



EXAMINATIONS POLICY 2023-24

Fairley House School

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Approved by:	Headmaster

www.fairleyhouse.org.uk

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1. Examinations Policy

The purpose of this exams policy is:

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

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

The exams policy will be reviewed every year by the Exams Officer.

Where references are made to JCQ regulations/guidelines, further details can be found at www.icq.org.uk.

1.1 Exam responsibilities

The Headmaster

The Headmaster is the Head of Centre and therefore:

- has overall responsibility for the school as an exams centre and advises on appeals and remarks.
- is responsible for reporting all suspected or actual incidents of malpractice - refer to the JCQ document *Suspected malpractice in examinations and assessments*.

Head of KS4

Responsible for:

- Ensuring that all external examinations and controlled assessment processes are conducted in accordance with national and awarding body regulations.
- Providing information on exam entries and estimated grades as advised by Subject Coordinators.

- Reporting all suspected or actual incidents of malpractice. Refer to the JCQ document *Suspected malpractice in examinations and assessments*.

The Exams Officer

Responsible for:

- Managing the administration of internal Key Stage 3 and 4 exams and external exams.
- Advising the senior leadership team, Subject Teachers and class tutors, and other relevant support staff on annual exams timetables and procedures as set by the various awarding bodies.
- Overseeing the production and distribution, to all centre staff and candidates, of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events.
- Ensuring that candidates and their parents are informed of and understand those aspects of the exams timetable that will affect them.
- Checking with teaching staff that the necessary coursework and/or controlled assessments are completed on time and in accordance with JCQ guidelines.
- Providing and confirming detailed data on estimated entries.
- Maintaining systems and processes to support the timely entry of candidates for their exams.
- Make appropriate timetabling and room arrangements for the above and ensuring proper examination invigilation of the examinations is put in place.
- Identifying and managing exam timetable clashes.
- Receiving, checking and storing securely all exam papers and completed scripts and ensuring that scripts are dispatched as per the guidelines.
- Administering access arrangements and making applications for special consideration following the regulations in the JCQ publication *A guide to the special consideration process*.
- Accounting for income and expenditures relating to all exam costs/charges.
- Line managing the Deputy Exams Officer/ senior exams invigilator in organising the recruitment, training, and monitoring of a team of exams invigilators responsible for the conduct of exams.

- Ensuring candidates' coursework / controlled assessment marks are submitted, and any other material required by the appropriate awarding bodies correctly and on schedule.
- Tracking, dispatching and storing returned coursework / controlled assessments.
- Arranging for dissemination of exam results and certificates to candidates and forwards, in consultation with the Head of KS4, any post results service requests.

The Deputy Exams Officer

Responsible for:

- Supporting with arranging and administering of all public and internal examinations
- Supporting the Examinations Officer/ Leadership, teachers, therapists, and support staff over examination entries and access arrangements
- Leading the access arrangements assessment process for all Y9/ KS4 students
- Supporting SENCO/ Examinations Officer in applying for access arrangements
- Leading training of access arrangement provision for staff and students
- Communication with students and parents regarding access arrangements
- Supporting with complying with the regulations of the Joint Council for Qualifications and ensuring the integrity of the exam process, including:
 1. Receiving and storing exam materials in the absence of the E.O.
 2. Supporting with setting up examination rooms and ensuring JCQ requirements are met
 3. Acting as 'second pair of eyes' for examination papers on exam days, and following JCQ guidelines in case an issue is detected (https://www.jcq.org.uk/wp-content/uploads/2022/10/ICE_22-23_Oct22_FINAL.pdf)
 4. Assisting with the organisation and storage of exam stationery and posters
 5. Supporting the invigilation of exams with recruitment and training of invigilators, and acting as Lead Invigilator during public exams when necessary

The Subject Co-ordinators

Responsible for:

- Providing guidance and pastoral oversight of candidates who are unsure about exams entries or amendments to entries.
- Providing accurate completion of entry and all other marksheets and adherence to deadlines as set by the Exams Officer.
- Providing accurate completion of coursework / controlled assessment marksheets and declaration sheets.

- Submitting candidates' coursework / controlled assessment marks on time as required by the appropriate awarding bodies.
- Supplying information on entries, coursework and controlled assessments as required by the Exams Officer.
- Deciding on post-results procedures in liaison with the Head of KS4 and Head of Centre.

Subject Teachers

Responsible for:

- Providing Subject Co-ordinators with submission of candidates' names and tiers of entries where necessary.
- Preparing students for exams with respect to the exam board's specification.

The Special Educational Needs Co-ordinators (SENCOs)

Responsible for:

- The identification and testing, with support from specialist teachers, of candidates' requirements for access arrangements and notifying the Exams Officer in good time so that they are able to put in place exam day arrangements
- Processing any necessary applications in order to gain approval (if required).
- Working with the Exams Officer to provide the access arrangements required by candidates in exams rooms.

The Centre invigilators

Responsible for:

- Assisting the Exams Officer in the efficient running of exams according to JCQ regulations.
- Clearly displaying the centre number and start/end times for each exam.
- Ensuring candidates do not leave an exam room until their exam paper has been picked up by an invigilator.

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

IT Staff

Responsible for:

- Handling electronic exam materials, including question papers, in accordance with JCQ regulations (https://www.jcq.org.uk/wp-content/uploads/2022/10/ICE_22-23_Oct22_FINAL.pdf)
- Setting up and distributing computers and other necessary devices for use in exam rooms- this includes configuring computers to facilitate individual students' access arrangements

Site Manager

Responsible for:

- Liaising with the Exams Officer with respect to rooms and numbers of candidates for each exam.
- Setting up the exam desks according to JCQ regulations.
- Ensuring lighting and heating in each space can be adjusted (specifically for media exams).

The Candidates

Responsible for:

- Confirming accuracy and signing of entries.
- Understanding coursework / controlled assessment regulations and signing a declaration that authenticates the coursework as their own.
- Read, understand and comply with all examination regulations, following instructions from the Exams Officer, Invigilators and Access Arrangement providers.

1.2 Qualifications offered

The qualifications offered at this centre are decided by the Head of Centre with the Head of KS4.

The types of qualifications offered are GCSE, Cambridge Nationals and Entry Level Certificates.

The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus or similar documents for that year. If there is to be a change of specification for the next year, the Exams Officer must be informed by September 30th in the year the teaching begins.

Informing the Exams Officer of changes to a specification is the responsibility of the Subject Coordinators and teachers delivering the course.

Decisions on whether a candidate should be entered for a particular subject will be taken by Subject Teachers in consultation with the Head of Centre/Head of KS4, parents and candidates.

1.3 Exam series

Internal KS4 exams (mock exams) for year 11 are scheduled in the Spring Term for academic year 2022-23, and the Summer Term for Y10.

External exams and assessments are scheduled in the summer exam series. *(Functional Skills assessments are scheduled throughout the year)*

Internal KS4 and KS3 exams are held under external exam conditions.

The Head of Centre decides which exam series are used in the centre.

The centre does offer some assessments on an on-demand basis. On-demand assessments can be scheduled only in windows agreed between the Subject Teachers and the Exams Officer.

1.4 Exam timetables

Once confirmed, the Exams Officer will circulate the exam timetables for internal and external exams at a specified date before each series begins.

1.5 Entries, entry details and late entries

Candidates or parents/carers can request a subject entry, change of level or withdrawal which will be considered by the Head of Centre/Head of KS4 in consultation with Subject Teachers.

The centre accepts entries from private candidates.

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

Entry deadlines are circulated to Subject Co-Ordinators/Subject Teachers via email, and briefing meetings.

Heads of department/curriculum will provide estimated entry information to the Exams Officer to meet JCQ and awarding body deadlines.

Entries and amendments made after an awarding organisation's deadline (i.e. late) require the authorisation, in writing, of the Head of Centre.

GCSE re-sits/retakes are allowed.

Functional skills re-sits/retakes are allowed.

Re-sit decisions will be made by Head of Centre/Head of KS4 in consultation with Subject Teachers.

1.6 Private candidates

Managing private candidates is the responsibility of the Exams Officer.

1.7 Exam fees

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

The Exams Officer will publish the deadline for actions well in advance for each exam series.

GCSE entry exam fees are paid by the centre.

Late entry or amendment fees are paid by the centre, unless an amendment is requested by the candidate or parents/carers.

Fee reimbursements are not sought from candidates.

Re-sit fees are paid by the centre, if it is recommended that the candidate should re-sit the exam – if the candidate chooses to re-sit an exam without recommendation from the centre the candidate will be responsible for the fees.

1.8 Estimated grades

Subject Teachers are responsible for submitting estimated grades to the Exams Officer when requested by the Exams Officer.

1.9 Managing invigilators

External staff will not be used to invigilate examinations. Centre staff will act as invigilators for internal exams and external exams.

Recruitment of invigilators is the responsibility of the Exams Officer.

Invigilators are timetabled and briefed by the Exams Officer.

Each year the Exams Officer and Deputy Exams Officer will provide exam invigilation training to all new and experienced invigilators.

Invigilators must ensure that exams papers are not read by Subject Teachers or removed from the exam room before the end of the exam session.

The Lead Invigilator will start exams in accordance with JCQ Guidelines.

A relevant Subject Co-Ordinator(s) should be available at the start of the exam to read out any subject-specific instructions and start the exam.

1.10 Exam days

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

Site management staff are responsible for setting up the allocated rooms, and will be advised of requirements two weeks in advance.

The invigilators will start and finish all exams in accordance with JCQ guidelines.

Senior staff may be present at the start of the exam to assist with identification of candidates. Any staff present must be in accordance with the rules defined by JCQ concerning who is allowed in the exam room and what they can do.

In practical exams, Subject Teachers' availability will be in accordance with JCQ guidelines. Exam papers must not be read by Subject Teachers or removed from the exam room before the end of a session. Papers will be distributed to Subject Co-Ordinators in accordance with JCQ's recommendations and no later than one hour after all candidates have completed them.

After an exam, the Exams Officer will arrange for the safe dispatch of completed examination scripts to awarding bodies, working in conjunction with centre invigilators.

1.11 Candidates

The Exams Officer will provide written information to candidates in advance of each exam series. A formal briefing session for candidates may be given by the Head of KS4.

The centre's published rules on acceptable dress and behaviour apply at all times. Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.

In an exam room candidates must not have access to items other than those clearly allowed in the instructions on the question paper, the stationery list, or the specification for that subject. This is particularly true of mobile phones and other electronic communication or storage devices with text or digital facilities, including watches of any kind. Any precluded items must not be taken into an exam room.

Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full exam time at the discretion of the invigilator.

Note: candidates who leave an exam room must be accompanied by an appropriate member of staff at all times.

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

1.12 Clash candidates

The Exams Officer will be responsible as necessary for supervising escorts, identifying a secure venue and arranging overnight stays (if necessary) for any student who faces an examination clash on their timetable.

1.13 Internal assessment

It is the duty of Subject Co-ordinators/Subject Teachers to ensure that all internal assessment is ready for dispatch at the correct time. The Exams Officer will assist by keeping a record of each dispatch, including the recipient details and the date and time sent.

