



Homewood School & Sixth Form Centre

LEARNING · RESPECT · BELONGING

EXAMS AND EXTERNAL ASSESSMENT POLICY

Date approved by Governors
November 2016

HOMEWOOD SCHOOL & SIXTH FORM CENTRE

EXAMS and EXTERNAL ASSESSMENT POLICY

This policy will be reviewed every three years

DATE OF POLICY: OCTOBER 2016

DATE OF REVIEW: OCTOBER 2019

Member of staff responsible for Policy:

Assistant Vice Principal Curriculum

Signed.....Principal

Signed..... Chairman of Governors

EXAMINATIONS: POLICY

Homewood school is committed to providing the full range of access to a variety of qualifications, both academic and vocational. The school will endeavour to make examinations as stress-free as possible for students by seeking to provide efficient administration of these examinations, including the provision of the necessary information.

RESPONSIBILITIES OF THE EXAMINATIONS OFFICE

It is the responsibility of the Examinations Office:

- To liaise with the awarding bodies, and be aware of changes to regulations or administration of public examinations.
- To make all entries for external examinations.
- To ensure the security of all examination materials arriving in the school.
- To produce and publish an Examinations timetable for each examinations season.
- To provide each student with a candidate number, a timetable of examinations and a copy of the Joint Council regulations.
- To manage special consideration applications and to liaise with Learning Support on access arrangements.
- To arrange that all rooms used for examinations comply with examination regulations in terms of signs, spacing, etc.
- To train and manage both external and internal invigilators.
- To arrange the prompt despatch of all completed examination papers.
- To provide the results of all examinations to students and staff.
- To check, secure and distribute examination certificates.
- To provide all necessary information, paperwork and support to Principal Teachers and invigilators. This will include the provision of training for any new invigilators.
- To conduct an evaluation of each examination series, and to make recommendations based on this.

RESPONSIBILITIES OF THE PRINCIPAL TEACHER

It is the responsibility of the Principal Teacher:

- To submit all examination entries to the Examinations Officer in the format requested on or before published deadlines.
- To ensure that all necessary information is provided at this time – eg, examining body, syllabus codes, option codes, tiers, etc.

- To submit any amendments to examination entries to the Examinations Officer on the correct forms.
- To check the examinations timetable, as published in the staffroom or school intranet. In the case of examinations requiring specialised equipment, to be aware of what is required and to ensure that it is available on the day of the examination.
- To be present at the start of each examination in their subject, or to delegate a representative to do this, in order to check that the correct students are sitting the correct examinations. PTs are permitted to start examinations provided they comply with the relevant JCQ regulations. However, teaching staff must not look at examination papers until the end of the examination, nor to give instructions or advice to students in the examination room.
- To ensure that all JCQ regulations for controlled assessments are followed, that deadlines are met, and that all work is securely stored.
- To standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Principal Teachers responsible for vocational qualifications also need to be fully conversant with the requirements of the syllabus, and to ensure that any paperwork is completed promptly and accurately.
- Principal Teachers are responsible for all internal examinations, and for ensuring that arrangements are made for the delivery and collection of examination papers.

EXAMINATION ENTRIES AND AMENDMENTS

- It is important that Principal Teachers are acutely aware of any ongoing changes to specifications and entry requirements and in particular:
 - Terminal assessment rules
 - Re-sit opportunities
 - Controlled assessment
 - Vocational qualifications
- With the exception of English and Maths the school will bear the cost of one entry per subject per student. In the case of linear courses, this will be the full entry fee for the examination. In the case of modular courses, this will be the cost of one sitting of each module. In the case of AS/A2 courses, this will be the cost of one sitting of each unit. Any re-takes will be paid for by the student, or by the department concerned.

The school will also bear the cost of entry for Post-16 students who are required to continue English and Maths beyond Year 11. Entries will be made on the recommendation of the Principal Teacher.

NB: Principal teachers should be aware of the rules governing re-sits for the specifications within their department.

