




St Augustine's School

EXAMINATIONS POLICY

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St Augustine's is a Roman Catholic school that believes that everyone is made in the image and likeness of God and called to an eternal destiny in Jesus Christ. We respect, accept and care for all. As a Christ-centred, welcoming community we recognise and celebrate the uniqueness of every person. We strive to foster a love and joy of learning and develop in each child an awareness of their own spirituality.

St Augustines Exam Policy-48159

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The purpose of this exam policy is:

- to ensure the planning and management of exams is conducted efficiently and in the best interest of candidates
- to ensure the operation of an efficient exam 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.

This exam policy will be reviewed annually.

This exam policy will be reviewed by the Senior Leadership Team and the exams officer.

1. Exam responsibilities

Head of centre

Overall responsibility for the school as an exam centre:

- advises on appeals and re-marks
- the head of centre is responsible for reporting all suspicions or actual incidents of malpractice. Refer to the JCQ document *Suspected malpractice in examinations and assessments*.

Exams office manager / exams officer

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

- advises the senior leadership team, subject and class tutors and other relevant support staff on annual exam timetables and application procedures as set by the various exam boards
- maintains systems and processes to support the timely entry of candidates for their exams
- oversees the production and distribution to staff, governors and candidates of an annual calendar for internal/external exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events
- ensures that candidates and their parents are informed of the rules and regulations set by the JCQ and St Augustines School and understand those aspects of the exam timetable that will affect them
- consults with teaching staff to ensure that necessary coursework is completed on time and in accordance with JCQ guidelines
- provides and confirms detailed data on estimated entries
- receives, checks and stores securely all exam papers and completed scripts

- administers access arrangements and makes applications for special consideration using the *JCQ Access arrangements and special considerations regulations* and *Guidance relating to candidates who are eligible for adjustments in examinations*
- identifies and manages exam timetable clashes
- accounts for income and expenditures relating to all exam costs/charges
- line manages the senior exam invigilator in organising the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams
- Organises appropriate accommodation for exams
- prepares and presents reports to the SLT showing results achieved in relation to expected grades and comparable data for previous years, indicating where future procedural improvements might be made
- submits candidates' coursework marks, tracks despatch and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule
- arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any appeals/re-mark requests
- maintains systems and processes to support the timely entry of candidates for their exams.
- Posting of exam scripts

Assistant Head

- Organisation of teaching and learning.
- External validation of courses followed at key stage 4 / post-16.

Heads of Faculty

- Guidance and pastoral oversight of candidates who are unsure about exam entries or amendments to entries.
- Involvement in post-results procedures.
- Accurate completion of coursework mark sheets and declaration sheets.
- Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the exams officer.

Head of careers

- Guidance and careers information.

Teachers

- Notification of access arrangements (as soon as possible after the start of the course).
- Submission of candidates' names to heads of department/school/curriculum.

SENCO

- Administration of access arrangements.

- Identification and testing of candidates, requirements for access arrangements.
- Provision of additional support — with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment — to help candidates achieve their course aims.

Senior invigilator/invigilators

- To take instruction from the Senior Invigilator at the beginning of all exams.
- Collection of exam papers and other material from the exams office before the start of the exam.
- Collection of all exam papers in the correct order at the end of the exam and their return to the exams office.

Candidates

- Confirmation and signing of entries.
- Understanding coursework regulations and signing a declaration that authenticates the coursework as their own.
- Being prompt to all exams with the necessary equipment and full school uniform.
- Displaying appropriate behaviour for exam conditions.

2. The statutory tests and qualifications offered

The statutory tests and qualifications offered at this centre are decided by the Head of Centre and Senior Leadership Team.

The statutory tests and qualifications offered are GCSEs and entry level certificates.

Decisions on whether a candidate should not take an individual subject will be taken in consultation with the SENCO and the subject teachers.

At key stage 3

All candidates will take English, mathematics, science and RE. The school will consider the use of intervention or booster strategies in connection with any candidates who are unlikely to attain the minimum level.

At key stage 4

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

3. Exam seasons and timetables

3.1 Exam seasons

Internal exams are scheduled in December and June.

External exams are scheduled in May/ June.

All internal exams are held under external exam conditions.

Which exam series are used in the centre is decided by the heads of subject.

3.2 Timetables

Once confirmed, the exams officer will circulate the exam timetables for internal exams and external exams.

4. Entries, entry details and late entries

4.1 Entries

Candidates are selected for their exam entries by the subject teachers.

