

Bullers Wood School

Examinations Policy



Quod Potes Tenta
Strive to your Utmost

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BULLERS WOOD SCHOOL POLICY DOCUMENTS

Examinations

STATEMENT

The purpose of this policy is to ensure the planning and management of examinations is conducted effectively and in the best interest of candidates. It is the responsibility of everyone involved in the centre's examination processes to read, understand and implement this policy. This policy also intends to ensure all staff are aware of their responsibilities in planning and managing controlled assessment alongside other colleagues. It shows how responsibilities are allocated to colleagues such as teachers, assessors and the senior leadership team.

QUALIFICATIONS OFFERED

The tests and qualifications offered at this centre are decided by the Heads/Co-ordinators of Department and the Senior Leadership Team.

The subjects offered for these qualifications in any academic year may be found in the school's published prospectus for that year. If there has been a change of syllabus from the previous year, the Examinations Officer must be informed as soon as the decision is made or at the latest by the beginning of the academic year. Failure to notify the Examinations Officer in time may result in pre-release papers not being available to candidates. In addition the course may not receive the appropriate funding through the Autumn School Census.

At Key Stage 4

All candidates will be entitled, and enabled, to achieve an entry for qualifications from an external awarding body. Candidates will complete their courses by the end of Year 11.

At Key Stage 5

AS modules of the unreformed subjects will be completed during Year 12 and cashed in at the end of Year 12. A2 units and 2 Year Linear GCE qualifications are completed during Year 13 and cashed in at the end of Year 13. BTEC courses are started in Year 12 and completed at the end of Year 13. Additional qualifications include Finance CeFS which is usually completed by the end of Year 12, Finance DipFS (usually completed by the end of Year 13) and ICT Cambridge Technical qualifications (2 year course) completed by the end of Year 13.

EXAMINATION SEASONS AND TIMETABLES

Internal examinations in Years 10 & 11 are held under external examination conditions. Internal examinations for some subjects at KS3 are also held under external examination conditions. Dates for school internal examinations are published annually in the School Calendar.

The Examinations Officer will circulate the external examination timetables once confirmed. Heads of Year circulate timetables for internal exams.

ENTRIES

Candidates are selected for their examination entries by the Heads/Co-ordinators of Departments. Candidates, or parents/carers, should discuss a subject entry, change of level or withdrawal with the Head/Co-ordinator of Department, who will in turn discuss the request with the Deputy Headteacher. Entry deadlines are circulated by the Examinations Officer to Heads/Co-ordinators of Departments. The Centre may consider external entries from former candidates in exceptional circumstances only.

Re-sit decisions will be made in consultation with the candidates, subject teachers, Examinations Officer, Deputy Headteachers and the Heads/Co-ordinators of Departments.

EXAMINATION FEES

Initial registration and entry examination fees are paid by the centre. Late entry or amendment fees are also paid by the centre. Candidates 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 examination boards. AS & A2 re-sit fees are paid by the candidates. Candidates must pay the fee for post results enquiries, e.g. re-marks, script return.

Reimbursement will be sought from KS5 candidates who fail to sit an examination or meet the necessary coursework requirements. This fees reimbursement policy will be communicated to candidates and parents/carers at the start of post-16 courses.

ESTIMATED GRADES AND COURSEWORK MARKS

The Heads/Co-ordinators of Department will submit estimated grades to the Examinations Officer when requested. Heads/Co-ordinators of Departments will send off samples of coursework to moderators when requested.

MANAGING INVIGILATORS AND EXAMINATION DAYS

External invigilators will be used for supervision of external examinations and some internal examinations. The recruitment of invigilators is the responsibility of the Examinations Officer. The Human Resources Director will secure the necessary pre-employment checks, including DBS clearance for new invigilators and organise payment for invigilators.

The Examinations Officer will book all examination rooms and make the question papers, other examination stationery and materials available for the invigilators. The Site Team will set up the allocated rooms in advance. The Examinations Officer/Examinations Assistant/invigilator will run all examinations in accordance with JCQ guidelines, **or where appropriate guidelines specific to an Awarding Body**. New invigilators are scheduled with experienced invigilators where possible, and are observed at their first live test session of a BCS test. Subject staff should be present at the start of the examination to assist with identification of candidates but must not advise on which questions are to be attempted. In practical examinations, subject teachers may be on hand in case of any technical difficulties. Examination papers may be read by subject teachers if they stay in the examination room for one hour after the official starting time of the examination. Examination papers must not be removed from the examination room before the end of a session. Papers will be distributed to Heads/Co-ordinators of Departments at the end of the exam.

