



Woodlane High School

achieving success in a nurturing environment

Examinations Policy

To be read in conjunction with the current JCQ Regulation Manuals (updated annually).

Including:

- Policy
- Appendix 1: BTEC
- Appendix 2: Risk Assessment

Updated: May 2023

Next Update: May 2024

Rationale

Public examinations provide vital summative assessment, generally at the end of a key stage. This assessment gives information to pupils, parents, other education institutions, local authority and government agencies and employers about knowledge, understanding and skills achieved. To this end the school participates willingly in the administration of these examinations in the best interests of the pupils and the school. In addition, other internally set and marked examinations may take place at other stages in a pupil's progress through the school in order to both prepare for public examinations and check pupil learning.

Purpose

To ensure that:

- The exams system in this school combines entitlement with flexibility
- Pupils are given the opportunity to demonstrate the highest achievement of which they are capable and competent; administration helps them to achieve their best
- Pupils undertake examinations knowing what is expected of them in terms of preparation and behaviour
- Pupils are guided in their decisions about whether to withdraw an examination entry and do so with full knowledge of the implications for their careers or further education
- Staff understand fully their obligations and responsibilities with relation to examinations
- The school meets the requirements of examination security and is properly equipped to undertake the administration of examinations, including data processing and a results service
- Community education is provided with an administrative centre for GCSE and A level entries
- Accurate examination data is available to inform target setting
- Curriculum planning, target setting and careers links take into account up-to-date information on the current examinations system

Guidelines

Responsibilities for public examinations:

The current regulations must be read, and referred to by the head of a school, members of the senior leadership team and the examinations officer or quality assurance co-ordinator appointed by the head of centre.

- **Headteacher** – has overall responsibility for the school as an examinations centre, and is therefore required to confirm, on an annual basis, that they are both aware of and adhering to the latest version of JCQ general regulations. This is confirmed as part of the National Centre Number Register (NCNR) annual update and cannot be delegated to any other person.
- **Deputy/Assistant Head** - organisation of teaching and learning and therefore of the opportunities for external validation of courses followed at key stages 4 and post 16. responsible for overseeing all Exams Officer tasks.
- **Heads of Key Stage** - guidance and pastoral oversight of pupils who are unsure about examination entries or where alteration of the initial entry is made, involvement in post-results procedures.
- **Exams Officer** - all aspects of administration including entries, relevant paperwork, organisation of examination sessions, collection of examination data, access arrangements through to results and appeals. The Exams Officer is also responsible for training invigilators/scribes/readers, to ensure that regulations and guidelines from the relevant awarding bodies are understood and adhered to. **NB** A record of

Invigilator training must be kept on file - including training on individual support for Access Arrangements.

- **Invigilators** – must confirm the identity of all candidates present for any exam. Ex-pupils and external candidates must provide photo ID for this purpose. The invigilator must record and sign an accurate seating plan for each exam/ controlled assessment, which must be kept on file. The invigilator will ensure every pupil knows that they cannot begin writing until they have been given specific instruction. The invigilator will communicate this start point clearly to pupils.
- **Administrative staff** - recording collection of examination papers and secure storage of examination materials
- **SEND/CO/Intervention Teacher** - Where appropriate, the SEND/CO/ Intervention Teacher may need to work with specialist advisory teachers and medical professionals, as well as teaching staff to identify the most appropriate published format of modified papers which will enable the candidates to access their examinations.

1. At Key Stage 3

- Summative assessments are completed in all subjects at the end of KS3 using BSquared to determine end of KS3 curriculum levels
- Cognitive Ability Tests (CATs) are completed by all pupils on entry to the school to provide baseline, and again in Y9 to provide supplementary data which is used with BSquared data to determine a predicted end of KS4 results for each pupil. Y11 pupils also undergo CATs to confirm current ability and summative progress
- Results of the above assessments highlight where interventions are needed
- Results of Y9 assessments are discussed with pupils and parents, and used to determine which options are taken at KS4
- Pupils who require additional time, modified papers, Reader, Scribe etc. to reflect their normal way of working will have Access Arrangements applied for. This applies to all pupils who have a Statement of Educational Needs or Educational Health Care Plan.
- Pupils who do not hold a current Statement or EHCP will have their access needs assessed by a Specialist Teacher before Access Assessments are applied for.

2. At Key Stage 4 and Post-16

- All pupils should be entitled to and enabled to achieve an entry for qualifications from an external awarding body
- If a pupil's entry in any subject is to be withdrawn, the concern must be raised with a Senior Leader before any other action is taken. The pupil, parent /carer, the head of key stage, the subject leader, and subject teacher should be involved before a final decision is made
- All pupils will be monitored carefully throughout their time at the school, and coursework and attitude notified to the head of key stage using concern forms as soon as they arise
- Any proposed major changes to the examination board, style or timing of examinations, e.g. modular courses, must be discussed and approved by the leadership group based on information given by the relevant subject leader
- Amendment of entries which incur a financial penalty from the examination boards will be charged to subjects if they arise from that subject's error or omission
- Changes of tier, withdrawals made by the proper procedures and alterations arising from administrative processes will not be charged to subjects.

