



The Collett School Examinations Policy

Including:

- Malpractice Policy
- Appeals Policy - Internal Assessments for External Qualifications
- Internal Verification Policy
- Controlled Assessment Policy
- JCQ statement: Examinations during severe weather conditions and periods of disruption

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The Collett School examinations policy

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The examination policy

The policy purpose

The purpose of this policy is:

- to ensure the planning and management of exams is conducted efficiently and in the best interest of candidates.
- to ensure the operation of an efficient exam system with clear guidelines for all relevant staff.

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

The exam policy will be reviewed every year.

The exam policy will be reviewed by the Head of School, the Exams Officer/Administrator.

Exam responsibilities

The Exams Officer manages the administration of public and internal exams.

- advises the leadership team, teaching staff and other relevant support staff on annual exam timetables and application procedures as set by the various awarding bodies
- oversees the production and distribution to staff, governors and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events
- ensures that candidates and their parents/carers are informed of those aspects of the exam timetable that will affect them
- consults with teaching staff to ensure that necessary coursework is completed on time and in accordance with Joint Council of Qualifications (JCQ) guidelines
- provides and confirms detailed data on estimated entries
- receives, checks and stores securely all exam papers and completed scripts
- administers access arrangements and makes applications for special consideration using the current JCQ publications; Access arrangements, reasonable adjustments and special consideration
- identifies and manages exam timetable clashes
- accounts for income and expenditures relating to all exam costs/charges
- submits candidates' coursework marks, tracks despatch and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule, in line with the recommended requirements for each exam board
- arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any appeals/re-mark requests
- maintains systems and processes to support the timely entry of candidates for their exams.

Teachers are responsible for:

- Notification of access arrangements requirements (as soon as possible after the start of the course).
- Submission of candidates' names to Exams Officer

The Exams Officer-responsible for:

- Identification of requirements for access arrangements, and where applicable arranging the testing of candidates.
- Provision of additional support - with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment - to help candidates achieve their course aims.

Lead invigilator/invigilators are responsible for:

- Collection of exam papers and other material from the exams office before the start of the exam.
- Collection of all exam papers in the correct order at the end of the exam and their return to the exams office.

Candidates are responsible for:

- Confirming their entries.
- Following coursework regulations and signing a declaration that authenticates the coursework as their own.

Qualifications**Qualifications offered**

The qualifications offered at this centre are decided by the Head of Centre/Head of School, Upper School Department Lead, Teachers and Exams Officer/Administrator.

The qualifications offered are Functional Skills Entry Levels and Unit Awards, BTEC Qualifications.

The subjects offered for these qualifications in any academic year are communicated effectively to both children and parents by the Upper School Department Lead and Teachers.

If there has been a change of syllabus from the previous year, the Exams Officer must be informed by September. Informing the exams officer of changes to a syllabus is the responsibility of the Teachers.

Decisions on whether a candidate should be entered for a particular subject will be taken in consultation with the Parents/Carers, Teaching staff and Upper School Department Lead

Exam series and timetables**Exam Sessions**

Internal exams and assessments are scheduled as required, and are detailed in the school's diary. These will be held under external exam conditions as appropriate.

External exams and assessments are scheduled in November, December, January, March, May and June. The Teaching Staff and SLT decide which exam series are used in the centre.

Timetable

Once the examination timetable is confirmed, the Exams Officer will circulate it for all external exams.

Entries, entry details and late entries**Entries, entry details and late entries**

Candidates are selected for their exam entries by the Class Teachers.

Candidates or parents/carers can request a subject entry, change of level or withdrawal in consultation with the Class Teacher.

The centre accepts entries from external candidates, but only for a course already being followed by our own candidates.

The centre does not act as an exam centre for other organisations.

Entry deadlines are circulated to Teachers via Email.

Late entries are authorised by the Exams Officer in consultation with the Head of Centre.

Exam fees

Exam fees

Candidates or departments will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes provided these are made within the time allowed by the awarding bodies.

External Exam fees are paid by the candidate.

