

BULLERS WOOD SCHOOL

Examinations Policy



Quod Potes Tenta
Strive to your Utmost

Policy created by: Examinations Officer	Reviewed: December 2018	Date Adopted: December 2018	To be reviewed annually by: S&P Committee
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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 students. It is the responsibility of everyone involved in the centre's examination processes to read, understand and implement this policy, which is available on the School's website. 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 students. In addition the course may not receive the appropriate funding through the Autumn School Census.

At Key Stage 4

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

At Key Stage 5

2 Year Linear GCE qualifications are completed by 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 and Finance DipFS (usually completed by the end of Year 13).

EXAMINATION SEASONS AND TIMETABLES

KS4 and KS5 internal examinations 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

Students are selected for their examination entries by the Heads/Co-ordinators of Departments. Students, 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 students in exceptional circumstances only.

Re-sit decisions will be made in consultation with the students, 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 amendment fees and late entry fees will be charged to students when changes to entries are made at the student/parent's request after the exam board deadline date. If a student is considering withdrawal from a course, an application must be made to the Head of Year before February half term. Applications for withdrawing from BTEC and London Institute of Finance Board courses must be made by October half term. Any withdrawals made after this time will be charged at £150 per subject. Students will be charged £100 for each GCE subject withdrawal and £50 for each GCSE subject withdrawal made after the deadline date. Students 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. A Level and GCSE re-sit fees are paid by the students. Students must pay the fee for post results enquiries, e.g. re-marks, script return.

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

INTERNALLY MARKED ASSESSMENTS

Heads/Co-ordinators of Departments will input marks for internally marked assessments onto the appropriate exam board secure site and 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/Access Arrangements Co-ordinator/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 students but must not communicate with the students in the examination room. 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 once all students have completed the examination.

STUDENTS, CLASHES AND SPECIAL CONSIDERATION

The centre's published rules on acceptable dress, behaviour and students' use of mobile phones and all electronic devices apply at all times. Students' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage. Disruptive students are dealt with in accordance with JCQ guidelines. Students 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 student 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 student be too ill to sit an examination, suffer bereavement or other trauma or be taken ill during the examination itself, it is the student'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 student'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 student's results on their behalf.

Students 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.

Once marks for internally assessed work and non examined assessments have been submitted to the exam board, these 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. 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 children 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 and target performance.

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 - www.gov.uk

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.

The School is committed to ensuring that all students have the same opportunity to achieve a qualification, so that no student is disadvantaged on the basis of any attribute or circumstance (e.g. language, disability).

Information on students is gathered prior to entry to the School, and testing/monitoring is carried out to determine individual needs. All internal assessments processes are carried out in a fair and non-discriminatory way.

Access arrangements are modifications made in public examinations and controlled conditions for students with evidence of a defined need to allow them to fully display their skills, knowledge and understanding. There are various access arrangements that students 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 students 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 students may be granted during the course and in the examination.

Key Stage 3

All students on entering Year 7 are tested on spelling, reading and cognitive ability. 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.

Students may not require access arrangements for each subject. As subjects and the methods of assessment vary, so the demands on the students 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/Access Arrangements Co-ordinator All necessary paperwork is compiled and filed in the Examinations Office for the annual JCQ inspection.

The SENCO, Access Arrangements Co-ordinator and Examinations Officer are responsible for making special arrangements for students 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 the 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 JCQ conduct annual spot checks to ensure the school's Access Arrangements are in line with the JCQ regulations. The school takes the inspection process very seriously.

WORD PROCESSORS

Bullers Wood School complies with the JCQ Access Arrangements and Reasonable Adjustments and the JCQ Instructions for conducting examinations which are updated annually. Students with access to word processors are allowed to do so in order to remove barriers which prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties. The use of a word processor is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled student. The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question. As subjects and methods of assessments vary, students may not require the use of a word processor in each specification, and the need for the use of a word processor is therefore considered on a subject-by-subject basis. The use of a word processor is considered and agreed at the start of the course providing the School has firmly established a picture of need and normal way of working for a student. The use of a word processor is only granted if it reflects the support given to the student as her/his 'normal way of working' at school, for example in the classroom, in small groups, in support lessons, in mock examinations. The only exception would be a temporary injury arising after the start of the course or a diagnosis of a disability relating to an existing disability after the start of the course. The use of a word processor is not permitted simply because a student prefers to type.