The school may impose a charge equal to the financial charges levied by examination boards on:

- Pupils whose entries are withdrawn because of lack of coursework
- Pupils who decide to sit or not to sit an examination after the late entry/withdrawal deadline
- Pupils who fail to attend an examination and do not produce medical evidence or evidence of other mitigating circumstances.

3. At post-16

In exceptional circumstances, leavers from the previous school year will be permitted to re-sit an examination at Woodlane to improve their grade. Parents/carers should make a request which must be authorised by the Headteacher before any entry is made for pupils no longer on the school roll. If the entry is agreed, the parent/carer will be responsible for the cost of the entry.

4. Access Arrangements

All pupils who have a Statement of Educational Needs or Educational Health Care Plan (EHCP) will be internally assessed by the SENDCO and specialist teachers as necessary to determine if they require any access arrangements at the end of KS3. Access arrangements will include centre approved arrangements which will reflect pupils' normal way of working including, prompt etc.

A file of approved Access Arrangements will be kept in the Exams cupboard, with all supporting evidence and the pupils' signed Data Protection consent form.

Candidates with access arrangements must be identified on seating plans in all exams.

4.1 Definition of Disability

Generally, impairments have to meet the statutory requirements set out in section 6 and Schedule 1 to the Equality Act 2010 and associated regulations.

- The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:
 - identifying a physical or mental impairment;
 - looking into adverse effects and assessing which are substantial;
 - considering if substantial adverse effects are long term;
 - judging the impact of long-term adverse effects on normal day to day activities.
- Statutory guidance states that disability means, '**limitations going beyond the normal differences in ability which may exist among people**'.
- '**Substantial**' means 'more than minor or trivial'. Substantial adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment, to judge if the difference between the two is more than minor or trivial.

- **‘Long term’** means the impairment has existed for at least 12 months, or is likely to do so.

‘Normal day to day activities’ could be determined by reference to the illustrative, non-exhaustive list of factors in pages 47 to 51 of the statutory guidance relating to the Equality Act 2010. **(Study and education related activities are included in the meaning of ‘day to day’ activities.)**

The guidance from the Office for Disability Issues referred to above illustrates the factors which might reasonably be regarded as having a substantial adverse effect on normal day to day activities. Factors that might reasonably be expected not to have a substantial adverse effect are also provided.

Factors that might reasonably be expected to have a substantial adverse effect include:

- persistent and significant difficulty in reading and understanding written material where this is in the person’s native language, for example because of a mental impairment, a learning difficulty or a sensory or multi-sensory impairment;
- persistent distractibility or difficulty concentrating;
- difficulty understanding or following simple verbal instructions;
- physical impairment – for example, difficulty operating a computer because of physical restrictions in using a keyboard.

Factors that might reasonably be expected not to have a substantial adverse effect include:

- minor problems with writing or spelling;
- inability to read very small or indistinct print without the aid of a magnifying glass;
- inability to converse orally in a language which is not the speaker’s native spoken language.

Candidates who communicate using Sign Language

The SENDCO is allowed to provide a **Communication Professional** to a candidate whose normal way of working within the centre is to use Sign Language.

The role of a Communication Professional is to present the questions in a different language without:

- changing the meaning;
- providing any additional information; or
- providing an explanation as to what the question requires of the candidate.

A Communication Professional will work ‘live’ in the presence of the candidate during the examination in order to allow for the candidate’s regional variations in BSL/ISL signs. Consequently, this cannot be checked by the awarding body for accuracy. Great care must be taken not to disadvantage or advantage the candidate. Centres should video the signing of the Communication Professional to demonstrate accuracy.

The rules –The Communication Professional must be proficient in the use of the candidate’s sign language, being qualified to a minimum of BSL/ISL at Level 3 (ideally at Level 6).

The Communication Professional must be at an appropriate level for the examination.

It is advisable that the Communication Professional should also be a qualified OLM.

The Communication Professional must be familiar to the candidate and must always work at the candidate’s pace.

The Communication Professional must be familiar with the subject being examined and the candidate's normal way of working. This will ensure that the meaning of the question is not changed and that technical and subject specific terms are recognised and finger spelt.

4.2 Modified Papers

Modified papers are ordered by the Exams' Officer once entries have been made. They are ordered via the JCQ website based on the exam board being used.

At this time, the school does not use 'pdf' versions of exam papers to self-modify.

5. Examination appeals procedures

The school is committed to ensuring that whenever its staff assesses pupils' work for external qualification, this is done fairly, consistently and in accordance with the specification for the qualification concerned. Assessments should be conducted by staff who have appropriate knowledge, understanding and skills. Pupils' work should be produced and authenticated according to the requirements of the examination board. Where a set of work is divided between staff, consistency should be assured by internal moderation and standardisation. If pupils believe that this may not have happened in relation to his/her work, he/she may make use of the appeals procedure. **Note that appeals may only be made against the process that led to the assessment and not against the mark or grade.**

The existence of this procedure is made known to pupils by reference in a letter and at the start of examinations courses and in this examinations policy, which is available for inspection on request.

