



# Examinations Policy

## Purpose

The purpose of this examinations policy is:

- to ensure the planning and management of exams is conducted efficiently and in the best interest of candidates;
- to ensure that all examination procedures comply with Joint Council for Qualifications (JCQ) guidelines;
- to ensure the operation of an efficient examination system with clear guidelines for all relevant staff.

## Scope

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

## Responsible Party

The Head Teacher is responsible for ensuring exam procedures adhere to appropriate legislation and guidelines.

## Policy Statement

The purpose of this policy is to ensure that all examination procedures (see Appendix 1) are efficiently managed and that examination board standards and requirements are maintained and rigorously adhered to. We also seek to ensure that all students within our school community are enabled to perform at their best in public examinations.

This policy should be read in conjunction with other school policies;-

- SEN
- Equalities
- Behaviour for learning
- Supporting students with medical conditions
- Safer Recruitment

### 1) Roles and Responsibilities

**The Examinations Officer** (line managed by the Head Teacher) is responsible for managing the administration of public and internal exams: -

- 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 awarding bodies.
- Oversees the production and distribution to staff and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events.
- Ensures that candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them.
- Consults with teaching staff to ensure that necessary coursework/controlled assessments are 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 following information from the Special Educational Needs Co-ordinator (SENCo) and makes applications for special consideration using the JCQ publications Access arrangements, reasonable adjustments and special consideration.
- Identifies and manages exam timetable clashes.
- Accounts for income and expenditures relating to all exam costs/charges.
- Line manages the exam invigilators.
- Submits candidates' coursework/controlled assessment marks, tracks despatch and stores securely 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.

**Heads of department/Single Subject Teachers** are responsible for: -

- Meeting coursework/controlled assessment deadlines as requested by the examination boards.
- Entries, predicted grades and all other examination administrative information as requested by the examinations officer.

**The SENCo** is responsible for: -

- Identification and testing of candidates, providing information and requirements for access arrangements to the examinations officer.
- 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.

**Lead invigilator/invigilators** are responsible for: -

- 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.

*(Invigilators are required to take a refresher course if they have worked with us before and new invigilators are required to take a full training course which is led by the Exams Officer).*

*Disclosure and Barring Service (DBS) (For more detail refer to Safer Recruitment Policy):*

1. *Existing staff no longer have to be checked on a 3 yearly basis, however, where they have had a significant break in service (more than 3 months) or the school may have other concerns a new DBS will be undertaken.*
2. *All new staff members and volunteers will be subject to an initial DBS check when commencing at the school.*
3. *The school will accept new employees under the new DBS checking system providing the status of the certificate can be checked and the school has no concerns once this has been done. ([www.gov.uk/dbs](http://www.gov.uk/dbs)).*

**Candidates** are responsible for: -

- Confirmation and signing of entries.
- Attend punctually for examinations as given on their timetable.
- Understanding coursework regulations and signing a declaration that authenticates the coursework as their own.
- Abiding by JCQ policy and procedure re conduct in examinations.

### Monitoring and Review

The examinations policy will be reviewed annually by the Senior Leadership Team and Exams Officer.

This Policy will be reviewed by Governors every three years.

## Examinations Procedures

### Qualifications Offered

- The qualifications offered at this centre are decided by SLT, KS4 Strategy manager, Heads of Department and teachers in charge of subjects.
- The qualifications currently offered are GCSE and BTEC.
- The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus for that year. If there has been a change of syllabus from the previous year, the exams office must be informed.
- Informing the exams office of changes to a syllabus or examination board is the responsibility of the Heads of subject.
- Decisions on whether a candidate should be entered for a particular subject will be taken in consultation with the candidate's subject teachers, Head of Year, KS4 Strategy manager and parents.

### Exam Series and Timetables

#### • **Exam seasons**

- Internal exams and assessments are scheduled as per calendar.
- External exams and assessments are normally scheduled in May and June.
- Internal exams are held under external exam conditions.

#### • **Timetable**

Once confirmed, the Exams Officer will circulate the exam timetable for External exams and ensure that a copy is posted home for all students

#### • **Entries, entry details and late entries**

- Candidates are selected for their exam entries by the Heads of department.
- Candidates or parents/carers can request the school considers a subject entry, change of level or withdrawal.
- The centre accepts entries from external candidates.
- The centre does not act as an exam centre for other organisations.
- Entry deadlines are circulated to Heads of department via Email.
- Late entries are authorised by Heads of department.