Word processors for public and mock examinations are provided by the School with the internet, spelling and grammar check facility/predictive text disabled. Students type into Notepad or similar, i.e. there is no access to applications such as calculator, spreadsheet, graphics etc. Word processors are used as a type-writer, not as a database. Students are provided with a memory stick, which is cleared of any previously stored data. All laptops are provided with a charger to ensure the battery is sufficiently charged for the duration of the examination.

All students using word processors will be seated in the same room and apart from the main cohort. Once the student has completed her/his examination, she/he will be escorted to the Examinations Office where the script will be printed off for the student to check and sign. The Examinations Officer will ensure the document is in 12pt font, double spaced and has the student/examination details in the header before it is printed. Word processed scripts are inserted in/attached to any answer booklet that the student may have also used, and dispatched with the scripts of the rest of the students.

RESPONSIBILITIES

EXAMINATIONS

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 students for their examinations
- Manage entry amendments and late entries and forward costs to departments where appropriate
- Distribute timetables, examination information and warning notices to students and ensure that students 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 students who are eligible for adjustments in examinations*
- Identify and manage examination timetable clashes
- Advise on and process post results applications
- Report all suspicions or actual incidents of malpractice or maladministration with reference to the JCQ document *Suspected malpractice in examinations and assessments*
- Arrange for dissemination of examination results and certificates to students 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 students 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.

SESCO

- Oversee, along with the Access Arrangements Co-ordinator and the Examination Officer, the administration of access arrangements
- Identify and test students' 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 students 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 students achieve their course aims

Invigilators

- Ensure that the conduct of the students 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 students enter in silence and remind students 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 student
- Remind all students about their conduct during the examination
- Attend to students as soon as they put up their hands (they may not leave their places) and provide additional paper etc. immediately
- DO NOT permit students to leave the examination room before the end of the paper, except for illness. Any student 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 students’ answer sheets; each student 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 student sitting at the desk to the Examinations Officer
- Return all confidential examination material 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.

Students

- 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

INTERNALLY ASSESSED UNITS AND NON EXAMINATION ASSESSMENTS 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.

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.

Students will complete coursework/controlled assessment that is authenticated as original work according to the JCQ document issued in September to appropriate examination students. All students are given advice about the production of their work and the deadlines to be met. Within departments, all students are given adequate and appropriate time to complete the work.

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 internal assessments and appropriate staff attend training sessions given by the examination boards. The examination board must moderate the internally assessed work 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.

Senior leadership team will:

- Be familiar with the JCQ general guidelines and instructions and be responsible to relevant awarding bodies to ensure that internally marked assessments and NEAs are conducted according to qualification specifications.
- 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:

- Understand and comply with the general guidelines and instructions contained in the JCQ and exam board publications.
- Decide on the awarding body and specification for a particular qualification.
- Be responsible for the selection of internally marked assessments or NEAs from an approved list or for setting appropriate centre specific tasks.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component and keep students' work in secure storage until after the closing date for enquiries about results.
- Ensure that individual teachers understand their responsibilities with regard to internally assessed work and NEAs.
- 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.
- Ensure that subject teachers use the correct task for the year of submission.
- 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.
- Collaborate with the Examinations Officer to make appropriate arrangements for the security of assessment materials.
- Submit marks for internally marked assessments and NEAs to the appropriate exam board secure site and send off samples of work to moderators when requested

Subject Teachers will:

- Understand and comply with the general guidelines and instructions contained in the JCQ and exam board publications .
- Understand and comply with the awarding body specification, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- 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 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 students with general feedback and allow students 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 student 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 students 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 students.
- 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 students 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 student's own work.
- Ensure that they keep a record of each student's contribution in group work, where applicable.
- Ensure that students and supervising teacher(s) sign authentication forms on completion of an assessment. Student 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.
- Provide students with their mark for any internally mark work/non-examination assessment at least 3 weeks before the mark is due to be submitted to the Exam Board.
- Advise students that they may request copies of materials to assist them in considering whether to request a review of the School's marking of the assessment.
- Promptly make available, as soon as they are received, copies of materials to students;
- 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 students 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 internally marked assessments and NEAs.
- Retain students' work securely between assessment sessions (if more than one).
- Post-completion, retain students' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain students' 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.

