetable information to candidates and informs candidates of any designated contingency sessions awarding bodies may identify in the event of national or significant local disruption to exams
- Prior to exams issues relevant JCQ information for candidates documents
- Where relevant, issues relevant awarding body information to candidates
- Issues centre exam information to candidates including information on:
 - exam timetable clashes
 - arriving late for an exam
 - absence or illness during exams
 - what equipment is/is not provided by the centre
 - food and drink in exam rooms
 - unauthorised items in exam rooms
 - when and how results will be issued and the staff that will be available
 - post-results services information and how the centre will deal with requests from candidates
 - when and how certificates will be issued

Exams officer

- Submits marks, endorsement grades and samples to awarding bodies/moderators/monitors to meet the external deadline
- Keeps a record to track what has been sent
- Logs moderated samples returned to the centre
- Ensures teaching staff are aware of the requirements in terms of retention and subsequent disposal of candidates' work

Exams officer

- Provides an annually reviewed/updated invigilator training on the current regulations and any regulation changes and/or changes to centre-specific processes
- Deploys invigilators effectively to exam rooms throughout an exam series (including the provision of a roving invigilator where a candidate and invigilator (acting as a practical assistant, reader or scribe) are accommodated on a 1:1 basis to enter the room at regular intervals in order to observe the conducting of the exam, ensure all relevant rules are being adhered to and to support the practical assistant/reader and/or scribe in maintaining the integrity of the exam)
- Allocates invigilators to exam rooms (or where supervising candidates due to a timetable clash) according to the required ratios
- Liaises with the ALS lead/SENCo regarding the facilitation and invigilation of access arrangement candidates

Security of exam materials

Exams officer

- Confirms appropriate arrangements are in place to ensure that confidential materials are only handed over to those authorised by the head of centre
- Ensures access to the secure room is restricted and staff approved by the head of centre are accompanied by a keyholder at all times.
- Has a process in place to demonstrate the receipt, secure movement and secure storage of confidential exam materials within the centre
- Ensures a log is kept at the initial point of delivery recording confidential materials received and signed for by authorised staff within the centre and that appropriate arrangements are in place for confidential materials to be immediately transferred to the secure storage facility until they can be removed from the dispatch packaging and checked in the secure room before being returned to the secure storage facility in timetable order
- Carefully checks question paper packets when they are removed from the dispatch packing and keeps a log of the check
- Ensures the secure storage facility contains only current and live confidential material (ensuring that past examination question papers, internal tests and mock examinations are not kept in the centre's secure storage facility)
- Ensures that examination stationery, e.g. answer booklets and formula booklets are stored in the secure room (attempting to store this material in the secure storage facility, when sufficient space allows)
- Ensures the integrity and security of any electronic question paper is maintained during the downloading, printing and collating process (ensuring printing is carried out in a secure environment to prevent unauthorised personnel accessing live assessment materials and ensuring only authorised members of centre staff have access to electronic question papers)

3.5 Conduct of Examinations

1. The Examinations Officer will be responsible for the organisation and conduct of all exams which will be conducted in accordance with the regulations set by the Joint Council for Qualifications (JCQ).
2. All exam papers will be counted in by the Exams Officer and securely stored in the paper storage cupboard until required.

3. HOCs will be responsible for checking audio/visual exam material in advance to ensure the quality is of a sufficient standard.
4. The HOC or other designated staff will usually be present at the start of each subject exam to clarify queries with the exam paper. They may also be required to read any erratum notices. They will **not** be allowed to remove the examination paper from the exam room at any time
5. The Exams Officer and Invigilators will be responsible for setting out the candidate name cards and exam papers. HOCs will be responsible for providing specialist equipment.
6. The Exams Officer/ Invigilator will check the attendance register before the start of each exam and will report unexpected absentees to the front office. Office staff will be responsible for contacting absent candidates. The appropriate Head of Year will be responsible for following up absences with students and parents.
7. Narrowly, late candidates may be permitted to enter the exam room, in accordance with JCQ rules. The candidate however, will be warned that the awarding body has the right not to accept the script. The candidate may be allowed the full time for the exam if adequate supervision arrangements can be made. In accordance with regulations, where any student arrives too late they will not be permitted to enter the exam room or sit their exam. Parents/Carers, may subsequently incur the cost of this exam entry.
8. Exams will be taken at the time published by the awarding body. Where there are clashes, candidates will be advised of an alternative time by the Exams Officer who will arrange supervision as required.
9. At the end of any exam, invigilators will collect scripts and give them to the Exams Officer or Data Manager.
10. **Candidates will not be allowed to leave the exam room unless in an emergency or in line with JCQ regulations. Generally this will mean until the exam has finished and their exam paper has been picked up and secured by an invigilator.**

