



**WOLGARSTON HIGH SCHOOL**

Staffordshire



# *Examinations*

*(incorporating Emergency Evacuation,  
Malpractice in Examinations,  
Non-Examination Assessments &  
Examinations Contingency Plan)*

## **A Statement of Policy**

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**Readability Score:** 21-22 years

Amendments

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## *Purpose*

**This policy is in accordance with, and supports and underpins, the rules and regulations for the conduct of examinations issued by Joint Council for Qualifications (JCQ).**

The purpose of the Examination Policy is:

- to ensure the planning and management of exams is conducted efficiently and in the best interest of candidates;
- to ensure that the requirements of individual examination boards are properly adhered to;
- to ensure the operation of an efficient examination system with clear guidelines for all relevant staff.

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

This Examination policy will be reviewed annually by the Head of Centre (Headteacher), the school's Senior Leadership Team (SLT) and Examinations Officer.

There is a separate contingency plan, written by the SLT and Examinations Officer, detailing processes in place should the Examinations Officer be absent during crucial examination periods.

## *Examination Responsibilities*

### **Head of Centre (Headteacher)**

Overall responsibility for the school as an examination Centre and BTEC provider:

- advises on appeals and re-marks;
- Head of Centre is responsible for reporting all suspicions or actual incidents of malpractice. (Refer to the JCQ document Suspected Malpractice in Examinations and Assessments and Wolgarston High School's policy Malpractice and Procedures in Examinations and Assessment.)

### **Examinations Officer**

Manages the administration of public and internal exams and analysis of examination results:

- advises the senior leadership team, subject and class tutors and other relevant support staff on annual examination timetables and application procedures as set by the various examination boards;
- oversees the production and distribution to staff, governors and candidates of an annual calendar for all examinations in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events;
- ensures that candidates and their parents are informed of and understand those aspects of the examination timetable that will affect them;

- consults with teaching staff to ensure that necessary coursework is completed on time and in accordance with JCQ guidelines;
- provides and confirms detailed data on estimated entries;
- receives, checks and stores securely all examination papers and completed scripts;
- administers access arrangements and makes applications for special consideration using the JCQ

*Access arrangements and special considerations regulations and Guidance relating to candidates who are eligible for adjustments in examinations;*

- identifies and manages examination timetable clashes;
- accounts for income and expenditures relating to all examination costs/charges;
- line manages the senior examination invigilator in organising the recruitment, training and monitoring of a team of exam invigilators responsible for the conduct of examinations;
- submits candidates' coursework marks, tracks despatch and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule;
- arranges for dissemination of examination 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 examinations;
- displays notices for candidates.

### **School Leadership**

Prepares and presents reports to the SLT showing results achieved in relation to expected grades and comparable data for previous years, indicating where future procedural improvements might be made, and:

- advises the SLT, subject and class tutors and other relevant support staff on annual examination timetables and application procedures as set by the various examination boards;
- oversees the production and distribution to staff, governors and candidates of an annual calendar for all examinations in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events;
- ensures that candidates and their parents are informed of and understand those aspects of the examination timetable that will affect them.

### **Subject/Faculty Leaders**

Provision of guidance and pastoral oversight of candidates who are unsure about examination entries or amendments to entries, including:

- involvement in post-results procedures;
- accurate completion of coursework mark sheets and declaration sheets;
- accurate completion of entry and all other mark sheets and adherence to deadlines as set by the Examinations Officer;

- prepare and present reports to the SLT showing results achieved in relation to expected grades and comparable data for previous years, indicating where future procedural improvements might be made.

## **Teachers**

- will be notified of access arrangements (as soon as possible after the start of the course), by the Special Educational Needs & Disability Co-ordinator (SENDSCO);
- are responsible for the submission of candidates' names to Subject/Faculty Leaders.

## **Special Educational Needs & Disability Co-ordinator**

Responsibility for:

- administration of access arrangements;
- identification of candidates, who require assessment for access arrangements;
- provision of additional support (with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment, speech and communication difficulties) to help candidates achieve their course aims.

## **Examinations Officer**

- ensure collection of examination papers and other material from the examinations office before the start of the examination;
- ensures that all examinations are conducted following examination board guidelines; □ collection of all examination papers in the correct order at the end of the examination and their return to the examinations office;
- recruitment of examination invigilators;
- training of examination invigilators;
- timetabling of examination invigilators.

## **Candidates**

- Confirmation and signing of entries;
- understanding coursework and BTEC regulations and signing a declaration that authenticates the coursework/assignments as their own;

*It is the responsibility of the candidate to arrive fully equipped for all examinations.*

## ***The Statutory Tests and Qualifications Offered***

The statutory tests and qualifications offered at this Centre are decided by the Head of Centre and the SLT.

The statutory tests and qualifications offered are: GCSE, GCE A2 Level and BTEC.