Fee reimbursements may be sought from candidates who decide to sit an exam after the late entry/withdrawal deadline/fail to sit an exam/do not meet the necessary coursework requirements without medical evidence or evidence of other mitigating circumstances.

Disability Discrimination Act

Disability Discrimination Act

All exam centre staff must ensure that meet the requirements of the Disability. Discrimination Act 1995 (DDA), extended in 2005, and the Disability Equality Duty (DED), introduced in 2006. The DDA introduced measures aimed at eliminating the discrimination often faced by disabled people. The main provisions of the Act give protection to disabled people in the areas of employment and education. A person has a disability for the purposes of the DDA if s/he has a physical or mental impairment that has a substantial and long-term adverse effect on her/his ability to carry out normal day-to-day activities.

The centre will meet the requirements of the DDA by ensuring that the exams centre is accessible and is working towards improving the candidate experience. This is the responsibility of the Head of Centre, Upper School Lead Teacher, Teaching Staff and Exams Officer/Administrator.

Access arrangements

Teaching Staff will inform the SENCO and Exams Officer/Administrator if any exam candidates with special educational needs require any special arrangements. A candidate's access arrangements requirement, during the course and in the exam, is determined by the Exams Officer/Administrator and SENCO.

Making access arrangements for candidates to take exams is the responsibility of the Exams Officer. Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Exams Officer. Rooming for access arrangement candidates will be arranged by the Exams Officer. Invigilation and support for access arrangement candidates will be organised by the Exams Officer.

Contingency planning

Contingency planning for exams administration is the responsibility of the Exams Officer with the Head of Centre/Head of School.

Private candidates

Managing private candidates is the responsibility of the Exams Officer.

Estimated grades

Estimated grades

The Upper School Lead Teacher Class Teachers are responsible for submitting estimated grades to the Exams Officer/Administrator when requested by the Exams Officer.

Managing invigilators

Managing invigilators

Staff (Teaching and Support) are used to invigilate examinations. These invigilators will be used for external exams.

Recruitment of invigilators is the responsibility of the Exams Officer and Head of Centre/Head of School, if applicable.

Securing the necessary Criminal Records Bureau (CRB) clearance for new invigilators is the responsibility of the Centre administration. CRB fees for securing such clearance are paid by the centre.

Invigilators are timetabled and briefed by the Exams Officer.

Malpractice

The Exams Officer with the Head of Centre/Head of School is responsible for investigating any suspected malpractice. (See Appendix 1)

Exam days

The Exams Officer will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilator.

The Site Manager is responsible for setting up the tables and chairs in the allocated rooms, according to the plans provided by the Exams Officer.

If there are severe weather conditions or other periods of disruption at the time an examination is due to take place, the exams officer will refer to and follow the JCQ guidelines (See Appendix 5). The lead invigilator will start all exams in accordance with JCQ guidelines.

Subject staff may be present at the start of the exam to assist with identification of candidates, and may be available to read out any subject-specific instructions and start the exam if required, but must leave the room once the exam has started, where allowed within the guidance for that specific examination.

In practical exams Teaching Staff may be on hand in case of any technical difficulties, where allowed within the guidance for that specific examination.

Exam papers must not be read by Teaching Staff or removed from the exam room before the end of a session. If there an emergency evacuation is necessary during the time designated for an examination, the exams invigilator will refer to and follow the JCQ guidelines (See Appendix 6).

Candidates

Candidates

The centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and other electronic devices apply at all times. Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full exam time at the discretion of the Exams Officer/Administrator or senior invigilator. Candidates may only leave the exam room for a genuine purpose and are required to return immediately to the exam room. They must be accompanied by a member of staff at all times.

The Exams Officer is responsible for handling late or absent candidates on exam day or subsequently.

For candidates with a clash of examinations, the supervision of escorts, identifying a secure venue and arranging overnight supervision is the responsibility of the Exams Officer.

Should a candidate be ill before an exam, suffer bereavement or other trauma, be taken ill during the exam itself or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the centre, the Exams Officer, or the exam invigilator, to that effect. The candidate must support any special consideration claim with appropriate evidence within three days of the exam, for example by providing a letter from the candidate's doctor. The Exams Officer will then forward a completed special consideration form to the relevant awarding body within seven days of the exam.