CANDIDATES, CLASHES AND SPECIAL CONSIDERATION

The centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and all electronic devices apply at all times. Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage. Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates may leave the examination room for a genuine purpose requiring an immediate return to the examination room, in which case a member of staff must accompany them. The school office/sixth form office will attempt to contact any candidate who is not present at the start of an examination and deal with them in accordance with JCQ guidelines.

The Examinations Officer will be responsible for identifying escorts, identifying a secure venue and arranging overnight supervision in the event of an examination clash.

Should a candidate be too ill to sit an examination, suffer bereavement or other trauma or be taken ill during the examination itself, it is the candidate's responsibility to alert the centre, or the invigilator, to that effect. Staff receiving such information should inform the Examinations Officer immediately. Any

special consideration claim must be supported by appropriate evidence within five days of the exam, for example a letter from the candidate's doctor. The Examinations Officer will then complete an application for special consideration to the relevant examination boards by the deadline.

RESULTS AND POST RESULTS

Results are issued in school. Those unable to collect their results may either provide a stamped addressed envelope and the office will post them on the results day or may write a letter to the Examinations Officer authorising a named person to collect the candidate's results on their behalf.

Candidates requiring post results enquiries should discuss the matter in the first instance with their subject teacher or Head of Department for advice. Post results applications with payment should be made to the Examinations Officer before the deadline date. Departments wishing to apply for post results enquiries pay out of the departmental budget and must therefore complete the appropriate form with the budget holder's authorisation before passing to the Examinations Officer to process. The Examinations Officer will process all post results applications by the deadline date and inform the relevant parties of the results.

Internally assessed component results cannot be reviewed individually. A review of moderation of the work of the cohort may be made by the centre.

SCHOOL EXAMINATIONS

Examinations schedules are agreed at the Leadership Team meeting and organised by the Faculty Directors. Details of length and timings of examinations, rooming, staffing and deadlines for marking and reporting are agreed by Directors and published to staff following consultation.

Examinations are conducted formally from Year 7 onwards to ensure students become accustomed to the procedures well before they encounter them in a public examination. Any cheating, suspicion of cheating or communication must be reported to the student's Director of Studies. Students are not permitted to receive a mark for a paper in which they are found to have cheated. Students are warned of the grave consequences of cheating particularly in a public examination. They are also reminded that cheating involves deliberate deception and lying. Students who also communicate with peers may also receive no marks, at the discretion of the Headteacher.

Parents are discouraged from taking their daughters on holiday in this period. Students who miss examinations for this reason are not permitted to take the papers on their return to school. Students who are away for reasons of ill health may be permitted to at the HOYs' discretion.

Examination marks are returned to students in a manner which encourages them to compare their own performance with their past or target performance.

Examination results are communicated to parents with the median mark for that subject to indicate the performance of the Year group or group in that subject.

THE EQUALITY ACT, SPECIAL NEEDS AND ACCESS ARRANGEMENTS

The schools refers to the following guidance stated in the JCQ handbook

The Equality Act 2010 definition of disability

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

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- identifying a physical or mental impairment;*
- looking into adverse effects and assessing which are substantial;*
- considering if substantial adverse effects are long term;*

- *judging the impact of long term adverse effects on normal day to day activities.*

Statutory guidance on the Equality Act 2010 definition of disability has been produced by the Office for Disability Issues (within the Department for Work and Pensions) to help better understand and apply this definition -<http://odi.dwp.gov.uk/docs/wor/new/ea-guide.pdf>

The clear starting point in the statutory guidance is that disability means ‘limitations going beyond the normal differences in ability which may exist among people’.

‘Substantial’ means ‘more than minor or trivial’. Substantial adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment, to judge if the difference between the two is more than minor or trivial.

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

Access arrangements are modifications made in public examinations and controlled conditions for candidates with evidence of a defined need to allow them to fully display their skills, knowledge and understanding. There are various access arrangements candidates can be granted one or more of these depending on their needs with evidence in accordance with JCQ requirements.