- Appeals should be made as soon as possible, and must be made at least two weeks before the end of the last externally assessed paper in the examinations series.
- Appeals should be made in writing to the examinations officer who will investigate the appeal. If the examinations officer was directly involved in the assessment in question, he/she will appoint another member of staff of similar or greater seniority to conduct the investigation. Likewise, if the examination officer is not able to conduct the investigation for any other reason.
- The person conducting the investigation will decide whether the process used for the internal assessment conformed with the requirements of the awarding body and examination code of practice of the QCA. This will be done before the end of the series.
- The result of the appeal will be made known in writing to the parties concerned, together with any correspondence with the awarding body, any changes made to the assessment of the piece of work in question and any changes made for the future.
- A written record of the appeal will be kept and made available to the awarding body at their request. Should the appeal bring any significant irregularity to light, the awarding body will be informed.

After work has been assessed internally it is moderated by the awarding body to ensure consistency between centres. **Such moderation may change the marks awarded for internally assessed work. That is outside the control of the school and is not covered by this procedure.** Details of the appeals procedure for the relevant awarding body are available from the examination officer.

6. Enquiries about results (EARs) and access to scripts (ATS)

- Candidates will receive individual result slips on results days in person at the centre.
- Arrangements for the centre to be open on results days are made by the exams officer.
- The provision of staff on results days is the responsibility of the senior leadership team.

6.1 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 candidate's 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 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.

7 Exams Fire Evacuation Procedure

In the event of a fire alarm, the following procedures apply:

- Note the time that the fire alarm went off and how long the examination has been going on.
- All examination question and answer papers and materials should be left on the candidates' exam desk and NOT taken out with them. No bags or personal belongings should be taken out of the Hall with the candidates.
- Ask pupils to leave their belongings and papers on their desk and leave by the nearest fire exit.
- **Before** the pupils exit the exams room, remind them that they are still under examination board conditions and **under no circumstance** should talk to one another or use a mobile phone, or other digital device, such as a watch. Remind pupils that a breach of regulations could mean disqualification from their examination.
- An invigilator should leave with a group at each fire exit. The registers (photocopied and original) should be taken out with the invigilators, together with pens. Invigilators should take a roll-call, to ensure that all pupils are present and accounted for.
- **Important** - the pupils should assemble at a distance to other classes to ensure that they are isolated from the other pupils.
- Return to the exams room as soon as the all clear is given noting the time of re-starting the examination and changing the finish time.
- Send an application for Special Consideration to the exam board stating details of disruption.

NB: Mobile phones, iPod, mp3/mp4 players, watches, or any other digital device should be kept in a box by the exit, so that they can be taken out of the exams room in an evacuation.

8 Emergency Evacuation Procedure

In the event of emergency requiring evacuation of the building, follow Fire Evacuation Procedure above.

The School is responsible for informing the JCQ Centre Inspection Service using the JCQ Alternative Site form of any alternative sites that will be used to conduct AEA, ELC, FSMQ, GCE and/or GCSE examinations in the event of emergency evacuation or school closure.

9 Contingency Plan

Contingency planning for exams administration is the responsibility of the Examinations Leader.

In the event of unforeseen absence of the Exams Officer, the Examinations Leader will take over all Exams Officer responsibilities.

In the event that the school building is not accessible, the Examinations Leader will liaise with neighbouring centres to enable exams to continue as scheduled wherever possible.

- **SENDCO 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 Headteacher who is the Head of Centre.

- **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 appropriate Line Leader would arrange appropriately trained teaching cover. 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 appropriate Line Leader.

- **Invigilators - lack of appropriately trained invigilators or invigilator absence**

New invigilators undergo training by the Exams Officer. They are permitted to work independently once they, and the Exams Officer are happy that they are competent and confident in processes and procedures including acting as Reader/Scribe. Annual training sessions are held in January for all invigilators in order to refresh their knowledge and communicate JCQ regulation changes and update local information. Minor absence issues (such as an invigilator calling in sick) are covered by other suitably trained staff.

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

The majority of exams are accommodated in the Gym and standard classrooms. The Exams Officer/Leader will prepare an alternative classroom for exams at short notice.

- **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 Technical support 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.

- **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 neighbouring schools, etc. 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 calls to parents. Staff involved in exams (including invigilators) would be contacted by email, telephone and text.

- **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.). 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.

- **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.

- **Assessment evidence is not available to be marked**

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. Pupil marks would be submitted based on appropriate evidence and candidates would be given the opportunity to retake in a subsequent series.

- **Centre unable to distribute results as normal**

The Centre distributes the results via collection by learner. If this is not possible due to emergency closure of the centre, exam results will be accessed online and distributed by post.