Internal assessments and appeals

Internal assessment replaces the largely discontinued term coursework

It is the duty of Teaching Staff to ensure that all internal assessment is ready for despatch at the correct time. The Exams Officer/Administrator will assist by keeping a record of each despatch, including the recipient details and the date and time sent.

Marks and appeals

Marks for all internally assessed work and estimated grades are provided to the exams officer by the Class Teachers.

Appeals against internal assessments must be made by the 1st September of each academic year.

Appeals against internal assessments

The process for managing appeals against internal assessments is detailed in a separate appeals policy, available from the exams office(r?).

Results

Results, enquiries about results (EARs) and access to scripts (ATS)

Candidates will receive individual result slips When these are available. Results will be sent by email to parents/carers.

EARs

EARs may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking. The candidates consent is required before any EAR is requested.

If a result is queried, the Exams Officer, teaching staff and head of centre will investigate the feasibility of asking for a re-mark at the centre's expense.

When the centre does not support a candidate's or parent's request for an EAR, a candidate may apply to have an enquiry carried out. If a candidate requires this against the advice of subject staff, they will be charged.

ATS

After the release of results, candidates may ask subject staff to request the return of scripts within three days' scrutiny of the results.

Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.

GCSE re-marks cannot be applied for once a script has been returned.

Certificates

Certificates

Certificates are collated and made available for signed collection during the Autumn Term after their Summer exams. Certificates can be collected on behalf of a candidate by third parties, provided they have been authorised to do so. The centre retains uncollected certificates for two years, after which they will be archived before shredding.

1.0 Definition

Malpractice consists of those acts which undermine the integrity and validity of assessment, the certification of qualifications and/or damage the authority of those responsible for conducting the assessment and certification.

2.0 Learner Malpractice Guidance

Learner malpractice should be reduced within assessments by staff ensuring that:

- Learners are made aware of what centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice. Staff should provide examples of what is acceptable and not acceptable etc., with frequent reminders throughout the programme
- Learners are aware of how to use the appropriate formats to acknowledge any sources used.
- Procedures are introduced for assessing work in a way that reduces or identifies malpractice, e.g. plagiarism, collusion, cheating, etc. For example, procedures that include:
 1. periods of supervised sessions in class, during which evidence for assignments/ tasks/ coursework is produced by the learners
 2. ensuring learners are given the opportunity to alter assessment assignments/ tasks/tools on a regular basis
 3. ensuring assessors use oral questions with learners to ascertain their understanding of the concepts, application, etc. within their work
 4. assessors getting to know their learners' styles and abilities, etc.

3.0 Examples of Learner Malpractice

The most common examples of learner malpractice include plagiarism and cheating. Below are examples of both; this list is not exhaustive and other instances of malpractice may be considered by the Centre at its discretion:

3.1 Plagiarism

- copying and passing off, as the learner's own, the whole or part(s) of another person's work, including artwork, images, words, computer generated work (including Internet sources), thoughts, inventions and/or discoveries whether published or not, with or without the originator's permission and without appropriately acknowledging the source
- collusion by working collaboratively with other learners to produce work that is submitted as individual learner work. Learners should not be discouraged from teamwork, as this is an essential key skill for many

sectors and subject areas, but the use of minutes, allocating tasks, agreeing outcomes, etc are an essential part of team work and this must be made clear to the learners

- impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination/test

3.2 Penalties for plagiarism

In all cases of plagiarism, the Quality Nominee must be informed so that the correct disciplinary procedure can be agreed. The Quality Nominee shall also take responsibility for retaining records relating to all cases.

Minor offences – for example, where a few sentences or a short paragraph has been copied from another source without acknowledgment. For minor offences, the pupil is unlikely to be aware of their offence and the consequences of plagiarism. It is also likely to be their first offence.

Possible Action: Minor plagiarism should be handled within the curriculum area. The Unit Assessor should refuse to accept work for marking and inform the pupil in writing of the alleged malpractice. In addition to this, the learner should be spoken to and made aware again of the Malpractice policy and procedure before being asked to resubmit the work.