The subjects offered for these qualifications in any academic year may be found in the Centre's published prospectus for that year. If there has been a change of syllabus from the previous year, the Examinations Officer must be informed by **1 March 2020**.

Decisions on whether a candidate should not take an individual subject will be taken in consultation with the candidate, parent/carer, SENDCO, subject teacher, Subject/Faculty Leader and is subject to approval by the SIG (School Inclusion Group).

### **At Key Stage 3**

All candidates will take English, Mathematics, Science, Modern Foreign Languages, Humanities, Food, Graphics, Music, Physical Education, Computer Science, Art, PHSE, RE and Citizenship

### **At Key Stage 4**

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

## ***Examination Seasons and Timetables***

### **Examination Seasons**

Internal exams are scheduled by the Assistant Headteacher. In 2019/2020 they take place in December and March for Year 11, with a limited number of exams for Year 10 during June. Year 12 and Year 13 exams take place in March. All internal exams are held under external examination conditions.

**External examinations are scheduled as per examination board notification.**

## ***Entries, Entry Details and Late Entries***

### **Timetables**

- Once confirmed, the Examinations Officer will circulate the examination timetables to all candidates.

### **Entries/Late Entries**

- Candidates are selected for their examination entries by the Subject/Faculty Leaders and the subject teachers;
- candidates, or parents/carers, can request a subject entry, change of level or withdrawal;
- the Centre accepts entries from external candidates on approval from the Head of Centre;
- entry deadlines are circulated to Subject/Faculty Leaders by the Examinations Officer;
- late entries are authorised by Subject/Faculty Leaders.

### **BTEC Registration and Certification**

- To register individual learners to the correct programme within agreed timescales
- To claim valid learner certificates within agreed timetables

- 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
- Register each learner within the awarding body requirements
- Provide a mechanism for programme teams to check the accuracy of learner registrations
- Make each learner aware of their registration status
- Inform the awarding body of withdrawals, transfers 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

### ***Examination Fees***

The Centre will pay all normal examination fees on behalf of candidates. Late entry or amendment fees are paid by departments.

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.

Students wishing to retake any examinations must have authorisation and guidance from Subject/Faculty Leaders. All retakes must be paid for by the student.

### ***The Disability Discrimination Act (DDA)***

The Disability Discrimination Act 2005 extends the application of the DDA to general qualifications. All Examination Centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

### **Special Needs**

A candidate's special needs requirements are determined by the SENDCO and educational psychologist / specialist teacher.

The SENDCO will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an examination, and the date of that examination. The SENDCO can then inform individual staff of any special arrangements that individual candidates can be granted during the course and in the examination.

### **Access Arrangements**

Making special arrangements for candidates to take exams is the responsibility of the SENDCO and the Examinations Officer.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Examinations Officer.

Rooming for access arrangement candidates will be arranged by the SENDCO with the Examinations Officer.

Invigilation and support for access arrangement candidates will be organised by the SENDCO with the Examination Officer.

- Statemented candidates have extra time automatically; they can be placed in main venue if requested (choice discussed with parents/carers and Entrust (formerly Connexions)).
- Extra time can be granted to candidates if an educational psychologist's or specialist assessor's report has been produced while they have been in secondary education. □ Candidate's with dyspraxia or medical conditions may also have extra time for this reflects the candidates usual way of working in the centre, and there is accurate documentation in place to support this arrangement.

## *Estimated Grades*

The Heads of subject will submit estimated grades to the Examinations Officer when requested to do so.

## *Managing Invigilators and Examination Days*

### **Managing Invigilators**

- External invigilators may be used for internal examinations and external exams.
- The recruitment of invigilators is the responsibility of the Examinations Officer or the Business Manager
- Invigilators are timetabled and briefed by the Examinations Officer. □ Invigilators' rates of pay are set by the Business Manager.

### **Examination Day Protocol**

The Examinations Officer will book all examination rooms after liaison with other users, set up each examination room with appropriate notices and make the question papers, other examination stationery and materials available for the invigilator.

Site management is responsible for setting up the furniture in the allocated rooms. An Invigilator will start all examinations in accordance with JCQ guidelines.

Subject staff may be present at the start of the examination to assist with identification of candidates but must not advise on which questions are to be attempted.

In practical examinations, subject teachers may be on hand in case of any technical difficulties.

Examination papers must not be read by subject teachers or removed from the examination room before the end of a session. Papers will be distributed to Subject/Faculty Leaders at the end of the examination session.

## *Candidates, Clash Candidates and Special Consideration*

### **Candidates**

The Centre's published rules on acceptable dress, behaviour and candidates' use of mobile 'phones, iWatches and all electronic devices apply at all times.

Candidates' personal belongings remain their own responsibility and the Centre accepts no liability for their loss or damage.

All candidates are advised annually of JCQ guidelines via the notice produced by JCQ and a reminder in the examination timetable booklet.