11. Medical needs

Matron will ensure that a list of medical needs for all students sitting exams is provided to the Exams Officer. The Exams Officer will ensure that invigilators' attention is drawn to the existence of the medical list. Students will not be separated from their medication, but invigilators will check that any bags contain only the medication. Medication will then be placed under the desk or on one corner of the desk, whichever arrangement the candidate prefers.

3.6 Special Arrangements and Special Needs

3.6.1 The SENCO along with learning support department will:

1. Request access arrangements / special consideration from the boards and process the replies.
2. Inform the awarding body at the beginning of a course, if any student is to be given special arrangements for coursework which carries marks towards a final mark.
3. Arrange readers / scribes / transcripts as required.
4. Works with the Exams Officer to ensure that invigilators fully understand their respective role and what is and what is not permissible with regards to Access Arrangements in any exam room.
5. Notify the Exams Officer if any candidates require modified papers according to the deadline set by the awarding body.

3.6.2 The SENCO will ensure the Exams Officer has all information needed on each candidate with special needs in order that arrangements are made for extra time / timed rest breaks etc and the requirements of the Disability Discrimination Act 2006 are met.

- 3.6.3 The exam officer will maintain records and ensure that all relevant awarding bodies are informed of any **Conflict of Interest** where;
- a member of centre staff is sitting any qualification at the centre
 - a member of centre staff is sitting any qualification at another centre
 - a candidate is being taught and/or prepared for any qualification by a member of centre staff with a personal connection to the candidate.

4.0 Invigilation – for external public examinations

- 4.1 The Heads of Year, along with Y11 and 6th Form Tutors will be responsible for assembling candidates in an orderly manner before entering the exam rooms. The exam officer and 6th form tutors will verify identification of all GCE students. Y11 students must wear school uniform during their exams and identification will be approved & verified by the invigilators and exam officer, according to seating plan, before exam commence.
- 4.2 The Exams Officer will be responsible for the recruitment, training and scheduling of invigilators.
- 4.3 The Exams Officer and Invigilators will be responsible for ensuring that the rules and regulations relating to the conduct of examinations are strictly applied and followed.

5.0 Fire Alarms and Evacuations

- 5.1 In the event of a fire alarm during an examination, the Lead Invigilator will instruct students to put down their pens and await further instructions. Examinations conditions will remain in force.
- 5.2 A member of the Senior Team will contact the Lead Invigilator to give the signal to evacuate if necessary. Normal evacuation procedures should then be followed.
- 5.3 Should students need to vacate the building they will be guided to the caged tennis courts adjacent to the Astro-turf.
- 5.4 Procedures will be carried out in accordance with JCQ guidelines.
- 5.5 The Lead Invigilator will note the time and duration of the disturbance and, once the exam has been resumed, will add the relevant time to the end of the exam.

6.0 Misconduct

- 6.1 Candidates and parents will be advised by the Exams Officer and the Head of Year of the conduct expected from candidates during the exam season. Invigilators will report all cases of misconduct to the Exams Officer in the first instance, who will act according to JCQ regulations.

7.0 Despatch of examination scripts

- 7.1 The Exams Officer will be responsible for the timely despatch of exam scripts using the secure system and will be responsible for tracing any missing packages.

8.0 Coursework Completion

- 8.1 Candidates have the right to appeal against the internal assessment of work for external qualifications. The appeal process is detailed in the appendix and our separate policy.