Independent reports cannot be considered in isolation nor used as evidence to support an application for access arrangements but will be looked at and may be used to show a history of need, and primary school reports cannot be used to support an application for access arrangements in a secondary school environment.

Students have the opportunity to practise using their access arrangements, and are responsible for using them correctly in accordance with JCQ regulations during public examinations and controlled assessments.

The SENCO will inform subject teachers of candidates with access arrangements or being monitored for access arrangements who are embarking on a course leading to an examination. The SENCO can then inform individual staff of any access arrangements that individual candidates may be granted during the course and in the examination.

Key Stage 3

All students on entering Year 7 are tested on spelling, and reading. The results are used to identify students who may need additional support. Throughout KS3, staff may raise further concerns regarding any student, providing evidence where possible. If required, support or intervention will then be put in place and monitored. This history will be recorded and noted as the student’s normal way of working.

Key Stage 4

If new concerns are raised, the same process will be followed as for KS3. The school will then make a decision if testing for access arrangements is required. Any new student to the school in KS4 must follow the same procedures as for KS3. Evidence required to support an application for access arrangements is gathered during KS3 and during the first term of Year 10. If an extensive history of need has been established by the end of the first term of Year 10 (the beginning of the course), then the student will be formally assessed for access arrangements. Following the JCQ best practice guidelines, the assessor will be employed within the centre. The school does not accept private assessment reports as evidence for access arrangements.

Candidates may not require access arrangements for each subject. As subjects and the methods of assessment vary, so the demands on the candidates will vary.

Provided JCQ regulations are met, and in consultation with the Examinations Officer, Form 8s are completed by the school’s designated assessor and applications for access arrangements are completed online by SENCO/HLTA. All necessary paperwork is compiled and filed in the Examinations Office for the annual JCQ inspection.

The SENCO, HLTA and Examinations Officer are responsible for making special arrangements for candidates entitled to access arrangements, and the Examinations Officer will organise rooming arrangements, invigilation, support and modified papers.

Key Stage 5

Existing students joining the sixth form will have evidence of history of need and normal way of working.

New students joining the sixth form from another centre who have previously been given access arrangements must make themselves known to the SENCO at the beginning of Year 12 and present a copy of Access Arrangements online 'Application Approved' (Form 8). It is the responsibility of the student to obtain these documents on transfer and to present them to the SENCO, no later than the end of September on entry to the school.

If new concerns are raised, the same process will be followed as for KS3 and KS4.

The school takes the inspection process very seriously.

EXAMINATION RESPONSIBILITIES

Headteacher / Head of centre

Overall responsibility for the school as an examination centre.

Examinations Officer

Manage the administration of public examinations:

- Advise the Deputy Headteachers, Directors and Heads/Co-ordinators of Departments on annual examination timetables and application procedures as set by the various examinations boards
- Maintain computer systems and processes to support the timely and valid entry of candidates for their examinations
- Manage entry amendments and late entries and forward costs to departments where appropriate
- Distribute timetables, examination information and warning notices to candidates and ensure that candidates are notified of and understand those aspects of the examination process that will affect them
- Consult with teaching staff to ensure that necessary coursework is completed on time and in accordance with JCQ guidelines
- Provide and confirm detailed data on estimated entries
- Produce and distribute to staff an annual calendar for all public examinations detailing deadlines and events
- Receive, check and store securely all examination papers and completed scripts
- Ensure the examinations are run in accordance with JCQ requirements
- Oversee applications for access arrangements and make applications for special consideration using the JCQ *Access arrangements and special considerations regulations* and *Guidance relating to candidates who are eligible for adjustments in examinations*
- Identify and manage examination timetable clashes
- Submit candidates' coursework marks, track despatch and distribute returned coursework and any other material required by the appropriate examinations boards correctly and on schedule
- Advise on and process post results applications
- Report all suspicions or actual incidents of malpractice with reference to the JCQ document *Suspected malpractice in examinations and assessments*

- Arrange for dissemination of examination results and certificates to candidates and process, in consultation with the SLT and Heads/Co-ordinators of Departments any appeals or re-mark requests
- Account for income and expenditures relating to all examination costs/charges
- Distribute examination post
- Organise the recruitment, training and monitoring of a team of invigilators responsible for the conduct of examinations
- Deploy invigilators accordingly

Deputy Headteachers

Analyse and discuss results at SLT meetings and otherwise as required.