Disruptive candidates are dealt with in accordance with JCQ guidelines.

Candidates may leave the examination room for a genuine purpose requiring an immediate return to the examination room, in which case a member of staff must accompany them.

The Examinations Officer will attempt to contact any candidate who is not present at the start of an examination and deal with them in accordance with JCQ guidelines.

### **Clash candidates**

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

### **Special Consideration**

Should a candidate be ill before an examination, suffer bereavement or other trauma, be taken ill during the examination itself or otherwise disadvantaged or disturbed during an examination, then it is the candidate's responsibility to alert the Centre, the Examinations Officer, or the examination invigilator, to that effect.

The candidate must support any special consideration claim with appropriate evidence within three days of the **examination with**, for example, a letter from the candidate's doctor. The Examinations Officer will then forward a completed special consideration form to the relevant awarding body within seven days of the examination.



## *Coursework and Appeals Against Internal Assessments*

### **Coursework**

Candidates who have to prepare coursework should do so by the end of the course.

Subject/Faculty Leaders will ensure all coursework is ready for despatch at the correct time. The Examinations Officer will keep a record of what has been sent when and to whom.

Marks for all internally assessed work and estimated grades are provided to the Examinations Office by the Subject Leaders/Faculty Leaders.

### **Appeals against Internal Assessments**

The Centre is obliged to publish a separate procedure on this subject, which is available from the Examinations Officer.

The main points are:

- appeals will only be entertained if they apply to the process leading to an assessment. There is no appeal against the mark or grade awarded;
- candidates may appeal if they feel their coursework has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification;
- appeals should be made in writing by 30 June to the Head of Centre (or other nominee) who will decide whether the process used conformed to the necessary requirements;
- the Head of Centre's findings will be notified in writing, copied to the Examinations Officer and recorded for awarding body inspection.

## *Results, Enquiries about Results (EARs) and Access to Scripts (ATS)*

### **Results**

Candidates will receive individual results slips on results days either in person at the Centre or by post to their home addresses.

Arrangements for the school to be open on results days are made by the Assistant Headteacher /Examinations Officer.

Support to students following results is provided by Head of Sixth Form/Senior Leadership Team.

The provision of staff on results days is the responsibility of the Examinations Officer.

### **Enquiries about Results (EARs)**

EARs may be requested by Centre staff or candidates if there are reasonable grounds for believing there has been an error in marking. Candidates must give their consent for remarks in writing.

If a result is queried, the Examinations 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 uphold 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.

### **Access to Scripts**

After the release of results, candidates may ask subject staff to request the return of papers within three days' scrutiny of the results. These requests must be written.

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 are presented in person or collected and signed for.

Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised to do so in writing by the candidate.

Replacement certificates are only issued if a candidate agrees to pay the costs incurred and are requested directly from the respective Examining Board by the Candidate.

The Centre retains certificates for one year.

### ***Commitment***

As a school, we are committed to making continuous improvement in all aspects of school life. This statement of policy is dynamic in that it is subject to monitoring, evaluation and modification. It will be reviewed annually.

### ***Responsibilities***

Ultimate responsibility for this policy's introduction and implementation lies with the Headteacher in consultation with the Governing Body. It is important to recognise that all staff, students and parents have an active part to play in the evolution, development and maintenance of this policy.

# *Examination Evacuation Procedure*

The invigilator **must** take following action in case of 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 close question paper and leave 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.

# *Malpractice and Procedures in Examinations and Assessment*

## *1. Background and Introduction*

### **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.

### **Purpose**

The school has a public duty to ensure that highest standards are maintained in the conduct of assessment. The proper discharge of this duty is essential to safeguard the legitimate interests of its students and the school's reputation. Malpractice is taken very seriously. The school will take action against any student or member of staff who contravenes the policy through negligence, foolishness or by deliberate intent. Furthermore, Examination Boards do not tolerate actions (or attempted actions) of malpractice by:

- Learners
- Centres

Examination Boards may impose penalties and/or sanctions on learners or centres where incidents (or attempted incidents) of malpractice have been proven.

### **Scope**

The policy and procedures which follow apply to all students and staff of the school.

## *2. Guidance to prevent or reduce learner malpractice*

### **Agreed Practice**

As a school we always aim to take positive steps to prevent or reduce the occurrence of learner malpractice. Below are examples of good practice that should be followed:

- Using the induction period and the BTEC student handbook to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice.
- Each examinations timetable (internal and external) provides guidance to candidates relating to malpractice.
- Showing learners the appropriate formats to record cited texts and other materials or information sources including websites. Learners should not be discouraged from conducting research; indeed evidence of relevant research often contributes to the achievement of higher grades. However, the submitted work must show evidence that the learner has interpreted and synthesised appropriate information and has acknowledged any sources used.
- Introducing procedures for assessing work in a way that reduces or identifies malpractice, eg plagiarism, collusion, cheating, etc. These procedures may include:
  - Periods of supervised sessions during which evidence for assignments/tasks/coursework is produced by the learner.
  - Altering assessment assignments/tasks/tools on a regular basis.
  - The assessor assessing work for a single assignment/task in a single session for the complete cohort of learners.
  - Using oral questions with learners to ascertain their understanding of the concepts, application, etc within their work.
  - Assessors getting to know their learners' styles and abilities, etc
  - Ensuring access controls are installed to prevent learners from accessing and using other people's work when using networked computers.
- Ensuring all candidates are present and physically sitting the correct examination by having a member of the SLT and a subject tutor checking all candidates on entry to the examination venue.