9.0 Coursework

- 9.1 The HOC will be responsible for collecting all coursework ready for despatch by the deadline set by the awarding body. HOC's will also ensure that candidate declaration and centre declaration forms are

completed as necessary. HOC's will take all coursework to the exams office where it will be logged, packaged and dispatched.

10.0 Special Consideration

10.1 Applications for special consideration should be made to the Exams Officer as soon as possible and before awarding body deadlines who will then apply to the awarding body in accordance with JCQ regulations.

11.0 Results

11.1 The Exams Officer and/or Senior Team will be responsible for downloading results from awarding bodies and providing staff with results for analysis.

11.2 Results will be emailed or available for collection by candidates on the day notified by the awarding body only. The Exams Officer will be responsible for ensuring that all results slips are collated and put into envelopes for collection by candidates.

11.3 Results will not be issued by telephone, except by prior agreement with the Exam officer. Candidates who are unable to collect results on the specified days may provide written authority for someone to collect results on their behalf. Failing this, results may be collected once the school opens for the autumn term.

11.4 Exam Board Reviews of Results and Appeals

HOC's will analyse examination results and will consider whether any reviews (of individual or group results) are appropriate.

The Exam officer will provide details of all post results services available including fees and deadlines along with individual examination results

Parents or GCE students may request that any written paper is reviewed subject to paying the relevant fees. Paper remark costs only, are refunded if the grade increases.

12.0 Certificates

12.1 Certificates arrive in school from mid November following the summer series of exams. The Exams Officer and office staff will arrange for certificates to be placed in envelopes ready for the annual Presentation Evening. Alternatively candidates may contact school to arrange collection. Candidates will be required to sign for their certificates.

12.2 The Exams Officer will safely store any uncollected certificates for 12 months only, after which time all certificates are destroyed according to JCQ regulations. Students will need to contact awarding bodies directly to obtain duplicate certificates of exam board allows or a certified statement of results.

12.3 JCQ regulations will be followed.

13.0 Return of Coursework

13.1 HOC's and subject teachers will be responsible for advising students to collect any coursework; coursework not collected within 3 months of notification will be disposed of.

14.0 Internal Examinations

14.1 The designated Senior Team will liaise with The Exams Officer regarding internal examination requirements HOC's will be responsible for producing exam papers, which are suitable for the time slot allocated to their subject. HOC's will store papers securely or ensure that exam papers are given to the

Exams Officer at least 48 hours before the start of each exam, together with audio/visual material and a covering sheet detailing any special requirements.

- 14.2 HOC's will make arrangements to collect completed exam papers from the Exams Officer as soon as possible after the exam has finished.

Review and Evaluation

This policy will be monitored annually and reviewed every three years.

POLICY FOR CONTROLLED ASSESSMENT TASKS

Rationale

As part of the 2007 review of GCSE qualification and subject criteria, QCA commissioned a report on internal assessment in GCSE specifications. The report which was published in June 2007 recommended that coursework should be replaced in the majority of subjects by controlled assessment;

The process of Controlled Assessment has 3 stages:

1. Task Setting

Tasks are set either by the Awarding Body (High control) or by the Centre (Medium Control) and in both cases, must be developed according to the requirements of the specification.

2. Task Taking

Three levels of control apply:

1. Low control: students can work unsupervised outside the classroom; this is normally the research stage
2. Medium control: students can work under informal supervision; this is normally the analysis stage
3. High Control: students complete their task under direct supervision throughout; this is the write-up stage.

3. Task Marking

Task marking has either a High or Medium Control level:

- High control means that the awarding body marks the tasks
- Medium control is where work is assessed by the teacher and externally moderated by the awarding body in the same way as coursework

Objectives

The key objectives of Controlled Assessment Tasks are to:

1. Enable a more integrated approach to teaching and learning and assessment
2. Provide an increased facility to ensure that work is the students' own
3. Enable teachers to choose the timing of the controlled assessment
4. Enable teachers to select from a choice of tasks and contextualised them
5. Be viewed as part of the course, rather than a separate activity; it should be an integral part of teaching and learning
6. Usually take place in the classroom, within the normal timetable
7. Features levels of control designed to maximise reliability and authenticity