10 Exam materials security

- Exam materials must be delivered to the Exams Officer upon arrival at school.
- At the point of delivery, question paper packets must be locked away in the centre's secure storage facility.
- Each delivery will be checked by the Exams Officer to ensure it is correct, before being stored in the secure filing cabinet which is situated in the store room on the first floor of the school. Only the Exams Officer and one designated member of SLT should have access to the keys to the live exam paper cabinet.
- A log must be kept of exams materials received, recording the date received, exam code and the person responsible for secure storage. The question paper packets must be checked against the awarding body's despatch note and the centre timetable or entries.
- Packet(s) of question papers may be opened within 90 minutes of the awarding body's published starting time for the examination in order to make them up into more appropriately sized sets for the different rooms.
- Immediately prior to each exam, the lead invigilator will remove the correct papers from secure storage. Before opening any pack of exams materials, a second pair of eyes (admin staff or senior Leader) will check the correct papers are about to be opened.
- If it is subsequently identified, following the second pair of eyes check, that the wrong question paper packet has been opened, it must be resealed. The incident must be reported to the relevant awarding body's Malpractice Investigation Team immediately.
- Unless the question papers being removed are required for an alternative site (see paragraph 11.3), they must not leave the secure room any earlier than 60 minutes prior to the awarding body's published starting time for the examination.
- The centre's secure storage facility must only contain current and 'live' confidential material. Past examination question papers must not be kept in the centre's secure storage facility.

- A separate record must be kept for logging removal of exams materials from secure storage on the date of each exam, which should be signed by the person responsible for their removal.
- The Head of Centre must ensure arrangements are in place to check the correct papers are opened.
- Should any breach of security occur, the relevant exam board must be informed immediately.
- For confidentiality purposes, question papers must not be released to centre personnel for use in accordance with the above licence until after the awarding body's published finishing time for the examination or, in the case of a timetable variation, until all candidates within the centre have completed the examination.
- An additional member of centre staff, who can be an invigilator, must check the day, date, time, subject, unit/component and tier of entry, if appropriate, immediately before a question paper is distributed.
- Centres must ensure that scripts are always kept in the secure room until as close to the collection time as possible. Script packages must not be left unattended at the collection area.
- Question papers must not be released to centre personnel until after the awarding body's published finishing time for the examination or, in the case of a timetable variation, until all candidates within the centre have completed the examination.

11. Controlled Assessment Policy for Woodlane High School

1. It is the responsibility of each Curriculum Leader to obtain the controlled assessment task details from the exam boards.
2. The Curriculum Leader should choose the most appropriate time for the controlled assessment to take place.
3. The Controlled Assessment may take place during timetabled class time.
4. Departments must plan when and how the assessment will take place, taking into account the accommodation and resources required. The Exams Officer should be notified when high level controlled assessment is taking place.
5. Relevant display materials must be removed or covered prior to the assessment taking place.
6. All staff must be aware of the relevant level of control permitted (high, medium or low) as this will determine the level of permitted supervision e.g. high control means that pupils are under exam conditions.
7. Each pupil is to keep a research diary where they note the guidance and feedback received from their teacher. The diary should also contain a record of the research and planning stage containing notes, diagrams, essay plans and bibliography.
8. All assessment materials must be locked in a suitable secure metal cabinet at the end of each session.
9. Computers will be set up by a member of staff to reflect the level of control of each exam, taking into account all relevant JCQ guidelines to ensure pupils have no access to internet or e-mail during the controlled sessions. If work is saved on memory sticks these must be collected in after each session and locked away as in 8 above.
10. If a pupil is absent, the teacher must allow that pupil the chance to make up the time if necessary.
11. For long absences, special consideration should be applied for.
12. Entries for controlled assessment must be made at the appropriate time.
13. Attendance records from assessment sessions should be kept by the class teacher.
14. Work may be handwritten in black ink or word processed. Printouts, charts and

videos can be included where appropriate.

15. Where the specification permits pupils to work with others, e.g. during collection of data, any descriptions of the joint work must be in each candidate's own words.

16. Where work is assessed by the teacher and externally moderated by the exam board, standardisation of marking must take place in the school if more than one teacher is involved in the assessing.

17. If suspected malpractice occurs, the Exams Officer must be informed.

18. If a pupil's work is lost within the school, this must be reported to the exam board.

19. Authentication forms must be signed by the teachers and candidates.

20. Access arrangements do apply to controlled assessment.

21. The assessment marks must be submitted to the exam board by the appropriate date.

22. Candidates' work must be securely stored as in 8 above until all results have been verified.

23. Re-sits of controlled assessment may be allowed in the next exam session.

24. After the results are published it may be possible to request a re-moderation of the work.

Outlining staff responsibilities - GCSE controlled assessment

Outlining staff responsibilities

- The purpose of this document is to help members of staff identify their responsibilities in planning and managing controlled assessment. It shows how responsibilities within GCSEs principal learning should be allocated to colleagues such as teachers and other members of staff, assessors and the senior leadership team.

Senior Management team

- The SLT are accountable for the safe and secure conduct of controlled assessments.
- They must ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the academic year, they should begin coordinating with subject leaders to schedule controlled assessments and ensure that these are being conducted at relevant points through the whole of the examination cycle.
- Senior Leaders must ensure that controlled assessments are planned to ensure that pupils are not subject to significantly high levels of work load at single points of time.
- Correspondence on any aspect of a candidate's examination or assessment will only be conducted between the awarding body and the head of the centre, a member of the senior leadership team or the examinations officer.
- SLT must map overall resource management requirements for the year and as part of this:
 - Resolve clashes / problems over the timing or operation of controlled assessments.
 - Resolve issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
 - Ensure sufficient staff are available to support Access Arrangements
 - Ensure that all staff involved have a calendar of events.