Marks for all internally assessed work are provided to the Exams Officer by the Subject Teachers. The Exams Officer will inform staff of the date when appeals against internal assessments must be made by. Any appeals will be dealt with in accordance with the centre's Internal Appeals Procedure (IAP) document.

1.14 Results

Candidates will receive individual results slips on results days,

- in person at the centre
- or by post to their home address - candidates to provide a self-addressed envelope

The results slip will not be in the form of a centre produced document.

Arrangements for the centre to be open on results days are made by the Exams Officer.

The provision of the necessary staff on results days is the responsibility of the Head of KS4.

1.15 Enquiries about Results (EAR)

EARs may be requested by centre staff or the candidate following the release of results. A request for a re-mark or clerical check requires the written consent of the candidate, a request for a remoderation of internally assessed work may be submitted without the consent of the group of candidates.

The cost of EARs will be paid by the centre if supported by the subject staff, otherwise responsibility for payment is that of the candidate.

All decisions on whether to make an application for an EAR will be made by Head of KS4.

If a candidate's request for an EAR is not supported, the candidate may appeal and the centre will respond by following the process in its Internal Appeals Procedure (IAP) document.

All processing of EARs will be the responsibility of the Exams Officer following the JCQ guidance.

1.16 Access to Scripts (ATS)

After the release of results, candidates may ask subject staff to request the return of written exam papers within 3 days of the receipt of results.

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

An EAR cannot be applied for once an original script has been returned.

Processing of requests for ATS will be the responsibility of the Exams Officer.

1.17 Certificates

Candidates will receive their certificates in person at the centre.

Certificates can be collected on behalf of a candidate by third parties, provided they have written authority from the candidate to do so, and bring suitable identification with them that confirms who they are. Certificates are collected and signed for by candidates or their nominated representatives.

The centre retains certificates for 2 years.

The school will not issue a new certificate. A transcript of results may be issued if a candidate agrees to pay the costs incurred.

2. Learner Recruitment, Registration and Certification Policy

Developing a curriculum which is relevant to the 21st century that gives learners the ability to be successful and to achieve is paramount to FHS educational principles.

To this extent a range of courses and curriculum pathways are open to young people both academically, vocationally and pathways which have both academic and vocational elements. In order to support learners in making the right realistic and well-informed choices FHS is committed to quality information, advice and guidance. To ensure the successful conclusion of these courses and to support learners with the transition into GCSE education FHS processes are underpinned by rigorous registration and certification protocols.

2.1 Aims

- To ensure that all learners are recruited onto courses based on their aspirations, skills and attributes with integrity and professionalism.
- To ensure that learners are recruited and registered to the correct programme and within the correct timescale.
- To ensure that accurate, up to date and auditable centre registration, achievement and certification records are maintained in accordance with examination board requirements
- To establish the roles and responsibilities of staff involved in the recruitment, registration and certification procedures.
- To claim valid learner certificates within agreed timescales.
- To construct a secure, accurate and accessible audit trail to ensure that individual learner's registration and certification claims can be tracked to the certificate which is issued for each learner.
- To ensure that a mechanism is in place for Subject Co-ordinators to check the accuracy of learner registrations.

2.2 Practice

- Subject Co-Ordinators and Head of KS4 will provide information relating to courses for publication either in KS4 Prospectus or electronically as part of the quality information advice and guidance system. Such information should outline the requirements of the course, the possible entry requirements, a progression route into further education and the possible careers that a successful applicant could pursue.
- Taster sessions of any new courses is encouraged to give possible recruits' a flavour of the type of work undertaken and where possible an example of the method of assessment used. This is provided through Options Evening, which occurs during the spring term.
- A period of time of induction will be given to learners undertaking new courses but it is envisaged that withdrawals will be at a minimum with robust information, advice and guidance processes.
- Subject Co-Ordinators will speak to learners personally who they feel may struggle to engage with the course materials and or the assessment procedures.
- Subject Co-Ordinators should always look to tailoring the methods of assessment to suit the individual needs of learners in order to make courses accessible.
- Where courses with vocational elements are offered to younger learners with limited experience of the world or work, then the programme leaders will ensure that the design of such course materials will take this into account.
- Opportunities through guest speakers, visits to industrial establishments, coordination between the course materials and the Schools work based learning programme will be some of the ways in which Subject Co-Ordinators ensure that learners are given relevant experience of the workplace.
- The Exams Officer shall ensure that a robust system of registration is in place to ensure that all learners are registered on courses in line with exam board's requirements and within deadline. Such a system should take account of checking details of learners, the type of course they have been registered onto and the need to cross-check all details with Subject Co-Ordinators twice during this process.
- Subject Co-Ordinators will ensure that all learners registered and inducted on to courses will be familiar with the School policies relating to malpractice, appeals and internal verification and assessment along with the policy on reasonable adjustment and special consideration.

- The Exams Officer shall ensure that the transfer of data between centres is also completed in the event of a learner transferring between centres.
- The Examinations Officer shall ensure that all learners are aware of their learner status and that withdrawals, transfers or changes to any learners' details are kept up-to-date in School and that examination boards have been notified.
- Subject Co-Ordinators are responsible for the assessment data held by the examination boards is accurate and that they can provide an audit trail of learner assessment and achievement which can be made accessible.
- The Exams Officer shall ensure that timely certificate claims are made and that they are based solely on internally verified records and that these are made to the awarding body. All certificates should be audited to ensure accuracy and completeness.
- The Exams Officer shall ensure that all records are kept safely and securely post certification for recommended periods of time in line with examination board requirements.
- The Examinations Officers should ensure that unit certification takes place for learners who have not completed sufficient number of units to receive the full award but can be certificated for the units that they have achieved.

3. Recognition of Prior Learning (RPL) Policy

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so not need to develop through a course of learning.

The school recognises the RPL enables recognition of achievement from a range of activities using any appropriate methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit or a whole qualification. Evidence of learning provided by the candidate must be valid and reliable.

3.1 Scope

This policy applies to qualifications on the Joint Council for Qualification (JCQ), National Qualifications Framework (NQF), the Qualifications and credit Framework (QCF) and other national frameworks.

3.2 Legislation

The Equality Act 2010 applies to the operation of this policy.

3.3 Responsibilities

All staff have a responsibility to give full and active support for the policy by ensuring that the policy is known, understood and implemented.

3.4 Principles to Implement and Develop Policy

- RPL is a valid method of enabling individuals to claim credit for units, irrespective of how their learning took place. There is no difference between the achievement of the learning outcomes and assessment criteria of a unit through prior learning or through a formal programme of study.
- RPL processes, procedures, practices and decisions should be transparent, rigorous, reliable, fair and accessible to individuals and stakeholders to ensure that users can be confident of the decisions and outcomes of RPL.
- RPL is a learner-centred, voluntary (for the learner) process. The individual should be offered advice on the nature and range of evidence considered appropriate, to support a claim for credit through RPL, and be given guidance and support to make a claim.

- The process of assessment for RPL is subject to the same quality assurance and monitoring standards as any other form of assessment. The award of credit through RPL will not be distinguished from any other credits awarded.
- Assessment methods for RPL must be of equal rigour to other assessment methods, be fit for purpose and relate to the evidence of learning. Credit may be claimed for any unit through RPL unless the assessment requirements of the unit do not allow this, based on a rationale consistent with the aims and regulations of the framework.
- Where units are assessed against assessment criteria or grading criteria, then all evidence must be evaluated using the stipulated criteria. In assessing a unit using RPL the assessor must be satisfied that the evidence produced by the learner meets the assessment standard established by the learning outcome and its related assessment criteria. The evidence must be authentic, current, relevant and sufficient.
- The prior learning that would provide evidence of current knowledge, understanding and skills will vary from sector to sector. It will depend on the extent of the experience, technological changes and the nature of the outcome claimed. If the currency of any evidence is in doubt, the assessor may use questions to check understanding, and for competence.
- The assessment and award of credit must take into account the relevant validating or awarding body regulations pertaining to RPL.
- The rules, regulations and procedures governing the recognition of prior learning should be included in the student handbook given to every student when joining the programme/course.
- A student should have the right to appeal when an application for credit is unsuccessful.

3.5 Student Entitlements

- All students shall be entitled to apply for RPL providing they meet the specific requirements of the validating /awarding body governing the qualification for which they are studying.
- A student who makes an initial enquiry about RPL should be given timely and appropriate guidance and support on the rules, regulations and processes involved in accreditation.
- A student may appeal against the credit points awarded but only on the grounds of non-observance of agreed procedures and/or improper application of those procedures.

3.6 Student Responsibilities

- The student must complete a credit claim form, and provide evidence to show that the requirements of the unit, module or part of a unit, or module have been covered.
- The student must consult with the agreed subject specialist in the preparation of his/her evidence.
- Students applying for credit must agree an action plan to enable him/her to obtain the award s/he is aiming for.
- Students must agree to attend any further oral assessments or appropriate assessments if initial evidence is deemed to be unsatisfactory for the RPL assessor.

3.7 Teaching staff's responsibilities

- To provide support and encouragement to all students wishing to claim credit for prior learning.
- Following initial enquiries by any student the member of staff should place the student in contact with a subject specialist.
- The subject specialist should develop, with the student, an action plan to address the learning outcomes of the programme.
- The subject specialist should identify the evidence needed to support the claim for credit and explain how this evidence will be assessed and by whom.
- Ensure that the student claiming credit is enrolled with the school for a specific award/qualification.
- To notify to the Exams Officer of any student claiming credits by RPL or using units gained from one qualification towards the next level of achievement.

3.8 Management responsibilities

School Senior Leadership should ensure that:

- All staff are fully conversant with this policy and the demands it places on them
- All appropriate staff are competent to undertake their roles and responsibilities in the procedures for verification and recognition of prior learning.
- Staff development is made available to those staff not conversant with or competent to undertake the procedures for RPL.

3.9 Monitoring & Evaluation

- Every 2 years the Senior Leadership Team will monitor the operation of the policy to ensure it reflects current strategic aims.

4. Controlled Assessment Policy

Controlled Assessment is a form of internal assessment which replaces GCSE coursework. It is intended to enable teachers to authenticate and confirm that students have carried out the assessment tasks set in accordance with their exam specification.

The Controlled Assessment Policy should be read alongside the Controlled Assessment Risk Assessment to ensure that as far as possible risks within the centre are minimised.

