



**KEN STIMPSON  
COMMUNITY SCHOOL**

**EXAMINATIONS POLICY**

Reviewed: May 2019

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## **1. Purpose of the policy**

1.1 The purpose of this exam policy is:

1.1.1 to ensure the planning and management of exams is conducted efficiently and in the best interest of students.

1.1.2 To ensure the operation of an efficient exam system with clear guidelines for all relevant staff.

1.2 It is the responsibility of everyone involved in the school's exam processes to read, understand and implement this policy.

1.3 This Examinations policy will be reviewed annually by the Leadership Team, the Examinations Officer and the Governors' Curriculum Committee.

## **2. Exam Responsibilities**

2.1 The Examinations Officer (on behalf of the school) has overall responsibility for the school as an exam centre which includes advising on appeals and re-marks. In addition, the role of Examinations Officer will be responsible for the following.

2.1.1 Reporting all suspicions or actual incidents of malpractice. Refer to the JCQ document Suspected malpractice in examinations and assessments.

2.1.2 Managing the administration of public and PPE and analysis of exam results.

2.1.3 Advising the Leadership Team (LT), Head of Faculty (HoF), Subject Leaders and other relevant support staff on annual exam timetables and application procedures as set by the various exam boards.

2.1.4 Overseeing the production and distribution to staff, governors and students of a termly calendar for all exams in which students will be involved and communicates regularly with staff concerning imminent deadlines and events.

2.1.5 Ensuring that students and their parents are informed of and understand those aspects of the exam timetable that will affect them.

2.1.6 Consulting with teaching staff to ensure that necessary coursework is completed on time and in accordance with the Joint Council for Qualifications (JCQ) guidelines.

- 2.1.7 Providing and confirming detailed data on estimated entries.
- 2.1.8 Receiving, checking and storing securely all exam papers and completed scripts.
- 2.1.9 Administering access arrangements and makes applications for special consideration using the JCQ Access arrangements and special considerations regulations and Guidance relating to students who are eligible for adjustments in examinations.
- 2.1.10 Identifying and managing exam timetable clashes.
- 2.1.11 Identifying and securing relevant CPD for invigilators and scribes.
- 2.1.12 Investigates any unforeseen events that disrupts exams and liaises with candidates / parents after consultation with their LT support.
- 2.1.13 Accounting (with the support of LT Link) for income and expenditures relating to all exam costs / charges.
- 2.1.14 Organising the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams.
- 2.1.15 Submits students' controlled assessment marks, tracks dispatch and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule.
- 2.1.16 Arranges for dissemination of exam results and certificates to students and forwards, in consultation with the LT, any appeals / re-mark requests.
- 2.1.17 Maintains systems and processes to support the timely entry of students for their exams.
- 2.2 The Leadership Team will ensure:
  - 2.2.1 Organisation of curriculum to ensure every student fulfils their potential.
  - 2.2.2 A regular review of effective learning and teaching enables students to attain their target grades.
  - 2.2.3 Intervention strategies to support the academic achievement of students. This includes the half termly review of progress for all students.
  - 2.2.4 External validation of courses followed at any key stage.

2.3 Heads of Faculty / Heads of House and the Post 16 Raising Standards Leader will ensure that there is:

- 2.3.1 Effective learning and teaching so that the students in their care at least fulfil their expected target grades.
- 2.3.2 Guidance and pastoral oversight of students.
- 2.3.3 Relevant evidence to support access arrangements as per the agreed deadline communicated by the Examinations Officer / SENCO.
- 2.3.4 Tracking of progress and intervening where appropriate.
- 2.3.5 Liaison with parents / carers where there is scope for concern or for praise.
- 2.3.6 Involvement in post-results procedures.
- 2.3.7 Accurate completion of coursework mark sheets and declaration sheets.
- 2.3.8 Ensure that there is specification / syllabus conversion where collaboration between schools takes place.
- 2.3.9 Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the Examinations Officer.
- 2.3.10 Review and act upon the Moderator / External Verifier feedback (terms to be flexible based on current and future qualification Quality Assurance mechanisms).
- 2.3.11 The HoF / Subject Leader will submit estimated grades to the Examinations Officer when requested by the Examinations Officer.

2.4 Staff involved in Careers and IAG will ensure that there is:

- 2.4.1 High quality independent advice and guidance as well as effective career information.
- 2.4.2 Liaison with HoH to ensure Careers and IAG information is targeted effectively to ensure the aspirations of students can be fulfilled.
- 2.4.3 An effective, clear system to keep up-to-date with Examination Board changes, university requirements and, where possible, employer requirements.

2.5 Teachers will ensure that they:

- 2.5.1 Have up-to-date knowledge and understanding of the examination specifications and apply them in the classroom.
- 2.5.2 Deliver high quality lessons.
- 2.5.3 Mark / assess all assessments in accordance to the Examination Board requirements.
- 2.5.4 Where relevant, attend moderation / subject standardisation.
- 2.5.5 Provide to the Examinations Officer relevant evidence to support access arrangements as required.
- 2.5.6 Submit student names and examination/controlled assessment / internal examination entry requirements to their HoF for entry requirements.
- 2.5.7 Review and act upon the Moderator feedback.
- 2.5.8 Raise any initial concerns regarding student progress, whilst liaising with the HoF and with parents / carers.

2.6 The SENCO will ensure that they:

- 2.6.1 Identify and test students' requirements for access arrangements (see Section7).
- 2.6.2 Work with the Examinations Officer to gather the relevant evidence and data for applying for access arrangements.
- 2.6.3 Provide additional support — with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment — to help students achieve their course aims.

2.7 Lead Invigilator / Invigilators will ensure that they:

- 2.7.1 Collect exam papers and other material from the Examinations Office before the start of the exam.
- 2.7.2 Collect all exam papers in the correct order at the end of the exam and their return to the exams office.

2.7.3 Ensure appropriate adherences of examination conditions are met. Where appropriate, they are to report immediately any concerns to the Examinations Officer so appropriate action can be taken.

2.8 Candidates will ensure that they:

2.8.1 Check their entries, particularly for clashes and communicate these to Examinations Officer within two (school) weeks of the published examination calendar being made available.

2.8.2 Check their personal details carefully (including legal name, gender and date of birth) in order to ensure that the correct information is printed on their certificates

2.8.3 Understand coursework regulations and signing a declaration that authenticates the coursework as their own.

2.8.4 Bring correct equipment to exams

2.9 Administrative staff will ensure that they:

2.9.1 Support in the input of data.

2.9.2 Contact students when they are late for an examination.

2.9.3 Post exam papers.

### **3. The statutory tests and qualifications offered**

3.1 The statutory tests and qualifications offered at this school are decided by the LT and ratified by the Principal.

3.2 The statutory tests and qualifications offered include a wide range of GCSE, A' Levels, AS Levels, LIBF qualifications, Project qualifications and vocational courses such as those offered by Pearson BTEC and OCR.

3.3 The subjects offered for these qualifications in any academic year may be found in the school's published prospectus for that year. If there has been a change of syllabus from the previous year, the exams office must be informed by no later than the end of June each academic year.

At Key Stage 3:

- 3.3.1 All students will take a range of end of topic, term or year examinations to gauge progress and / or attainment. The school will consider the use of intervention or booster strategies in connection with any students who are unlikely to attain the minimum level.
- 3.3.2 Decisions on whether students should not take an individual subject examination will be taken in consultation with the SENCO, the HoF and the LT Link as well as their subject teacher.

3.4 At Key Stage 4:

- 3.4.1 All students will be entitled, and enabled, to achieve an entry for qualifications from an external awarding body.

3.5 At Post16

- 3.5.1 All students will be entitled, and enable, to achieve an entry for qualifications from an external awarding body which lead to a formally recognised qualification ranging from foundation learning to A' Level.

#### **4. Exam seasons and timetables**

4.1 Exam seasons:

- 4.1.1 PPE are scheduled in November and March (Year 11), December and February (Post 16) and July (Year 10) and June (Years 7, 8 and 9).
- 4.1.2 External exams are scheduled in November, January, May and June.
- 4.1.3 All PPE are held under external exam conditions.
- 4.1.4 Which exam series are used in the centre is decided by the HoF and the LT.
- 4.1.5 Controlled assessment should be scheduled in advance and shared with the Examinations Officer so invigilators (if needed) can be arranged.

## 4.2 Timetables

- 4.2.1 The Examinations Officer will circulate the exam timetables for both external and PPE once these are confirmed to staff, parents and students.

## 5. Entries, entry details, late entries and retakes

### 5.1 Entries:

- 5.1.1 Candidates are selected for their exam entries by the Heads of Faculty and the subject teachers.
- 5.1.2 A student or parent / carer can request a subject entry or change of tier / level but not a withdrawal
- 5.1.3 The school reserves the rights to accept / decline external entries from external students.

### 5.2 Late entries:

- 5.2.1 Entry deadlines are circulated to HoF via email / memo by the Examinations Officer.
- 5.2.2 Late entries will be charged to the Faculty and can only be processed by the Examinations Officer.

### 5.3 Retakes:

- 5.3.1 Candidates are allowed to re-sit in line with DFE (Department for Education) guidance. This will vary by subject and faculties will need to be aware of current DFE and Examination Board policy on re-sits.
- 5.3.2 Retake decisions will be made in consultation with the students, subject teachers, Post16 Raising Standards Leader, Examinations Officer and the HoF.
- 5.3.3 Students who re-sit exam modules because they achieved a U in the first sitting of the exam should pay for their exam entry. However, if the student then achieves a grade overall, the school will reimburse the student with the cost of entry.