- Woodlane High School's internal appeals policy for controlled assessments is contained within the examinations policy.

Subject Leaders

- Decide on the awarding body and specification for a particular GCSE.
- Ensure that at least 40% of overall assessment (controlled and/or external assessment) is taken in the exam series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the awarding body specification.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities with regard to controlled assessment.
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- Ensure that guidelines for controlled assessment are followed, this includes ensuring that teachers remove or cover any display material in the teaching environment which might provide assistance.
- Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.
- Create systems within their area of logging work. The school must show work was kept securely by the school, and logged in and out on each occasion.

Teaching staff

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments*.
- Understand and comply with the awarding body specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Supply to the exams office details of all unit codes for controlled assessments.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to pupils as the specification allows.
- Ensure that pupils and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).

- Keep live non-examination assessments, including controlled assessments and coursework, secure and confidential at all times whilst in their possession. It is not acceptable for teaching staff to share the live work of candidates with other candidates within the centre.
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Ask the appropriate special educational needs coordinator for any assistance required for the administration and management of access arrangements.
- Ensure that if an assignment is word processed, the candidate's name appears on each page as a header or footer.
- Keep a written log of any fire alarm/evacuation.

Support Staff

- To be aware of Special Educational Needs and Disabilities of pupils under their supervision, in conjunction with Subject Teacher.
- To support pupils appropriately during assessments within guidelines of JCQ regulations.
- To ensure appropriate resources are available to pupils.
- To alert Subject Leader of any issues /concerns which may affect any pupil's performance.

Exams office staff / Invigilators

- Enter pupils for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
- Enter pupils' 'cash-in' codes for the terminal exam series.
- Candidates must not be entered for the same subject at the same qualification level with more than one awarding body in the same series. Please see paragraph 5.6(g) of the JCQ publication General Regulations for Approved Centres.
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD, electronic or hard copy format.
- Download and distribute marksheets for teaching staff to use, and collect and send marksheets to awarding bodies before deadlines.
- On the few occasions where controlled assessment cannot be conducted in the classroom arrange suitable accommodation where controlled assessment can be carried out.
- Ensure access arrangements have been organised as required.
- Work with teaching staff to ensure requirements for support staff are met.

Exams Officer/Invigilator will ensure all regulations are followed for the duration of Examinations.

- Invigilators must supervise the candidates throughout the whole time the examination is in progress, always giving their complete attention to this duty.
- Invigilators will be placed at the front, back and sides of the room where possible. Invigilators must be vigilant and remain aware of incidents or emerging situations,

looking out for malpractice or candidates who, for example, may be feeling unwell or require a toilet break.

- These incidents must be recorded on an incident log.
- Invigilators are required to move around the assessment area quietly and at frequent intervals.
- During a practical examination, candidates may need to move around and spoken instructions may be necessary. These must be limited to those which are essential to achieve the objectives of the examination.
- Food and drink may be allowed in the examination room at the discretion of the head of centre. However, any food or drink brought into the examination room by the candidate or the centre must be free from packaging and all labels removed from drink containers. To enable invigilators to check these items quickly and efficiently, food brought into the examination room by the candidate must be free of packaging and in a transparent container; drink bottles must be transparent
- Invigilators must be aware that candidates are under formal examination conditions from the moment they enter the room in which they will be taking their examination(s) until the point at which they are permitted to leave and that candidates must not talk to, attempt to communicate with or disturb other candidates once they have entered the examination room.
- Candidates must not be allowed to open the question paper until the examination begins.

Invigilators/Readers/Scribes/Word Processing

- Centre Staff must not coach Candidates whilst under centre supervision between examinations. However, candidates may revise using their own resources.
- Invigilators must be made aware of the JCQ document Checklist for invigilators (for written examinations). A record of the content of the training given to invigilators must be available for inspection.
- A training session on the current regulations must be held for any new invigilators and those facilitating an access arrangement for a candidate under examination conditions.
- An annual update meeting must be held for the existing invigilation team so that they are aware of any changes. Centres must ensure that the testing of invigilators' competence and their understanding of these regulations is rigorous. This must also extend to those facilitating an access arrangement.
- Invigilators must not read the question paper.
- A senior member of teaching staff who has had overall responsibility for the subject department cannot act as an invigilator during the timetabled written examination or on-screen test, or be present at the start of the examination(s)
- Where the candidate's own subject teacher is used to facilitate an access arrangement, an invigilator must be present at all times. A record of the content of the training given to those facilitating an access arrangement must be available for inspection.
- Invigilators must be informed of those candidates with access arrangements. Invigilators must be made aware of the particular access arrangement(s) awarded.
- The attendance register must have been completed before the end of the examination.
- Where a candidate is allowed to leave the examination room temporarily, the member of centre staff accompanying the candidate must not be the candidate's subject teacher or a subject expert for the examination in question.
- In the event of an emergency such as a fire alarm or bomb alert, candidates must be advised to close their answer booklet.