Candidates, or parents/carers, can request a subject entry, change of level or withdrawal.

The centre does accept entries from external candidates, who are former pupils and are sitting an examination that the school currently offers.

4.2 Late entries

Entry deadlines are circulated to faculty leaders via email.

Late entries are only authorised by the Senior Team.

Re-sits are authorised by the Senior Team.

Re-sit decisions will be made in consultation with candidates, subject staff, and Head of faculty.

5. Exam fees

The centre will pay all normal exam fees on behalf of candidates for qualifications.

Late entry or amendment fees are paid by departments.

Candidates or departments will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes provided these are made within the time allowed by the awarding bodies. Departments may incur a half of the late fees if the late entry is a result of oversight.

The School will expect reimbursements from candidates who fail to sit an exam.

Candidates must pay the fee for an enquiry about a result, should the centre not uphold the enquiry and the candidate insists on pursuing the enquiry. (see also section 12.2 Enquiries about results EARS)

6. The Special Education Needs and Disability Act, Equality Act and Access Arrangements

6.1 The Special Education Needs and Disability Act 2014, Equality Act 2010 and Access

The Disability Act extends the application of the Equality Act to general qualifications. All exam centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law. A copy of school's Accessibility Policy is kept in the Exams Policy file in the Exams Office.

6.2 Special needs

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

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

6.3 Access arrangements

Making special arrangements for candidates to take exams is the responsibility of the SENCo and the exams officer.

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

Rooming for access arrangement candidates will be arranged by the exams officer.

Invigilation and support for access arrangement candidates is organised by the the exams officer.

NB: See Exams Policy file and Staff Handbook for policies on a) use of a Word processor, and b)

Special Needs Policy

7. Estimated grades

Estimated grades

The individual subject teacher through the Head of faculty will submit estimated grades to the exams officer when requested by the exams officer.

The Exams Officer to administer and follow up.

8. Managing invigilators and exam days

8.1 Managing invigilators

As far as possible External invigilators will be used for external exams.

The recruitment of invigilators is the responsibility of the senior leaders, working with the exams officer.

Securing the necessary DBS clearance for new invigilators is the responsibility of the centre administration.

DBS fees for securing such clearance are paid by the centre.

Invigilators are timetabled and briefed by the exams officer.

Invigilators' rates of pay are set by the centre administration.

8.2 Exam days

All exam rooms will have a folder with all relevant information for the exams – ICE booklet, candidate photos, access arrangements, fire drill, etc.

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 is responsible for setting up the allocated rooms, under the direction of the exams officer who will ensure the set up meets examination board regulations.

The Exams officer, Senior/lead invigilator will start all exams in accordance with JCQ guidelines.

Subject staff or senior management may be present at the start of the exam to assist with identification of candidates but may not view the paper(s) and will leave at the start of the exam.

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

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 heads of faculty the following day at the earliest.

Evacuation procedure during exams. Should the fire alarm go off during an examination, The students will be asked to put their pens down, sit in silence and wait for instructions from The Exams Officer, Head of Centre or appointed representative.

Should students need to vacate the building, they will be guided to the assembly point outside of the exam venue (s). Procedures will be carried out in accordance with JCQ guidelines and the St Augustines School Exam Evacuation Procedure. Appendix 1

9. Malpractice

9.1 Where malpractice is discovered in external examinations, then the appropriate procedure as set out by the awarding body or examining body (Joint Council for Qualification) will be followed by the school.

9.2 Malpractice associated with external examinations for the purpose of this policy includes the following:

- Unlawfully obtaining, selling, using or distributing examination papers prior to exam sessions
- The use of mobile phones and other electronic devices during exams
- The passing of information between students during an examination
- Taking unauthorised material into the examination room

9.3 Where Malpractice is discovered in coursework, then the appropriate subject teacher will discuss the matter with the Head Teacher and Examinations Officer. The action taken will depend on the severity of the malpractice that has taken place.

- a) In some circumstances, candidates will be required to re-submit the work.
- b) In some circumstances, the work will be destroyed and not entered for assessment. This will reduce the grade available to the candidate
- c) In extreme circumstances, the incident will be reported to the relevant awarding body.

9.4 Where malpractice in coursework is discovered by the awarding body, then the awarding body will follow their own malpractice procedures. (Details of these procedures can be found in the JCQ Suspected Malpractice in Examinations and Assessments document).