Major offences – for example, where there has been extensive and/or blatant copying or if it is the pupil's second or subsequent offence of plagiarism.

Possible Action:

The unit assessor must refuse to accept the work for marking and the pupil should be informed in writing of their malpractice. Resubmission of work is not approved and a zero mark for that part of work should be given. The Programme Manager must inform the QN who will in turn ensure Awarding Body are notified.

3.3 Cheating

This consists of:

- failing to abide by the instructions or advice of an assessor, a supervisor, an invigilator, or Awarding Body conditions in relation to the assessment/examination/test rules, regulations and security
- the introduction and/or use of unauthorized material contra to the requirements of supervised assessment/examination/test conditions, for example: notes, study guides, personal organisers, calculators, dictionaries (when prohibited), personal stereos, mobile phones or other similar electronic devices
- obtaining, receiving, exchanging or passing on information which could be assessment/ examination /test related (or the attempt to) by means of talking or written papers/notes during supervised assessment/examination/test conditions
- the alteration of any results document, including certificates

3.4 Penalties for cheating

In all cases of cheating, the QN must be informed by the Programme Manager first so that the correct disciplinary procedure can be agreed. The QN shall also take responsibility for retaining records relating to all cases.

Possible Action: These include refusal to accept work for marking; placing the pupil on a disciplinary contract; and/or temporary or permanent exclusion from the course.

In all cases of Learner Malpractice, parents/carers will be notified by the centre by the Programme Manager.

4.0 Learner Appeals

When a pupil has been involved in an act of gross misconduct, the school must give the individual the opportunity to respond in writing to the allegations made. The Unit Assessor must also inform individuals of the Centre's appeals procedure (see appeals policy and procedure)

5.0 Examples of malpractice by staff at the Centre

The following are examples of malpractice by staff. The list is not exhaustive and other instances of malpractice may be considered by Awarding Body at its discretion:

- failing to keep any Awarding Body mark schemes secure
- alteration of any Awarding Body mark schemes
- alteration of Awarding Body's assessment and grading criteria
- assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves Centre staff producing work for the learner
- producing falsified witness statements, for example for evidence the learner has not generated
- allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/ coursework
- facilitating and allowing impersonation
- misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment
- failing to keep learner computer files secure

- falsifying records/certificates, for example by alteration, substitution, or by fraud
- fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment
- failing to keep assessment/examination/test papers secure prior to the assessment/ examination/test
- obtaining unauthorized access to assessment/examination/test material prior to an assessment /examination/test.

Possible Action:

Where malpractice has been reported by awarding body, teacher, parent or learner the Programme Manager should carry out an internal investigation and prepare a report for the QN. If following investigation and after talking to the member of staff, it is deemed that there is a case to answer, the QN shall carry out a further investigation. If there is still a case to answer, the QN will notify and prepare a report for the Head teacher and appropriate action will be taken (in accordance with the school's staff disciplinary procedure and policy – which can be accessed via the Staff Handbook located on the school's shared area).

If there is a malpractice concern about the Programme Manager, the QN will carry out an internal investigation and report to the Head teacher if there is a case to answer.

At each stage of investigations, written evidence must be collected. These will all be kept centrally by the QN.

In accordance with the Code of Practice for the conduct of external qualifications produced by QCA, The Collett School is committed to ensuring that:

- internal assessments are conducted by staff who have the appropriate knowledge, training, understanding and skills;
- assessment evidence provided by candidates has been produced and authenticated according to the requirements of the specification;
- the consistency of the internal assessment is secured through internal standardisation as necessary;
- staff responsible for internal standardisation attend any compulsory training sessions.