- It is expected that Principal Teachers will put forward for entry all students registered on a particular course. Where this is impossible, a student may be withdrawn only after consultation with the Curriculum Leader, student and parents and a note of explanation kept in the student's file.

- If a student is withdrawn, parents must be notified by letter. If there is no reply, this should be followed up by phone via the appropriate College office, with the date and outcome logged. This log will be sufficient for the examinations office to action any withdrawals or amendments.
- Any student entered for any examination who fails to attend that examination without an acceptable reason may be asked to pay the entry cost for that examination. Acceptable reasons may include illness, supported by a doctor's note, family bereavement, etc.
- Should any Post-16 student leave the course before entries have been made, the Principal Teacher should ensure that the student is not entered. A copy of the agreement that a student will no longer follow any post-16 course must be sent to the Examinations Office.
- Should any student leave the school roll during Key Stage 4 or 5, the mini-school responsible should notify all Principal Teachers. The Principal Teacher should then check and amend examination entries as appropriate.

CONTROLLED ASSESSMENT: POLICY

Homewood School is committed to ensuring that:

- Controlled assessments run safely and securely.
- Assessments comply with JCQ guidelines and awarding bodies subject-specific instructions.
- All aspects of controlled assessments are fully understood by those involved – staff, students, parents/guardians.

Controlled assessments should, wherever possible, be conducted within the allocated lesson time for each course. Where this is not possible, alternative arrangements should be discussed with the AVP Curriculum well in advance in order to minimise disruption to scheduled teaching time.

RESPONSIBILITIES OF PRINCIPAL TEACHER

- Ensure that controlled assessments satisfy all current terminal assessment requirements in accordance with awarding body specifications.
- Ensure that individual teachers understand and comply with guidelines contained in JCQ publication *Instructions for conducting controlled assessments* and any other subject specific instructions.
- Ensure the secure storage of controlled assessment in accordance with JCQ regulations.
- Ensure that appropriate action is taken to guarantee the publication of Non EDI results in time for the relevant deadlines (the deadline will be the same as A Level for Level 3 courses and the same as GCSE for Level 2 courses)

- Ensure internal standardisation of marking of internal assessments is conducted in line with awarding body guidelines.
- Ensure that appropriate facilities are available for planned controlled assessments (e.g. IT facilities or specific rooms).

RESPONSIBILITIES OF TEACHING STAFF

- Understand and comply with guidelines contained in JCQ publication *Instructions for conducting controlled assessments*.
- Understand and comply with awarding body specification for conducting controlled assessments, including 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 assessments and ensure that such materials are stored securely at all times in accordance with JCQ guidelines.
- Supervise assessments at the specified level of control, only permitting assistance to students as the specification allows.
- Ensure the secure storage of controlled assessment in accordance with JCQ regulations.
- Ensure that for each student a *Declaration of Authentication* is completed and signed by the student and the teacher.
- Mark internally assessed components and submit marks to the awarding body when required.
- Retain students' work securely (1) between assessment sessions (2) post-completion until the closing date for enquiries about results. In the event of an enquiry retain student's work until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Liaise with Special Needs Department for any assistance required to ensure students receive whatever access arrangements they are entitled to.

RESPONSIBILITIES OF THE EXAMS OFFICE

To enter students for individual units, whether assessed by controlled assessment, external examination or on-screen test, before the deadline for final entries, including 'cash-in' codes for terminal exam series.

Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and transmission, whether in CD or hard copy format.

Distribute marksheets to Principal Teachers

To arrange, where required, alternative accommodation to departmental classrooms for the conduct of a controlled assessment.

RE-WORKING AND RE-SITTING CONTROLLED ASSESSMENTS

If a student is ill on the day of an assessment, an alternative session may be arranged.

If a student wishes to re-sit or re-work an assessment, they may only do so before the marks have been sent to the awarding body and subject to JCQ detailed regulations.

If a student has a prolonged illness, it may be possible to accept a reduced quantity of work, subject to JCQ regulations.

In all cases, it is the responsibility of the Principal Teacher to ensure that additional controlled assessments are administered in accordance with the guidelines relevant to each specification.