9.5 All candidates must be aware that the awarding body has the right to invalidate any qualifications awarded by them to the candidate if malpractice is discovered.

a) In addition, awarding bodies will report malpractice to the JCQ who may invalidate all qualifications awarded by all awarding Bodies.

b) Candidates must therefore ensure that malpractice does not take place at any stage during the examination and assessment process.

10. Candidates, clash candidates and special consideration

10.1 Candidates

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

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

10.2 Clash candidates

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

10.3 Special consideration

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

The candidate must support any special consideration claim with appropriate evidence within three days of the exam, for example a letter from the candidate's doctor.

The exams officer will then forward a completed special consideration form to the relevant awarding body within seven days of the exam.

11. Coursework and appeals against internal assessments

11.1 Coursework

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

Heads of faculty will ensure all coursework is ready for despatch at the correct time. The exams officer will keep a record of what has been sent when and to whom.

Marks for all internally assessed work and estimated grades are provided to the exams office by the heads of faculty.

11.2 Appeals against internal assessments

The centre is obliged to publish a separate procedure on this subject, which is available from the exams office.

The main points are:

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

11.3 See Controlled Assessment Policy: Appendix 2

12. Results, enquiries about results (EARs) and access to scripts (ATS)

12.1 Results

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

Arrangements for the school to be open on results days are made by the senior leader.

The provision of staff on results days is the responsibility of the head of centre.

12.2 EARs

EARs may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking.

If a result is queried, the exams officer, teaching staff and head of centre will investigate the feasibility of asking for a re-mark at the centre's expense.

When the centre does not uphold an EAR, a candidate may apply to have an enquiry carried out. If a candidate requires this against the advice of subject staff, they will be charged.

12.3 ATS

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

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

GCSE re-marks cannot be applied for once a script has been returned.

(See also section 5: Exam fees)

13. Certificates

Certificates are collected and signed for.

Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised to do so and can provide documentary evidence they are entitled to do so. E.g. they have written permission and proof of identification of both the candidate and the third party. A record of this may be taken.

Replacement certificates are only issued if a candidate agrees to pay the costs incurred.

The centre retains certificates for two years free of charge. Any certificates requested after two years will incur a £7.50 for archive search

Head of centre: Mr M. Taylor

Mark Taylor

Exams officer: Mrs N. Darke

Date

18/04/18

The policy is next due for review in March/April 2019

Exam Evacuation procedure-Appendix 1

Emergency Evacuation Of an Examination Room

Exam Venue – ALL EXAM ROOMS

On Hearing the Fire Alarm

The invigilator must take the following action in an emergency such as a fire alarm:

- Tell the candidates to stop writing and leave the question papers and scripts on their desks.
- Evacuate the room in an orderly fashion without talking. The candidates must not attempt to collect bags or coats.
- The invigilator should collect the exam register and evacuate the candidates by following the emergency exit signs.
- **DDA - CANDIDATES WHO HAVE A DECLARED DISABILITY WILL BE SUBJECT TO THE Personal Evacuation Procedures in place**
- Assemble the candidates in:

TUTOR GROUP ORDER ON THE LAWN AT THE FRONT OF THE SCHOOL

- When assembled check the candidates against the exams register.
- The examination candidates must not have contact with other pupils and must not have mobile phones in their possession.
- Make sure that the candidates are supervised as closely as possible while they are out of the examination room.
- Make sure there is no discussion about the examination. Inform the candidates that they are still under examination regulations.
- Make a note of the time of the interruption and how long it lasted.

- At the end of the emergency the Examinations Officer or a senior member of staff will inform you when to return to the examination room.
- On return to the examination room allow the candidates **the full working time** set for the examination.
- Make a full written report of the incident to the EXAMINATIONS OFFICER.

St Augustine's School – GCSE Controlled Assessment Policy- Appendix 2

Context of Policy

From September 2010, Controlled Assessment replaces coursework for 26 new GCSEs. It was a key part of the previous Government's reform of education for 14-19 year olds, designed to ensure that specification content meets the aims of the revised secondary curriculum.

Key features:

- ◆ Enables a more integrated approach to teaching & learning and assessment
- ◆ Provides an increased facility to ensure that work is the student's own
- ◆ Enables teachers to choose the timing of the controlled assessments
- ◆ Enables teachers to select from a choice of tasks and contextualised them
- ◆ Viewed as an integral part of the course, rather than a separate activity
- ◆ Usually takes place in the classroom, within the normal timetable
- ◆ Features levels of control designed to maximise reliability and authenticity

The Process of Controlled Assessment:

1. Task Setting:

Tasks are set either by the Awarding Body (High control) or by the Centre (Medium Control) and in both cases, must be developed according to the requirements of the specification.