Strategies for Implementation

Roles and Responsibilities

1. The HOC will:

- Ensure, on behalf of the Headteacher, that each subject carries out controlled assessment in accordance with the instructions issued by the Joint Council for Qualifications (JCQ);
- Co-ordinate, with Senior Leaders and Teachers, a schedule for controlled assessment to take place;
- Map overall resource management requirements for the year;
- As part of this resolve:
 - Clashes/problems over the timing or operation of controlled assessments;
 - Issues arising from the need for particular facilities (rooms, IT networks, time out of school etc);
 - Ensure all staff, students and parents have access to a calendar of events.
 - Report to the examination board any malpractice or instances of a student's work being lost.

2. Heads of Faculty, Heads of Department and Subject Leaders will ensure:

- They obtain the controlled assessment task details from the exam boards;
- They liaise with their line manager to agree the most appropriate time for the controlled assessment to take place;
- They plan when and how the assessment will take place, taking into account the accommodation and resources required;
- Entries for controlled assessment are made at the appropriate time;
- Assessment marks are submitted to the exam board by the appropriate date;
- The safe and secure conduct of controlled assessment in their area and comply with JCQ guidelines and awarding bodies' subject-specific instructions;
- They agree with line managers when high level controlled assessment is taking place;
- All marking is standardised;
- All teachers in each department understand their responsibilities with regard to controlled assessment and are familiar with the contents of the JCQ publication "Instructions for conducting controlled assessments";
- Individual teachers understand the requirements of the awarding body's specification, particularly the level of control required, and are familiar with the relevant teachers' notes, and any other subject specific instruction;
- There is a clear policy in the department handbook on the carrying out of controlled assessment and appropriate staff training takes place on an annual basis;
- All confidential materials, together with the work produced by the candidates, are stored securely at all times. Secure storage is defined as a secure locked steel cabinet, a metal cabinet or similar;
- Support Staff are given sufficient notice in which to order and prepare materials needed for assessments;
- The Special Educational needs Co-ordinator (SENCO) is informed about any assistance required for the administration and management of access arrangements;
- In the case of formal supervision (high level of control) candidates do not have access to email, the internet, mobile phones or any other electronic devices;
- Where videos or photographs/images of the candidates are to be included as part of the controlled assessment consent is obtained from parents/carers;
- Teachers and support staff are aware of what work may be included: work may be handwritten in black ink or word processed; printouts, charts and videos can be included where appropriate;
- Their line manager is informed if suspected malpractice occurs or if a student's work is lost;
- Staff are aware that re-sits of controlled assessment may be allowed in the next exam session;
- Staff are aware that, after the results are published, it may be possible to request a re-moderation of the work;
- A record is kept by the Exams Officer which contains:
 - The date and time of each assessment together with its title;
 - The name of the supervising teacher;
 - A list of candidates who were present during the assessment;
 - A list of any absent candidates;
 - A log of any incidents which occurred during the assessment is kept for each controlled assessment.

3. Teaching staff must:

- Comply with the general guidelines contained in the JCQ publication "Instructions for conducting controlled assessments";
- Ensure relevant display materials are removed or covered up;
- Lock up all assessment materials in a suitable secure cabinet at the end of each session;
- Ensure students using ICT facilities for high control level work use separate user accounts that have no access to internet or e-mail and are only accessible during the controlled sessions;
- Collect in any work saved on memory sticks after each session and lock them away as above;
- Keep attendance records from assessment sessions;
- Ensure that any student who is absent is given the chance to make up the time if necessary;
- Report any long absences to the SENCO so that special consideration can be applied for;

- Understand the relevant level of control permitted (high, medium or low) and comply with the level of permitted supervision (e.g. high control means that students are under exam conditions);
- Understand and comply with the awarding body specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website;
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials, together with the work produced by the candidates, are stored securely at all times;
- Supervise assessments (at the specified level of control) and undertake the tasks required under the regulations, only permitting assistance to students as the specification allows;
- Where the specification permits students to work with others (e.g. during collection of data), ensure that any descriptions of the joint work is in each candidate's own words;
- Inform their line manager if suspected malpractice occurs or if a student's work is lost;
- 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 to the TLR holder at the date required, keeping a record of the marks awarded;
- 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.