Written appeals procedure

Each awarding body publishes its arrangements for appeals against its decisions. In addition, an appeal can be made to the school concerning internal assessment:

- the appeal applies only to the procedures used in arriving at internal assessment decisions and does not apply to the judgements themselves; you cannot appeal against the mark or grade, only the procedures used
- the parent or carer must make the appeal in writing to the School's Examinations Officer: *appeals should normally be made by 30th April for examinations in the summer series. This deadline may be extended in exceptional circumstances or in situations where the coursework marking and moderation schedule extends beyond this time;*
- the enquiry into the internal process will normally be led by the Examinations Officer and Head of Centre, provided that neither has played any part in the original internal assessment process;
- the teacher making the assessment will be able to respond to the appeal in writing, and a copy will be sent to the candidate and their parents/carers;
- the enquiry will consider whether the procedures used for the internal assessment were in conformity with the published requirements of the Awarding Body and the 'Code of Practice'.

The *candidate and their parents/carers* will be informed in writing of the outcome of the appeal, including:

- relevant communications with the Awarding Body;
- any steps taken to further protect the interest of the candidates.

If the *candidate and their parents/carers* are unhappy about the response in writing, they can ask for a personal hearing, where the panel will consist of two persons not previously involved, normally the *Head Teacher and a member of the Teaching and Learning Governing Body subcommittee*.

Enquiries About Results (Re-marks)

In cases of Enquiries about Results, where the school does not uphold a request for such an enquiry, the candidate may normally pay to have an enquiry carried out. Where the candidate wishes to challenge the

decision not to hold an enquiry or consequent appeal, a similar procedure to that mentioned above will be carried out.

Note:

Each awarding body specifies detailed criteria for the internal assessment of work. In addition, the awarding body must moderate the assessment and the final judgement on marks awarded is that of the awarding body. Appeals against matters outside the School's control will not be considered in the School's appeals procedure.

1.0 Purpose

The purpose of this policy is to ensure that the assessment and internal verification processes across the centre are fair, consistent and meet Awarding Body requirements.

2.0 Key Terminology

IV = Internal Verification/ Verifiers

EV = External Verification/Verifiers

CRA = Centre Risk Assessment

NSS = National Standards Sampling

QN = Quality Nominee

ST = Subject Teacher/Assessor

3.0 Roles and Responsibilities

Internal Verifier

The role of the Internal Verifier is to check the quality of assignment briefs and the validity and consistency of assessment decisions across all the teachers. This is to ensure that the assignments are fit for purpose and clearly enable the learner to produce evidence which meets the assessment and grading criteria, taking into account language, level, vocational relevance and guidance.

** The assignment brief for IVA/SBA units is produced by Awarding Body and are not commented on during NSS.

EV = External Verifiers

These are external examiners who are allocated to our centre by Awarding Body in the Autumn Term. It is the responsibility of the EV to liaise with the school to establish when learners are commencing and finishing their programmes and to plan external verification accordingly.

The role of the EV is essentially to ensure that national standards are being applied. EVs also check that all learners being put forward for verification are correctly registered and that appropriate arrangements continue to be operated for the secure claiming of certificates.

Quality Review and Development Certification (QRDC)

QRDC is a quality monitoring process which interrogates Centre quality management against quality objectives criteria. It is Awarding Body's way of ensuring that a Centre's approval obligations are being maintained. This work is carried out by an Assessor who is allocated to the Centre by Awarding Body. It is the responsibility of the Quality Nominee to liaise with the Assessor prior, during and after the CRA visit.

National Standards Sampling (NSS)

National Standards Sampling (NSS) is a simple and effective method of ensuring that National Standards are being met and maintained. It is the responsibility of the EV, allocated to the centre by Awarding Body, to carry out the assessment of a sample of pupils work in order to assure the maintenance of national standards.

Quality Nominee (QN)

The Quality Nominee shall be the Upper School Lead Teacher with responsibility for accreditation programme at the school.

The Quality Nominee will receive details about the appointment of EVs and their responsibility will be to liaise with the appropriate Programme Managers and IVs, and to ensure that EVs are able to carry out their role effectively.