2. Task Taking:

1. Low control – students can work unsupervised outside the classroom. This is normally the research stage
2. Medium control – students can work under informal supervision. This is normally the analysis stage
3. High Control - Students complete their task under direct supervision throughout. This is the write up stage

3. Task Marking:

Task Marking has either a High or Medium Control level. High control means that the awarding body marks the tasks. Medium control is where work is assessed by the teacher and externally moderated by the awarding body in the same way as coursework.

Where Medium Control applies St Augustine's School colleagues must use the dedicated Inset day to standardise their marking.

Responsibility of staff in the implementation of the Controlled Assessment Policy

1. It is the responsibility of each Subject teacher to obtain the controlled assessment task details from the relevant exam board.
2. The Subject teacher should choose the most appropriate time for the controlled assessment to take place, in consultation with SLT and (where appropriate) other Heads of Department if there is a clash of interest on the Calendar.
3. The Controlled Assessment may take place during timetabled class time.
4. Departments must plan when and how the assessment will take place, taking into account the accommodation and resources required. The Exams Officer should be notified when high level controlled assessment is taking place.
5. Relevant display materials must be removed or covered up.
6. All staff must be aware of the relevant level of control permitted (high, medium or low) as this will determine the level of permitted supervision e.g. high control means that students are under exam conditions.
7. Each student is to keep a research diary where they note the guidance and feedback received from their teacher. The diary should also contain a record of the research and planning stage containing notes, diagrams, essay plans and bibliography.
8. All assessment materials must be locked in a suitable secure cabinet at the end of each session.
9. Separate user accounts for exam use must be used for high control level work. These must have no access to internet or e-mail and must only be accessible during the controlled sessions. If work is saved on memory sticks these must be collected in after each session and locked away as in 8 above.
10. If a student is absent, the teacher must allow that student the chance to make up the time if necessary.
11. For long absences, special consideration should be applied for.
12. Entries for controlled assessment must be made at the appropriate time.
13. Attendance records from assessment sessions should be kept by the class teacher.
14. Work may be handwritten in black ink or word processed. Printouts, charts and videos can be included where appropriate.
15. Where the specification permits students to work with others, e.g. during collection of data, any descriptions of the joint work must be in each candidate's own words.
16. Where work is assessed by the teacher and externally moderated by the exam board, standardisation of marking must take place in the school if more than one teacher is involved in the assessing.
17. If suspected malpractice occurs, the Exams Officer must be informed.
18. If a student's work is lost within the school, this must be reported to the exam board.
19. Authentication forms must be signed by the teachers and candidates.
20. Access arrangements do apply to controlled assessment.
21. The assessment marks must be submitted to the exam board by the appropriate date.
22. Candidates' work must be securely stored as in 8 above until all results have been verified.
23. Re-sits of controlled assessment may be allowed in the next exam session.
24. After the results are published it may be possible to request a re-moderation of the work.

St Augustine's School

Appeals against internally assessed marks

GCSE controlled assessments

St Augustine's is committed to ensuring that whenever its staff mark candidates' controlled assessment/coursework this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. St Augustines is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

If a candidate believes that this may not have happened in relation to his/her work, he/she may make use of this appeals procedure.

N.B: an appeal may only be made against the assessment process and not against the mark submitted to the awarding body.

- 1.** Appeals should be made as early as possible, and no later than two weeks before the last timetabled examination in the series (e.g. the last GCSE written paper in the June GCSE examination series).
- 2.** Appeals must be made in writing by the candidate's parent/carer to the examinations officer.
- 3.** The head of centre will appoint a senior member of staff, i.e. an Assistant Head Teacher or a Deputy Head Teacher, to conduct the investigation. The senior member of staff will not have had any involvement in the internal assessment process for that subject.
- 4.** The purpose of the appeal will be to decide whether the process used for internal assessment conformed to the awarding body's specification and subject-specific associated documents.
- 5.** 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 internal assessment procedures.
- 6.** The outcome of the appeal will be made known to the Head Teacher and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the appeal bring any irregularity in procedures to light, the awarding body will be informed.

After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of St Augustine's and is not covered by this procedure.