4. The Exam Officer will:

- Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries;
- Enter students' "cash-in" codes for the terminal exam series;
- Take responsibility for receipt, safe storage and safe transmission, whether in CD, digital or hard copy format;
- Download and distribute mark sheets for teaching staff to use, and collect and send mark sheets to awarding bodies before deadlines;
- On the few occasions where controlled assessment cannot be conducted in the classroom arrange suitable accommodation where controlled assessment can be carried out, at the direction of the Senior Team;

4. The SENCO will:

- Ensure access arrangements have been applied for;
- Work with teaching staff to ensure requirements for support staff are met.
- Liaise as necessary to ensure that access arrangements are met.

5. The IT Team:

- Provide students with separate user accounts for exam use that have no access to internet or e-mail and are only accessible during the controlled sessions.

6. Students will:

- Keep a research diary where they note the guidance and feedback received from their teacher; the diary should also contain a record of the research and planning stage containing notes, diagrams, essay plans and bibliography
- Use separate user accounts for high control level work that have no access to internet or email and are accessible only during the controlled sessions;
- Hand in all assessment materials so that they can be locked up at the end of each session;
- Hand in work saved on memory sticks so that they can be locked away;
- Sign authentication forms on completion of an assessment;

Good Practice

At the start of a formal sessions of controlled assessment candidates will be reminded to turn their phone off and disable alarms;

Staff are encouraged to go through the JCQ Notice to Candidates (for controlled assessments) at the start of each assessment and ensure that they fully understand the **penalties incurred in the case of any kind of malpractice.**

Student Malpractice

The Headteacher will:

- Report to the appropriate awarding body at the earliest opportunity all suspicions or actual incidents of malpractice;
- If the irregularity is discovered prior to the candidate signing the declaration of authentication form investigate any alleged malpractice internally and record the outcome on the authentication form supplied by the awarding body;
- If the irregularity is identified after the candidate has signed the declaration of authentication, the Headteacher will submit full details of the case to the relevant awarding body at the earliest opportunity;
- Supervise all investigations resulting from an allegation of malpractice;
- Ensure that if it is necessary to delegate an investigation to a member of staff, the member of staff chosen is independent, and not connected to the department involved in the suspected malpractice. This is to avoid conflicts of interest which can otherwise compromise the investigation;
- Respond speedily and openly to all requests for an investigation into an allegation of malpractice, as this is in the best interests of centre staff, candidates and any others involved.

Teacher Malpractice

- The school will carry out an investigation where it is evident that a teacher has helped a child with their controlled assessment beyond the guidelines contained within each specification;
- Where there is malpractice it will be dealt with under the disciplinary policy of the school and the awarding body will be informed.

Monitoring and evaluation

This policy will be monitored on behalf of the Governing Body by the Governors' Staffing and Curriculum Committee.

APPEALS AGAINST INTERNAL ASSESSMENT OF WORK FOR EXTERNAL QUALIFICATIONS

Please also see Non-Examined Assessment (NEA) Policy

1. The Arnewood School is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject specific associated documents.
2. Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. The Arnewood School is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.
3. The Arnewood School will ensure that candidates are informed of their centre-assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
4. The Arnewood School will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.
5. The Arnewood School will, having received a request for copies of materials, promptly make them available to the candidate.
6. The Arnewood School will provide candidates with sufficient time in order to allow them to review copies of material and reach a decision.
7. Requests for reviews of marking must be made in writing.
8. The Arnewood School will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
9. The Arnewood School will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
10. The Arnewood School will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
11. The candidate will be informed in writing of the outcome of the review of the centre's marking.
12. The outcome of the review of the centre's marking will be made known to the Head of Centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.
13. After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of The Arnewood School and is not covered by this procedure.