4.1 Staff Responsibilities

Head of Centre

- To be familiar with Joint Council for Qualifications (JCQ) Instructions for Conducting Controlled Assessment
- To provide teachers delivering Controlled Assessment with information, support and guidance needed to comply with JCQ requirements
- To create, publish and update an Internal Appeals Policy for Controlled Assessment

Head of KS4

- To provide teachers delivering Controlled Assessment with information, support and guidance needed to best support and maximise the performance of all students
- To monitor subject processes and procedures to ensure compliance with JCQ requirements and student performance

Deputy Head

- To manage the resources required for the completion of Controlled Assessment including:
 - ICT facilities
 - Timetables
 - Time out of school (e.g. fieldwork)
 - Cover for Standardisation of Controlled Assessment as required

Special Educational Needs Coordinator (SENCo)

- To be familiar with JCQ Instructions for Conducting Controlled Assessment with reference to Special Access Arrangements
- To co-ordinate requests for Special Access Arrangements within Controlled Assessments
- To update teaching staff on the needs of candidates, for example when Access Arrangements have been applied for to ensure requirements are met
- To facilitate Access Arrangements for students within Controlled Assessment conditions

Subject Teachers

- To be familiar with JCQ Instructions for Conducting Controlled Assessment
- To understand and comply with specific instructions for conducting Controlled Assessment from relevant GCSE Awarding Bodies
- To ensure that the candidates and supervising teacher sign authentication forms when assessment is completed
- To store work between assessment sessions if completed over more than one sitting
- To be familiar with JCQ Instructions for Conducting Controlled Assessment with reference to Special Access Arrangements
- To make appropriate provision for students requiring Access Arrangements through consultation with SENCO and Head of KS4
- To complete paperwork relating to Access Arrangements, for example declaration sheets for Scribes
- To mark internally assessed components using the Awarding Bodies mark scheme
- To keep a record of marks awarded
- To participate in relevant internal standardisation of Controlled Assessments
- In collaboration with the Examinations Officer to submit Controlled Assessment marks to Awarding Bodies
- In collaboration with the Examinations Officer to dispatch Controlled Assessments for external moderation
- In collaboration with the Examinations Officer to securely store completed Controlled Assessments

Exams Officer

- To be familiar with Joint Council for Qualifications (JCQ) Instructions for Conducting Controlled Assessment
- To be familiar with specific instructions for conducting Controlled Assessment from relevant GCSE Awarding Bodies
- To receive and dispatch confidential materials to appropriate members of staff, ensuring that JCQ requirements for safe storage and transmission are followed
- To remind teaching staff of deadlines and to ensure that these are followed
- To submit Controlled Assessment marks to Awarding Bodies when provided by teachers
- To dispatch Controlled Assessments for external moderation when provided by teachers
- To securely store completed Controlled Assessments

5. Controlled Assessment Risk Management Process

Example risks and issues	Possible remedial action		Staff
	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.	EXAMS OFFICER SENIOR LEADERSHIP TEAM HEAD OF KS4 SUBJECT CO-ORDINATORS
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 SENIOR LEADERSHIP TEAM HEAD OF KS4 SUBJECT CO-ORDINATORS
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 main exam space, one classroom or multiple sittings where necessary.	EXAMS OFFICER HEAD OF KS4 SUBJECT CO-ORDINATORS
Insufficient facilities for all candidates.	Careful planning ahead and booking of rooms / centre facilities		EXAMS OFFICER

Example risks and issues	Possible remedial action		Staff
	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.	EXAMS OFFICER IT TEAM
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.	EXAMS OFFICER SUBJECT CO-ORDINATORS
Loss of task details in transmission.	Download tasks well ahead of scheduled assessment date.	Report loss to awarding body for replacement; download again.	EXAMS OFFICER SUBJECT CO-ORDINATORS
Absent candidates			
Candidates absent for all or part of assessment (various reasons).	Plan alternative session(s) for candidates.		EXAMS OFFICER HEAD OF KS4
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 HEAD OF KS4

Example risks and issues	Possible remedial action		Staff
	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.	EXAMS OFFICER HEAD OF KS4
Supervision			
Student 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.	HEAD OF KS4 SUBJECT CO-ORDINATOR
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.		EXAMS OFFICER HEAD OF KS4 SUBJECT CO-ORDINATOR
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.		EXAMS OFFICER

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

Example risks and issues	Possible remedial action		Staff
	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.**	Seek guidance from the awarding body.	EXAM OFFICER HEAD OF KS4 SUBJECT CO-ORDINATOR
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.	EXAM OFFICER SUBJECT CO-ORDINATOR
Security of materials			
Assessment tasks not kept secure before assessment.	Ensure teaching staff understand importance of task security.	Request/obtain different assessment tasks.	EXAMS OFFICER SUBJECT CO-ORDINATOR
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.	SUBJECT CO-ORDINATOR
Insufficient or insecure storage space.	Look at provision for suitable storage early in the course.	Find alternative spaces.	EXAMS OFFICER SUBJECT CO-ORDINATOR SITE MANAGER

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

Example risks and issues	Possible remedial action		Staff
	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.** *	Seek guidance from the awarding body.	EXAM OFFICER HEAD OF KS4 SUBJECT CO-ORDINATOR
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.	EXAM OFFICER SUBJECT CO-ORDINATOR
Security of materials			
Assessment tasks not kept secure before assessment.	Ensure teaching staff understand importance of task security.	Request/obtain different assessment tasks.	EXAMS OFFICER SUBJECT CO-ORDINATOR
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.	SUBJECT CO-ORDINATOR
Insufficient or insecure storage space.	Look at provision for suitable storage early in the course.	Find alternative spaces.	EXAMS OFFICER SUBJECT CO-ORDINATOR SITE MANAGER

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

Example risks and issues	Possible remedial action		Staff
	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.	SUBJECT CO-ORDINATOR
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.	EXAMS OFFICER SUBJECT CO-ORDINATOR
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 CO-ORDINATOR
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 CO-ORDINATOR
Marking			
Teaching staff/assessors interpret marking descriptions incorrectly.	Ensure appropriate training and practicing of marking. Plan for sampling of marking during the practice phase.	Arrange for remarking. Consult awarding body specification for appropriate procedure.	SUBJECT CO-ORDINATOR

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
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 CO-ORDINATOR

6. Equality Legislation and Diversity Discrimination Act

All exam centre staff must ensure that they meet the requirements of the Equality Legislation (2010) and Disability Discrimination Act (2005).

The centre will comply with the 2010 Equality Legislation and 2005 Disability Discrimination Act, including making reasonable adjustments to the service that the centre provides to candidates in accordance with requirements defined by the legislation, awarding bodies, and JCQ. This is the responsibility of the Exams Officer.

This policy is designed to reflect our commitment to “Improving access and meeting the requirements of candidates”.

6.1 The building

Statement of need	Current provision
Ensure that the entrances to the centre and corridors approaching the examination rooms are well lit.	All corridors and main entrances are well lit and maintained regularly.
Lighting should be checked for suitability both during the day and for evenings.	The Site Manager is charged with ensuring that the lighting is fit for purpose and operational at all times the school is in operation.
Lighting should be evenly distributed, ensuring that it does not cause glare and shadows. This is particularly important for people with a visual impairment or with perceptual difficulties.	Lighting is evenly distributed.

Statement of need	Current provision
Ensure that there is no lighting which may trigger seizures for those candidates with epilepsy.	The use of fluorescent lighting in any room can, when it malfunctions, cause flickering. In both main exams rooms the main source of lighting during the summer is natural light. Lights are checked at the start of each day and replaced or disabled if any light is failing / flickering.
Use tactile surfaces to highlight any steps, stairways or changes in level.	Fully compliant.
If at all possible, try to arrange examination rooms on the ground floor of buildings, and at the very least ensure that they are located near emergency exits.	The main exam rooms to be used are the two New Classrooms on the ground floor, with fire door exits and exit immediately out to the fire meeting point. Classrooms on the third floor are used for 1:1 exam invigilation. All exam rooms have fire safety doors and windows.
Where a private room has been arranged for an examination, check that the environment is suitable for the candidate. For example, is there enough room for a wheelchair and its supports? Is the decoration likely to result in discomfort or hyper nervous stimulation if the candidate has autism?	The walls and décor in all the rooms are neutrally and there are limited display around the walls. Any room in the school is accessible to wheelchairs, via a lift if not on ground floor.
Ensure that those who need to take medication during the course of an examination can do so in privacy and as speedily as possible.	Any student who needs to leave an examination room will do so under normal examination guidelines for students who need to leave. An adult will follow the student where they will be able to make use of the Medical Room (a private room).
Try to arrange examination rooms which are close to an accessible toilet. Be aware that many candidates may need adult changing facilities in the accessible toilet.	There are toilets located in close proximity to all main exam rooms.
Lighting in toilets should be adjustable as this is essential for candidates who are deaf blind.	Lighting within the toilets/Changing rooms is sufficient to ensure students can get changed and use the facilities properly. If however, we have such students, we will look at making the required adjustments.

Statement of need	Current provision
<p>Mirrors should be used sparingly in an accessible toilet as they can add to the confusion of perceptual problems.</p>	<p>There are limited mirrors in the toilets.</p>
<p>Check that there is also a facility to open the door in an accessible toilet from the outside in an emergency.</p>	<p>All locks are openly accessibly from the outside in the event of needing to gain access in an emergency</p>
<p>Centre's should ensure that both disabled candidates and staff are aware of the emergency evacuation procedures to ensure that disabled candidates can be safely evacuated from the building whatever their disability or impairment.</p>	<p>The evacuation procedures are provided to all students and staff before an examination series. It will be made clear that the disabled candidates will need to be given the required assistance in the event of an emergency.</p>

6.2 Seating

Statement of need	Current provision
<p>If you know that a candidate may become unwell during the examination because of the nature of their disability, try to ensure that you seat them close to the exits to make them feel more comfortable and to limit disruption for others.</p>	<p>Standard practice at the start of the examination series is to ensure that those candidates who may be unwell are seated next to the door such that they can exit the room with the least amount of disruption.</p>
<p>Make sure that there is sufficient space between desks and chairs to enable a candidate (or invigilator) who uses a wheelchair to enter and leave the area without difficulty.</p>	<p>Students who may require the use of a wheelchair will be allocated a seat near the main entrance to the room. There will always be a minimum of 1.25m between chairs and tables. If space permits, there will be more space given to those students in wheelchairs.</p>
<p>Make sure that there are chairs available outside examination rooms to enable those with mobility issues or those who may simply be experiencing particular stress to sit and rest before they enter the examination.</p>	<p>As students congregate in the Lower Quad before the examination there is seating provided for students, both inside and out. It will be made available to any students who might have mobility issues before an examination.</p>
<p>Ensure that seating is appropriate and comfortable for those who may have a disability that affects seating and posture.</p>	<p>Where we admit students where seating and posture might be an issue, we will do all we can to ensure that there is seating available which meets their needs.</p>

6.3 Signage

Statement of need	Current provision
Make sure that all the signs for the examination and those provided by JCQ are suitably sized and adapted to meet the needs of candidates with a disability.	All signs are produced in both A4 and A3 format and displayed throughout the school to enable those students who might have visual impairments the opportunity to read and access the text.
Sign content should be simple, short and easily understood.	All signs produced are simple, short and easily understood.
Text and lettering should be in a clear, uncomplicated and reasonably sized font (12pt). Sans serif fonts such as Arial are recommended.	The school uses a minimum of Calibri, Size 11pt, for all their documentation and communications with parents and students.
The style, wording and design of signs should be consistent throughout the exam centre. This will help candidates to easily recognise signs as they move around the building.	All signs are, where possible, produced to the same standards and the same layout and design.
Signage should combine raised text, pictorial symbols, arrows and Braille.	This is an area we will be working on in the near future.
Braille signs should have a small tactile arrow on the left side.	This is an area we will be working on in the near future.
The colour of signs should contrast with the colour of the walls.	The walls of the school are all; blue. All examination signs are produced in white. They are a stark contrast to the colours of the walls and are easily identifiable.
Signage should be placed at consistent heights.	All signs are placed at chest height in containers to ensure that all students have the best opportunity to view them.