- 5.3.4 Students who achieved a grade in an exam module but decide to resit the module in order to improve their grade pay for the exam entry and will only be reimbursed for this cost if the overall grade is improved.
- 5.3.5 If a student retakes a course and is enrolled on the course (on the SIMS register) then the exam modules will be paid for by the school.
- 5.3.6 If a student personally requests a re-sit then they must pay for this by the published deadline for examination entries. This requires the student to formally write to the Examinations Officer to request this service. Emails and other means of communication will not be accepted.
- 5.3.7 Requests beyond the Examination Board deadline for entries will result in the student incurring a late entry fee which is listed by the Examination Board. This will be communicated to the student and parent /carer by the Examinations Officer when a request is made.
- 5.3.8 The school, will in exceptional circumstances, wave these procedures and pay for re-sits if justified to do so. For example, if a member of staff has been absent which may have adversely affected the progress in the subject they are studying.

#### 5.4 Parental Entries:

- 5.4.1 In line with Education & Skills Funding Agency (EFSA) guidelines a parental entry can only be activated in the following circumstances:
  - 5.4.1.1 where the required attendance or completion of work has not been achieved
  - 5.4.1.2 where the student fails without good reason to sit the examination for which the institution has paid
  - 5.4.1.3 where a student re-sits an examination resulting from an initial examination failure
  - 5.4.1.4 where a student re-sits an exam with the aim of achieving marginal improvements in grades
  - 5.4.1.5 qualifications leading to a GCSE grade 4 to 9 or A\* to C in English and/or maths where the student has not yet achieved either a grade 4 to 9 or A\* to C in these subjects are not treated as retakes for this purpose
- 5.4.2 The school has set a reasonable attendance requirement of at least 90% over the course of a programme of study. A student who does not meet this minimum requirement may be made a parental entry however the school fully accepts that “absences or non-completion of coursework because of illness or other acceptable reasons are not grounds for charging”. It is reasonable to ask students or their parents/carers to provide evidence in such cases, such as documentation from a qualified medical practitioner.

- 5.4.3 All faculties must communicate and record their concerns to a parent / carer and the student as a first step. Whilst a termly report is a first step, it is expected that any concern would be discussed personally with the parent / carer and student (usually via telephone, emails and face-to-face meetings).
- 5.4.4 The initial warning letter (attached in Appendix C) must be a step that follows the verbal warning to the student and their parent / carer. A record of this warning must be recorded in writing and clearly warns the parent / carer and student of the pending action and includes constructive action points to attempt to avoid the parental entry form occurring.
- 5.4.5 No parental warning letter must be released without the consent of the HoF via the LT Link.
- 5.4.6 Copies of this initial warning letter should be shared with the Head of House (or Post16 Raising Standards Leader) and the LT Link.
- 5.4.7 Should the issue(s) remain the Examinations Officer will write to the parent / carer to make the student a Parental Entry (see template letter, Appendix D) .
- 5.4.8 This should be supported by a meeting (in person or over the telephone) with the parent / carer and the subject teacher and/or HoF.
- 5.4.9 In specific cases, the school will not make a student a Parental Entry if the student is not making adequate progress but are attending lessons, working hard and meeting deadlines. If these students want to be entered for exams then they should be given the opportunity to do so and the support required for them to do the best that they can.
- 5.4.10 If there is a dispute regarding this process then the relevant member of the LT will become involved and investigate the issue as per Section 12 of this policy.
- 5.4.11 At Post 16, a student can only be asked to leave a course or have their placement rescinded if there has been direct involvement with the Post16 Raising Standards Leader to avoid NEET status. The removal of any student at Post16 must be signed off by the Post16 Raising Standards Leader and include supportive mechanisms to avoid, where possible, NEET status. (see also Section 6: Exam fees)

## **6. Exam fees**

6.1 GCSE and any other examination initial registration and entry exam fees are paid by the school.

6.2 AS / A' Level initial registration and entry exam fees are paid by the school.

6.3 BTEC / OCR (and any other vocational courses) initial registration and entry exam fees are paid by the school.

6.4 Late entry or amendment fees are paid by the faculties.

6.5 Candidates or departments will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes, provided these are made within the time allowed by the awarding bodies. These are published by the school Examinations Officer via internal notices and memoranda.

6.6 Reimbursement will be sought from students who fail to sit an exam or fail to meet the necessary coursework requirements. The fees and reimbursement policy will be communicated in writing to students and parents / carer at the start of GCSE and Post 16 courses.

6.7 Retake fees for first and any subsequent retakes are paid by the students or their parent / carer either by ParentPay or cash. (see also Section 5.3 retakes).

6.8 The school will ensure to clearly publish any entry deadlines and where necessary indicate this to parent / carer where there may be a request for a Parental Entry.

6.9 Candidates must pay the fee for an enquiry about a result, should the school not uphold the enquiry and the student insist on pursuing the enquiry. (see also Section 12 Enquiries about results [EARs]).

6.10 Parental entries will require the parent / carer to pay for the entry based upon a specific concern raised by the school under Section 5 of this policy.

6.11 If there is sufficient evidence to trigger a parental entry and if the entry fee is not paid, the school holds the right to retain the certificate until the payment is made.

## **7. The Equality Act 2010, special needs and access arrangements**

### 7.1 The Equality Act 2010

- 7.1.1 The Equality Act 2010 extends the application of the DDA to general qualifications. All exam centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

### 7.2 Special needs

- 7.2.1 A student's special needs requirements are determined by the SENCO and the educational psychologist / specialist teacher.
- 7.2.2 The SENCO will inform subject teachers of students with special educational needs who are embarking on a course leading to an exam, and the date of that exam. The SENCO can then inform individual staff of any special arrangements that individual students may be granted during the course and in the exam.

### 7.3 Access arrangements:

- 7.3.1 Making special arrangements for students to take exams is the responsibility of the SENCO and the Examinations Officer.
- 7.3.2 Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Examinations Officer.
- 7.3.3 Rooming for specific access arrangement will be arranged by the SENCO with the Examinations Officer.
- 7.3.4 Invigilation and support for access arrangement students will be organised by the SENCO with the Examinations Officer.

### 7.4 Word Processor policy

- 7.4.1 The school has adopted a word processor policy.
- 7.4.2 This is included as Appendix B to this whole school Examinations Policy

## **8. Managing Invigilators and Examination Days:**

### 8.1 Managing Invigilators:

- 8.1.1 External Invigilators will be used for exam supervision. They will be used for all examinations. This includes internal examinations and, where necessary, controlled assessments.
- 8.1.2 The recruitment of Invigilators is the responsibility of the Examinations Officer.
- 8.1.3 Securing the necessary DBS clearance for new Invigilators is the responsibility of the school.
- 8.1.4 DBS fees for securing such clearance are paid by the school.
- 8.1.5 Invigilators are timetabled and briefed by the Examinations Officer.
- 8.1.6 Invigilators' rates of pay are set by the school through consultation with EPM.
- 8.1.7 The Examinations Officer is entitled to CPD to ensure that the role is fulfilled in accordance with JCQ requirements.
- 8.1.8 Likewise, scribes and students accessing scribes should be entitled to training on how to scribe and make best use of the service.

### 8.2 Exam Days:

- 8.2.1 The Examinations Officer will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the Invigilator.
- 8.2.2 The site management company is responsible for setting up the allocated rooms.
- 8.2.3 The Lead Invigilator will start all exams in accordance with JCQ guidelines.
- 8.2.4 Subject staff may be present at the start of the exam to assist with identification of students but must not advise on which questions are to be attempted.
- 8.2.5 In practical exams subject teachers may be on hand in case of any technical difficulties.

- 8.2.6 Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will be distributed to Heads of Faculty 24 hours after the end of an examination.

## **9. Candidates, clash students and special consideration**

### 9.1 Candidates

- 9.1.1 The school's published rules on acceptable dress (uniform for Years 7 - 11), behaviour and students' use of mobile phones and all electronic devices apply at all times.
- 9.1.2 Candidates' personal belongings remain their own responsibility and the school accepts no liability for their loss or damage.
- 9.1.3 Disruptive students are dealt with in accordance with JCQ guidelines.
- 9.1.4 Candidates may leave the exam room for a genuine purpose requiring an immediate return to the exam room, in which case a member of staff must accompany them.
- 9.1.5 The Examinations Officer will attempt to contact any student who is not present at the start of an exam and deal with them in accordance with JCQ guidelines.

### 9.2 Clash students

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

### 9.3 Special consideration:

- 9.3.1 Should a student be too ill to sit an exam, suffer bereavement or other trauma or be taken ill during the exam itself, it is the responsibility of the student to alert the school, or the Examinations Officer, to that effect.
- 9.3.2 Any special consideration claim must be supported by appropriate evidence within five days of the exam, for example, a letter from the student's doctor.
- 9.3.3** The Examinations Officer will then forward a completed special consideration form to the relevant awarding body within seven days of the exam.

## **10. Controlled Assessments / Coursework and appeals against internal assessments**

### 10.1 Coursework:

10.1.1 Candidates who have to prepare portfolios should do so by the end of the course or school defined date.

10.1.2 HoF will ensure all coursework is ready for dispatch at the correct time and the Examinations Officer will keep a record of what has been sent when and to whom.

10.1.3 Marks for all internally assessed work are provided to the Examinations Officer by the HoF.

### 10.2 Appeals against internal assessments

10.2.1 The school is obliged to publish a separate procedure on this subject, which is outlined in Section 12.

### 10.3 Non-Examined Assessments policy

10.3.1 The school has adopted an additional policy for Non-Examined Assessments.

10.3.2 This is included as Appendix A to this whole school Examinations Policy

## **11. Results, Examinations Internal Appeals Procedure including EaR (Enquiries about Results) and Access to Scripts (ATS)**

11.1 The code of practice requires centres offering examinations to:

11.1.1 Have in place procedures for access to scripts.

11.1.2 Ensure that internal candidates are made aware that all post-results service requests must be made through the centre.

11.1.3 Ensure that candidates have provided their confirmed written consent for remarking and access to scripts services offered by the awarding bodies.