EMERGENCY EXAMINATIONS EVACUATION PROCEDURE

In the event of an emergency alarm sounding during examination, the following procedures must be followed:

1. Lead Invigilator should note the time that the alarm was sounded and how long the examination has been going on. Ask candidates to stop writing and put down pens/pencils.
2. A member of the SLT or Exams Officer will confirm it if is a false alarm, candidates remain seated and the exam con continue once the alarm is silenced.
3. If evacuation is necessary, all examination question and answer papers and materials must be left on each candidate's exam desk and NOT taken out with them. No bags or personal belongings should be taken out of the hall with the candidates.
4. **BEFORE** the candidates leave the sports hall and/or main hall, remind them that they are still under GCSE Examination Board conditions and under **NO CIRCUMSTANCES** should they talk to one another or use a mobile phone.
5. Remind candidates that a breach of regulations could mean disqualification from their examination.
6. **UNDER NO CIRCUMSTANCES** are candidates to take mobile phones or other electronic devices outside with them. This will be a breach of examination board regulations and they will risk being disqualified from their examination.
7. Candidates should leave the sports hall and/or main hall in an orderly fashion via the fire exits. Invigilators must supervise candidates. The Lead Invigilator must take out the exam registers, together with pens.
8. Invigilators should take a roll-call, to ensure that all candidates are present and accounted for.
9. Candidates should assemble on the caged netball courts adjacent to the Astro-turf. This will ensure that they are isolated from the other classes/candidates. Invigilators should line up the candidates in the same rows and seating arrangements as the exam. The Exams Officer and a member of the senior team will join invigilators as soon as possible.
10. Upon re-entry to the sports hall and/or main hall, the Lead Invigilator should not the time of re-starting the examination and change the finish time. Ensure that the Exams Officer, has full details of the incident, in order that a Special Consideration Form can be submitted.
11. For smaller examination rooms, the same rules apply.

THE ARNEWOOD SCHOOL: EDEXCEL BTEC SCHOOL POLICIES

Principles

The Registration and Certification (BTEC) Policy meets the requirements of the Edexcel (BTEC) Quality Assurance process. These policies will be reviewed 2020 or earlier if required.

Roles and Responsibilities

The Exam Officer should:

- Take responsibility for timely, accurate and valid registration, transfer, withdrawal and certificate claims for learners, according to the awarding body requirements; liaise with programme teams to check the accuracy of learner registrations; ensure that certificate claims are timely and based solely on internally verified assessment records;
- Inform the awarding body of withdrawals, transfers or changes to learner details; audit certificate claims made to the awarding body; audit the certificates received from the awarding body to ensure accuracy and completeness;
- For students transferring to another centre, ensure that adequate information about the transferee's position and progress is communicated to the new centre; keep all records safely and securely for three years post certification.

The Quality Nominee should:

- Ensure that all policies and procedures are implemented and adhered to. They will liaise with all parties and report to the Headteacher.

Lead Internal Verifiers should:

- Take responsibility for ensuring that learner details held by Edexcel are accurate and that an audit trail of learner assessment and achievement is accessible;
- Liaise with the Exams Officer to check the accuracy of learner registrations;
- Ensure that all Schemes of Work and Programmes of Study are drawn up and implemented in accordance with this policy and related documents.

Programme Assessors should:

- Ensure that programmes are delivered in accordance with BTEC guidelines, and following the agreed I-V schedule and assessment plan; make each learner aware of his/her registration status.

BTEC REGISTRATION AND CERTIFICATION POLICY

Aim:

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

In order to do this, the centre will:

- Register each learner within the awarding body requirements

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

BTEC ASSESSMENT POLICY

Aim:

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

In order to do this the centre will:

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment
- Produce a clear and accurate assessment plan at the start of the programme/academic year
- Provide clear, published dates for handout of assignments and deadlines for formative and summative assessment
- Assess learner's evidence using only the published assessment and grading criteria
- Ensure that assessment decisions are impartial, valid and reliable
- Develop assessment procedures that will minimise the opportunity for malpractice
- Maintain accurate and detailed records of assessment decisions
- Maintain a robust and rigorous internal verification procedure
- Provide samples for standards verification as required by the awarding organisation
- Monitor standards verification reports and undertake any remedial action required
- Share good assessment practice between all BTEC programme teams
- Ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff
- Provide resources to ensure that assessment can be performed accurately and appropriately.
- NQF external assessments are planned within assessment plans and are booked by the exam officer. Exam invigilators are used when tests are complete.