Statement of need	Current provision
Make sure that signs which identify examination rooms are situated on the wall in case the door is open when a candidate needs to see the sign.	All signs are placed beside doors in holders made specifically for the purpose. Signs are also placed on the doors but only when there are signs in close proximity on walls.
Floor plans should be placed at main entrances and at designated areas within buildings, such as outside lifts and close to stairways. These should have easily distinguishable symbols to locate areas and should include instructions for visually impaired candidates to enable them to locate lifts, staircases, accessible toilets and examination rooms.	Maps are already in place to show you where you are in the building.

6.4 Emergency Evacuation

Statement of need	Current provision
Think about evacuation procedures and ensure that all staff, including invigilators, know what procedures are in place for those with a disability, in particular for those who may need assistance to leave a building.	Invigilators, at the time of an examination, will be aware of which students might need assistance with leaving the examinations room should there be an emergency. The school has specific exit strategies and all invigilators are aware of them and will put them into place.
Procedures should be in place so that staff and invigilators know who is responsible for responding to emergency calls.	All invigilators know that it is the responsibility of the Exams Officer to liaise with SLT to make the call in light of an emergency. All students will remain in the room until such a time as the Exams Officer advise them otherwise (either in person or via the communications systems in place).
Make sure that when evacuation and emergency procedures are being explained to candidates, attention is given to appropriate explanation for those with a disability whose arrangements may be different.	Students have the processes detailed in their examinations handbook (given at the start of each Examinations Year). This is also explained to them in assemblies before the Examinations Season starts. Those students who might have specific learning difficulties or disabilities which might require them to have instructions explained in a different format will be spoken individually.

Statement of need	Current provision
Fire alarms which have both aural and visual alerts should be installed. Consider making arrangements for a flashing visual alarm and/or a handheld vibrating alarm. Visit the Deaf Alerter website at www.deaf-alerter.com/website.htm .	In the event of an alarm all students will be made aware of the fact an alarm is in progress using whichever many methods required to assist those with learning/auditory/visual disabilities.
Pictorial symbols should be included on all fire evacuation signs. This will help people with learning difficulties, people with dementia and people who have difficulty reading English.	The school use the current legally acceptable signage with regards to fire exit and evacuation. Students should be able to follow the signs, or the instructions of the members of staff/invigilators.
All fire exit signs should indicate which exits are suitable for wheelchair users.	School is fully accessible to wheelchairs.
Ensure that all ground floor exits are level and are accessible to wheelchair users.	Fully compliant.
Make sure that staff are aware of where any 'evacuation' chairs are and that the chairs are located at identifiable points. All staff should be trained in using them.	The school does not, at this time, have an evacuation chair. There will be measures put into place, and sufficient training, to ensure that any person who requires evacuation, will be able to do so without the use of an evacuation chair. We will, however, look into the possibility of purchasing such things in the future.

6.5 Resources

Statement of need	Current provision
Where computers are being used for an examination, for example in the key stage 4 ICT test, ensure that hardware and software has been properly adapted and tested for those who may use them, such as people with a visual or aural impairment.	Computers at FHS are used frequently for examinations. We use all available tools to ensure fair and appropriate access to computer facilities for our students.
Ensure that there are backups and alternatives in case support equipment ceases to function.	We have currently back up all systems within the school. We have technical support available on a 'needs basis'. A system is soon to be installed to ensure that backups happen outside of school at regular intervals.

7. Access Arrangement Policy

FHS will make provisions to support candidates in a national / public exams (subject to exam board approval). Access Arrangements will be agreed before an assessment.

Responsibilities of the SENCo

- Ensure that there is appropriate evidence for a candidate's access arrangement.
- Decide on the candidate's access arrangements
- Ensure that completed access arrangements applications to the awarding bodies are submitted.
- Inform Subject Teachers of candidates with special educational needs and any special arrangements that individual candidates will need during the course and in any assessments/exams.
- Ensure there is appropriate evidence for a candidate's access arrangement
- Submit completed access arrangement applications to the awarding bodies
- Keep evidence of assessors qualification
- Monitor portfolio of detailed evidence of students learning needs

Responsibilities of the Exams Officer

- During examinations to implement the access arrangement requirements identified by the assessor.
- Train invigilators in providing access arrangements

Responsibilities of the Deputy Exams Officer

- Lead the access arrangements assessment process
- Support the Exams Officer in training invigilators in providing access arrangements

7.1 The assessment process

Baseline data

FHS specialises in teaching students with Dyslexia. All students, when they join our school complete an assessment carried out by a qualified assessor appointed by the Head of Centre. This enables us to identify students who may have barriers to learning. When this is the case, the student will have access an appropriate intervention both in the classroom and during examinations.

Access arrangements requirements that a) have been identified and b) approved by the exam relevant boards before the candidate takes an exam will be implemented during examinations.

How do staff and parents know whether a student has access arrangements?

When a need for access arrangements has been identified, the relevant parties are informed:

- Parents in writing – the letter/report outlines the type of arrangements that have been awarded
- Students are informed verbally and in writing
- The teachers and the Exam Officer are sent a list of those who receive access arrangements, and this becomes their 'normal way of working' in class.

Internal subject specific tests

Where a need for access arrangements has been identified, the student accesses this arrangement during internal assessments therefore making it their 'normal way of working'.

7.3 The use of a Word Processor

FHS will consider the needs of the candidate at the start of their course leading to a qualification based on evidence gathered that firmly establishes the candidate's needs and practice in the classroom, internal tests/exams, mock exams etc.

The centre will allocate the use of a word processor where:

- It is candidate's normal way of working within the centre.
- It is appropriate to candidate's needs, which may include one or more of the followings:

- a learning difficulty which has a substantial and long term adverse effect on his/her ability to write legibly
 - a medical condition
 - a physical disability
 - a sensory impairment;
 - planning and organisational problems when writing by hand ○ poor handwriting
- The integrity of the assessment can be maintained.
 - Individual subject specification allows such arrangement. Hence, the decision will be made on a subject-by-subject basis.

The centre will not grant the use of a word processor:

- Simply because it is the candidate's preferred way of working within the centre.
- Where it will compromise the assessment objectives of the specification in question.

Exceptions:

The only exception to the above where the use of a word processor would be considered for a candidate would be:

- in the event of a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course.
- where a subject within the curriculum is delivered electronically and the centre provides word processors to all candidates.

Data storage:

The centre will ensure that candidate can save their exam scripts in the school safe U drive. This drive is dedicated solely to exams and assessment record. Candidates are exclusively give access to it during exams and for the duration of the examination only. Only the Exams Officer and the IT Manager have access to the material saved in the G drive.

Printing exam scripts

The centre will ensure:

- The word processor is either connected to the printer in the exam room so that a script can be printed off, or have the facility to print from a portable storage medium.
- The candidate is present to verify that the work printed is their own.
- A word processed script is attached to any answer booklet which contains some of the answers.
- A word processor cover sheet (Form 4) is completed and included with the candidate's typed script (according to the relevant awarding body's instructions)

Some types of access arrangements

When might an Exam Access Arrangements be needed?

Scribe	A trained adult who writes for the student. The student would dictate their answers. The scribe would write exactly what they say.	Where there is a physical disability; where their writing is: <ul style="list-style-type: none">• Illegible and may hamper their ability to be understood• Slow speed to complete the written tasks in the allocated time
Reader	A trained adult who would read the question and any relevant text (with the exception of Section A of an English GCSE Exam) for the student. The student would then write the answer/s themselves.	Where there is a standardised score of below 85 in a test administered by Specialist Teacher (100 is average)
Word Processor	Access to a computer for an exam (if appropriate – not for subjects such as Maths) so the student would word process their answers. Spelling and grammar checks would be disabled and a special exam account would be used with no internet access. In some exceptional circumstances students may be entitled to use a spell check enabled computer.	Where there is a physical disability; their writing would be: <ul style="list-style-type: none">• Illegible and may hamper their ability to be understood• Speed is too slow to be able to complete the examination in the allocated time
Extra Time	Students may be entitled to an allowance of up to 25% depending on the history of evidence of need and the recommendation of the designated Specialist Teacher. In some exceptional circumstances students may be entitled to an allowance up to 50%.	Where a student's ability to process information is slower than average
Rest Breaks	Where students are permitted to stop for short break/s during the exam and the time stopped is added to the finish time, with the effect of elongating the exam but not actually using any extra time.	Where a student has a physical disability which prevents them from concentrating for long periods of time. This is now the recommended option for exam boards before considering extra time.
Prompter	Where a student has little sense of time or loses concentration easily, a trained adult can prompt them with a few permitted phrases to refocus, move the student on to the next question or indicate how much time is left.	For a student who loses concentration/focus, and is not aware of time.

8. Special Consideration and Reasonable Adjustments Policy

Should a candidate be unable to attend an exam because of illness, suffer bereavement or other trauma, be ill or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the centre's Exams Officer to that effect.

8.1 Eligibility for special consideration

An application may be made for special consideration either:

When a candidate's performance in an exam may have been affected by circumstances beyond their control, e.g.

- a personal trauma or upset shortly before or at the time of the exam, such as bereavement or family crisis
- a minor injury occurring immediately before the exam, such as a sprained wrist
- a sudden malfunction of the instrument immediately before the exam, such as problems with the key-work/pads on a woodwind instrument
- serious disturbance at the time of the exam, such as noise from nearby building works

OR

When the exam is not completed due to circumstances beyond the candidate's control, e.g.

- illness part way through an exam
- instrument failure part-way through an exam, such as problems with the key-work/pads on a woodwind instrument
- disruption to the exam by external factors, such as fire alarm or power failure

8.2 Application procedure

An application for special consideration should be submitted to the UK Operations Director as soon as possible after the assessment and not later than seven days after the exam, in accordance with the following conditions:

- The candidate must support any special consideration claim with appropriate evidence within 3 days of the exam. The application must be submitted to the Exams Officer by the candidate and must be in writing, with documentary evidence where appropriate i.e. medical evidence or a statement from an involved party.
- The Exams Officer will forward the candidate's application to the relevant awarding body within 5 days of the exam. The application must be signed and dated and the signatory must declare that the information given is accurate.
- Should the candidate be unavailable in the 3 days following the exam, an initial application in writing may be made by another concerned party (e.g. the accompanist or the parent), but must be followed by formal confirmation by the applicant as soon as possible in line with the instructions above.
- It should be noted that an application for special consideration may delay the release of the exam result whilst proper investigation is made.