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Examinations Officer will:

- Be familiar with the general guidelines and instructions contained in the JCQ and exam board publications.
- Oversee the submission of students' marks for internally assessed work and NEAs, track despatch and distribute returned work and any other material required by the appropriate examinations boards correctly and on schedule
- Collaborate with Heads of Departments/Subject Leaders to ensure timely submission of marks for internally assessed work and NEAs to the relevant awarding body. Collaborate with Heads of Departments/Subject Leaders to dispatch students' work.
- Collaborate with Subject Leaders/Heads of Departments to make appropriate arrangements for the security of assessment materials.
- 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.
- 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.

SENCO will:

- Be familiar with the general guidelines and instructions contained in the JCQ and exam board publications with reference to special access arrangements.
- Collaborate with the Access Arrangements Co-ordinator to co-ordinate requests for special access arrangements.
- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff are met.

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SENCO will:

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ASDAN

Bullers Wood School carries out rigorous internal moderation throughout the ASDAN programme and before submitting a sample of student's work. Assessment for each unit is based on the Portfolio of Evidence. Students' work is assessed against ASDAN CoPE Standards and records of their progress are kept in their folders. Students are then given guidelines on how to improve their work. The Portfolio is assessed within the centre by an assessor to ensure the quality of assessment decisions.

The School has a centre file which hold all records of all standardisation and internal moderation activities. The file includes records such as the ASDAN qualification internal moderation checklist. The Internal Moderator gives clear feedback on the checklist record and action points for follow up.

The Internal Moderator provides the vital link between the assessors and the external moderator, and acts as the School's quality assurance representative. The Internal Moderator is scheduled three times a year to moderate all Portfolios to ensure students have met the full requirements of the chosen qualification. Appropriate staff attend the Autumn themed ASDAN support meetings, the Spring term network meetings and also update meetings for regular support and feedback.

The CoPE Lead Teacher has attended Introductory Workshop training. Designated teachers meet monthly and the internal CPD provides teachers with training . Teachers will also attend the autumn themed ASDAN support meetings for CPD. They also attend the Spring term network meetings and update meetings for regular support and feedback.

MALPRACTICE

Staff

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

Investigations into allegations will be conducted by appropriate senior staff 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 him/her
- 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 student's own work, the awarding body may not be able to give that student a result.

Where a member of staff is found guilty of malpractice, the following sanctions may be imposed:

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

The member of staff may appeal against sanctions imposed on them. Appeals will be conducted in line with the Appeals procedure.

Student

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

- Plagiarism: the copying and passing of as the student'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 student's own
- Failing to abide by the instructions of an assessor – This may refer to the use of resources which the student have be specifically told not to use
- The alteration of any results document

If a teacher suspects a student of malpractice, the student will be informed and the allegations will be explained. The student will have the opportunity to give their side of the story before any final decision is made. If the student 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 students with regards to examinations. This list is not exhaustive:

- Talking during an examination
- Having on one's person a mobile phone in an examination room
- A mobile phone sounding in an examination room
- 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 student

If a member of staff suspects a student of malpractice during an examination, the student will be informed and the allegations will be explained. The student will have the opportunity to give their side of the story and the Awarding Body will be informed.

In the event that a malpractice decision is made, which the student feels is unfair, the student has the right to appeal in line the Appeals procedure.

APPEALS PROCEDURE FOR NEA AND INTERNALLY ASSESSED WORK

- 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.

- Students will be given their mark for internally assessed work/NEA at least 3 weeks before the mark is due to be submitted to the Exam Board.
- Students/parents/carers should notify the Examinations Officer within 1 week of the mark being received if they wish to appeal their mark. There will be an administration charge of £20 for each assignment which is reviewed. This will be refunded if the review leads to an improvement in the mark. Students should be aware that reviews could lead to marks being decreased as well as increased;
- The Head of Department will nominate an appropriate member of staff to lead the review to ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that student and has no personal interest in the outcome of the review;
- 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 student.
- The reviewer will ensure that the student's mark is consistent with the standard set by the School;
- The reviewer will inform the student promptly in writing of the final outcome of the review of the School's marking;
- The reviewer will pass to the Examinations Officer records of the review, evidence and deliberations to be made available to the examination boards if required.
- The review process will be completed before the Exam Board's deadline.
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