## *3. Learner Malpractice*

Attempting to or actually carrying out any malpractice activity is not permitted by Wolgarston High School. The following are examples of malpractice by learners; this list is not exhaustive and other instances of malpractice may be considered by the school, in consultation with Examination Boards:

- Plagiarism by 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.
- ❑ Fabrication of results and/or evidence
- ❑ Failing to abide by the instructions or advice of an assessor, a supervisor, an invigilator, or Exam Board conditions in relation to the assessment/examination/test rules, regulations and security.
- ❑ Misuse of assessment/examination material.
- ❑ Introduction and/or use of unauthorised 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 (or the attempt of the same) which could be assessment/examination/test related by means of talking, electronic or written papers/notes during supervised assessment/examination/test conditions.
- ❑ Behaving in such a way as to undermine the integrity of the assessment/examination/test.
- ❑ The alteration of any results document, including certificates.
- ❑ Cheating to gain an unfair advantage.

#### *4. Centre Staff Malpractice*

The following are examples of malpractice by staff. The list is not exhaustive and other instances of malpractice may be considered in consultation with Examination Boards:

- ❑ Alteration of Examination Board'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.

## ***5. Dealing with Malpractice***

### **Stage 1 - Initial procedures**

Where a member of staff suspects a student is culpable of malpractice in relation to assessed work, he/she shall:

- Register that malpractice is suspected on the feedback sheet.
- Write a brief report detailing the location of any suspected plagiarism, collusion, or other form of malpractice.
- In the case of plagiarism, provide a copy of the submission and plagiarized sources; and
- Report the suspicions to Leadership

It is important that the Programme Leaders exercise their judgement as to whether an example of plagiarism should be dealt with as a tutorial matter. Care should be taken to establish a climate in which condemnation of plagiarism and the importance of acknowledging sources of information and inspiration are both explicitly addressed.

Where a member of staff suspects that another member of staff is culpable of malpractice, the Headteacher must be informed.

### **Stage 2 - Formal Investigations**

Upon receipt of any allegation of malpractice, Leadership and/or the Examinations Officer shall decide if there is sufficient evidence to suggest that the student has contravened the assessment regulations. If there is reason to believe there has been malpractice a disciplinary panel will be held, involving relevant staff and Leadership.

Leadership will:

- Distribute information to the candidate and their carer/s about the possible malpractice including all relevant documents (e.g. evidence).
- Convene a Disciplinary Panel giving reasonable notice as to when the hearing will take place.
- Provide a written record of the outcome and send a copy to the candidate and, where appropriate, to the carer/s within six school working days.
- Inform the Headteacher about the existence and outcome of the panel.
- Provide a written record of the outcome to the Headteacher if requested.
- To inform the Awarding Body of an outcome where malpractice has occurred

Upon receipt of information that a member of staff is suspected of malpractice, the Headteacher will follow the County Council's Disciplinary Policy.

## ***6. Grounds for Appeal***

A student may appeal against the findings. This process is outlined below.

### **Writing a letter of appeal**

- If having met with the Headteacher of the institution where the course is being delivered the appellant or their carer/s feel they have grounds for dispute they are to submit in writing to the Headteacher a request for a meeting of the Appeals Panel. The details of the complaint and the reasons for the appeal must be made clear in the letter of appeal.
- The letter of appeal must be submitted within three school working days of any final meeting with the Headteacher.
- The school will inform the candidate and/or carer/s that there is to be a meeting of the Appeals Panel at which arbitration will be sought.
- The Appeals Panel is to meet within six school working days of receiving the letter of appeal.
- The Appeals Panel will be made up of the Headteacher and one other individual who has not so far been involved with the case but may be a member of the school's teaching staff or a governor

### **The Appeal Panel meeting**

- Before the Appeals Panel meeting takes place, the candidate will have sight of all the relevant documents (e.g. evidence).
- Candidates presenting their own case are allowed to be accompanied by a single carer/friend.
- The teacher(s) and the candidate will have the opportunity to hear each other's submission to the Panel at the hearing.
- A written record of the appeal will be kept. This record will include the appeal and the reasons for that outcome.
- A copy of the outcome of the appeal will be sent to the candidate and, where appropriate to their carer/s within six school working days of the Appeals Panel having met.