Heads/Co-ordinators of Departments

- Analyse examination results and provide feedback to SLT
- Provide guidance and pastoral oversight of candidates who are unsure about examination entries or amendments to entries
- Complete appropriate forms for departmental post-results applications
- Accurately complete and return to the examinations boards by the published deadline subject coursework mark sheets and declaration sheets
- Accurately complete for the Examinations officer the pre-entry form giving full details of courses to be run in the following academic year
- Accurately complete entry and all other mark sheets and adhere to deadlines as set by the Examination Officer
- Ensure subject specialist attends the start of a public examination in their subject for administration purposes
- Schedule all centre-timetabled examinations in their subject in co-ordination with other Heads of Departments to avoid clashes.

SENCO

- Oversee, along with the Examination Officer, the administration of access arrangements
- Identify and test candidates' requirements for access arrangements, and complete appropriate paperwork/online forms
- Maintain accurate paperwork and files for access arrangement applications for annual JCQ inspection
- Liaise with the Examinations Officer to organise rooming, invigilation and support for candidates with access or special arrangements
- Provide additional support – with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment – to help candidates achieve their course aims

Invigilators

- Ensure that the conduct of the candidates during public and internal examinations is in accordance with the rules and regulations of the examinations boards and/or school procedures
- Assist the Examinations Officer in the preparation of the examinations room
- Ensure the candidates enter in silence and remind candidates that they should not be in possession of unauthorised material including their mobile phone, which must be switched off
- Report all absences immediately to the office so that steps can be taken to bring in the candidate
- Remind all candidates about their conduct during the examination
- Attend to candidates as soon as they put up their hands (they may not leave their places) and provide additional paper etc. immediately
- DO NOT permit candidates to leave the examination room before the end of the paper, except for illness. Any candidate leaving the examination room must be supervised.
- Ensure no question paper leaves the examination room before the end of the examination
- Remain vigilant and report any “abnormalities” or “cases of malpractice” to the Examinations Officer
- Complete accurately the attendance sheets according to the instructions on the sheet
- Make a plan showing where each student sat in the room on the form provided.
- Collect the candidates’ answer sheets; each candidate is responsible for actually handing her/his own script to the invigilator.
- Arrange the papers in order according to attendance register.
- Collect and sort out unused paper and return to the examinations office.
- Check that the exam desks do not have any graffiti on them – if they do report the name of the candidate sitting at the desk to the Examinations Officer
- Take the examination boxes to the examinations office
- Follow the rules and guidelines as detailed in the JCQ Instructions for Conducting Examinations and Bullers Wood School’s Guide for Invigilators.

Candidates

- Check and confirm entries and personal details on statements of entry and report any errors, problems or clashes immediately to the Examinations Officer
- Understand coursework/controlled test regulations and sign a declaration that authenticates the work as their own
- Observe JCQ regulations for their conduct during all examinations, controlled tests, coursework and any other examination processes
- Be punctual for all examinations and arrive in full uniform with the correct equipment

Administrative Staff

- Provide support for examinations results days
- Collate and hand out or post examination certificates
- Schedule the invigilators for examinations and circulate the timetable
- Act as invigilator if required

CONTROLLED ASSESSMENTS

Senior leadership team will:

- Be accountable for the safe and secure conduct of controlled assessments and ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the academic year, begin coordinating with heads of department/subject leaders to schedule controlled assessments. (It is advisable that controlled assessments be spread throughout the academic years of key stage 4).
- Map overall resource management requirements for the year. As part of this resolve:
 - clashes/ problems over the timing or operation of controlled assessments.
 - issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Ensure that all staff involved have a calendar of events
- Create, publish and update an internal appeals policy for controlled assessments.

Heads of Department/Subject Leaders will:

- Decide on the awarding body and specification for a particular GCSE.
- Ensure that at least 40% of overall assessment (controlled and/or external assessment) is taken in the exam series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the awarding body specification.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities with regard to controlled assessment.
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

Teaching staff will:

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

of the marks awarded.

- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Ask the appropriate special educational needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements.