- A Reader may decode symbols and unit abbreviations in Maths and Science examinations as this will not affect the integrity of the assessment.
- A Reader must have appropriate subject knowledge in order to act effectively as a reader in Maths and Science examinations, and decode symbols and formulae with accuracy.
- A person appointed to read or scribe must not normally be the candidate's own subject teacher or teaching assistant. Where the candidate's own subject teacher or teaching assistant is used, a separate invigilator must always be present.
- When pupils are word processing their work, the school will ensure that any computer used for the examination will have the following checks made:
 - Staff have relevant training to invigilate an examination of this type.
 - The spellcheck on any word processor will be turned off. Staff will be aware of any pupil attempting to turn this back on.
 - Flight mode will be enabled on any device to ensure internet connectivity is unavailable throughout the exam.
 - Where there are examinations that contain multiple pupils, attempts will be made to separate pupils out as much as this is possible to adhere to normal spacing regulations.

The Risk Management Process

The following section examines potential risks and issues relating to the implementation of controlled assessment for GCSEs and how these might be managed and mitigated through forward planning and remedial actions. This document should provide a useful starting point for the exams office staff when discussing with other colleagues risks and issues that might apply to their individual centres or consortium.

Using the risk management process template

The list of possible risks and issues featured in this document will be revised and developed as the school becoming increasingly familiar with the controlled assessment process or as need is identified.

The 'Staff' column identifies staff members of Woodlane High School who are responsible for a specific aspect of the controlled assessment process.

These may be identified by person or role. The RACI process is used for identification:

- **Responsible** for the risk/issue
- **Accountable** for the risk/issue
- Who should be **Consulted** about this risk/issue
- Who should be **Informed** should the risk/issue arise.

A definition of these roles and this process (commonly abbreviated as 'RACI') can be found in the *Consortium responsibility chart*, on the *Diploma resources* web page on www.qcda.gov.uk.

Any adapted list of risks and issues should be reviewed and approved by appropriate members of the senior leadership team to ensure that it is fit for purpose and compatible with the existing policies and procedures of the centre or consortium. The review should be repeated at regular intervals and kept up to date.

Internal Assessment Practices – External Qualifications

The School will operate to the required standards laid down by the respective Awarding Bodies for these qualifications which are internally assessed. Taking into account the assessment criteria and any required internal verification of the assessment process.

Appendix 1 - BTEC

Registration & Certification

Aim:

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

In order to do this, Woodlane High school will:

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

Procedures for Registration:

Subject leaders are responsible for informing exams office staff of intentions to enter. This takes place in September/October, before pupils begin studying course content or attempted assessment activities. Upon receiving registration details, Exam Officer will ensure all pupil details are correct and up to date, using the centres records as a point of reference. Exams office staff have sole responsibility for registrations being made. Once registrations have been input to the Edexcel online system one final check is completed before confirming registrations. When registrations are confirmed by awarding body (confirmation report) details are checked again to ensure all information is correct.

Transfer:

Transfers or changes to pupil status will be reported to awarding body at the earliest opportunity. This will be done by the Exams Officer.

Withdrawal:

Withdrawal requests will be made by subject leaders, to the Exams office, at the earlier opportunity. Withdrawals will be made on Edexcel online and the awarding body will be notified by phone or email. This will be done by the Exams Officer.

Assessment

Aim:

1. To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals
2. To ensure that the assessment procedure is open, fair and free from bias and to national standards
3. To ensure that there is accurate and detailed recording of assessment decisions.

In order to do this, Woodlane High School will:

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment
- Produce a clear and accurate assessment plan at the start of the programme/academic year
- Provide clear, published dates for handout of assignments and deadlines for assessment
- Assess learner's evidence using only the published assessment and grading criteria
- Ensure assessment practices meet current BTEC assessment requirements and guidance
- Ensure that assessment decisions are impartial, valid and reliable
- not limit or 'cap' learner achievement if work is submitted late
- Develop assessment procedures that will minimise the opportunity for Malpractice
- Maintain accurate and detailed records of assessment decisions
- Maintain a robust and rigorous internal verification procedure
- Provide samples for standards verification/external examination as required by the awarding organisation
- Monitor standards verification/external examination reports and undertake any remedial action required
- Share good assessment practice between all BTEC programme teams
- Ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff
- Provide resources to ensure that assessment can be performed accurately and appropriately
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Approval Centre Agreement

Procedures for Assessment:

School assessment processes as outlined in the AMMR policy ensure suitable differentiation and appropriate teaching and learning is taking place to the Woodlane model.

All assessment plans and briefs for BTEC Media and Vocational Studies use the standard template available through Pearson's website, (appendix 3).

Half termly meetings between internal verifier and assessor (teacher delivering BTEC).

- Autumn Term A – Meet to discuss Assessment Plan and approve Assignment Briefs and sign off with any relevant changes. Exam Access Arrangements are checked and appropriately signed off by Exams Officer and SENDCo.