### **3. After the Appeal Panel meeting**

The Senior Manager will inform the Examination Board of any change as a result of an appeal.

## ***7. Responsibilities***

Ultimate responsibility for this policy's introduction and implementation lies with the Head Teacher in consultation with the Governing Body. It is important to recognise that all staff, students and parents/carers have an active part to play in the evolution, development and maintenance of this policy.



# *Non-Examination Assessments*

This policy has been produced in conjunction with the JCQ 'Instructions for conducting non-examination assessments (new GCE & GCSE specifications)' document. This policy will be ready for a Centre inspection carried out by JCQ. JCQ documentation related to non-examination assessments (NEA's) can be found hereDZ

<https://www.jcq.org.uk/exams-office/non-examination-assessments>

An electronic copy of this policy is stored on the shared drive for all staff under the staff handbook.

A hard copy is kept by the Examinations Officer in the Exams Office.

## **The purpose of Non-Examination Assessments**

Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers. There are three assessment stages:

- Task setting
- Task taking
- Task marking

## **Subjects that require Non-Examination Assessments (Academic year 2019-2020)**

- GCSE Computer Science; GCSE English Language; GCSE French; GCSE Spanish; GCSE Physical Education; GCSE Food Preparation and Nutrition; Art and Design
- GCE A-level English Literature; GCE A-level Geography; GCE A-level Biology, Chemistry and Physics

## **Management of Non-Examination Assessments**

Tasks are set by either the awarding bodies' or by the subject Head of Department - this is dependent on the particular subject studied.

Heads of Department/Subject Leaders must issue tasks based on the information supplied by the awarding bodies in the subject specifications. This includes dates that tasks are issued to candidates, as well as deadlines.

Work produced by candidates and submitted for internal assessment and external moderation must be their own. Heads of Department/Subject Leaders must ensure this as part of their supervision of the candidates on their course.

NEA marks related to work marked by School staff are submitted by the **Head of Department** or **Subject Leader** to the **Headteacher/Head of Sixth Form** and to the **Examinations Officer**.

The **Examinations Officer** electronically through the relevant awarding body website (e-AQA, OCR Interchange and Edexcel Online) then submits the internally assessed marks.

The **Examinations Officer** then arranges for relevant hard copy work/audio and/or visual recordings to be dispatched for moderation.

## *Staff roles and responsibilities*

### **1. Senior Leadership team**

The Senior Leadership Team has overall responsibility for ensuring NEA's are planned and executed in line with regulations. This includes:

- Establishing Examinations centre policy on NEA's.
- Assigning responsibilities to specific members of staff.
- Ensuring that all staff understand their roles and responsibilities.
- Dealing with issues arising, e.g. resolving timetable clashes, and obtaining additional facilities.
- Monitoring the operation of NEA's, e.g. receiving reports from subject departments and/or the exams office.

### **2. Head of Department**

Every subject department will need to:

- Select awarding organizations and GCSE specifications in consultation with the Headteacher.
- Decide on timings of assessment to meet requirements of the deadlines issued by awarding bodies.
- Arrange internal standardisation of marking by all teachers involved in assessing the relevant components/units of work.
- Ensure that all teachers understand their roles and responsibilities in respect of NEA's and are familiar with the requirements of the GCSE specifications for their subject(s).

### **3. Subject staff**

Individual teachers must:

- Contribute to decisions about the selection of the awarding organisation and specification.
- Decide how the NEA's should be incorporated into the scheme of work to provide a coherent sequence of learning and ensure pupils are well prepared for the NEA scheme of work - for example in developing linguistic or practical skills.

- Provide information as necessary to the subject department (on planning of teaching) and to the Examinations Officer (individual unit codes, planned dates of assessment(s), for example).
- Book facilities, prepare resources and be aware of any specialist requirements needed for assessment work.
- Obtain confidential materials and tasks set by the awarding organisation.
- Supervise assessments, applying the specified level of control, and ensuring Authentication forms are signed by candidates and the supervising teacher.
- Advise the candidates on the criteria that must be met for an assessment, as well as what materials and equipment may be required and is available.
- Store candidates work securely.

#### **4. Exams Officer**

- Liaise as necessary with the senior leadership team, subject departments and individual teachers with regard to entries.
- Store candidates' work in the secure storage facilities in the Exams Office.
- Enter pupils for individual units, including NEA units and externally examined units.
- Be responsible, as necessary, for storage and transmission of information, data and confidential materials between awarding organisations, moderators and School staff. This includes the uploading of assessed marks through EDI or via awarding organisation websites, and the despatching of materials to moderators.