SUSPECTED MALPRACTICE

Irregularities or suspected malpractice discovered prior to the signing of the declaration of authentication form will be dealt with by the centre. Any work submitted which is not the student's own will be recorded on the declaration form.

Irregularities or malpractice discovered after the declaration form is signed will be reported to the awarding body and dealt with in accordance with their published procedures for dealing with cases of suspected malpractice.

APPENDIX A : RISK MANAGEMENT of CONTROLLED ASSESSMENTS

The following considerations should be made for all controlled assessments undertaken in order to minimise the risk of any breach of examination regulations. The assessment

includes an indication of the staff with primary responsibility for ensuring that the regulations are met.

Focus	Consideration	Responsibility
SECURITY	<ul style="list-style-type: none"> • Have assessment tasks and candidates' work been kept secure? • Each department must be familiar with the level of security required. 	PTs
TIMETABLING	<ul style="list-style-type: none"> • Does the assessment schedule clash with other activities? • The assessment schedule must be planned so as not to clash with other school activities and should be held during scheduled lesson time wherever possible. 	PTs Exams Office Calendar
ACCOMMODATION	<ul style="list-style-type: none"> • Is there sufficient space in classrooms for controlled assessments? • Where group sizes are too large, other rooms must be identified to enable the assessments to take place according to the regulations. • Has consideration been given to classroom displays and other visible information that may breach the regulations. 	PTs Exams Office Cover manager
ICT	<ul style="list-style-type: none"> • What if the IT system is unavailable on the day of assessment? • Tasks should be downloaded well ahead of the scheduled assessment date. • IT equipment and support should be booked well ahead. • Secure access rights should be tested ahead of schedule every year. 	PTs IT Team
ABSENT CANDIDATES	<ul style="list-style-type: none"> • What if candidates are absent for part or all of an assessment? • Alternative sessions should be planned for absent candidates. 	PTs
CONTROL LEVELS	<ul style="list-style-type: none"> • Has the assessment had the correct level of control? • Teaching staff must know what level is applicable. 	Class teachers PTs

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Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the management and administration of the exam process at Homewood School & Sixth Form Centre. By outlining actions/procedures to be followed in case of disruption it is intended to mitigate the impact these disruptions have on our exam process.

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

Causes of potential disruption to the exam process

1. Exam officer extended absence at key points in the exam process (cycle)

Criteria for implementation of the plan

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

- *Planning*
 - annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered
 - annual exams plan not produced identifying essential key tasks, key dates and deadlines
 - sufficient invigilators not recruited and trained
- *Entries*
 - awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff
 - candidates not being entered with awarding bodies for external exams/assessment
 - awarding body entry deadlines missed or late or other penalty fees being incurred
- *Pre-exams*
 - exam timetabling, rooming allocation; and invigilation schedules not prepared
 - candidates not briefed on exam timetables and awarding body information for candidates
 - exam/assessment materials and candidates' work not stored under required secure conditions
 - internal assessment marks and samples of candidates' work not submitted to

awarding bodies/external moderators

- *Exam time*
 - exams/assessments not taken under the conditions prescribed by awarding bodies
 - required reports/requests not submitted to awarding bodies during exam/assessment periods e.g. very late arrival, suspected malpractice, special consideration
 - candidates' scripts not dispatched as required to awarding bodies
- *Results and post-results*
 - access to examination results affecting the distribution of results to candidates
 - the facilitation of the post-results services

Centre actions:

- SLT will assume responsibility for the above tasks, delegating as necessary to the Curriculum Assistant.
- Contact Exams Officers Association to request support where appropriate.

2. SENCo extended absence at key points in the exam cycle

Criteria for implementation of the plan

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

- *Planning*
 - candidates not tested/assessed to identify potential access arrangement requirements
 - evidence of need and evidence to support normal way of working not collated
- *Pre-exams*
 - approval for access arrangements not applied for to the awarding body
 - modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
 - staff providing support to access arrangement candidates not allocated and trained
- *Exam time*
 - access arrangement candidate support not arranged for exam rooms

Centre actions:

- The SEN team will cover for the absence of any members of the team.