The role of the Quality Nominee at the Centre is to:

- ensure that all examination information is passed on to the relevant Programme Managers.
- ensure the accuracy of Centre programme listings, monitor approvals (including expiry dates) and inform examination Operations, using electronic communication
- liaise with Examinations Officer and monitor registrations against approved examination programmes
- liaise with Examinations Officer about general operational issues
- ensure any action points raised from the CRA report are acted upon
- ensure that Programme Managers respond to the NSS requirements, monitoring NSS reports and follow up any action points
- ensure that Programme Managers are well briefed about Awarding Body expectations including verification protocols, requirements for NSS, the role of the sector manager, quality manager, etc.
- ensure Programme Managers have access to all the relevant information and policy documents.
- liaise with Programme Managers to co-ordinate the IV of examination programmes □ ensure parity of provision across all Centre examination programmes

Accreditation Managers

The Class Teacher will be the Leader for each subject that delivers examination programmes within their class. They are responsible for:

- the management of the examination qualification
- ensuring that all staff who are delivering and assessing examination are familiar with the appropriate guidance documentation and all assessment information
- meeting and liaising with the Exams officer
- preparing all materials and arranging for a suitable room for the exams
- arranging the feedback session
- providing appropriate documentation and evidence that explains the quality monitoring system in place to risk assess the programme.

Examinations Officer

The responsibility of the Examinations Officer is to register learners for each programme and to ensure that all Pupil Report Forms (SRFs) are returned to Awarding Body in order for certification to take place.

Awarding Body will communicate with the Examinations Officer in relation to all aspects of learner

administration. In order to ensure accuracy, the Examinations Officer shall liaise with the Quality Nominee on all aspects of registering learners and SRFs.

4.0 Procedures

1. All IVs must ensure there is an assessment plan in place. The assessment plan sampling must cover all the unit criteria (see Appendix A). This plan must be copied and passed to the QN in order to be held centrally.
2. The IVs must internally verify assignment briefs *before* giving them to the learners. There is a standard centre IV Assignment Brief Validation form which all subject IVs **must** complete prior to handing out all assignment briefs to the learners (see Appendix B).
3. IVs must assess the validity and consistency of assessment decisions made by all unit assessors. The size of sample chosen by the IV to validate will vary according to assessor experience, known difficulty in assessing unit, and age of award.
4. IV records must be retained by the Programme Managers for three years after learner certification for all programmes. See Appendix 7 for guidance on information to be retained as part of the record keeping process.
5. IV will act in Stage II of the appeal
6. IV will need to co-ordinate standardisation meetings where more than one assessor is assessing the same unit.

Notes:

- IV may need to observe practical assessments where other evidence such as Video is not available.
- IV cannot verify own assignments or assessment decisions
- Feedback to assessors must be logged and an audit trail kept to show actions taken following IV
- The Exams Officer will check the sample to be sent to the EV.

Definition

Controlled Assessment is a form of internal assessment. It encourages an integrated approach to teaching, learning and assessment. It is intended to enable teachers to authenticate and confirm that pupils have carried out the assessment tasks set in accordance with their exam specification.

Controlled Assessment applies control over internal assessment at three points: task setting; task taking and task marking. Three levels of control apply – high, medium and low.

Responsibilities

Head of Centre:

- To be familiar with Joint Council for Qualifications (JCQ) instructions for conducting controlled assessment.
- Responsible to relevant GCSE awarding bodies to ensure that all controlled assessments are conducted according to qualification specifications.

Examinations Office:

- To be familiar with JCQ instructions for conducting controlled assessment and other related JCQ documents.
- To be familiar with general instructions relating to controlled assessment from each relevant GCSE awarding body.
- In collaboration with Subject Leaders / Teachers in Charge of Subject, to submit controlled assessment marks to the relevant awarding body.
- In collaboration with Subject Leaders / Teachers in Charge of Subject, dispatch pupils' assessments for moderation.
- In collaboration with Subject Leaders / Teachers in Charge of Subject, make appropriate arrangements for the security of controlled assessment materials □ Co-ordinate requests for special access arrangements
- *Class Teacher*
- To be familiar with JCQ instructions for conducting controlled assessment
- To understand and comply with specific instructions relating to controlled assessment for the relevant awarding body.
- To undertake appropriate departmental standardisation of controlled assessments
- In collaboration with the Examinations Officer, to submit controlled assessment marks to the relevant awarding body.
- In collaboration with the Examinations Officer dispatch pupils' assessments for moderation.
- In collaboration with the Examinations Officer, make appropriate arrangements for the security of controlled assessment materials

Class Teachers

- To undertake controlled assessments in accordance with specific instructions from the relevant awarding body.