8.3 Possible outcomes of special consideration

The candidate's exam result must reflect his or her achievement in the assessment, and not his or her potential ability, and it should therefore be recognised that candidates can only be judged on the performances given during the exam. An application for special consideration will therefore rarely result in an adjustment to the marks given, and will not change the assessment criteria applied by the examiner for the exam in question.

Where part of an exam is not attempted, marks for that section cannot be awarded. However, a candidate may still be successful in an exam that is not completed and be awarded a certificate. This is provided the marks awarded for the sections attempted total 100 or more in a practical exam and 66 marks or more in a theory exam.

The possible outcomes of a successful application for special consideration are:

- If appropriate, discussion of the provisional outcome with the applicant (i.e. informal notification of whether or not the candidate has passed), and a decision to accept the assessment without adjustment to the marks, albeit with an acknowledgment that external circumstances may have affected the candidate's performance. In this situation, ABRSM will record the outcome of the

application for special consideration in writing to the applicant, confirming that the candidate may have been disadvantaged but has decided to accept the assessment.

- Opting to invalidate the exam in question and to take the exam again at the earliest opportunity, free of charge, within the same exam session (practical exams only). This may mean travelling to an alternative centre.
- Opting to invalidate the exam in question and to receive a fee refund of up to 75% on submission of documentary evidence.

8.4 Special note concerning illness or injury

These arrangements are intended to allow for those who suffer sudden minor illness or injury at the time of the exam and do not include those who are injured in advance of their exam or are ill at the time, for whom the recommended course of action is withdrawal and application for a refund of up to 75%, on submission of medical evidence to ABRSM. It is not advisable for a candidate who is unwell to attend for an exam, nor for those experiencing illness or injury to be assessed under disadvantageous circumstances that cannot be taken into account by the examiner.

Where the illness or injury is very minor and rescheduling the exam within that session of exams would be helpful (practical exams only), every effort is made to find an alternative appointment, although this may mean attending at an alternative centre.

9. Examinations Archiving Policy

Paper record	Record detail	Period of retention	Action at end of retention period
Entry information	Lists of candidate name, DOB, gender, candidate number, UCI, ULN, exam entries by exam series.	To be held on file in the Exam Office until the deadline for post-results services and the resolution of outstanding enquiries or appeals	Confidential shredding.
Access arrangements information	Access Arrangements Online approval, data protection notice and Form	To be returned to SENCo as records owner when candidate leaves the centre.	Learner files until 25 years non-SEN or 35 years SEN then confidential shredding.
Dispatch of script logs	Consignment No & Delivery Postcode.	To be filed in General Office for the series. Then to be held on file in the Exam Office until the deadline for post-results services and the resolution of outstanding enquiries or appeals	Confidential shredding
Very late arrival report copy forms and outcomes	Candidate details for the late arrival and a declaration.	To be held on file in the Exams Office until the deadline for post-results services and the resolution of outstanding enquiries or appeals	Confidential shredding.

Paper record	Record detail	Period of retention	Action at end of retention period
<p>Exam room checklists</p> <p>Exam room incident log reports</p> <p>Seating plans</p> <p>Attendance register copies</p> <p>Clash resolution information</p>	<p>Candidate details, name and candidate number.</p> <p>Exam dates and times.</p> <p>Invigilator's notes of any incidents.</p>	<p>To be held on file in the Exam Office until the deadline for post-results services and the resolution of outstanding enquiries or appeals</p>	<p>Confidential shredding.</p>
<p>Malpractice copy reports and outcomes</p>	<p>Candidate details for the paper involved in malpractice and letters from relevant Awarding Organisation.</p>	<p>Filed in Exams Office until candidate leaves the centre. Transferred to Learner File.</p>	<p>Learner files until 25 years non-SEN or 35 year SEN then confidential shredding.</p>
<p>Special consideration information</p>	<p>Applications are completed online and print outs are made. Supporting evidence and outcomes from awarding bodies if provided.</p>	<p>To be held on file in the Exams Office until the deadline for post-results services and the resolution of Confidential shredding.</p> <p>Outstanding enquiries or appeals if information relates only to one series. If ongoing requests may</p>	<p>Confidential shredding.</p>

		be required filed in the Exam Office until the candidate leaves the centre.	
Paper record	Record detail	Period of retention	Action at end of retention period
Post-results services: confirmation of candidate consent form and outcome information	Candidate's details required to make the appropriate requests.	To be kept on file and tracked to resolution and invoicing.	Confidential shredding
Certificates	Y11 issued on awards evening.	<p>To destroy any unclaimed certificates after retaining them for a minimum of 24 months. They must be destroyed in a confidential manner.</p> <p>A record of certificates that have been destroyed should be retained for four years from their date of destruction. However, candidates should be informed that some awarding bodies do not offer a replacement certificate service.</p>	Confidential shredding, register kept by Exams Officer of destroyed certificates.

Certificate issue information	A record of certificates that have been issued.	To distribute certificates to all candidates without delay and regardless of any disputes (such as non-payment of fees). Certificates must not be withheld without prior permission from an awarding body which will only be given in very exceptional circumstances. A record should be kept of the issued certificates.	
Paper record	Record detail	Period of retention	Action at end of retention period
JCQ documentation and awarding body guidelines		To be retained until the current academic year update is provided	Recycling.
Finance information	Copy invoices of exam related fees are not normally printed but managed in CORERO.	To be returned to Finance department as records owner.	
Confidential materials: initial point of delivery logs	Logs recording awarding body confidential exam materials received at the initial point of delivery in the centre to the point where materials are securely issued to an authorised member of staff.		

Confidential materials: receipt, secure movement and secure storage logs	Logs recording the receipt, checking, secure movement and secure storage of confidential exam materials.		
Exam question papers	Question papers for timetabled written exams.	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.	
Paper record	Record detail	Period of retention	Action at end of retention period
Exam stationery	Awarding body exam stationery provided solely for the purpose of external exams.	Unused stationery will be returned to the centre's secure storage facility until needed for a future examination. Surplus stationery must not be used for internal school tests, mock examinations and non-examination assessments	Confidential destruction
Invigilator and facilitator training records		A record of the content of the training given to invigilators must be retained on file until the deadline for reviews of marking has passed or until any appeal,	

		<p>malpractice or other results enquiry has been completed, whichever is later.</p> <p>A record of the content of the training given to invigilators and those facilitating an access arrangement for a candidate under examination conditions must be retained on file until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.</p>	
Paper record	Record detail	Period of retention	Action at end of retention period
Overnight supervision information	JCQ form Timetable variation and confidentiality declaration for overnight supervision for any candidate eligible for these arrangements.	<p>To keep for inspection all completed forms available in your centre until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.</p> <p>Forms may be stored electronically or in hard copy paper format and must not be sent to an awarding body, unless specifically requested.</p>	

10. Non-examination Assessment Policy

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

10.1 Purpose of the policy

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

- Cover procedures for planning and managing non-examination assessments
- Define staff roles and responsibilities with respect to non-examination assessments
- Manage risks associated with non-examination assessments

What are non-examination assessments (NEA)?

NEA measures subject-specific knowledge and skills that cannot be tested by timed written papers.

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

- task setting;
- task taking;
- task marking.

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

Head of centre

- Provides a signed declaration as part of the National Centre Number Register Annual Update to confirm awareness of and that relevant centre staff are adhering to the latest version of NEA.
- Ensures that the centre's *non-examination assessment policy* is fit for purpose
- Ensures the centre's *internal appeals procedures* clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre's marking.

Senior leaders

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

Quality assurance (QA) lead/Lead Internal Verifier

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

Subject Co-Ordinator

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

Subject teacher

- Understands and complies with the general instructions as detailed in NEA.
- Where these may also be provided by the awarding body, understands and complies with the awarding body's specification for conducting non-examination assessments, including any

subject-specific instructions, teachers' notes or additional information on the awarding body's website.

- Marks internally assessed work to the criteria provided by the awarding body
- Ensures the exams officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code for the qualification or is made as a separate unit entry code) to the internal deadline for entries

Exams officer

- Signposts the annually updated JCQ publication NEA to relevant centre staff.
- Carries out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment

10.3 Task setting

Subject teacher

- Selects tasks to be undertaken where a number of comparable tasks are provided by the awarding body OR designs tasks where this is permitted by criteria set out within the subject specification.
- Makes candidates aware of the criteria used to assess their work

10.4 Issuing of tasks

Subject teacher

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

10.5 Task taking

Supervision

Subject teacher

- Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensures there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensures there is sufficient supervision to ensure the work a candidate submits is their own
- Is confident where work may be completed outside of the centre without direct supervision, that the work produced is the candidate's own.
- Where candidates may work in groups, keeps a record of each candidate's contribution
- Ensures candidates are aware of the current JCQ documents [Information for candidates - non-examination assessments](#) and [Information for candidates - Social Media](#)
- Ensures candidates understand and comply with the regulations in relevant JCQ documents *Information for candidates*

10.6 Advice and feedback

Subject teacher

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

10.7 Resources

Subject teacher

- Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks

- Ensures conditions for any formally supervised sessions are known and put in place
- Ensures conditions for any formally supervised sessions are understood and followed by candidates
- Ensures appropriate arrangements are in place to keep the work to be assessed, and any preparatory work, secure between any formally supervised sessions, including work that is stored electronically
- Ensures candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions
- Ensures that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.

10.8 Word and time limits

Subject teacher

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

10.9 Collaboration and group work

Subject teacher

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

10.10 Authentication procedures

Subject teacher

- Where required by the awarding body's specification o ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work

- signs the teacher declaration of authentication confirming the requirements have been met
- Keeps signed candidate declarations on file until the deadline for requesting reviews of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in NEA and informs a member of the senior leadership team

10.11 Presentation of work

Subject teacher

- Obtains informed consent at the beginning of the course from parents/carers if videos or photographs/images of candidates will be included as evidence of participation or contribution
- Instructs candidates to present work as detailed in NEA unless the awarding body's specification gives different subject-specific instructions
- Instructs candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work

10.12 Keeping materials secure

Subject teacher

- When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensures work is securely stored
- Follows secure storage instructions as defined in NEA.
- Takes sensible precautions when work is taken home for marking
- Stores internally assessed work, including the sample returned after awarding body moderation, securely until the closing date for reviews of results or until the outcome of a review or any subsequent appeal has been completed

- Reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means (the JCQ document Information for candidates – social media should be brought to the attention of candidates)
- Liaises with the IT Manager to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

IT Manager

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

10.13 Task marking – externally assessed components

Conduct of externally assessed work

Subject teacher

- Liaises with the exams officer regarding the arrangements for any externally assessed components of a specification which must be conducted within a window of dates specified by the awarding body and according to JCQ Instructions for conducting examinations
- Liaises with the Visiting Examiner where this may be applicable to any externally assessed component

Exams officer

- Arranges timetabling, rooming and invigilation where and if this is applicable to any externally assessed non-examination component of a specification
- Conducts the externally assessed component within the window specified by the awarding body and according to JCQ Instructions for conducting examinations