- Autumn Term B – Meet to review current work and progress towards completion of assignments. Work from various components informally moderated. Check entries and predicted grades.
- Spring Term A – Check entries and 1st hand out date for Media BTEC (as outlined in Assessment Plan).
- Spring Term B – Hand in date for Media BTEC. Assignments marked, resubmissions prepared and resubmission deadline at the end of the term.
- Summer Term A – All work is assessed and moderated by Lead Internal Verifier/Assessor and Quality Nominee oversees final marks.
- Summer Term B – Review year to date, complete submission checklists, ensure all learners have been entered correctly and receive the correct certification.

Internal Verification

Aim:

1. To ensure there is an accredited Lead Internal Verifier in each principal subject area (BTEC Entry Level - Level 3)
2. To ensure that Internal Verification is valid, reliable and covers all Assessors and programme activity.
3. To ensure that the Internal Verification procedure is open, fair and free from bias 4. To ensure that there is accurate and detailed recording of Internal Verification decisions.


In order to do this, Woodlane High School will ensure:

- Where required by the qualification, appoint a Lead Internal Verifier is appropriately for each subject area, is registered with Pearson and has undergone the necessary standardisation processes
- The Lead Internal Verifier oversees effective Internal Verification systems of qualification subject area
- Staff are briefed and trained in the requirements for current Internal Verification procedures
- Effective Internal Verification roles are defined, maintained and supported Internal Verification is promoted as a developmental process between staff
- Standardised Internal Verification documentation is provided and used
- All centre assessment instruments are verified as fit for purpose
- An annual Internal Verification schedule, linked to assessment plans, is in place
- An appropriately structured sample of assessment from all programmes, units, sites and Assessors is Internally Verified, to ensure centre programmes conform to national standards
- Secure records of all Internal Verification activity are maintained
- The outcome of Internal Verification is used to enhance future assessment practice.

Roles and responsibilities

- Internal Verifier and Assessor (Teacher responsible for delivery) determine key dates in Summer B of the previous academic year. Schedules are followed as per the assessment plan in each subject area.
- Quality Nominee manages Lead Internal Verifier status for BTEC subjects and refers relevant staff to training where appropriate, including OSCA accreditation and standardisation.
- Lead internal verifier responsible for informing staff half termly about developments. Quality Nominee shares relevant information.
- Assessor completes assessment of assignments and maintains relevant records. Lead Internal Verifier completes moderation procedures in partnership with the Assessor in half termly meetings. Assessment decisions are forwarded to the Exams Officer who uploads these to the relevant online system for accreditation.

Example BTEC Media Assessment Plan

BTEC Assessment Plan										
Programme Title	BTEC Level 1/2 Tech Award Creative Media Production 									
Unit or Component No & Title	Assignment Title	Targeted Learning Aim/s or Outcome/s	Internal Verification of Assignment Brief Date	Hand Out Date	Internal Assessment Hand in Date or External Assessment Date	Internal Verification of Assessment Decisions Date	Planned Resubmission Date*	Internal Verification of Resubmission Date	Assessor Name	Internal Verifier Name
Year 1										
Component 1: Exploring Media Products	TeenScene Competitor Research	A: Investigate media products B: Explore how digital media products are created to provide meaning and engage	09/12/2019	06/01/2020	27/03/2020	03/04/2020	17/04/2020	24/04/2020	S Islam	T Heapy
Year 2										
COMPONENT 2: Developing Digital Media Production Skills	Re-Imagine	media production skills and techniques B: Apply media production skills and techniques C: Review own progress and development of skills and practices	09/12/2019	19/10/2020	04/01/2021	11/01/2021	25/01/2021	01/02/2021	S Islam	T Heapy
Lead Internal Verifier Signature		T.Heapy						Date	Updated: 17.01.20	

* Lead Internal Verifier must authorise any resubmissions. The learner must have met the initial deadline (or an agreed extension deadline) and authenticated their work. The resubmission date must be within 15 working days of the learner receiving the results of assessment.

Annex 2 – Examinations Risk Assessment

Risks and issues	Possible remedial action		Staff (<i>use 'RACI' to determine who should be listed</i>)
	Forward planning	Action	
Timetabling			
Assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. start of academic year) for all subjects or lines of learning	Plan dates in consultation with school calendar – negotiate with other parties	SLT/Exams Officer
Too many assessments close together across subjects or lines of learning	Plan assessments so they are spaced over the duration of the course	Space assessments to at least allow candidates some time between assessments	Exams Officer/ Subject Leader
Late Candidates	Pupils will be given clear individualised timetables when entries are made for each exam series and should arrive in good time prior to exam sessions. After each exam, pupils will be reminded of the time and date of their next exam.	If a pupil does not arrive at the time due, a telephone call will be made to the parent/carer. If the pupil arrives late (up to a period of one hour), a note of the time of arrival will be taken and wherever possible, the pupil will be allowed the full period allotted to take the exam. If the pupil arrives after one hour late, they will be marked absent in line with JCQ regulations.	Exams Officer/ Office staff
Accommodation			
Insufficient space in classrooms for candidates	Once group sizes are known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessment	Use more than one classroom or multiple sittings where necessary	Subject Leader in conjunction with Exams Officer

Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities/ staff to support Access Arrangements	Plan of year to include details for controlled assessments	Subject Leader in conjunction with Exams Officer
External Noise	Ensure 'Quiet Please – Exams in progress' posters are available for area surrounding exam rooms.	Staff to monitor affected areas and remind pupils prior to exam time to be considerate and follow instructions.	SLT/Exams Officer

Risks and issues	Possible remedial action		Staff (<i>use 'RACI' to determine who should be listed</i>)
	Forward planning	Action	
Downloading awarding body set tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	Subject Leader in conjunction with Exams Officer.
Teaching staff/assessors unable to access task details	Test secure access rights ahead of schedule every year and every session	Ensure teaching staff/assessors have access rights for correct area of awarding body secure extranet sites ahead of time	Subject Leader in conjunction with Exams Officer.
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding body for replacement; download again	Subject Leader in conjunction with Exams Officer.
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates	Inform staff of alternative session with adequate warning.	Subject Leader in conjunction with Exams Officer.
Candidates have a scheduling clash for exams or assessment (possibly offsite on consortium teaching)	Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes	Check before booking the date; provide an alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashes N.B. retakes of controlled assessment are limited	Exams Officer

Risks and issues	Possible remedial action		Staff (<i>use 'RACI' to determine who should be listed</i>)
	Forward planning	Action	
Control levels for task taking			
Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff/assessors know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	Subject Leader in conjunction with Exams Officer.
Supervision			
Pupil study diary/plan not provided or completed*	Ensure teaching staff/assessors are aware of the need for study diary/plans to be completed early in course	Ensure candidates start, continue and complete study diary/plans that are signed after every session	Subject Leaders /Support Staff
Teaching staff/assessors do not understand supervision of controlled assessment is their responsibility	Ensure teaching staff/assessors understand nature of controlled assessments and their role in supervision		SLT/ Exams Officer
Suitable supervisor has not been arranged for an assessment where teaching staff/assessors are not supervising	A suitable supervisor must be arranged for any controlled assessment where a teacher/assessor is not supervising, in line with the awarding body specification.		Subject Leader in conjunction with Exams Officer.
New Staff with limited training	Training to be given or plan swaps	Possible Subject Teacher / Exam officer swap	Exam Officer

* Not all controlled assessment whether for the Diploma or GCSEs will require the completion of a study diary or study plans

Risks and issues	Possible remedial action		Staff (<i>use 'RACI' to determine who should be listed</i>)
	Forward planning	Action	
Task setting			
Teaching staff/assessors fail to correctly set tasks	Ensure teaching staff/assessors understand the task setting arrangements as defined in the awarding body specification** Teachers are encouraged to access appropriate training offered by awarding bodies.	Seek guidance from the awarding body Subject Leaders to check their chosen specification annually, to ensure changes have not been overlooked.	SLT Line Management of Subject Leaders. Subject Leaders
Assessments have not been moderated as required in the awarding body specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	Subject Leader in conjunction with Exams Officer.
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks	<i>Headteacher in conjunction with the Exams Officer</i>
Candidates' work not kept secure during or after assessment	Define appropriate level of security, in line with awarding body requirements, for each department as necessary	Take materials to secure storage	<i>Headteacher in conjunction with the Exams Officer</i>
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative spaces	<i>Headteacher in conjunction with the Exams Officer</i>

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

Risks and issues	Possible remedial action		Staff (use 'RACI' to determine who should be listed)
	Forward planning	Action	
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines/penalties for not meeting them	Mark what candidates have produced by deadline and seek guidance from awarding body on further action.	SLT in conjunction with the Exams Officer. Subject Leader for subject related deadlines
Deadlines for marking and/or paperwork not met by teaching staff/ assessors	Ensure teaching staff/assessors are given clear deadlines (prior to awarding body ones) to complete marking/paperwork so the exams office can process and send off marks ahead of AB deadlines	Seek guidance from awarding body	SLT in conjunction with Subject Leader
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign and attach to work when it is completed before handing in	Find candidate and ensure form is signed	Subject Leader
Teaching staff/assessors fail to complete authentication forms or leave before completing authentication	Ensure teaching staff/assessors understand importance of authentication forms and the requirement of a signature	Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season	Subject Leaders/SLT Line Manger
Plagiarism and malpractice	Ensure candidates understand implications of not following rules.	Notice to candidates explained clearly	Exams officer

Risks and issues	Possible remedial action		Staff (<i>use 'RACI' to determine who should be listed</i>)
	Forward planning	Action	
Marking			
Teaching staff/assessors interpret marking descriptions incorrectly	<p>Ensure appropriate training and practicing of marking. Plan for sampling of marking during the practice phase.</p> <p>SLT scrutinise marking regularly during Booklook</p>	<p>Arrange for remarking. Consult awarding body specification for appropriate procedure</p> <p>Include coursework in Booklook</p>	<p>Subject Leaders</p> <p>SLT</p>
Centre does not run standardisation activity as required by the awarding body	Plan against the requirements for standardisation for the awarding body when and how this activity will be conducted.	Check with the awarding body whether a later standardisation event can be arranged.	Subject Leaders