11.1.4 Have in place an internal appeals procedure made widely available and accessible to all candidates.

## 11.2 Internally assessed work

11.2.1 Ken Stimpson Community School is committed to ensuring that whenever its staff assess pupils' work for external qualification this is done fairly, consistently and in accordance with the specification for the qualification concerned; along with the GCSE, GCE, BTEC and Joint Council Code of Practice.

11.2.2 Assessments are conducted by staff who have appropriate knowledge, understanding and skills, and who have been trained in this activity. The centre is committed to ensuring that assessment evidence provided by candidates is produced and authenticated according to the requirements of the relevant specifications for each subject. Where a set of work is divided between staff, internal moderation and standardisation will ensure consistency.

11.2.3 Coursework marks have to be revealed to the students two weeks prior to the deadline for submission to the Examination Board. Good practice would suggest marks are shared with students alongside clear guidance as to how the work has been assessed and the assessment decisions arrived at. Students should be clear that the marks are subject to change as a result of the Examination Board moderation.

### 11.2.4 The Appeals Process

11.2.4.1 Students who wish to appeal against the procedures used to arrive at internally assessed modules, should initially raise any concerns with their subject teacher. If there is no resolution then the matter should be passed to the Head of Faculty. Where this does not satisfactorily address the concern, the matter should be drawn to the attention of the Examinations Officer who will consult with the Principal. If the concern is still not resolved to the satisfaction of the candidate then a request should be made in writing for the matter to move to a formal appeal.

11.2.4.2 The appeal should be made in writing to the Principal stating the details of the complaint and the reasons for the appeal. Appeals should be made as soon as the student has been informed of their mark and wishes to query/contest the mark awarded.

11.2.5 The Principal is in overall charge of managing appeals relating to internal assessments. However, the Principal will delegate the responsibility to the relevant LT member responsible for the line management of the subject area.

11.2.6 Where possible the appeal panel will consist of three members of staff who have not been involved in the internal assessment decision. The member of staff who

has assessed the work will be present at the appeal panel, alongside a member of the LT and the Examinations Officer. The panel will be convened by the Examinations Officer.

- 11.2.7 The student will be given at least two days notice of the hearing date.
  - 11.2.8 A breakdown of the marks awarded will be given to the student in advance of the appeal.
  - 11.2.9 Should the student be required to put their case to the panel they can be supported during the presentation by a parent/guardian/responsible adult.
  - 11.2.10 There will be a written record of the appeal, including the decision reached and the reasons for this decision. A copy of this will be sent to the pupil. A written record will be kept and made available to the awarding body upon request
  - 11.2.11 The LT member who attended the hearing will convey the outcome of an appeal and the reasons for that outcome in writing to the student and parent/carer.
  - 11.2.12 The Examinations Officer will maintain a written record of all appeals.
  - 11.2.13 The Examinations Officer will inform the awarding bodies (Examining Boards) of any change to an internally assessed mark.
  - 11.2.14 Should the appeal bring any significant irregularity to light, the awarding body will be informed, as this will affect the issue of results at the centre. After work has been assessed internally, it is moderated by the awarding body to ensure consistency between centres. Such moderation frequently changes the marks awarded for internally assessed work. That is outside the control of Ken Stimpson Community School and is not covered by this procedure.
- 11.3 Results
- 11.3.1 Candidates will receive individual results slips on results days in person at the school / by post to their home addresses (only if the students provide a correctly stamped addressed envelope).
  - 11.3.2 Arrangements for the school to be open on results days are made by the Examinations Officer.

- 11.3.3 The provision of staff on results days is the responsibility of the LT Link responsible for examinations in conjunction with the Examinations Officer.
- 11.3.4 The school aggregates at the end of Year 13 for AS grades, not at the end of Year 12.
- 11.4 Access to Scripts (ATS)
- 11.4.1 After the release of results, HoF will be responsible for co-ordinating, either by subject staff or students, the request of the return of papers within three days scrutiny of the results.
- 11.4.2 If a result is queried, the Examinations Officer and HoF will investigate the feasibility of asking for a re-mark at the expense of either the school or the faculty.
- 11.4.3 School staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of students should be obtained.
- 11.4.4 GCSE re-marks cannot be applied for once a script has been returned.
- 11.5 Examinations Internal Appeals Procedure including EaR (Enquiries about Results)
- 11.5.1 EaRs may be requested by HoF, or students, if there are reasonable grounds for believing there has been an error in marking.
- 11.5.2 Any student/Faculty who wants to query a mark/grade awarded by an awarding body upon issue of results should follow the following procedure:
- 11.5.2.1 Contact the Examinations Officer as soon as possible (but at least 5 working days before the published deadline for EaRs) in person to discuss the mark/grade. The Examinations Officer will advise on the options available to query the mark/grade and the costs involved in this process.
- 11.5.2.2 Students should be aware that EaRs can result in marks/grades being raised, confirmed or lowered. Students must sign a consent form to confirm that they understand the consequence of an EaR. Consent forms will be issued by the Examinations Officer.
- 11.5.2.3 The subject teacher will review the student's marks/grades and discuss with the Head of Faculty, where relevant, on the appropriate action taking into account the breakdown of marks, the grade boundaries and the student's predicted grades.

- 11.5.2.4 If the Faculty agrees to support the EaR:
- 11.5.2.4.1 The request, together with the student's consent form, should be made to the Examinations Officer before the published deadline for EaRs. Responsibility for the cost of the enquiry will be agreed in advance.
- 11.5.2.5 If the School does not agree to support the EaR:
- 11.5.2.5.1 A student may appeal against the decision not to support an EaR. Appeals should be made in writing to the Examinations Officer, at least 5 working days before the published deadline for EaRs. The appeal should state, in detail, the reason(s) for the appeal. This appeal should be signed and dated and should include the daytime contact telephone number of the student, parent or guardian. The appeal information will be reviewed by the Examinations Officer and a member of the Senior Leadership Team; the outcome of the appeal will be communicated by telephone/email/1st class letter post within 24 hours of receipt. This decision is final.
- 11.5.2.6 If the centre does not support the EaR the student may still proceed with the EaR but all costs involved will be paid by the student at the time the EaR is made.
- 11.5.2.7 No EaRs will be made until fees are paid. Requests must be made in person to the Examinations Officer before the published deadline for EaRs. If the enquiry is successful the fee will be refunded to the student.
- 11.5.2.8 Outcomes following EaRs will be forwarded by the Examinations Officer to the student as soon as possible after they have been received from the Awarding Bodies.

## **12. Certificates**

- 12.1 Certificates are presented in person or collected and signed for.
- 12.2 Certificates may be collected on behalf of a student by a third party, provided they have been authorised to do so. A formal letter of request from the student explaining the reason for the request and includes their signature is the only acceptable method of communication. Emails, or other means of communications (e.g. a telephone message) will not be considered as acceptable authorisation.
- 12.3 Certificates may be withheld from students who owe fees.
- 12.4 The school retains certificates for a maximum of two years.



**KEN STIMPSON  
COMMUNITY SCHOOL**

**NON-EXAMINATION  
ASSESSMENT POLICY**

Reviewed: May 2019

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## **What does this policy affect?**

This policy affects the delivery of subjects of reformed GCE and GCSE qualifications which contain a component(s) of non-examination assessment.

*“The regulator’s definition of an examination is very narrow and in effect any type of assessment that is not ‘externally set and taken by candidates at the same time under controlled conditions’ is classified as non-examination assessment (NEA). ‘NEA’ therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as ‘NEA’.”*

[Definition taken directly from the JCQ publication [\*Instructions for conducting non-examination assessments – Foreword, page 3\*](#)]

This publication is further referred to in this policy as NEA

## **Purpose of the policy**

The purpose of this policy, as defined by JCQ, is to

- *cover procedures for planning and managing non-examination assessments*
- *define staff roles and responsibilities with respect to non-examination assessments*
- *manage risks associated with non-examination assessments*

[[\*NEA – The basic principles, page 4\*](#)]

## **What are non-examination assessments?**

*“Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers.*

*There are three assessment stages and rules which apply to each stage. These rules often vary across subjects. The stages are:*

- *task setting;*
- *task taking;*
- *task marking.”*

[[\*NEA – The basic principles, page 4\*](#)]

## **Procedures for planning and managing non-examination assessments** **identifying staff roles and responsibilities**

### The basic principles

#### Head of centre

- Ensures that the centre's *non-examination assessment policy* is fit for purpose
- Ensures the centre's *internal appeals procedures* clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against internally assessed marks

#### Senior leaders

- Ensure the correct conduct of non-examination assessments which comply with NEA and awarding body subject-specific instructions
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year

#### Quality assurance (QA) lead/Lead internal verifier

- Confirms with subject heads that appropriate awarding body forms and templates for non-examination assessments are used by teachers and candidates
- Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria
- Ensures appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers
- Ensures appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates
- Where not provided by the awarding body, ensures a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.