10.14 Submission of work

Subject teacher

- Provides the attendance register to a Visiting Examiner

Exams officer

- Provides the attendance register to the subject teacher where the component may be assessed by a Visiting Examiner
- Ensures the awarding body's attendance register for any externally assessed component is completed correctly to show candidates who are present and any who may be absent
- Where candidates' work must be despatched to an awarding body's examiner, ensures the completed attendance register accompanies the work
- Keeps a copy of the attendance register until after the deadline for reviews of results for the exam series
- Packages the work as required by the awarding body and attaches the examiner address label
- Despatches the work to the awarding body's instructions by the required deadline

10.15 Task marking – internally assessed components

Marking and annotation

Head of centre

- Ensures where a teacher teaches his/her own child, a conflict of interest is declared to the awarding body and the marked work of the child submitted for moderation, whether it is part of the moderation sample or not **Subject Co-Ordinator**
- Sets timescales for teachers to inform candidates of their centre-assessed marks that will allow sufficient time for a candidate to appeal an internal assessment decision/request a review of the centre's marking prior to the marks being submitted to the awarding body external deadline

Subject teacher

- Attends awarding body training as required to ensure familiarity with the mark scheme/marketing process
- Marks candidates' work in accordance with the marking criteria provided by the awarding body
- Annotates candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria
- Informs candidates of their marks which could be subject to change by the awarding body moderation process
- Ensures candidates are informed to the timescale set by the Subject Co-Ordinator or as indicated in the centre's internal appeals procedure to enable an internal appeal/request for a review of

marking to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

10.16 Internal standardisation

Quality assurance (QA) lead/Lead internal verifier

- Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- Supports staff not familiar with the mark scheme (e.g. NQTs, supply staff etc.)
- Retains evidence that internal standardisation has been carried out
- Ensures accurate internal standardisation - for example by
 - obtaining reference materials at an early stage in the course
 - holding a preliminary trial marking session prior to marking
 - carrying out further trial marking at appropriate points during the marking period
 - after most marking has been completed, holds a further meeting to make final adjustments
 - making final adjustments to marks prior to submission o retaining work and evidence of standardisation

Subject teacher

- Indicates on work (or cover sheet) the date of marking
- Marks to common standards
- Keeps candidates work secure until after the closing date for review of results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later

10.17 Submission of marks and work for moderation

Subject teacher

- Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks awarded to the external deadline/Provides marks to the exams officer to the internal deadline

- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted/Provides the moderation sample to the exams officer to the internal deadline
- Ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- Ensures that where a candidate's work has been facilitated by a scribe or practical assistant, the relevant completed cover sheet is securely attached to the front of the work and sent to the moderator in addition to the sample requested

Exams officer

- Inputs and submits marks online, via the awarding body secure extranet site, keeping a record of the marks submitted, to the external deadline/Confirms with subject teachers that marks have been submitted to the awarding body deadline
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted/Confirms with Subject teacher that the moderation sample has been submitted to the awarding body deadline
- Ensures that for postal moderation work is dispatched in packaging provided by the awarding body and moderator label(s) provided by the awarding body are affixed to the packaging and proof of dispatch is obtained and kept on file until the successful issue of final results
- Through the subject teacher, ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required

10.18 Storage and retention of work after submission of marks

Subject teacher

- Keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retains all marked candidates' work (including any sample returned after moderation) under secure conditions for the required retention period
- Takes steps to protect any work stored electronically from corruption and has a back-up procedure in place
- Retains evidence of work where retention may be a problem (for example, photos of artefacts etc.)

Exams officer

- Ensures any sample returned after moderation is logged and returned to the subject teacher for secure storage and required retention

10.19 External moderation – the process

Subject teacher

- Ensures that awarding body or its moderator receive the correct samples of candidates' work
- Where relevant, liaises with the awarding body/moderator where the moderator visits the centre to mark the sample of work
- Complies with any request from the moderator for remaining work or further evidence of the centre's marking

10.20 External moderation – feedback

Subject Co-Ordinator

- Checks the final moderated marks when issued to the centre when the results are published
- Checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next exam series

Exams officer

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

10.21 Access arrangements

Subject teacher

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

SENCo

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

10.22 Special consideration and loss of work

Subject teacher

- Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate is absent and/or produces a reduced quantity of work
- Liaises with the exams officer when special consideration may need to be applied for a candidate taking assessments
- Liaises with the exams officer to report loss of work to the awarding body

Exams officer

- Refers to/directs relevant staff to the JCQ publication A guide to the special consideration process
- Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
- Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale
- Keeps required evidence on file to support the application
- Refers to/directs relevant staff to Form 15 – JCQ/LCW and where applicable submits to the relevant awarding body

10.23 Malpractice

Head of Centre

- Understands the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates, teachers, invigilators or other administrative staff
- Is familiar with the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*
- Ensures that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessment are aware of the potential for malpractice and ensures that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

Subject teacher

- Is aware of the JCQ Notice to Centres - Sharing NEA material and candidates' work to mitigate against candidate and centre malpractice
- Ensures candidates understand the JCQ document *Information for candidates - non-examination assessments*
- Ensures candidates understand the JCQ document *Information for candidates - Social Media*
- Escalates and reports any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

Exams officer

- Signposts the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* to the Head of Centre
- Signposts the JCQ *Notice to Centres - Teachers sharing assessment material and candidates' work* to Subject Co-Ordinators
- Signposts candidates to the relevant JCQ information for candidates documents
- Where required, supports the head of centre in investigating and reporting incidents of alleged, Post-results services

Head of centre

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

Subject Co-Ordinator

- Provides relevant support to subject teachers making decisions about reviews of results

Subject teacher

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

Exams officer

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

10.24 Practical Skills Endorsement for the GCSE Sciences designed for use in England

Head of centre

- Provides a signed declaration as part of the National Centre Number Register Annual Update, that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the prescribed practical activities
- Ensures new lead teachers undertake the required training provided by the awarding body on the implementation of the practical endorsement
- Ensures relevant centre staff liaise with all relevant parties in relation to arrangements for and conduct of the monitoring visit

Quality assurance (QA) lead/Lead Internal Verifier

- Ensures the appropriate arrangements are in place for implementing the requirements of the practical endorsement appropriately and applying the assessment criteria correctly

Subject Co-Ordinator

- Confirms understanding of the Practical Skills Endorsement for the A Level Sciences designed for use in England and ensures any relevant JCQ/awarding body instructions are followed
- Ensures where the centre intends to enter candidates for the first time for one or more of the A level subjects, the relevant awarding body will be contacted at the beginning of the course
- Undertakes any training provided by the awarding body on the implementation of the practical endorsement
- Disseminates information to subject teachers ensuring the standards can be applied appropriately
- Liaises with all relevant parties in relation to arrangements for and conduct of the monitoring visit

Subject teacher

- Ensures all the JCQ/awarding body requirements/instructions in relation to the endorsement are known, understood and followed
- Ensures the required arrangements for practical activities are in place
- Provides all the required centre records

- Ensures candidates provide the required records
- Provides any required information to the Subject Co-Ordinator regarding the monitoring visit
- Assesses candidates using Common Practical Assessment Criteria (CPAC)
- Applies for an exemption where a candidate cannot access the practical endorsement due to a substantial impairment
- Follows the awarding body's instructions for the submission of candidates Pass or Not Classified assessment outcome/provides assessment outcomes to the exams officer to the internal deadline

Exams officer

- Accepts contact with the monitor and pass information to the Subject Co-Ordinator for a visit to be arranged with at least two weeks' notice
- Confirms with the subject teacher that assessment outcomes have been submitted to the awarding body to the external deadline/Follows the awarding body's instructions for the submission of candidates Pass or Not Classified assessment outcome

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

Head of centre

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

Quality assurance (QA) lead/Lead Internal Verifier

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

Subject head/lead

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

Subject teacher

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

Exams officer

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

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

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Task setting		
Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online	<p><i>Awarding body key date for accessing/downloading set task noted prior to start of course IT systems checked prior to key date</i></p> <p><i>Alternative IT system used to gain access</i></p> <p><i>Awarding body contacted to request direct email of task details.</i></p>	<p>Subject Co-Ordinator</p> <p>IT Manager</p> <p>Exams Officer</p>
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	<p><i>Ensures that subject teachers access awarding body training information, practice materials etc.</i></p> <p><i>Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification</i></p> <p><i>Samples assessment criteria in the centre set task</i></p>	<p>Subject Co-Ordinator</p>
Subject teacher long term absence during the task setting stage	<p><i>See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle</i></p>	<p>Subject Co-Ordinator</p>
A candidate (or parent/carer) expresses concern about safeguarding, confidentiality or faith in undertaking a task such as a presentation that may be recorded	<p><i>Ensures the candidate's presentation does not form part of the sample which will be recorded</i></p> <p><i>Contacts the awarding body at the earliest opportunity where unable to record the required number of candidates for the monitoring sample</i></p>	
Task for legacy specification given to candidates undertaking new specification	<p><i>Ensures subject teachers take care to distinguish between requirements/tasks for legacy specifications and requirements/tasks for new specifications</i></p> <p><i>Awarding body guidance sought where this issue remains unresolved</i></p>	<p>Subject Co-Ordinator</p>

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Issuing of tasks		
Awarding body set task not issued to candidates on time	<p><i>Awarding body key date for accessing set task as detailed in the specification noted prior to start of course</i></p> <p><i>Course information issued to candidates contains details when set task will be issued and needs to be completed by Set task accessed well in advance to allow time for planning, resourcing and teaching</i></p>	Subject Co-Ordinator
The wrong task is given to candidates	<p><i>Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates</i></p> <p><i>Awarding body guidance sought where this issue remains unresolved</i></p>	Subject Co-Ordinator
Subject teacher long term absence during the issuing of tasks stage	<i>See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle</i>	Subject Co-Ordinator

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

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Advice and feedback		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	<p><i>Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the centre's quality assurance procedures</i></p> <p><i>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</i></p> <p><i>Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component</i></p> <p><i>Candidate confirms/records advice and feedback given prior to starting on their work</i></p>	Subject Co-Ordinator
Candidate claims no advice and feedback given by subject teacher during the task-taking stage	<p><i>Ensures a centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of the centre's quality assurance procedures</i></p> <p><i>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</i></p> <p><i>Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component</i></p> <p><i>Candidate confirms/records advice and feedback given during the task-taking stage</i></p>	Subject Co-Ordinator
A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification	<p><i>An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant</i></p> <p><i>Records as detailed above are provided to confirm all assistance given</i></p> <p><i>Where appropriate, a suspected malpractice report is submitted to the awarding body</i></p>	Subject Co-Ordinator Exams Officer Head of Centre