BTEC INTERNAL VERIFICATION POLICY

Aim:

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

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

- Where required by the qualification, a Lead Internal Verifier is appropriately appointed for each subject area, is registered with Pearson and has undergone the necessary standardisation processes
- Each Lead Internal Verifier oversees effective Internal Verification systems in their subject area

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

BTEC ASSESSMENT MALPRACTICE POLICY

Purpose/Scope

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

Definitions/Terminology

- Learner malpractice: any action by the learner, which has the potential to undermine the integrity and validity of the assessment of the learner's work. (Plagiarism, collusion, cheating, etc.)
- Assessor malpractice: any deliberate action by an Assessor which has the potential to undermine the integrity of BTEC qualifications
- Plagiarism: taking and using another's thoughts, writings, inventions, etc. as one's own
- Minor acts of learner malpractice: handled by the Assessor by, for example, refusal to accept work for marking and learner being made aware of malpractice policy. Learner resubmits work in question
- Major acts of learner malpractice: extensive copying/plagiarism, 2nd or subsequent offence, inappropriate for the Assessor to deal with.
- Responsibilities
- Centre: should seek proactive ways to promote a positive culture that encourages learners to take individual responsibility for their learning and respect the work of others
- Assessor: responsible for designing assessment opportunities which limit the opportunity for malpractice and for checking the validity of the learner's work
- Internal Verifier/Lead Internal Verifier: responsible for malpractice checks when internally verifying work
- Quality Nominee: required to inform Pearson of any acts of malpractice
- Heads of Centre or their nominees: responsible for any investigation into allegations of malpractice.

Procedures:

Addressing learner malpractice:

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

Addressing staff malpractice:

- Staff BTEC induction and updating should include BTEC requirements

- Use robust Internal Verification and audited record keeping
- Audit learner records, assessment tracking records and certification claims

Dealing with malpractice:

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

BTEC ONLINE/BLENDED LEARNING POLICY

Teaching and Learning should:

- Allow student who are not able to attend school due to health issues to access lessons and resources which enable the student to continue to access the course and to be able to maintain their learning in line with students who are attending school.
- Include online resources which will be kept up to date a relevant on the schools VLE (Firefly)
- Dependent on suitability of lessons, and where necessary, be conducted online using Zoom. See School Livestreaming Policy.
- For assessment tasks for coursework-based units of work to be, where possible, be completed in school. Where this is not possible students and parents/carers will be reminded of the rule relating to assessment and be asked to sign to confirm that work submitted meets the requirements of the exam board.

BTEC APPEALS POLICY

Principles

The Registration and Certification (BTEC) Policy meets the requirements of the Edexcel (BTEC) Quality Assurance process. These policies will be reviewed 2020 or earlier if required.

Roles and Responsibilities

The Exam Officer should:

- Take responsibility for timely, accurate and valid registration, transfer, withdrawal and certificate claims for learners, according to the awarding body requirements; liaise with programme teams to check the accuracy of learner registrations; ensure that certificate claims are timely and based solely on internally verified assessment records;
- Inform the awarding body of withdrawals, transfers or changes to learner details; audit certificate claims made to the awarding body; audit the certificates received from the awarding body to ensure accuracy and completeness;
- For students transferring to another centre, ensure that adequate information about the transferee's position and progress is communicated to the new centre; keep all records safely and securely for three years post certification.

The Quality Nominee should:

- Ensure that all policies and procedures are implemented and adhered to. They will liaise with all parties and report to the Headteacher.

Lead Internal Verifiers should:

- Take responsibility for ensuring that learner details held by Edexcel are accurate and that an audit trail of learner assessment and achievement is accessible;
- Liaise with the Exams Officer to check the accuracy of learner registrations;
- Ensure that all Schemes of Work and Programmes of Study are drawn up and implemented in accordance with this policy and related documents.

Programme Assessors should:

- Ensure that programmes are delivered in accordance with BTEC guidelines, and following the agreed I-V schedule and assessment plan; make each learner aware of his/her registration status.