#### Head of Faculty / Head of Faculty / Subject Leader

- Ensures subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensures NEA and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments
- Works with the QA lead/Lead internal verifier to ensure appropriate procedures are followed to standardise internally/verify the marks awarded by subject teachers

### Subject teacher

- Understands and complies with the general instructions as detailed in NEA
- Where these may also be provided by the awarding body, understands and complies with the awarding body's specification for conducting non-examination assessments, including any subject specific instructions, teachers' notes or additional information on the awarding body's website
- Marks internally assessed work to the criteria provided by the awarding body
- Ensures the exams officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code or is made as a separate unit entry code) to the internal deadline for entries

### Exams officer

- Carries out tasks where these may be applicable to the role in supporting the administration/ management of non-examination assessment

### Task setting

#### Subject teacher

- Selects tasks from a choice provided by the awarding body OR designs tasks where this is permitted by criteria set out within the subject specification
- Makes candidates aware of the criteria used to assess their work

### Issuing of tasks

#### Subject teacher

- Determines when set tasks are issued by the awarding body
- Identifies date(s) when tasks should be taken by candidates
- Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times
- Ensures requirements for legacy specification tasks and new specification tasks are distinguished between

## Task taking

### **Supervision**

#### *Subject teacher*

- Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensures there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensures there is sufficient supervision to ensure the work a candidate submits is their own
- Where candidates may work in groups, keeps a record of each candidate's contribution
- Ensures candidates are aware of the JCQ documents [\*Information for candidates - nonexamination assessments\*](#) and [\*Information for candidates - Social Media\*](#)
- Ensures candidates understand and comply with the regulations in relevant JCQ documents *Information for candidates*

### **Advice and**

### **feedback**

#### **Subject teacher**

- As relevant to the subject/component, advises candidates on relevant aspects before candidates begin working on a task
- When reviewing candidates' work, unless prohibited by the specification, provides oral and written advice at a general level to candidates
- Allows candidates to revise and re-draft work after advice has been given at a general level
- Records any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner
- Ensures when work has been assessed, candidates are not allowed to revise it

### **Resources**

#### *Subject teacher*

- Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks
- Ensures conditions for any formally supervised sessions are known and put in place
- Ensures conditions for any formally supervised sessions are understood and followed by candidates

- Ensures candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions
- Ensures that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.

## **Word and time**

### **limits**

#### **Subject teacher**

- Refers to the awarding body's specification to determine where word and time limits apply/are mandatory

## **Collaboration and group**

### **work**

#### **Subject teacher**

- Unless stated otherwise in the awarding body's specification, and where appropriate, allows candidates to collaborate when carrying out research and preparatory work
- Ensures that it is possible to attribute assessable outcomes to individual candidates
- Ensures that where an assignment requires written work to be produced, each candidate writes up their own account of the assignment
- Assesses the work of each candidate individually

## **Authentication procedures**

#### *Subject teacher*

- Where required by the awarding body's specification
  - ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work
  - signs the teacher declaration of authentication confirming the requirements have been met
- Keeps signed candidate declarations on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in NEA and informs the exams officer

## **Presentation of work**

### *Subject teacher*

- Instructs candidates to present work as detailed in NEA unless the awarding body's specification gives different subject-specific instructions
- Instructs candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work

## **Keeping materials secure**

### *Subject teacher*

- When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensures work is securely stored
- Follows secure storage instructions as defined in [NEA 4.8](#)
- Takes sensible precautions when work is taken home for marking
- Stores internally assessed work, including the sample returned after awarding body moderation, securely until the closing date for enquiries about results or until the outcome of an enquiry or any subsequent appeal has been conveyed to the centre
- Reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means
- Liaises with the IT Manager to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

### *IT Services Manager*

- Ensures appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

## Task marking – externally assessed components

### **Conduct of externally assessed work**

#### *Subject teacher*

- Liaises with the exams officer regarding arrangements for the conduct of any externally assessed non-examination component of a specification
- Liaises with the Visiting Examiner where this may be applicable to any externally assessed component

#### *Exams officer*

- Arranges timetabling, rooming and invigilation where this is applicable to any externally assessed non-examination component of a specification

- Conducts the externally assessed component within the window specified by the awarding body
- Conducts the externally assessed component according to the JCQ publication *Instructions for conducting examinations*

## **Submission of work**

### *Subject teacher*

- Provides the attendance register to a Visiting Examiner
- Where candidates' work must be despatched to an awarding body's examiner, ensures the completed attendance register accompanies the work
- Packages the work as required by the awarding body and attaches the examiner address label
- Gives the package to the exams officer for dispatch to the awarding body

### *Exams officer*

- Provides the attendance register to the subject teacher where the component may be assessed by a Visiting Examiner
- Ensures the awarding body's attendance register for any externally assessed component is completed correctly to show candidates who are present and any who may be absent
- Despatches the work to the awarding body
- Keeps a copy of the attendance register until after the deadline for enquiries about results for the exam series

## Task marking – internally assessed components

### **Marking and annotation**

#### *Subject teacher*

- Marks candidates' work in accordance with the marking criteria provided by the awarding body
- Annotates candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria
- Informs candidates of their marks which could be subject to change by the awarding body moderation process
- Ensures candidates are informed in a timely manner to enable an internal appeal to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

## **Internal standardisation**

### *Quality assurance (QA) lead/Lead internal verifier*

- Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence

### *Subject teacher*

- Indicates on work (or cover sheet) the date of marking
- Marks to common standards

## **Submission of marks and work for moderation**

### *Subject teacher*

- Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks submitted to the awarding body deadline
- Ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked carefully before submission
- Ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- Ensures that for postal moderation
  - the requested sample of candidates' work is securely packaged in bags provided by the awarding body
  - moderator label(s) provided by the awarding body are affixed to the package(s)
- Gives the package(s) of candidates' work to the exams officer by the internal deadline

### **Exams officer**

- Submits the requested samples of candidates' work to the awarding body moderator by the external deadline and keeps proof of dispatch on file until the successful issue of final results

## **Storage and retention of work after submission of marks**

### *Subject teacher*

- Keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retains all marked candidates' work (including any sample returned after moderation) under secure conditions until after the deadline for enquiries about results

- Takes steps to protect any work stored electronically from corruption and has a back-up procedure in place
- Retains evidence of work where retention may be a problem (for example, photos of artefacts etc.)

*Exams officer*

- Ensures any sample returned after moderation is logged and kept in secure storage for the required retention period

**External moderation - feedback**

*Subject head/lead*

- Checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next examination series

*Exams officer*

- Accesses or signposts moderator reports to relevant staff
- Takes remedial action, if necessary, where feedback may relate to centre administration

Access arrangements

Subject teacher

- Works with the SENCO to ensure any access arrangements for eligible candidates are applied to assessments

Special educational needs coordinator (SENCO)

- Follows the regulations and guidance in the JCQ publication [Access Arrangements and Reasonable Adjustments](#)
- Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, will ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
- Makes subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments
- Works with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
- Ensures that staff acting as an access arrangement facilitator are fully trained in their role

## Special consideration

### Subject teacher

- Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate
  - o is absent
  - o produces a reduced quantity of work
  - o work has been lost
- Liaises with the exams officer when special consideration may need to be applied for a candidate taking assessments

### Exams officer

- Refers to/directs relevant staff to the JCQ publication [\*A guide to the special consideration process\*](#)
- Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
- Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale ☑ Keeps required evidence on file to support the application

## Malpractice

### Head of centre

- Understands the responsibility to report to the relevant awarding body any suspected cases of malpractice involving candidates, teachers, invigilators or other administrative staff
- Is familiar with the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*

### Subject teacher

- Is aware of the JCQ *Notice to Centres - Teachers sharing assessment material and candidates' work*
- Ensures candidates understand the JCQ document *Information for candidates – non-examination assessments*
- Ensures candidates understand the JCQ document *Information for candidates - Social Media*

### Exams officer

- Signposts the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* to the head of centre
- Signposts the JCQ *Notice to Centres - Teachers sharing assessment material and candidates' work* to subject heads
- Signposts candidates to the relevant JCQ information for candidates documents
- Where required, supports the head of centre in investigating and reporting incidents of suspected malpractice

## Enquiries about results

### Head of centre

- Ensures the centre's *internal appeals procedures* clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against a centre decision not to support an enquiry about results request or not supporting an appeal following the outcome of an enquiry about results

### Head of Faculty /Head of Faculty / Subject Leaderer

- Provides relevant support to subject teachers making decisions about enquiries about results

### Subject teacher

- Provides advice and guidance to candidates on their results and the post-results services available
- Provides the exams officer with the original sample or relevant sample of candidates' work that may be required for an enquiry about results to the internal deadline
- Supports the exams officer in collecting candidate consent where required

### Exams officer

- Is aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments as detailed in the JCQ publication [\*Post Results Services, Information and guidance for centres\*](#)
- Provides/signposts relevant centre staff and candidates to post-results services information
- Ensures any requests for post-results services that are available to non-examination assessments are submitted online via the awarding body secure extranet site to deadline ☒ Collects candidate consent where required

## Practical Skills Endorsement for the A Level Sciences designed for use in England

### Head of centre

- Provides a signed declaration as part of the National Centre Number Register Annual Update, that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the prescribed practical activities

### Subject head/lead

- Confirms understanding of the *Practical Skills Endorsement for the A Level Sciences designed for use in England*
- Ensures a response is provided to JCQ indicating which awarding body the centre intends to use for its entries in A level Biology, Chemistry and Physics
- Undertakes training provided by the awarding body on the implementation of the practical endorsement
- Disseminates information to subject teachers ensuring the standards can be applied appropriately
- Liaises with all relevant parties in relation to arrangements for and conduct of the monitoring visit

### Subject teacher

- Ensures all the requirements in relation to the endorsement are known and understood
- Ensures the required arrangements for practical activities are in place
- Provides all the required centre records
- Ensures candidates provide the required records
- Provides any required information to the Head of Faculty / Subject Leader regarding the monitoring visit
- Assesses candidates using Common Practical Assessment Criteria (CPAC)
- Applies for an exemption where a candidate cannot access the practical endorsement due to a substantial impairment
- Follows the awarding body's instructions for the submission of candidates *Pass* or *Not Classified* assessment outcome

### Exams officer

- Follows the awarding body's instructions for the submission of candidates *Pass* or *Not Classified* assessment

## Spoken Language Endorsement for GCSE English Language specifications designed for use in England

### Head of centre

- Provides a signed declaration as part of the National Centre Number Register Annual Update, that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the Spoken Language endorsement

### Quality assurance (QA) lead/Lead internal verifier

- Ensures the appropriate arrangements are in place for internal standardisation of assessments