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Advice and feedback		
Candidate does not reference information from published source	<p><i>Candidate is advised at a general level to reference information before work is submitted for formal assessment</i></p> <p><i>Candidate is again referred to the JCQ document</i></p> <p><i>Information for candidates: non-examination assessments Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i></p>	Subject Co-Ordinator
Candidate does not set out references as required	<p><i>Candidate is advised at a general level to review and redraft the set out of references before work is submitted for formal assessment</i></p> <p><i>Candidate is again referred to the JCQ document</i></p> <p><i>Information for candidates: non-examination assessments Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i></p>	Subject Co-Ordinator
Candidate joins the course late after formally supervised task taking has started	<p><i>A separate supervised session(s) is arranged for the candidate to catch up</i></p>	Subject Teacher
Candidate moves to another centre during the course	<p><i>Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place</i></p>	Exams Officer
An excluded learner wants to complete his/her non-examination assessment(s)	<p><i>The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream education</i></p> <p><i>If so, arrangements for supervision, authentication and marking are made separately for the candidate</i></p>	Exams Officer

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Resources		
A candidate augments notes and resources between formally supervised sessions	<p><i>Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions</i></p> <p><i>Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions</i></p>	<p>Subject Teacher IT Manager</p>
A candidate fails to acknowledge sources on work that is submitted for assessment	<p><i>Candidate's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately</i></p> <p><i>Where confirmation is unavailable from candidate's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate</i></p>	<p>Subject Teacher</p>
Word and time limits		
A candidate is penalised by the awarding body for exceeding word or time limits	<p><i>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory</i></p> <p><i>Where limits are for guidance only, candidates are discouraged from exceeding them</i></p> <p><i>Candidates confirm/record any information provided to them on word or time limits is known and understood</i></p>	<p>Subject Co-Ordinator</p>

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Collaboration and group work		
A candidate is penalised by the awarding body for exceeding word or time limits	<p><i>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory</i></p> <p><i>Where limits are for guidance only, candidates are discouraged from exceeding them</i></p> <p><i>Candidates confirm/record any information provided to them on word or time limits is known and understood</i></p>	Subject Lead
Authentication procedures		
<p>A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment</p> <p>Candidate plagiarises other material</p>	<p><i>Records confirm subject staff have been made aware of the JCQ document Teachers sharing assessment material and candidates' work</i></p> <p><i>Records confirm that candidates have been issued with the current JCQ document</i></p> <p><i>Information for candidates: non-examination assessments</i></p> <p><i>Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document</i></p> <p><i>Information for candidates: non-examination assessments</i></p> <p><i>The candidate's work is not accepted for assessment A mark of zero is recorded and submitted to the awarding body</i></p>	<p>Subject Teacher</p> <p>Subject Co-Ordinator</p> <p>Exams Officer</p> <p>Head of Centre</p>
Subject teacher not available to sign authentication forms	<p><i>Ensures a centre-wide process is in place for subject teachers to sign authentication forms at the point of marking candidates work as part of the centre's quality assurance procedures</i></p>	Subject Co-Ordinator

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Authentication procedures		
Candidate does not sign their authentication statement/declaration	<p><i>Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments</i></p> <p><i>Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for candidates: non-examination assessments</i></p> <p><i>Declaration is checked for signature before accepting the work of a candidate for formal assessment</i></p>	Subject Teacher Subject Co-Ordinator
Presentation of work		
Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	<i>Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment</i>	Subject Teacher
Keeping material secure		
Candidates work between formal supervised sessions is not securely stored	<p><i>Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments</i></p> <p><i>Regular monitoring/internal audit ensures subject teacher use of appropriate secure storage</i></p>	Subject Co-Ordinator
Adequate secure storage not available to subject teacher	<i>Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course Alternative secure storage sourced where required</i>	Subject Co-Ordinator

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Task marking – externally assessed components		
A candidate is absent on the day of the examiner visit for an acceptable reason	<p><i>Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate</i></p> <p><i>If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate</i></p>	<p>Subject Teacher</p> <p>Exams Officer</p>
A candidate is absent on the day of the examiner visit for an unacceptable reason	<p><i>The candidate is marked absent on the attendance register</i></p>	<p>Subject Teacher</p> <p>Exams Officer</p>
Task marking – internally assessed components		
A candidate submits little or no work	<p><i>Where a candidate submits no work, he/she is recorded as absent when marks are submitted to the exam board</i></p> <p><i>Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately; where the work does not meet any of the assessment criteria a mark of zero is submitted to the exam board</i></p>	<p>Subject Teacher</p> <p>Subject Co-Ordinator</p>
A candidate is unable to finish their work for unforeseen reason	<p><i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process, to determine eligibility and the process to be followed for shortfall in work</i></p>	<p>Subject Teacher</p> <p>Subject Co-Ordinator</p> <p>Exams Officer</p>
The work of a candidate is lost or damaged	<p><i>Relevant staff are signposted to the JCQ publication</i></p> <p><i>Instructions for conducting non-examination assessments (section 8), to determine eligibility and the process to be followed for lost or damaged work</i></p>	<p>Subject Teacher</p> <p>Subject Co-Ordinator</p> <p>Exams Officer</p>
A teacher marks the work of his/her own child	<p><i>Teacher completes a conflict of interest form to inform the exam board</i></p> <p><i>Pupil's marked work is submitted for moderation whether part of the sample requested or not</i></p>	<p>Subject Teacher</p> <p>Subject Co-Ordinator</p> <p>Exams Officer</p>

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Task marking – internally assessed components		
Candidate malpractice is discovered	<p><i>Instructions and processes in the current JCQ publication</i></p> <p><i>Instructions for conducting non-examination assessments (section 9 Malpractice) are followed</i></p> <p><i>Investigation and reporting procedures in the current JCQ publication Suspected Malpractice in Examinations and Assessments are followed</i></p> <p><i>Appropriate internal disciplinary procedures are also followed</i></p>	<p>Subject Teacher</p> <p>Subject Co-Ordinator</p> <p>Exams Officer</p>
An extension to the deadline for submission of marks is required for a legitimate reason	<p><i>Awarding body is contacted to determine if an extension can be granted</i></p> <p><i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for non-examination assessment extension</i></p>	<p>Subject Teacher</p> <p>Subject Co-Ordinator</p> <p>Exams Officer</p>
Deadline for submitting work for formal assessment not met by candidate	<p><i>Records confirm deadlines given and understood by candidates at the start of the course</i></p> <p><i>Candidates confirm/record deadlines known and understood</i></p> <p><i>Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking providing the awarding body's deadline for submitting marks can be met</i></p> <p><i>Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the awarding body for the candidate</i></p>	<p>Subject Teacher</p> <p>Subject Co-Ordinator</p> <p>Exams Officer</p>
Deadline for submitting marks and samples of candidates work ignored by subject teacher	<p><i>Internal/external deadlines are published at the start of each academic year</i></p> <p><i>Reminders are issued through senior leaders/subject heads as deadlines approach</i></p> <p><i>Records confirm deadlines known and understood by subject teachers</i></p> <p><i>Where appropriate, internal disciplinary procedures are followed</i></p>	<p>Subject Co-Ordinator</p> <p>Exams Officer</p> <p>SLT</p> <p>Head of Centre</p>

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Task marking – internally assessed components		
Subject teacher long term absence during the marking period	<i>See centre's exam contingency plan (Teaching staff extended absence at key points in the exam cycle)</i>	Subject Co-Ordinator

12. Candidate Identity Verification Procedure

FHS is committed to ensuring that the identity of all candidates can be verified at the time of the examination or assessment.

Internal candidates are those students currently on roll at FHS and therefore will have already provided documented proof of identity during the admissions procedure. Internal candidates will be verified by staff members present at the beginning of each written exam.

A member of the Senior Leadership Team will be present at the beginning of each GCSE exam. At least one member of staff from the relevant subject or the Head of KS4 will also be present at the beginning of each exam.

The folder with internal students' photos is available in the Examination room.

External candidates who are not previously known to a current member of staff at FHS must provide proof of identity. We accept the following photographic proof of identity:

- Current passport
- Current European identity card

If none of the above items are available a current birth certificate (and marriage certificate if applicable) and proof of current address will be acceptable.

13. Data Protection Policy

This policy sets out how the FHS deals with personal information correctly and securely and in accordance with the Data Protection Act 1998, and other related legislation.

This policy applies to all personal information. However, it is collected, used, recorded and stored and whether it is held on paper or electronically.

All FHS staff and governors involved with the collection, use, processing or disclosure of personal data will be aware of their duties and responsibilities and will adhere to this policy.

What is Personal Information/ data?

Personal information or data is information which relates to a living individual who can be identified from that data, or from that data in addition to other information available to them. Personal data includes (but is not limited to) an individual's, name, address, date of birth, photograph, bank details and other information that identifies them.

13.1 Data Protection Principles

The Data Protection Act 1998 establishes eight principles that must be adhered to at all times:

- Personal data shall be processed fairly and lawfully.
- Personal data shall be obtained only for one or more specified and lawful purposes.
- Personal data shall be adequate, relevant and not excessive.
- Personal data shall be accurate and where necessary, kept up to date.
- Personal data processed for any purpose shall not be kept for longer than is necessary for that purpose or those purposes.
- Personal data shall be processed in accordance with the rights of data subjects under the Data Protection Act 1998.
- Personal data shall be kept secure i.e. protected by an appropriate degree of security;
- Personal data shall not be transferred to a country or territory outside the European Economic Area, unless that country or territory ensures an adequate level of data protection.

13.2 Commitment

FHS is committed to maintaining the above principles at all times. Therefore, the FHS will:

- Inform individuals why personal information is being collected.
- Inform individuals when their information is shared, and why and with whom unless the Data Protection Act provides a reason not to do this.
- Check the accuracy of the information it holds and review it at regular intervals.
- Ensure that only authorised personnel have access to the personal information whatever medium (paper or electronic) it is stored in.
- Ensure that clear and robust safeguards are in place to ensure personal information is kept securely and to protect personal information from loss, theft and unauthorised disclosure, irrespective of the format in which it is recorded.
- Ensure that personal information is not retained longer than it is needed.
- Ensure that when information is destroyed that it is done so appropriately and securely.
- Share personal information with others only when it is legally appropriate to do so.
- Comply with the duty to respond to requests for access to personal information, known as Subject Access Requests.
- Ensure that personal information is not transferred outside the EEA without the appropriate safeguards
- Ensure all staff and governors are aware of and understand these policies and procedures.

13.3 Complaints

Complaints will be dealt with in accordance with the FHS's complaints policy. Complaints relating to the handling of personal information may be referred to the Finance Manager at school who is also responsible for the data protection policy at FHS.

13.4 Policy Review

The implementation of this policy will be monitored by the Finance Manager at FHS and will remain under constant review by the Exams Officer.

This policy will be reviewed every 2 years as part of the FHS's internal review process.

The approval of this policy will be delegated to the Finance Manager & Governors committee.

If you have any enquires in relation to this policy, please contact the Finance Manager who will also act as the contact point for any subject access requests.

14. Quality Assurance

The role of Quality Assurance policy is to ensure all learners receive a high quality education throughout their time at FHS. Our school is committed to quality assurance and believes it is an integral part of the centre's processes. The quality assurance procedures outlined below relate to all our programmes.