#### **5. Site Staff and Administrative Staff**

- Ensuring all necessary accommodation (rooms, workshops, studios, ICT suites) and facilities (equipment, laptops, apparatus, desks and chairs) are available and in place for NEA tasks.
- Arranging any additional equipment or materials that will be needed for the NEA tasks well in advance.
- Ensure, in liaison as necessary with Heads of Department, teachers and the Examinations Officer, that suitable secure storage exists for candidates' work.

#### **Code of Practice for Non-Examination Assessments**

1. It is the responsibility of each Curriculum Leader to obtain the NEA task details from the exam boards. The Head of Department will inform the Headteacher and Exams Officer of the date(s), time, number of pupils and method(s) of assessment(s).

2. The Course Leader should choose the most appropriate time(s) and location(s) for assessments to take place.

3. Non-Examination Assessments may take place during timetabled class hours.

4. Departments must plan when and how the assessments will take place, taking into account the accommodation and resources required. The Examinations Officer should be notified of these details.

5. Relevant display materials must be removed or covered up.
6. All staff must be aware of the relevant level of control permitted in respect of resources: internet access is not permitted unless specifically allowed as per the subject specification.
7. All assessment materials must be locked in a suitable secure cabinet at the end of each session. This includes the work to be assessed, as well as preparatory work.
8. Separate ICT user accounts for exam use must be used for high control level work. These must have no access to internet or e-mail and must only be accessible during the controlled sessions.
9. If a student is absent, the teacher must ensure that student the chance to make up the time, if necessary after school hours.
10. For long absences, special consideration should be applied for through the Exams Office.
11. Online or EDI marks must be uploaded by the Examinations Officer ahead of the awarding bodies' deadlines.
12. Attendance records from assessment sessions should be kept by the subject teacher.  
Non-Examinations Assessments Policy Review: September 2018 Created: September 2017
13. Work may be handwritten in black ink or word-processed. Printouts, charts and videos can be included where appropriate.
14. Group collaboration is permitted, unless specifically restricted by the specification; however, group assessment is not permitted. Marks are issued on an individual basis.
15. 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.
16. If suspected malpractice occurs, the Senior Leadership Team must be informed. The JCQ 'Suspected Malpractice in Examinations and Assessments' document must be referred to in this instance.
17. If a student's work is lost within the School, this must be reported to the Examinations Officer and Headteacher. The School must then inform the relevant awarding body. If the candidate is at fault for the loss of work then Special Consideration will not apply. If the loss is the fault of School staff then Special Consideration may be applied for.
18. Authentication forms must be signed by the teachers and all candidates before marking.
19. Access Arrangements applications must have been made by the SENCo in advance of any NEA work undertaken.

20. The assessment marks must be submitted to the exam board by the appropriate date each academic year.

21. Candidates' work must be securely stored as in point 7 (above) until all results have been verified. The Examinations Officer controls the storage facilities.

After the results are published, it may be possible to request a review of marking of the work in consultation with Headteacher or Exams Officer.

**Please see the 'Appeals against GCSE Controlled Assessment' GCE Coursework' GCSE and GCE Non-Examinations Assessments' Policy.**

## *Risk Management*

**Suspected Malpractice:** Teaching staff must report any alleged, suspected and actual incidents of malpractice to the Headteacher and Exams Officer. Incidents that occur prior to the signing of the candidate authentication statement may be dealt with internally in School. The awarding body does not need to be informed **unless** the breach relates to confidential material provided by the awarding body. If the candidate authentication statement has been signed then the relevant awarding body must be informed using FORM JCQ/M1. A penalty may be applied by the awarding body if malpractice has been found to have occurred. The Examinations Officer, who retains copies of the documents sent, carries out the reporting of any malpractice incident to the awarding bodies.

**Lost Work:** Work lost because of candidate negligence is not eligible for Special Consideration. Work lost because of Centre error or unplanned event (e.g. fire damage) may be eligible for Special Consideration. The Examinations Officer in agreement with Heads of Department and Headteacher completes applications. Work must always be stored securely in the secure storage facilities in the Exams Office and can be accessed in liaison with the Examinations Officer. Work should not be stored by teaching staff in storage cupboards, nor taken off site and stored at the teachers' homes. Once assessed work, if any, has been returned from moderators then it must be stored in the Exams Office secure storage facilities until the end of the appeals season.

**Wrong Task Set:** If the School sets the wrong NEA task then Special Consideration applications can be made, however this is at the discretion of the awarding bodies and work that relates to a task incorrectly set may not be accepted. Heads of Department must ensure that the correct NEA tasks are set.