### Head of Faculty /Head of Faculty / Subject Leader

- Confirms understanding of the *Spoken Language Endorsement for GCSE English Language specifications designed for use in England*
- Ensures the required task setting and task taking instructions are followed by subject teachers
- Ensures subject teachers assess candidates, either live or from recordings, using the common assessment criteria
- Ensures for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided

### Subject teacher

- Ensures all the requirements in relation to the endorsement are known and understood
- Follows the required task setting and task taking instructions
- Assesses candidates, either live or from recordings, using the common assessment criteria
- Provides audio-visual recordings of the presentations of a sample of candidates for monitoring purposes
- Follows the awarding body's instructions for the submission of grades (*Pass, Merit, Distinction or Not Classified*) and the storage and submission of recordings

### Exams officer

- Follows the awarding body's instructions for the submission of grades and the storage and submission of recordings

**Management of issues and potential risks associated with non-examination assessments**

Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online	<i>Awarding body key date for accessing/downloading set task noted prior to start of course IT systems checked prior to key date Alternative IT system used to gain access Awarding body contacted to request direct email of task details</i>	Subject Teacher  IT Manager  Exams Officer
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	<i>Ensures that subject teachers access awarding body training information, practice materials etc. Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification Samples assessment criteria in the centre set task</i>	Head of Faculty / Subject Leader
Candidates do not understand the marking criteria and what they need to do to gain credit	<i>A simplified version of the awarding body's marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates is produced for candidates Records confirm all candidates understand the marking criteria Candidates confirm/record they understand the marking criteria</i>	Head of Faculty / Subject Leader
Subject teacher long term absence during the task setting stage	<i>See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle</i>	Head of Faculty / Subject Leader
Task for legacy specification given to candidates undertaking new specification	<i>Ensures subject teachers take care to distinguish between requirements/tasks for legacy specifications and requirements/tasks for new specifications Awarding body guidance sought where this issue remains unresolved</i>	Head of Faculty / Subject Leader
Awarding body set task not issued to candidates on time	<i>Awarding body key date for accessing set task as detailed in the specification noted prior to start of course Course information issued to candidates contains details when set task will be issued and needs to be completed by Set task accessed well in advance to allow time for planning, resourcing and teaching</i>	Head of Faculty / Subject Leader

The wrong task is given to candidates	<i>Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates Awarding body guidance sought where this issue remains unresolved</i>	Head of Faculty / Subject Leader
Subject teacher long term absence during the issuing of tasks stage	<i>See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle</i>	Head of Faculty / Subject Leader

Planned assessments clash with other centre or candidate activities	<i>Assessment plan identified for the start of the course Assessment dates/periods included in centre wide calendar</i>	Head of Faculty / Subject Leader Leadership Group
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	<i>Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course Staggered sessions arranged where IT facilities insufficient for number of candidates Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)</i>	Head of Faculty / Subject Leader Leadership Group
Insufficient supervision of candidates to enable work to be authenticated	<i>Confirm subject teachers are aware of and follow the current JCQ publication Instructions for conducting non-examination assessments and any other specific instructions detailed in the awarding body's specification in relation to the supervision of candidates Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy</i>	Head of Faculty / Subject Leader
A candidate is suspected of malpractice prior to submitting their work for assessment	<i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are followed An internal investigation and where appropriate internal disciplinary procedures are followed</i>	Subject Teacher Head of Faculty / Subject Leader Leadership Group
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 2), to determine the process to be followed to apply for special consideration for the candidate</i>	Exams Officer

Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	<p><i>Ensure a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the centre's quality assurance procedures Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</i></p> <p><i>Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component</i></p> <p><i>Candidate confirms/records advice and feedback given prior to starting on their work</i></p>	Head of Faculty / Subject Leader
Candidate claims no advice and feedback given by subject teacher during the task-taking stage	<p><i>Ensure a centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of the centre's quality assurance procedures</i></p> <p><i>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</i></p> <p><i>Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component</i></p> <p><i>Candidate confirms/records advice and feedback given during the task-taking stage</i></p>	Head of Faculty / Subject Leader
A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification	<p><i>An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant</i></p> <p><i>Records as detailed above are provided to confirm all assistance given</i></p> <p><i>Where appropriate, a suspected malpractice report is submitted to the awarding body</i></p>	Head of Faculty / Subject Leader Exams Officer Head of Centre
Candidate does not reference information from published source	<p><i>Candidate is advised at a general level to reference information before work is submitted for formal assessment Candidate is again referred to the JCQ document</i></p> <p><i>Information for candidates: non-examination assessments Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i></p>	Subject Teacher
Candidate does not set out references as required	<p><i>Candidate is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment</i></p> <p><i>Candidate is again referred to the JCQ document</i></p> <p><i>Information for candidates: non-examination assessments Candidate's detailed record of his/her own</i></p>	Subject Teacher



A candidate is penalised by the awarding body for exceeding word or time limits	<i>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory Where limits are for guidance only, candidates are discouraged from exceeding them Candidates confirm/record any information provided to them on word or time limits is known and understood</i>	Head of Faculty / Subject Leader
Candidates have worked in groups where the awarding body specification states this is not permitted	<i>Records confirm the awarding body specification has been checked to determine if group work is permitted Awarding body guidance sought where this issue remains unresolved</i>	Head of Faculty / Subject Leader
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment  Candidate plagiarises other material	<i>Records confirm subject staff have been made aware of the JCQ document Teachers sharing assessment material and candidates' work Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document Information for candidates: non-examination assessments The candidate's work is not accepted for assessment A mark of zero is recorded and submitted to the awarding body</i>	Subject Teacher  Head of Faculty / Subject Leader  Exams Officer  Head of Centre
Candidate does not sign their authentication statement/declaration	<i>Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for candidates: non-examination assessments Declaration is checked for signature before accepting the work of a candidate for formal assessment</i>	Subject Teacher  Head of Faculty / Subject Leader
Subject teacher not available to sign authentication forms	<i>Ensures a centre-wide process is in place for subject teachers to sign authentication forms at the point of marking candidates work as part of the centre's quality assurance procedures</i>	Head of Faculty / Subject Leader

Candidate does not fully complete the awarding body's cover sheet that is attached to their work submitted for formal assessment	<i>Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment</i>	Subject Teacher
Candidates' work between formal supervised sessions is not securely stored	<i>Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting nonexamination assessments Regular monitoring ensures subject teacher use of appropriate secure storage</i>	Head of Faculty / Subject Leader
Adequate secure storage not available to subject teacher	<i>Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course Alternative secure storage sourced where required</i>	Head of Faculty / Subject Leader
A candidate is absent on the day of the examiner visit for an acceptable reason	<i>Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate</i>	Subject Teacher Exams Officer
A candidate is absent on the day of the examiner visit for an unacceptable reason	<i>The candidate is marked absent on the attendance register</i>	Subject Teacher Exams Officer
A candidate submits little or no work	<i>Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately; where the work does not meet any of the assessment criteria a mark of zero is submitted to the awarding body</i>	Subject Teacher Head of Faculty / Subject Leader
A candidate is unable to finish their work for unforeseen reason	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for shortfall in work</i>	Subject Teacher Head of Faculty / Subject Leader Exams Officer

The work of a candidate is lost or damaged	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for lost or damaged work</i>	Subject Teacher Head of Faculty / Subject Leader Exams Officer
Candidate malpractice is discovered	<i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are followed Investigation and reporting procedures in the current JCQ publication Suspected Malpractice in Examinations and Assessments are followed Appropriate internal disciplinary procedures are also followed</i>	Subject Teacher Head of Faculty / Subject Leader Exams Officer Head of Centre
A teacher marks the work of his/her own child	<i>A conflict of interest is declared by informing the awarding body that a teacher is teaching his/her own child at the start of the course Marked work of said child is submitted for moderation whether part of the sample requested or not</i>	Subject Teacher Head of Faculty / Subject Leader Exams Officer
An extension to the deadline for submission of marks is required for a legitimate reason	<i>Awarding body is contacted to determine if an extension can be granted Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for non-examination assessment extension</i>	Subject Teacher Head of Faculty / Subject Leader Exams Officer
After submission of marks, it is discovered that the wrong task was given to candidates	<i>Awarding body is contacted for guidance Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 2), to determine eligibility and the process to be followed to apply for special consideration for candidates</i>	Subject Teacher Head of Faculty / Subject Leader Exams Officer

<p>A candidate wishes to appeal the marks awarded for their work by their teacher</p>	<p><i>Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body</i></p> <p><i>Records confirm candidates have been informed of their marks</i></p> <p><i>Candidates are informed that these marks are subject to change through the awarding body's moderation process</i></p> <p><i>Candidates are informed of their marks at least two weeks prior to the internal deadline set by the exams officer for the submission of marks</i></p> <p><i>Through the candidate exam handbook, candidates are made aware of the centre's internal appeals procedures and timescale for submitting an appeal prior to the submission of marks to the awarding body</i></p>	<p>Subject Teacher Head of Faculty / Subject Leader Exams Officer</p>
<p>Deadline for submitting work for formal assessment not met by candidate</p>	<p><i>Records confirm deadlines given and understood by candidates at the start of the course</i></p> <p><i>Candidates confirm/record deadlines known and understood</i></p> <p><i>Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking providing the awarding body's deadline for submitting marks can be met</i></p> <p><i>Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the awarding body for the candidate</i></p>	<p>Subject Teacher Head of Faculty / Subject Leader Exams Officer</p>
<p>Deadline for submitting marks and samples of candidates work ignored by subject teacher</p>	<p><i>Internal/external deadlines are published at the start of each academic year</i></p> <p><i>Reminders are issued through senior leaders/subject heads as deadlines approach</i></p> <p><i>Records confirm deadlines known and understood by subject teachers</i></p> <p><i>Where appropriate, internal disciplinary procedures are followed</i></p>	<p>Head of Faculty / Subject Leader Exams Officer Leadership Group Head of Centre</p>
<p>Subject teacher long term absence during the marking period</p>	<p><i>See centre's exam contingency plan (Teaching staff extended absence at key points in the exam cycle)</i></p>	<p>Head of Faculty / Subject Leader</p>



**KEN STIMPSON  
COMMUNITY SCHOOL**

**WORD PROCESSOR POLICY**

Reviewed: May 2019

The school policy on the use of word processors in examinations and assessments is reviewed and updated annually, on the publication of updated JCQ regulations and guidance contained in the publications Access Arrangements and Reasonable Adjustments and Instructions for conducting examinations.