For automated testing the following will apply:

- The focus of the centre is on candidates with the provision of relevant and flexible quality training programmes and assessment to suit their needs and lifestyles.
- The provision is regularly monitored and reviewed by the Senior Leadership Team (Quality Assurance Representatives).
- All existing and new invigilators will receive annual invigilation training and be observed annually.
- For BCS qualifications specifically invigilator observations will be done using a BCS form and kept for audit purposes.
- Information from awarding bodies will be disseminated to all members of staff involved in the delivery of qualifications.
- The school's policy regarding equal opportunities and diversity is followed and monitored

For manual testing and evidence based assessments the following will also apply:

- Testing and assessment are internally verified on regular basis by SLT to ensure that good standards and consistency are maintained across the school.
- All cases of borderline achievement are internally reviewed to identify areas of strength and weakness and plan for future grade improvement.
- A sample of 10% of assessments are internally moderated across all marks (from lowest to highest grades).
- All invigilators are formally observed conducting assessments on a regular basis to ensure the regulations are followed
- Internal verification is recorded on candidate work and records and on central recording systems.

15. Conflict of Interest Policy

A conflict of interest is where an individual or organisation has competing interests or loyalties. Conflicts of interest can arise in a variety of circumstances and it is possible that staff working for FHS may encounter potential conflicts of interest from time to time.

Examples include:

- Where somebody has a position of authority in one organisation which conflicts with their interests in another organisation
- Where somebody has personal interests that conflict with their professional position
- Where somebody works for FHS but also carries out paid or unpaid work for another school, college or other educational establishment or awarding body
- Where somebody works for FHS and has friends or relatives taking exams or assessments at the School

It is the responsibility of all FHS staff to ensure they are familiar with the conflict of interest policy and the requirement to disclose any activity that has the potential to represent a conflict of interest.

The ultimate responsibility of the management of potential and actual conflicts of interest lies with the Senior Leadership Team.

15.1 Conflict of interest in the assessment and quality assurance of qualifications

- FHS will take all reasonable steps to avoid any part of the assessment and internal verification of candidate's work being undertaken by any person who has a personal interest in the result of the assessment.
- In the event that a conflict of interest is identified in advance and cannot be avoided, the relevant awarding body will be informed as early as possible.
- In the event that a conflict of interest is identified after it has taken place, the relevant awarding body will be informed and wherever possible the work will be re-assessed, and/or verified by an independent assessor and/or verifier.
- In the event that there is a connection between any learner and awarding body External Verifier, FHS will inform the relevant awarding body as early as possible.
- If a conflict is unavoidable the member of staff involved must complete a Conflict of Interest Declaration which will be forwarded to the relevant awarding body

15.2 Should a conflict of interest between a member of staff and a candidate be identified before or during an assessment or examination FHS will:

- Replace the assessor/invigilator with another suitable member of staff
- If this is not possible, the candidate will be moved to another assessment or examination room
- If this is not possible, an additional assessor or invigilator will be allocated to the group
- If this is not possible and there are no other opportunities for the candidate to be assessed or examined, they will be allowed to take the examination or assessment and the circumstances will be reported to the relevant awarding body.

15.3 Conflict of interest in delivering examinations

- FHS will take all reasonable steps to avoid any part of the assessment process being undertaken by any person who has a personal interest in the exam papers questions and result of the assessment. This includes Senior Leaders, IT Manager, Data Manager, Exams Officer, Invigilators and Speaking Test Assessors and Interlocutors and any other members of staff who might take advantage assessment exam content and its results.
- If a conflict is unavoidable the member of staff involved must complete a Conflict of Interest Declaration which will be forwarded to the relevant awarding body.
- Conflict of interest in confidential assessments
- Contracts of employment for all members of staff require staff to maintain confidentiality whilst in and after employment.
- Any member of staff who has access to live assessment or examination materials must treat the materials as confidential at all times. These materials may not be used for classroom activities of any kind. They are to be treated as confidential for an indefinite period of time.

16. Internal Appeals Procedure Policy

The purpose of this policy is to ensure candidates have the right to appeal internal assessment decisions and that these are dealt with transparency. This is also to give candidates the right to a hearing, independence in the hearing, and a written record of outcomes.

FHS is committed to ensuring that assessment evidence provided by candidates is produced and authenticated according to the requirements of the relevant specifications for each subject. Where a set of work is divided between staff, internal moderation and standardisation will ensure consistency.

If a student feels that this may not have happened in relation to his/her work, s/he may make use of this appeals procedure. Note that appeals may only be made against the process that led to the assessment and not against the mark or grade submitted by the School for moderation by the awarding body.

16.1 Staff Managing Appeals

The appeals will be managed and organised through the Head of Centre and the Exams Officer.

The Head of Centre will be responsible for giving the candidate and parent/carer all the appropriate information about the appeals procedure

The Head of Centre will update parents/candidates about the existence and outcome of all such appeals.

16.2 Appeals Procedure

Appeals will be the final stage in the normal process of considering and resolving disputes - it is expected that it will be used only in exceptional circumstances. Before considering an appeal discussions with Subject Teachers and Head of Centre should have occurred.

Appeals should be made as early as possible and at least within 10 days of receiving the internal assessment decision to enable a hearing to be arranged within the time frame required by awarding bodies.

Appeals should be made in writing by the candidate's parent/carer to the Head of Centre, who will investigate the appeal with the Exams Officer at least one other member of staff who have not been involved in the internal assessment decision. If the Exams Officer was directly involved in the assessment in question, or is not able to conduct the investigation for some reason, the Headmaster will appoint another member of staff of similar or greater seniority to conduct the investigation.

The purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the published requirements of the awarding body and the examinations code of practice of the quality assurance.

After work has been assessed internally, it is moderated by the awarding body to ensure consistency between centres. Such moderation frequently changes the marks awarded for internally assessed work. That is outside the control of FHS and is not covered by this procedure. If a candidate has concerns about it, they should contact the Exams Officer for a copy of the appeals procedure of the relevant awarding body.

6.3 Centre's response

The appellant will be informed in writing of the outcome of the appeal, including any relevant correspondence with the awarding body and any changes made to the procedure relating to internal assessment.

The outcome of the appeal will be made known to the candidate in writing and will be logged as a complaint. A written record will include the result of the appeal and reasons for the outcome and will be kept and made available to the awarding body upon request. Should the appeal bring any significant irregularity to light, the awarding body will be informed.

Internal appeals will be considered and resolved by the date of the last externally assessed paper of the series – the relevant awarding body will be notified of any difficulties in meeting this deadline.

17. Assessment Malpractice Policy

This policy sets out to define the procedures to be followed in the event of any dispute or allegation regarding staff malpractice in the assessment of internally marked qualifications and regarding examinations invigilated by staff at the school and marked externally.

17.1 Examples of Malpractice

Attempted or actual malpractice activity will not be tolerated. The following are examples of malpractice by staff with regards to portfolio-based qualifications. This list is not exhaustive:

- Tampering with candidates work prior to external moderation/verification
- Assisting candidates with the production of work outside of the awarding body guidance
- Fabricating assessment and/or internal verification records or authentication statements

The following are examples of malpractice by staff with regard to examinations:

- Assisting candidates with exam questions outside of the awarding body guidance
- Allowing candidates to talk, use a mobile phone or go to the toilet unsupervised
- Tampering with scripts prior to external marking taking place.

17.2 Staff Malpractice Procedure

Investigations into allegations will be coordinated by Michael Taylor (Headmaster), who will ensure the initial investigation is carried out within ten working days. The person responsible for coordinating the investigation will depend on the qualification being investigated. The investigation will involve establishing the full facts and circumstances of any alleged malpractice. It should not be assumed that because an allegation has been made, it is true.

Where appropriate, the staff member concerned and any potential witnesses will be interviewed and their version of events recorded on paper.

The member of staff will be:

- Informed in writing of the allegation made against him or her
- Informed what evidence there is to support the allegation
- Informed of the possible consequences, should malpractice be proven
- Given the opportunity to consider their response to the allegations
- Given the opportunity to submit a written statement
- Given the opportunity to seek advice (as necessary) and to provide a supplementary statement (if required)
- Informed of the applicable appeals procedure, should a decision be made against the staff

- Informed of the possibility that information relating to a serious case of malpractice will be shared with the relevant awarding body and may be shared with other awarding bodies, the regulators Ofqual, the police and/or professional bodies including the GTC.

If work is submitted for moderation/verification or for marking which is not the candidate's own work, the awarding body may not be able to give that candidate a result.

17.3 Staff Malpractice Sanctions

Where a member of staff is found guilty of malpractice, FHS may impose the following sanctions:

1. Written warning: Issue the member of staff with a written warning stating that if the offence is repeated within a set period of time, further specified sanctions will be applied
2. Training: Require the member of staff, as a condition of future involvement in both internal and external assessments to undertake specific training or mentoring within a particular period of time, including a review process at the end of the training
3. Special conditions: Impose special conditions on the future involvement in assessments by the member of staff
4. Suspension: Bar the member of staff in all involvement in the administration of assessments for a set period of time
5. Dismissal: Should the degree of malpractice be deemed gross professional misconduct, the member of staff could face dismissal from his/her post

17.4 Appeals

In the event that a malpractice decision is made, which the candidate feels is unfair, the candidate has the right to appeal. The member of staff may appeal against sanctions imposed on them. All appeals will be conducted in line with the school's Appeals Policy.

17.5 Candidate Malpractice Policy

This policy sets out to define the procedures to be followed in the event of any dispute or allegation regarding candidate malpractice in the assessment of internally marked qualifications and also regarding examinations marked externally.

17.6 Examples of Candidate Malpractice

Attempted or actual malpractice activity will not be tolerated. The following are examples of malpractice by candidates with regards to portfolio-based qualifications.

This list is not exhaustive:

- Plagiarism: the copying and passing of as the candidate's own work, the whole or part of another person's work
- Collusion: working collaboratively with other learners to produce work that is submitted as the candidate's only
- Failing to abide by the instructions of an assessor – This may refer to the use of resources which the candidate has been specifically told not to use
- The alteration of any results document

If a teacher suspects a candidate of malpractice, the candidate will be informed and the allegations will be explained. The candidate will have the opportunity to give their side of the story before any final decision is made. If the candidate accepts that malpractice has occurred, he/she will be given the opportunity to repeat the assignment. If found guilty of malpractice following an investigation, the teacher may decide to re-mark previous assignments and these could also be rejected if similar concerns are identified. The following are examples of malpractice by candidates with regards to examinations.

This list is not exhaustive:

- Talking during an examination
- Taking a mobile phone into an examination
- Taking any item other than those accepted by the Awarding Body into the examination, such as a book or notes
- Leaving the examination room without permission
- Passing notes or papers or accepting notes to, or accepting notes or papers from another candidate
- If a teacher suspects a candidate of malpractice during an examination, the candidate will be informed and the allegations will be explained. The candidate will have the opportunity to give their side of the story before any final decision is made. If the candidate is found guilty of malpractice, the awarding body will be informed and the candidate's examination paper will be withdrawn. It is unlikely that the candidate will have the opportunity to repeat the examination.