**Absent Candidates:** Candidates absent unexpectedly for short periods must be allowed opportunities to make up the missed time. Special Consideration applications are not permitted for short periods of absence. Candidates absent on the day of an external examiner visit may be entitled to Special Consideration. The Examinations Officer in agreement with the Head of Department and Headteacher would make this application. Candidates absent for longer periods and who subsequently were unable to complete the

necessary tasks may be entitled to Special Consideration. Criteria for Special Consideration as noted by JCQ is as follows:

- The candidate has covered the whole course and has been fully prepared for the relevant assessment.*
- The candidate was unable to complete the relevant assessment **during the certification series** at the same time as his/her peers for an acceptable reason, i.e. a temporary injury, illness or other indisposition (where the assessment was scheduled for a restricted period of time.)*
- The centre has taken all reasonable steps to try to accommodate the candidate in completing the assessment, including the consideration of a short extension.*
- The centre can clearly set out why the assessment could not be completed in the certification series by means of an agreed extension.*
- The candidate meets the published criteria for enhanced grading.*
- The centre supports the application for special consideration*

# *Examinations*

## *Contingency Plan*

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## *Purpose*

**This contingency plan is in accordance with, and supports and underpins, the rules and regulations for the conduct of examinations issued by Joint Council for Qualifications (JCQ).**

- The Examination Contingency Plan is designed to ensure a consistent and effective response in the event of major disruption to the examination system at Wolgarston High School affecting candidates across several awarding organisations.
- All awarding organisations are required to have their own well-established contingency plans in place to respond to such disruptions. This Examinations Contingency Plan takes into account these processes and procedures and is designed to complement them, not replace them. This also applies to all other qualifications at Wolgarston High School.
- The plan will be implemented in the event of major disruption to the system, such as widespread illness, travel disruption, bad weather or power failures. Any actions taken will be subject to the advice of the official agencies dealing with the specific circumstances being faced, for example the Police, Environment Agency or Health Protection Agency.

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

The priority when implementing contingencies will be to maintain three principles:

- delivering assessments to published timetables
- delivering results to published timetables
- complying with regulatory requirements in relation to assessment, marking and standards.

If the usual contingencies are no longer sufficient to maintain these outcomes, the Senior Leadership Team and Governors will agree the additional actions required.



## *Communications*

In the event of local disruption Communication to teachers and students will take place through the Examination officer following agreement with the Head of Centre.

In the event of major disruption, details of specific contingencies agreed across Organisations involved in the examinations process will be confirmed on the Ofqual website and proactively communicated to relevant stakeholders.

This includes communications between the organisations involved in the response and communications to stakeholders such as centres, candidates, parents or carers and the public.

[www.ofqual.gov.uk/](http://www.ofqual.gov.uk/)

The organisations involved in this Exams Contingency Plan are committed to:

- sharing timely and accurate information as required to meet the aims of the plan
- communicating with stakeholders so they are aware of disruption to the exams, the contingency measures being implemented and any actions required of them as a result
- ensuring that any messages to the public are clear and accurate.

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

### **1. Examinations Officer extended absence at key points in the exam process (cycle)**

#### Criteria for implementation of the plan

Key tasks required in the management and administration of the exam cycle not undertaken including:

#### *Planning*

- annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered
- annual exams plan not produced identifying essential key tasks, key dates and deadlines
- sufficient invigilators not recruited and trained

#### *Entries*

- awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff
- candidates not being entered with awarding bodies for external exams/assessment
- awarding body entry deadlines missed or late or other penalty fees being incurred

#### *Pre-exams*

- exam timetabling, rooming allocation; and invigilation schedules not prepared
- candidates not briefed on exam timetables and awarding body information for candidates
- exam/assessment materials and candidates' work not stored under required secure conditions
- internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators

#### *Exam time*

- exams/assessments not taken under the conditions prescribed by awarding bodies
- required reports/requests not submitted to awarding bodies during exam/assessment periods e.g. very late arrival, suspected malpractice, special consideration
  - candidates' scripts not dispatched as required to awarding bodies

#### *Results and post-results*

- access to examination results affecting the distribution of results to candidates  the facilitation of the post-results services

#### Centre actions:

- Business Manager to liaise with I.T. Department, Deputy Head, Assistant Head and Directors of Learning over entries.
- Assistant Head and Cover & Visits Officer to liaise over pre-exam administration.
- Assistant Head to liaise with Business Manager regarding exam time issues and results.

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

### Criteria for implementation of the plan

Key tasks required in the management and administration of the access arrangements process within the exam cycle not undertaken including:

#### *Planning*

- candidates not tested/assessed to identify potential access arrangement requirements  evidence of need and evidence to support normal way of working not collated

#### *Pre-exams*

- approval for access arrangements not applied for to the awarding body
- modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
- staff providing support to access arrangement candidates not allocated and trained

#### *Exam time*

- access arrangement candidate support not arranged for exam rooms

### Centre actions:

- Assistant Head to liaise with Examinations Officer over SENDCo absence.

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

### Criteria for implementation of the plan

Key tasks not undertaken including:

- Early/estimated entry information not provided to the Examinations Officer on time; resulting in pre-release information not being received*

Final entry information not provided to the Examinations Officer on time; resulting in:

- candidates not being entered for exams/assessments or being entered late*
- late or other penalty fees being charged by awarding bodies*

Internal assessment marks and candidates' work not provided to meet submission deadlines

### Centre actions:

Deputy Head, Assistant Head and Examinations Officer to liaise with remaining teaching staff. Internal deadlines to be set building in time.