1.1 At KSCS candidates who require a word processor for their examinations are provided with PCs which comply with JCQ regulations:

**“Centres are allowed to provide a word processor with the spelling and grammar check facility/predictive text disabled (switched off) to a candidate where it is their normal way of working within the centre and is appropriate to their needs”**

1.2 Purpose of the policy

1.2.1 This policy details how the School manages and administers the use of word processors in examinations and assessments.

1.3 Principles for using a Word Processor

1.3.1 The use of word processors is allowed in order to remove barriers for candidates who would otherwise be placed at a substantial disadvantage as a consequence of persistent and significant difficulties

1.3.2 The use of word processors is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled candidate

1.3.3 The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question

1.3.4 Candidates may not require the use of a word processor in each specification. As subjects and their methods of assessments may vary, leading to different demands on our candidates, the need for the use of a word processor is considered on a subject-by-subject basis

1.3.5 The use of a word processor is considered and agreed where appropriate at the start of the course.

1.3.6 Candidates are subsequently aware that they will have the use of a word processor for examinations and controlled assessments/coursework

1.3.7 Candidates are made aware that they will have the use of a word processor for examinations and non-examination assessments (including controlled assessments/coursework)

1.3.8 The use of a word processor for candidates is only granted if it reflects the support given to the candidate as their 'normal way of working', which is defined as support:

- in the classroom; or
- working in small groups for reading and/or writing; or
- literacy support lessons; or
- literacy intervention strategies; and/or
- in internal school tests and mock examinations

1.3.9 The only exception to this is where an arrangement may need to be put in place as a consequence of a temporary injury or impairment at the time of an exam or assessment.

1.3.10 Particular types of candidates may benefit from using a word processor, for example a candidate with:

- a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly
- a medical condition
- a physical disability
- a sensory impairment
- planning and organisational problems when writing by hand
- poor handwriting
- (this list is not exhaustive)

1.3.11 It is our policy that candidates must show proficiency in the use of a word processor before using it for examinations, except in the case of temporary injury or impairment at the time of the examination.

1.3.12 In all cases the use of a word processor must reflect the candidate's NORMAL WAY OF WORKING within the centre and be appropriate to the candidate's needs. The use of a word processor will not be granted to a candidate because s/he prefers, to type, works faster on a keyboard, or because they use a laptop/PC at home.

#### 1.4 The use of a word processor.

##### 1.4.1 The school will:

- provide a word processor with the spelling and grammar check facility/predictive text disabled (switched off)
- only grant the use of a word processor to a candidate where it is their normal way of working within the centre
- only grant the use of a word processor to a candidate if it is appropriate to their needs (for example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand) (The above also extends to the use of electronic brailers and tablets)
- provide access to word processors to candidates in non-examination assessments (including controlled assessments or coursework) as standard practice unless prohibited by the specification
- allow candidates to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers
- in all cases, ensure that a word processor cover sheet (JCQ Form 4 for AQA, Edexcel and OCR exams and CIE Form 5 for Cambridge exams - copies attached) is completed and included with each candidate's typed script

1.4.2 The school is aware that examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations which require more simplistic answers are often

easier to handwrite within the answer booklet. The candidate avoids the difficulty of visually tracking between the question paper and screen

1.5 Word processors and their programmes. KSCS will ensure that:

- word processors are used as a type-writer, not as a database, although standard formatting software is acceptable
- word processors have been cleared of any previously stored data, as must any portable storage medium used
- unauthorised memory sticks are not used by candidates
- word processors are in good working order at the time of the examination
- word processors are accommodated in such a way that other candidates are not disturbed and cannot read the screen (normal procedure is for exam candidates using PCS are seated in a computer room where their screens cannot be overlooked)
- where a candidate using a word processor is accommodated separately, a separate invigilator is used
- word processors are either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- documents are printed after the examination is over
- candidates are present to verify that the work printed is their own

- word processed scripts are inserted in any answer booklet which contains some of the answers
- word processors are used to produce scripts under secure conditions, and if they are not then the centre is aware that they may be refused by the awarding body
- word processors are not used to perform skills which are being assessed
- word processors are not connected to an intranet or any other means of communication
- candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc. when using a word processor
- graphic packages or computer aided design software is not included on a word processor unless permission has been given to use these
- predictive text software or an automatic spelling and grammar check is disabled unless the candidate has been permitted a scribe or is using voice recognition technology (the script must have a completed
- scribe cover sheet included), or the awarding body's specification permits the use of automatic spell checking
- voice recognition technology is not included on word processors unless the candidate has permission to use a scribe or relevant software
- word processors are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

#### 1.6 At the end of the examination:

- 1.6.1 The Exams Officer / Senior Invigilator will ensure that the candidate has saved their work.
- 1.6.2 Documents are printed by the Exams Officer / Senior Invigilator with the candidate present, and the candidate is supervised whilst signing each printed page to verify that the work printed is their own
- 1.6.3 Word processor cover sheets are signed as appropriate
- 1.6.4 The candidate is allowed to leave and the PC logged off by the Invigilator

#### 1.7 Other procedures

- 1.7.1 Candidates must not use their school log-in on a school computer for exams. Students will be provided with a log-in or will have been logged into the computer before the start of the examination
- 1.7.2 Candidates must not use their own computer/laptop for exams.
- 1.7.3 Candidates insert their details on in a header or footer on each page – i.e. Name, Candidate Number, Centre Number (22323) and the examination unit/component code
- 1.7.4 appropriately number each page
- 1.7.5 use a minimum 12pt font and double spacing

## Appendix A – Parental Initial Warning Letter

Date

Parents Name

First line of address

Second Line of address

Postcode

Dear

### **Low attendance – warning of parental entry.**

I am writing to express my concerns over **name's** attendance to **his/her subject** lesson.

**He/she** has missed several lessons now and **his/her** attendance is well under 90%. If students do not attend at least 90% of lessons we cannot prepare them sufficiently for exams and coursework. If **name** does not show an immediate improvement then we will have to withdraw **him/her** from the exams or **he/she** will have to pay and be entered as a parental entry.

If you need to consider this matter further, please do not hesitate to contact me.

Yours sincerely

**X X X**

**Subject Leader: XXXXXX**

## Appendix B – Parental Entry Activation Letter

**Date**

**Parents Name**

**First line of address**

**Second Line of address**

**Postcode**

Dear

Further to the letter sent by HoF on **DATE**, I am writing to you to inform you that XXXXX will now need to be entered as a parental entry to his YYYYY lessons

HoF's letter explained that XXXXX's attendance to lessons had dropped below 90%. It was explained that this was below the 90% minimum required by the school policy and XXXXX's poor attendance was making it difficult to support them sufficiently for his/her coursework portfolios / exams. Unfortunately, XXXXX's attendance has not improved. It is currently at XXXX lessons.

At this stage the school is still prepared to allow XXXXX to be entered for their course / examination but I am now requesting that you pay for their entry. Alternatively, you may decide that it is appropriate that XXXXX pays for their coursework / examination entry. I would fully support this decision as I believe that it may help to ensure that XXXXX takes ownership for their studies.

The cost of the UNIT is currently £XX.XX. You may pay using cash or a cheque which should be made payable to Ken Stimpson Community School. Please include the payment in an envelope addressed to myself on behalf the school and ensure XXXXX puts the envelope into the letter box outside of admin. If you do not agree with this policy or are unprepared to pay for XXXXX's course fees, then you have then please contact Mr Abbott, Assistant Principal, to request an appeal. However, if you feel that raising the finance may be a problem then it may be possible to arrange a repayment schedule and pay in instalments.

If you would like to discuss this matter further, please do not hesitate to contact me. I can be contacted at school on the following number, 01733 765950 or via email at the following email address XXXXX. I would appreciate your support with this matter and look forward to helping XXXXX achieve their potential in this subject.

Yours sincerely

XXXX

Examinations Officer



Joint Council for  
Qualifications

**Produced on behalf of: AQA, CCEA, OCR, Pearson and WJEC**

**Reviews of marking – centre assessed marks  
GCSE controlled assessments, GCE coursework,  
GCE and GCSE non-examination assessments**

The JCQ and its awarding body members (AQA, CCEA, OCR, Pearson and WJEC) wish to remind centres that candidates must now be 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.

Centres **must** plan to complete the following activities ahead of the awarding bodies' published deadlines for the submission of marks.

The centre **must**:

- inform each candidate with an entry for centre assessed work of the mark(s) awarded and advise them 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<sup>†</sup>;
- having received a request for copies of materials, promptly make them available to the candidate;
- provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision;
- allow sufficient time for the review to be carried out, make any necessary changes to marks and inform the candidate of the outcome, all before the awarding body's deadline;
- 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 outcome of the review<sup>‡</sup>;
- instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre;
- inform the candidate promptly in writing of the outcome of the review of the centre's marking.

<sup>†</sup>These materials could include a copy of their marked work, the relevant specification and associated subject-specific documents.

<sup>‡</sup>This may be a third party, provided that they meet the conditions defined above.