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

Criteria for implementation of the plan

Key tasks not undertaken including:

- *Early/estimated entry information not provided to the exams officer on time; resulting*

in pre-release information not being received

- *Final entry information not provided to the exams officer on time; resulting in:*
 - *candidates not being entered for exams/assessments or being entered late*
 - *late or other penalty fees being charged by awarding bodies*
- *Internal assessment marks and candidates' work not provided to meet submission deadlines*

Centre actions:

- The extended absence of any member of the teaching staff will be covered by the Principal Teacher or Assistant Principal Teacher.
- Examinations Manager to liaise with Principal Teachers and/or SLT to ensure all deadlines are adhered to.
- If necessary the Examinations Manager will liaise with the relevant awarding bodies for advice.

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

Criteria for implementation of the plan

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

Centre actions:

- A recruitment drive for invigilators will take place in advance of the exams season to ensure a pool of invigilators sufficiently large enough to cover peak exam days and the possibility of invigilator absence.
- The Examinations Manager will be aware of school staff available for invigilation duties at short notice and for peak exam days.

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

Criteria for implementation of the plan

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

Centre actions:

- The Examinations Manager will organise room for examinations well in advance of the examination season, ensuring there is enough time available to identify suitable rooms.
- Examinations Manager to liaise with school staff to secure the use of additional/alternative rooms.

6. Failure of IT systems

Criteria for implementation of the plan

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

Centre actions:

- The Examinations Manager will liaise with IT Support and the Examining Bodies to establish alternative methods. At all times during a systems failure the Examinations Manager will work with the awarding bodies to minimise disruption and costs.

7. *Disruption of teaching time – centre closed for an extended period

*Criteria for implementation of the plan

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

Centre actions:

- Centre to communicate with parents, carers and students about the disruption to teaching time.

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

*Criteria for implementation of the plan

- Centre unable to open as normal for scheduled examinations

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

Centre actions:

- Centre will communicate with the relevant awarding bodies to make them aware of the situation.
- Centre will communicate with parents, carers and students concerning alternative arrangements.

9. *Candidates unable to take examinations because of a crisis – centre remains open

*Criteria for implementation of the plan

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

Centre actions:

- Centre will communicate with the relevant awarding bodies to make them aware of the situation.
- Centre will communicate with parents, carers and students concerning alternative arrangements.
- Examinations Manager will apply to awarding bodies for special consideration for

candidates where they have met the minimum requirements

10.*Disruption to the transportation of completed examination scripts

*Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts

Centre actions:

- The Examinations Manager will liaise with relevant awarding bodies to establish alternative collection arrangements.

11.*Assessment evidence is not available to be marked

*Criteria for implementation of the plan

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

Centre actions:

- The Examinations Manager will liaise with relevant awarding bodies and act upon their advice.

12.*Centre unable to distribute results as normal

*Criteria for implementation of the plan

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

Centre actions:

- The Examinations Manager will liaise with relevant awarding bodies and act upon their advice.

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

Further guidance to inform and implement contingency planning

Ofqual

Joint Contingency Plan in the event of widespread disruption to the Examination System in England, Wales and Northern Ireland <http://dera.ioe.ac.uk/16235/1/2012-12-11-joint-contingency-plan-november-2012.pdf>

GOV.UK

Emergencies and severe weather: schools and early years settings <https://www.gov.uk/emergencies-and-severe-weather-schools-and-early-years-settings>

Teaching time lost due to severe weather conditions

<https://www.gov.uk/government/publications/teaching-time-lost-due-to-severe-weather-conditions/teaching-time-lost-due-to-severe-weather-conditions>

Dispatch of exam scripts guide - Contingency planning

<https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service/dispatch-of-exam-scripts-guide>

JCQ

Guidance on *alternative site arrangements* <http://www.jcq.org.uk/exams-office/forms>

Instructions for conducting examinations <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

Guidance on *access arrangements and special consideration* <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>