Exams officer will:

- Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
- Enter students' 'cash-in' codes for the terminal exam series where appropriate.
- Where confidential materials are directly received by the exams office, be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute marksheets for teaching staff to use, and collect and send marksheets to awarding bodies before deadlines.
- On the few occasions where controlled assessment cannot be conducted in the classroom, arrange suitable accommodation where controlled assessment can be carried out, at the direction of the senior leadership team.

Special educational needs coordinator/additional learning support will:

- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff are met.

NON-EXAMINATION ASSESSMENTS

Non-examination assessment is a form of internal assessment for reformed GCE & GCSE qualifications where it is the only valid means of assessing essential knowledge and skills that cannot be tested by timed written papers. Non-examination assessment applies control over internal assessment at three points: Task setting, task taking and task marking.

If a candidate misses part of a Non-examination assessment task through absence, an alternative supervised session will be organised. The school will follow the procedures set out in JCQ guidelines if assessment tasks are lost or accidentally destroyed at the school. Access Arrangements will be agreed according to the published JCQ guidance on Access Arrangements. The school will consider requests to repeat non-examination assessment tasks if they are made before marks have been submitted to the relevant awarding body. Decisions will be made on an individual basis, by SLT in consultation with Subject Leaders. If a Non-examination assessment task was completed under formal supervision, a completely new task must be set under a new period of formal supervision.

Headteacher/ Head of Centre will:

- Be familiar with Joint Council for Qualifications (JCQ) instructions for conducting non-examination assessment.
- Be responsible to relevant awarding bodies to ensure that all non-examination assessments are conducted according to qualification specifications.

Examinations Officer will:

- Be familiar with JCQ instructions for conducting non-examination assessment and other related JCQ documents.
- Be familiar with general instructions relating to non-examination assessment from each relevant awarding body.
- Collaborate with Subject Leaders/Heads of Departments to submit non-examination assessment marks to the relevant awarding body.

- Collaborate Subject Leaders/Heads of Departments to dispatch students' assessments for moderation.
- Collaborate with Subject Leaders/Heads of Departments to make appropriate arrangements for the security of non-examination assessment materials.

Subject Leader/Head of Department will:

- Be familiar with JCQ instructions for conducting non-examination assessment.
- Be responsible for the selection of non-examination assessment tasks from an approved list or for setting appropriate centre specific tasks.
- Understand and comply with specific instructions relating to non-examination assessment for the relevant awarding body.
- Ensure that individual teachers understand their responsibilities with regard to non-examination assessment.
- Ensure that they use the correct task for the year of submission and take care to distinguish between tasks and requirements for legacy and new specifications. Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Ensure that the internal standardisation of marks across assessors and teaching groups takes place. They should retain evidence of internal standardisation and keep candidates' work in secure storage until after the closing date for enquiries about results
- Undertake appropriate departmental standardisation of non-examination assessments.
- Collaborate with the Examinations Officer to submit non-examination assessment marks to the relevant awarding body.
- Collaborate with the Examinations Officer to dispatch students' assessments for moderation.
- Collaborate with the Examinations Officer to make appropriate arrangements for the security of non-examination assessment materials.

SENCO will:

- Be familiar with JCQ instructions for conducting non-examination assessment with reference to special access arrangements.
- Collaborate with the Examinations Officer to co-ordinate requests for special access arrangements.

Subject Teachers will:

- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specifications allow.
- Ensure that students understand the assessment criteria for any given assessment task and the need to reference work, giving guidance on how to do this and making sure that they are aware that they must not plagiarise other material. Teachers can provide candidates with general feedback and allow candidates to revise and re-draft work but must not provide model answers or writing frames specific to the task nor assess the work and then allow the candidate to revise it. Any assistance given must be recorded and taken into account when marking the work. Explicitly prohibited assistance must not be given and no assistance should be given if there is no means to record it and take account of it in the marking. Failure to follow this procedure constitutes malpractice.
- Be aware of the awarding body's restrictions with regard to access to resources. In formally supervised sessions candidates can only usually take in preparatory notes, they must not access the internet nor bring in their own computers or electronic devices. They must not introduce new resources between formally supervised sessions. Materials must be collected and stored securely at the end of each session and not be accessible to candidates.