- To take part in appropriate departmental standardisation of controlled Assessments

Task Setting

In accordance with specific awarding body guidelines, Class Teachers will be responsible for the selection of controlled assessment tasks from an approved list or for setting appropriate centre specific tasks. Teaching Staff will ensure that pupils understand the assessment criteria for any given assessment task.

Task Taking

Controlled Assessment tasks will be undertaken with three levels of supervision:

- ❖ Formal (high level of control)
- ❖ Informal (medium level of control)
- ❖ Limited (low level of control)

Class Teachers will be responsible for ensuring that an appropriate level of supervision is in place for each part of an assessment task. Levels of supervision are clearly outlined in each subject specification.

At this school formal supervision means:

- Candidates will be under direct supervision at all times – in all cases, supervision will be undertaken by the class teacher and where possible the Exams Officer
- Use of resources and interaction with others will be limited to what has been specified by the awarding body
- Tasks will be undertaken during normal timetabled lessons in the usual teaching base. Use of mobile phones and internet / email access will be prohibited
- If candidates have to use electronic storage devices for their assessment work or related resources, appropriate checks will be made to ensure only permitted material is accessible
- Subject specific display material with direct relevance to an assessment task will be covered
- A record will be kept of the time, date of each assessment together with the name of the supervisor(s) and all pupils present for the assessment session(s)
- A separate record of any incidents which occur during assessments will also be kept

At this school informal supervision means:

- Interaction with others, including group work is permitted
- The level of supervision applied ensures that the school is able to confirm that plagiarism has not taken place and preparation for a final / formal assessment is the candidates own work
- Sources use by candidate are clearly recorded

At this school limited supervision means:

- Some aspects of work may be undertaken completely without supervision / outside the classroom – this may include research and data collection

- Class teachers will make close reference to the relevant awarding body's specifications when applying limited supervision.

Task Authentication and Marking

Before assessment tasks are submitted, candidates will be required to sign a declaration confirming that the work is their own and that assistance given / sources used have been acknowledged.

Class teachers responsible for supervising and marking controlled assessments are also required to sign a declaration confirming that candidates have completed work under the appropriate conditions and they are satisfied the work has been produced solely by that candidate.

This school will use the JCQ declaration of authentication for controlled assessments or a similar document provided by the relevant awarding body.

If either the candidate or the assessor is unable to sign this declaration, zero marks will be awarded for the assessment task. If candidate malpractice is suspected, this will be referred to the relevant Class Teacher and Examinations Officer who will follow the guidance set out in the JCQ instructions for controlled assessment.

Internally assessed tasks will be marked by the class teacher according to the requirements of the subject specification and checked by the Lead Internal Verifier. Work will be annotated according to subject specification requirements.

Internal standardisation will be completed before external moderation to ensure all work has been marked to the same standard.

If a teacher teaches his / her own child, this will be declared as a conflict of interest and assessment work will be sent to the moderator whether it has been requested as part of the sample or not.

If a controlled assessment task is to be externally assessed, all work and authentication declarations will be submitted according to awarding body requirements and deadlines.

Factors affecting individual candidates

If a candidate misses part of a controlled assessment task through absence, an alternative supervised session will be organised.

The school will follow the procedures set out in JCQ guidelines if assessment tasks are lost or accidentally destroyed at the school.

Special Access Arrangements will be agreed according to the published JCQ guidance on Access Arrangements. This will be co-ordinated by the Exams Officer.

The school will consider requests to repeat controlled assessment tasks if they are made before marks have been submitted to the relevant awarding body. Decisions will be made on an individual basis, by SLT in consultation with Class Teachers/Head of Department

If a controlled assessment task was completed under formal supervision, a completely new task must be set under a new period of formal supervision.