AOA	City & Guilds	CCEA	OCR	Pearson	WJEC
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## Warning to Candidates

1. You **must** be on time for all your examinations.
2. You **must not** become involved in any unfair or dishonest practice in any part of the examination.
3. You **must not**:
  - sit an examination in the name of another candidate;
  - have in your possession any unauthorised material or equipment which might give you an unfair advantage.
4. **Possession of a mobile phone** or other unauthorised material **is breaking the rules**, even if you do not intend to use it, and you will be subject to penalty and possible disqualification.
5. You **must not** talk to, attempt to communicate with or disturb other candidates once you have entered the examination room.
6. You **must** follow the instructions of the invigilator.
7. If you are in any doubt speak to the invigilator.

The **Warning to Candidates** must be displayed in a prominent place outside each examination room. This may be a hard copy A3 paper version or an image of the poster projected onto a wall or screen for all candidates to see.

Effective from 1 September 2014

## Appendix E- JCQ Information for candidates for written examinations



AQA	City & Guilds	CCEA	OCR	Pearson	WJEC
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### Information for candidates

#### For written examinations – effective from 1 September 2018

This document has been written to help you. Read it carefully and follow the instructions.  
If there is anything you do not understand, especially which calculator you may use, ask your teacher.

<b>A Regulations – Make sure you understand the rules</b>	
1	Be on time for all your exams. If you are late, your work might not be accepted.
2	Do not become involved in any unfair or dishonest practice during the exam.
3	If you try to cheat, or break the rules in any way, you could be disqualified from all your subjects.
4	You <b>must not</b> take into the exam room: a) <b>notes;</b> b) <b>potential technological/web enabled sources of information such as an iPod, a mobile phone, a MP3/4 player or similar device, a smartwatch or a wrist watch which has a data storage device.</b>  <b>Any pencil cases taken into the exam room must be see-through.</b>  <b>Remember:</b> possession of unauthorised material is breaking the rules, even if you do not intend to use it, and you will be subject to penalty and possible disqualification.
5	If you wear a wrist watch the invigilator will ask you to remove it and place it on your desk.
6	Do not use correcting pens, fluid or tape, erasable pens, highlighters or gel pens in your answers.
7	Do not talk to or try to communicate with, or disturb other candidates once the exam has started.
8	You <b>must not</b> write inappropriate, obscene or offensive material.
9	If you leave the exam room unaccompanied by an invigilator before the exam has finished, you will not be allowed to return.
10	Do not borrow anything from another candidate during the exam.
<b>B Information – Make sure you attend your exams and bring what you need</b>	
1	Know the dates and times of all your exams. Arrive at least ten minutes before the start of each exam.
2	If you arrive late for an exam, report to the invigilator running the exam.
3	If you arrive more than one hour after the published starting time for the exam, you may not be allowed to take it.
4	Only take into the exam room the pens, pencils, erasers and any other equipment which you need for the exam.
5	You <b>must</b> write clearly and in black ink. Coloured pencils or inks may only be used for diagrams, maps, charts, etc. unless the instructions printed on the front of the question paper state otherwise.
<b>C Calculators, Dictionaries and Computer Spell-checkers</b>	
1	You may use a calculator unless you are told otherwise.
2	If you use a calculator: a) make sure it works properly; check that the batteries are working properly; b) clear anything stored in it; c) remove any parts such as cases, lids or covers which have printed instructions or formulas; d) do not bring into the exam room any operating instructions or prepared programs.
3	Do not use a dictionary or computer spell checker unless you are told otherwise.
<b>D Instructions during the exam</b>	
1	Always listen to the invigilator. Follow their instructions at all times.
2	Tell the invigilator at once if: a) you think you have not been given the right question paper or all of the materials listed on the front of the paper; b) the question paper is incomplete or badly printed.
3	Read carefully and follow the instructions printed on the question paper and/or on the answer booklet.
4	Fill in all the details required on the front of the question paper and/or the answer booklet <b>before</b> you start the exam. Make sure you fill these details in on any additional answer sheets that you use.
5	Remember to write your answers within the designated sections of the answer booklet.
6	Do your rough work on the proper exam stationery. Cross it through and hand it in with your answers. Make sure you add your candidate details to any additional answer sheets that you use.
<b>E Advice and assistance</b>	
1	If on the day of the exam you feel that your work may be affected by ill health or any other reason, tell the invigilator.
2	Put up your hand during the exam if: a) you have a problem and are in doubt about what you should do; b) you do not feel well; c) you need more paper.
3	You must not ask for, and will not be given, any explanation of the questions.
<b>F At the end of the exam</b>	
1	If you have used more than one answer booklet and/or any supplementary answer sheets, place them in the correct order. Place any loose additional answer sheets inside your answer booklet. Make sure you add your candidate details to any additional answer sheets that you use.
2	Do not leave the exam room until told to do so by the invigilator.
3	Do not take from the exam room any stationery. This includes the question paper, answer booklets used or unused, rough work or any other materials provided for the exam.

## Appendix F- JCQ Information for candidates for on-screen tests



AQA	City & Guilds	CCEA	OCR	Pearson	WJEC
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### Information for candidates For on-screen tests – effective from 1 September 2018

This document has been written to help you. Read it carefully and follow the instructions.  
If there is anything you do not understand, ask your teacher.

<b>A Regulations – Make sure you understand the rules</b>	
1	Be on time for your on-screen test(s). If you are late, your work might not be accepted.
2	Do not become involved in any unfair or dishonest practice during the on-screen test.
3	If you try to cheat, or break the rules in any way, you could be disqualified from all your subjects.
4	Only take into the exam room the materials and equipment which are allowed.
5	You <b>must not</b> take into the exam room: a) <b>notes</b> ; b) <b>potential technological/web enabled sources of information such as an iPod, a mobile phone, a MP3/4 player or similar device, a smartwatch or a wrist watch which has a data storage device.</b>  Unless you are told otherwise, you <b>must not</b> have access to: c) the Internet, e-mail, data stored on the hard drive, or portable storage media such as floppy disks, CDs and memory sticks; d) pre-prepared templates.  <b>Remember: possession of unauthorised material is breaking the rules, even if you do not intend to use it, and you will be subject to penalty and possible disqualification.</b>
6	If you wear a wrist watch the invigilator will ask you to remove it and place it on your desk.
7	Do not talk to or try to communicate with or disturb other candidates once the on-screen test has started.
8	If you leave the exam room unaccompanied by an invigilator before the on-screen test has finished, you will not be allowed to return.
9	Do not borrow anything from another candidate during the on-screen test.
<b>B Information – Make sure you attend your on-screen test and bring what you need</b>	
1	Know the date and time of your on-screen test(s). Arrive at least ten minutes before the start of your on-screen test.
2	If you arrive late for an on-screen test, report to the invigilator running the test.
3	If you arrive more than one hour after the published starting time for the on-screen test, you may not be allowed to take it.
4	Your centre will inform you of any equipment which you may need for the on-screen test.
<b>C Calculators, Dictionaries and Computer Spell-checkers</b>	
1	You may use a calculator unless you are told otherwise.
2	If you use a calculator: a) make sure it works properly; check that the batteries are working properly; b) clear anything stored in it; c) remove any parts such as cases, lids or covers which have printed instructions or formulas; d) do not bring into the examination room any operating instructions or prepared programs.
3	Do not use a dictionary or computer spell checker unless you are told otherwise.
<b>D Instructions during the on-screen test</b>	
1	Always listen to the invigilator. Follow their instructions at all times.
2	Tell the invigilator at once if: a) you have been entered for the wrong on-screen test; b) the on-screen test is in another candidate's name; c) you experience system delays or any other IT irregularities.
3	You may be given a question paper or the instructions may be on-screen. In either case, read carefully and follow the instructions.
<b>E Advice and assistance</b>	
1	If on the day of the on-screen test you feel that your work may be affected by ill health or any other reason, tell the invigilator.
2	Put up your hand during the on-screen test if: a) you have a problem with your computer and are in doubt about what you should do; b) you do not feel well.
3	You must not ask for, and will not be given, any explanation of the questions.
<b>F At the end of the on-screen test</b>	
1	Ensure that the software closes at the end of the on-screen test.
2	If you are required to print off work outside the time allowed for the on-screen test, ensure that you collect your own work. You must not share your work with other candidates. Make sure that another candidate does not collect your printout(s).
3	Do not leave the exam room until told to do so by the invigilator.
4	Do not take from the exam room any stationery. This includes rough work, printouts or any other materials provided for the on-screen test.

Appendix G- Warning to candidates regarding banned technological devices

AQA	City & Guilds	CCEA	OCR	Pearson	WJEC
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**NO IPODs, MOBILE PHONES  
MP3/4 PLAYERS  
SMARTWATCHES**

**NO POTENTIAL TECHNOLOGICAL/WEB  
ENABLED SOURCES OF INFORMATION**

Possession of unauthorised items, such as a mobile phone, is a serious offence and could result in

**DISQUALIFICATION**  
from your examination and your overall qualification.

This poster must be displayed in a prominent place outside each examination room.

©2017 – Effective from 1 September 2017



**This notice has been produced on behalf of:**

**AQA, City & Guilds, CCEA, OCR, Pearson and WJEC**

**Information for candidates**

**GCE, ELC and Project qualifications - coursework assessments**

**This document tells you about some things that you must and must not do when you are completing coursework.**

**When you submit any coursework for marking, you will be asked to sign an authentication statement confirming that you have read and followed these regulations.**

If there is anything that you do not understand, you **must** ask your teacher or lecturer.

Coursework provides you with an opportunity to do some independent research into a topic. The research you do will involve looking for information in published sources such as textbooks, encyclopedias, journals, TV, radio and on the internet.

Using information from published sources (including the internet) as the basis for your coursework is a good way to demonstrate your knowledge and understanding of a subject. You must take care how you use this material though - you cannot copy it and claim it as your own work.