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

##### Criteria for implementation of the plan

- Failure to recruit and train sufficient invigilators to conduct exams
- Invigilator shortage on peak exam days
- Invigilator absence on the day of an exam

##### Centre actions:

- Recruitment and training is done well in advance.
- Assistant Head and Support Staff to cover absences or shortages, although Wolgarston High School's policy is not to work to the minimum ratio requirements.

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

##### Criteria for implementation of the plan

- Examinations Officer unable to identify sufficient/appropriate rooms during exams timetable planning
- Insufficient rooms available on peak exam days*
- Main exam venues unavailable due to an expected incident at exam time*

##### Centre actions:

- In an emergency the Sports Hall in the Leisure Centre could be utilised for examination purposes or rooms in the MFL Department.

#### **6. Failure of IT systems**

##### Criteria for implementation of the plan

- MIS system failure at final entry deadline*
- MIS system failure during exams preparation
- MIS system failure at results release time

##### Centre actions:

Examinations Officer, Assistant Head and IT Department to liaise with Examination Boards as to appropriate action. Information could be entered on a different site. Information is entered on final entry deadline only in extreme circumstances.

## **7. \* Disruption of teaching time - centre closed for an extended period**

### \*Criteria for implementation of the plan

- Centre closed or candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning.

### Centre actions:

- Headteacher, Governors, SLT to take the necessary action.

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

### \*Criteria for implementation of the plan

- Centre unable to open as normal for scheduled examinations

*\*In the event that the Head of Centre decides the centre cannot be opened for scheduled examinations, the relevant awarding body must be informed as soon as possible. Awarding bodies will be able to offer advice regarding the alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take scheduled examinations.*

### Centre actions:

- Examinations Officer to liaise with Head of Centre and to inform awarding bodies. Headteacher and Examinations Officer to action the use of alternative local venues, such as other Schools / Sports Halls / Haling Dene Centre.

## **9. \* Candidates unable to take examinations because of a crisis - centre remains open**

### \*Criteria for implementation of the plan

- Candidates are unable to attend the examination centre to take examinations as normal

### Centre actions:

- Consideration would be given on an individual basis as to why they were unable to attend the examination centre. Special consideration may be applied for.

## **10. \*Disruption to the transportation of completed examination scripts**

### \*Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts

### Centre actions:

- Scripts remain securely stored in Exams office or Examinations Officer transports them to the Post Office for collection by Parcelforce.

## **11. \*Assessment evidence is not available to be marked**

### \*Criteria for implementation of the plan

- Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked

### Centre actions:

- Examinations Officer to contact awarding bodies for advice.

## **12. \*Centre unable to distribute results as normal**

### \*Criteria for implementation of the plan

- Centre is unable to access or manage the distribution of results to candidates, or to facilitate post-results services

### Centre actions:

- Examinations Office to contact awarding bodies for advice.

\* information taken from the *Joint Contingency plan for the examination system in England, Wales and Northern Ireland*

## *Summary of Wolgarston High School's responsibilities in the event of disruption to examinations:*

- Preparing plans for any disruption to exams as part of centres' general emergency planning.
- Preparing candidates for examinations.
- Ensuring examinations and assessments are taken under the conditions prescribed by awarding organisations.
- Ensuring, where relevant, that assessment materials and candidate work are stored under secure conditions.
- Deciding whether the centre can open for examinations as scheduled and informing relevant awarding organisations if the centre is unable to open.
- Exploring the opportunities for alternative arrangements if the centre cannot open for examinations and agreeing such arrangements with the awarding organisations.
- Assessing and liaising with awarding organisations in the event of disruption to the transportation of papers.

## *Useful information*

AQA <http://www.aqa.org.uk/>

JCQ [www.jcq.org.uk](http://www.jcq.org.uk)

Ofqual [www.ofqual.gov.uk](http://www.ofqual.gov.uk)

DfE [www.education.gov.uk](http://www.education.gov.uk)

Edexcel [www.edexcel.com](http://www.edexcel.com)

OCR [www.ocr.org.uk](http://www.ocr.org.uk)

UCAS [www.ucas.ac.uk](http://www.ucas.ac.uk)

JCQ A guide to the special consideration process:

<http://www.jcq.org.uk/exams-office/access-arrangements-and-specialconsideration/regulations-and-guidance/a-guide-to-the-special-considerationprocess>

JCQ Instructions for conducting examinations

[www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations](http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations)

DfE Guidance on dealing with disruption to teaching and learning

<http://www.education.gov.uk/schools/adminandfinance/emergencyplanning/a0069425/advice-on-severe-weather>