- Be responsible for marking work in accordance with the marking criteria. Annotation should be used to provide evidence to indicate how and why marks have been awarded to facilitate the standardisation of marking within the centre. Teachers may disclose marks to candidates provided that it is made clear that the moderation process may result in changes to marks. Centres should not attempt to convert marks to grades in advance of the publication of results.
- Ensure there is sufficient supervision (in accordance with awarding body requirements) to ensure that work can be authenticated as the candidate's own work.
- Ensure that they keep a record of each candidate's contribution in group work, where applicable.
- Ensure that students and supervising teacher(s) sign authentication forms on completion of an assessment. Candidate authentication declarations must be kept on file until the deadline for enquiry about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.
- Mark internally assessed components using the mark schemes provided by the awarding body.
- Via the subject leader, submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded. (Where assessments are marked internally teachers may disclose marks to candidates provided that it is made clear that the moderation process may result in changes to marks. They should NOT attempt to convert marks to grades in advance of the publication of results.)
- Take part in appropriate departmental standardisation of Controlled Assessments.
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Ask the special educational needs coordinator (SENCO) and the Examinations Officer for any assistance required for the administration and management of access arrangements.

COURSEWORK

The candidate will have produced coursework that has been authenticated as original work according to the Joint Council document issued in September to appropriate examination candidates. In September, all candidates are given advice about the production of coursework and the deadlines to be met. Information about the appeals procedure will be given in the same advice. Within a department, all candidates are given adequate and appropriate time to produce the coursework. Internal assessments are conducted by staff who have the appropriate knowledge, understanding and skills. The consistency of the internal assessments is secured through the departmental mark scheme or marking criteria and internal moderation and standardisation as necessary. Each examination board specifies detailed criteria for the internal assessment of the work and staff responsible for internal moderation and standardisation attend any training sessions given by the examination boards. The examination board must moderate the assessed coursework/oral tapes and the final mark awarded is that of the examination board. This mark is outside the control of the school and is not covered by this procedure.

INTERNAL ASSESSMENT

Bullers Wood School is committed to ensuring that whenever its staff assesses students' work for external qualification, this is done fairly, consistently and in accordance with the specification for the qualification concerned. The school believes wholeheartedly in equal opportunities for all regardless of colour, religion, race, age, gender, sexual orientation or disability. If a candidate feels that this may not have happened in relation to their work, they may make use of this appeals procedure.

Under section 2, paragraph 19(ix) of the Joint Council Code of Practice, the examination boards require centres offering their examinations to:

- have a procedure for candidates or their carers to request access to the enquiry and appeals system

- have a procedure for lodging enquiries about results in cases where the centre supports an enquiry lodged by a candidate or carer
- have a formal, codified procedure for handling disputes when a candidate or carer disagrees with a decision by the centre not to support an enquiry
- ensure that the procedures are published and made widely available and accessible to all candidates or their carers.

Appeals Procedure

- The grounds for appeal relate only to the procedures used in arriving at internal assessment decisions or the production of externally assessed work and do not apply to the judgements themselves.
- The appeal must be made in writing to the Examinations Officer by 31 May of the year in which the work was assessed, or within the required deadline specified by the relevant Awarding Body. All learner appeals must be submitted to BCS within 20 days of the ECDL assessment. The grounds for the appeal must be clearly stated.
- The Headteacher will nominate a senior member of staff, normally the Examinations Officer, to lead the enquiry provided that the Examinations Officer has had no involvement in the original assessment process.
- The teacher(s) concerned in making the assessment, which is the subject of the appeal, will be given a copy of the appeal and the opportunity to respond in writing, with a copy sent to the candidate.
- If the candidate is not happy with the written response, the candidate may request a personal hearing. The Examinations Officer, the Deputy Head and a school governor (to act as an independent member) will be on the panel. The candidate can be supported in the presentation of their case by a parent/carer/friend. The teacher(s) and the candidate will have the opportunity to hear each other's submission to the panel at the hearing.
- The panel will examine the evidence for the procedures used in the assessment, decide upon their appropriateness and that the procedures have been properly followed as required by the Awarding Body concerned. The enquiry will be completed by the end of June of that examination series.
- The panel's findings will be formally reported back to the candidate/parent/carer at the beginning of July.
- Records of the request for the appeal, the evidence, deliberations of the panel and the result will be kept by the Examinations Officer and made available to the examination boards if required.