**The regulations state that:**

**"the work which you submit for assessment must be your own";**

**"you must not copy from someone else or allow another candidate to copy from you".**

If you use the same wording as a published source, you must place quotation marks around the passage and state where it came from. This is called "referencing". You must make sure that you give detailed references for everything in your work which is not in your own words. A reference from a printed book or journal should show the name of the author, the year of publication and the page number, for example: (Morrison, 2000, pg.29).

For material taken from the internet, your reference should show the date when the material was downloaded and must show the precise web page, not the search engine used to locate it. This can be copied from the address line. For example:

<http://www.bbc.co.uk/schools/16/sosteacher/history/49766.shtml>, downloaded 5 February 2019.

You must also include a bibliography at the end of your work. This **must** list the full details of publications you have used in your research, even where these are not directly referred to, for example: Morrison, A. (2000) "Mary, Queen of Scots", London: Weston Press.

**If you copy the words or ideas of others and do not show your sources in references and a bibliography, this will be considered as cheating.**

### **Preparing your coursework – good practice**

If you receive help and guidance from someone other than your teacher, you **must** tell your teacher who will then record the nature of the assistance given to you.

Your parent/carer may provide you with access to resource materials and discuss your coursework with you. However, they must not give you direct advice on what should and should not be included.

If you worked as part of a group on an assignment, for example undertaking field research, you must each write up your own account of the assignment. Even if the data you have is the same, the description of how that data was obtained and the conclusions you draw from it should be in your own words.

You must meet the deadlines that your teacher gives you. Remember - your teachers are there to guide you. Although they cannot give you direct assistance, they can help you to sort out any problems before it is too late.

Take care of your work and keep it safe. Don't leave it lying around where your classmates can find it. You must always keep your coursework secure and confidential whilst you are preparing it; do not share it with your classmates. If it is stored on the computer network, keep your password secure. Collect all copies from the printer and destroy those you do not need.

Don't be tempted to use essays from on-line essay banks — this is cheating. Electronic tools used by awarding bodies can detect this sort of copying.

You must not write inappropriate, offensive or obscene material.

### **Plagiarism**

Plagiarism involves taking someone else's words, thoughts or ideas and trying to pass them off as your own. **It is a form of cheating which is taken very seriously.**

Don't think you won't be caught; there are many ways to detect plagiarism.

- Markers can spot changes in the style of writing and use of language.
- Markers are highly experienced subject specialists who are very familiar with work on the topic concerned — they may have read the source you are using (or even marked the essay you have copied from!).
- Internet search engines and specialised computer software can be used to match phrases or pieces of text with original sources and to detect changes in the grammar and style of writing or punctuation.

### **Penalties for breaking the regulations**

If your work is submitted and it is discovered that you have broken the regulations, one of the following penalties will be applied:

- the piece of work will be awarded zero marks;
- you will be disqualified from that unit for that examination series;
- you will be disqualified from the whole subject for that examination series;
- you will be disqualified from all subjects and barred from entering again for a period of time.

The awarding body will decide which penalty is appropriate.

**REMEMBER – IT'S YOUR QUALIFICATION SO IT NEEDS TO BE YOUR OWN WORK**



**KEN STIMPSON  
COMMUNITY SCHOOL**

**EXAMINATIONS  
CONTINGENCY PLAN**

Reviewed: May 2019

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## **Purpose of the plan**

This plan examines potential risks and issues that could cause disruption to the management and administration of the exam process at Ken Stimpson Community School. By outlining actions/procedures to be followed in case of disruption it is intended to mitigate the impact these disruptions have on our exam process.

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

## **Causes of potential disruption to the exam process**

### **1. Exam officer extended absence at key points in the exam process**

The Exams Office is structured with an Exams Officer, an Exams and Assessment Assistant and overseen by an Assistant Principal.

In a period of extended absence the Exams and Assessment Assistant would take responsibility for carrying out the duties of the Exams Officer and would work in consultation with the Assistant Principal. Appropriate back-filling of responsibilities would then be decided upon by the Assistant Principal. In the unlikely eventuality of both the Exam Officer and Exams and Assessment Assistant, the Assistant Principal line managing exams would fulfill the role, with appropriate administrative support.

All members of the invigilating team regularly receive training and colleagues involved in the administration of key processes are trained on how to carry out processes and who to contact in extremis.

### **2. SENCo extended absence at key points in the exam cycle**

In the event of the extended absence of the SENCo, appropriate back-filling of responsibilities would be decided upon by the Principal who is the Head of Centre.

### **3. Teaching staff extended absence at key points in the exam cycle**

In the event of a period of extended absence of a member of the teaching staff, the Head of Faculty / Subject Leader would arrange teaching cover from within the staff team and/or the wider staffing establishment at the School. The Leadership Team Link and Principal must be informed of any interim arrangements put in place within subject areas.

New staff providing cover would be briefed as part of their induction process on arrangements for assessment and examinations. Their practice in terms of assessments would be monitored by the Head of Faculty.

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

New invigilators undergo training by the Exams Officer and complete a period of shadowing, following appointment. This includes a full DBS check, safeguarding training and awareness of the Prevent strategy. They are permitted to work independently once they, and the Exams Officer are happy that they are competent and confident in processes and procedures. Annual training sessions are held in October for all invigilators in order to refresh their knowledge and communicate JCQ regulation changes and update local information. The School retains a pool of approximately 15 invigilators. When invigilators resign/retire from the pool, recruitment procedures are begun. Within the wider School staff, colleagues are required to assist during main exam sessions (mainly whole year examinations) and are trained by the Exams Officer with regard to their responsibilities and duties. Minor absence issues (such as an invigilator calling in sick) are covered by a member of the Exams team or attempts are made to contact another invigilator from the pool.

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

The majority of exams are accommodated in the Assembly Hall, Sports Hall, Post 16 Study Room and small Post 16 classrooms / ICT suites and the exam team works closely in order to utilise rooms effectively.

#### **6. Failure of ICT systems**

The School endeavors to minimise any ICT disruption via resilient design and preventative maintenance. In the event of an issue this would be dealt with the IT Services Team who test and update the systems on a regular basis. Where such failure impacted on scheduled exams, steps would be taken to resolve the problem as quickly as possible.

#### **7. Centre unable to open as normal during the exams period**

In the event of the Centre not being able to open as normal, appropriate communication with the relevant Awarding Bodies would be undertaken by the Exams Officer and alternative options would be explored such as moving exams to an external location (such as other local schools) and appropriate transport arrangements would be made. All arrangements would be agreed with the Awarding Body before being put in place. In such instances, details would be communicated to candidates via the school's website, email and text facilities. Staff involved in exams (including invigilators) would be contacted by email, telephone and text.

#### **8. Candidates unable to take examinations because of a crisis – Centre remains open**

Response is dependent on the type of issue. If a candidate is able to sit the exam but cannot attend the Centre due to a crisis, appropriate communication with the relevant Awarding Bodies would be undertaken by the Exams Officer and alternative options would be explored (home, hospital, alternative Centre etc.). Where possible school staff will collect students missing from the start of a public examination and attempt to bring them into school prior to the published JCQ start time (or within the permissible late start time) for that particular examination. These students are kept under supervision and not allowed access to mobile devices. Appropriate use of Special Consideration policies would be applied should the candidate/candidates be unable to attend due to unforeseen circumstances and where alternative arrangements could not be made or are not agreed by the Awarding Body.

## **9. Disruption to the transportation of completed examination scripts**

All scripts are returned using the designated dispatch methods prescribed by the Awarding Body concerned. Where this becomes unavailable or inappropriate, the Awarding Body will be contacted to discuss suitable alternatives.

## **10. Assessment evidence is not available to be marked or not submitted on time**

In the event of large scale damage or destruction of completed examination scripts/assessment evidence before it can be marked, the Exam Officer would notify the Awarding Body immediately for advice and further instructions. Student marks would be submitted based on appropriate evidence and candidates would be given the opportunity to retake in a subsequent series. Candidate coursework / NEAs should be kept securely within the school.

All coursework / NEAs should be marked in a timely manner. Work must be handed directly to a member of the Exams team prior to the examination board deadline. Work will be 'signed in' by a member of the Exams team and a record of this kept. Work should not be submitted out of hours.

## **11. Centre unable to distribute results as normal**

The Centre distributes the results 'as normal' via collection by learner. Where learners do not collect results in person, these will be kept securely in school until the start of the new year, where they are made available for collection by the student.

## **Further guidance to inform and implement contingency planning**

### **Ofqual**

*Joint Contingency Plan in the event of widespread disruption to the Examination System in England, Wales and Northern Ireland* <http://dera.ioe.ac.uk/16235/1/2012-12-11-joint-contingency-plan-november-2012.pdf>

### **GOV.UK**

*Emergencies and severe weather: schools and early years settings*

<https://www.gov.uk/emergencies-and-severe-weather-schools-and-early-years-settings>

*Teaching time lost due to severe weather conditions*

<https://www.gov.uk/government/publications/teaching-time-lost-due-to-severe-weather-conditions/teaching-time-lost-due-to-severe-weather-conditions>

*Dispatch of exam scripts guide - Contingency planning*

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

### **JCQ**

*Guidance on alternative site arrangements* <http://www.jcq.org.uk/exams-office>

*Instructions for conducting examinations* <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

Guidance on *access arrangements and special consideration*

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



Joint Council for  
Qualifications

**Produced on behalf of: AQA, CCEA, OCR, Pearson and WJEC Notice  
to Centres – examination contingency plan/examinations policy  
(For the attention of heads of centre, senior leaders and examination  
officers)**

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

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

In order to reduce bureaucracy and burden for schools and colleges a particular format or template will not be specified. We believe that senior leaders within schools and colleges are best placed to determine their own examination contingency plan/examinations policy.

The Joint contingency plan for the examinations system in England, Wales and Northern Ireland, which can be downloaded from Ofqual's website, (<https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland>) is a good starting point. It will provide a framework for senior leaders to build and shape a plan/policy in light of their local circumstances.