Schedule for Controlled Assessment

The school will produce a schedule showing periods of controlled assessment for each subject. This will be linked to the whole school calendar and extra-curricular events in order to prevent candidates from missing important assessments. As far as possible the school will adhere to the published schedule of assessments.

Appendix 5: JCQ statement: Examinations during severe weather conditions and periods of disruption

The Collett School will follow the latest guidance provided by JCQ:

When weather conditions, along with a possible surge in cases of influenza, affect schools and colleges in many parts of the UK; JCQ awarding bodies understand the concern that this has given pupils preparing to take their examinations.

We would like to reassure pupils, parents and carers, schools and colleges that awarding bodies have well-rehearsed processes in place to deal with these circumstances which include arrangements for ensuring that no pupil is disadvantaged.

It is important to note that rescheduling the examinations is not an option due to the consequences this would have across the system. For example, it would reduce significantly the amount of time schools and colleges have to teach, and pupils to learn, in preparation for the summer examination series. The integrity of the question papers could also be compromised, as the task of ensuring that all schools and colleges do not offer the examinations on the original scheduled date would be difficult to undertake and guarantee.

Taking all the factors in to account, drawing upon experience of previous years such as the disruption caused by adverse weather in January 2010, and in consultation with the regulators, awarding bodies have agreed the following:

- Wherever possible the examinations should be conducted according to the centre's published examination timetable.
- If conditions are so severe that a decision is made to close the school or college (whether by the local authority or the senior leadership team, or where a school or college remains open but some individual candidates are unable to reach it because of extreme weather conditions) and no alternative arrangements are able to be made for taking the examination at a different location, then the options are:
 - i Where candidates are entered for examinations but this is not their terminal (final) examination series, they may be entered again for the next series.
 - ii Where candidates are sitting units as part of their terminal examination series or no further re-sit opportunity is available, then an application for Special Consideration may be made. The candidate must meet the published criteria for Special Consideration as indicated in the JCQ publication, Access Arrangements, Reasonable Adjustments and Special Consideration.

There is a published contingency plan for the examinations system at <https://www.gov.uk/government/publications/exam-system-contingency-plan-englandwales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted>

Additional guidance is also available on the websites of individual awarding bodies and pupils should contact their school or college for further information.

JCQ can be contacted on 0207 638 4132 or via info@jcq.org.uk

When dealing with emergencies you **must** be aware of any instructions from relevant local or national agencies.

Reference should also be made to the following document - <https://www.gov.uk/government/publications/bomb-threats-guidance/procedures-forhandling-bomb-threats>

The invigilator **must** take the following action in an emergency such as a fire alarm or a bomb alert.

- Stop the candidates from writing.
- Collect the attendance register (**in order to ensure all candidates are present**).
- Evacuate the examination room in line with the instructions given by the appropriate authority.
- Advise candidates to leave all question papers and scripts in the examination room.
- Candidates should leave the room in silence.
- Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination.
- Make a note of the time of the interruption and how long it lasted.
- Allow the candidates the full working time set for the examination.
- If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination.
- Make a full report of the incident and of the action taken, and send to the relevant awarding body.

The centre retains as part of its records:

Learner Enrolment, Registration and Certification

- Full list of learners enrolled on each qualification offered;
- Learner name, ULN (where applicable) and date of birth;
- Learner contact details; *
- Name of learner's work place where work-based or on placement;
- Evidence of learner eligibility for access to the qualification;
- Date learners enrolled with the centre;
- Date certificates received and despatched to learners.

Assessment

- Assessor qualifications and experience;*
- Assessor CPD activity;*
- Assessment methods / tasks mapped to learning outcomes / assessment criteria; • Summary of assessment decisions to include when and by whom they were made;
- Sample learner evidence sufficient for standardisation and benchmarking.

Internal Moderation

- Internal Moderator qualifications and experience;*
- Internal Moderator CPD activity;*
- Internal Moderator sign-off of internal assessment tasks;
- Internal Moderator feedback reports to assessors;*
- Internal Moderation activity detailing sampling and standardisation activities.

*Subject to currency and the requirements of data protection legislation.