#### • **Exam fees**

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

- Fee reimbursements will be sought from candidates who decide to not sit an exam after the late entry/withdrawal deadline or who fail to sit an exam or who do not meet the necessary coursework requirements without medical evidence or evidence of other mitigating circumstances.

### Equality Act 2010

- All exam centre staff must ensure that they meet the requirements of the Equality Act 2010.
- The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'
- The centre will meet the requirements of the Equality Act 2010 by ensuring that the exams centre is accessible and improving candidate experience. This is the responsibility of the Head Teacher, Subject teachers, Exams Officer and SENCo.
- The duty to make reasonable adjustments applies only to disabled people. For schools the duty is summarised as follows:
  - Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.
  - Schools will be expected to provide an auxiliary aid or service (eg. such as coloured overlays for dyslexic pupils, pen grips, adapted PE equipment, adapted keyboards and computer software) for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

### Access arrangements

- The SENCo will inform the examination officer of candidates with special educational needs who are embarking on a course leading to an exam. The SENCo will inform the exams officer and subject staff of any special arrangements that individual candidates can be granted during the course and in the examination.
- Making access arrangements for candidates to take exams is the responsibility of both the SENCo and Exams Officer in accordance to the JCQ Publication 'Access Arrangements and Reasonable Adjustments'
- Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Exams Officer.
- Rooming for access arrangement candidates will be arranged by the Examinations Officer.
- Support for access arrangement candidates will be organised by the Examinations Officer following liaison with the SENCo.
- The Deputy Head responsible for examinations will ensure that the SENCo and any other specialist assessor has the appropriate up to date qualifications ie. hold a post-

graduate qualification in individual specialist assessment at or equivalent to Level 7 or for a specialist assessor a SpLD Assessment Practising Certificate

- The Deputy Head responsible for examinations will ensure the assessment process is administered correctly in line with the JCQ Publication 'Access Arrangements and Reasonable Adjustments'.

### Managing invigilators

- Designated team of invigilators are used to invigilate examinations.
- All invigilators undertake training for their post.
- These invigilators will be used for External exams.
- Recruitment of invigilators is the responsibility of the Exams office.
- Securing the necessary Disclosure and Barring check 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 Senior Leadership Team.

### Malpractice

The Exams officer is responsible for investigating suspected malpractice reporting any such matters directly to the Head Teacher.

### Exam days

- The Exams Officer will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilators.
- Site management is responsible for setting up the allocated rooms.
- Students will be registered at the beginning of every exam session which also ensures students are identified clearly.
- The lead invigilator will start all exams in accordance with JCQ guidelines.
- Subject staff may be present at the start of the exam to assist with identification of candidates but must not advise on which questions or sections are to be attempted.
- 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 Department at the end of the exam session.
- A relevant subject teacher may be available to read out any subject-specific instructions and start the exam, if required.

### Candidates

- The centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and other 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 are expected to stay for the full examination time.
- Candidates may only leave the exam room for a genuine purpose and are required to return immediately to the exam room. They must be accompanied by a member of staff at all times.
- Admin support is responsible for handling late or absent candidates on exam day or subsequently.

### Clash Candidates

The Exams Officer will be responsible as necessary for supervising escorts, and identifying a secure venue.

### Special Consideration

- Should a candidate be ill before an exam, suffer bereavement or other trauma, be taken ill during the exam itself or be 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 by providing 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.

### Internal Assessment and Appeals

- **Internal assessment replaces the largely discontinued term coursework**

It is the duty of heads of department to ensure that all internal assessment is ready for despatch at the correct time. The Exams Officer will assist by keeping a record of each despatch, including the recipient details and the date and time sent.

Marks for all internally assessed work and estimated grades are provided to the Examinations Officer by the Heads of department.

- **Appeals against internal assessments**

The process for managing appeals against internal assessments is detailed in a separate appeals policy, available from the exams office (an overview is found in Appendix 5).

### Results, Enquiries about Results (EARs) and Access to Scripts (ATS)

- Candidates will receive individual result slips on results days, either in person at the centre or by post to their home addresses (candidates to provide self addressed envelope).
- Arrangements for the centre to be open on results days are made by the SLT.

- **EARs**

- EARs may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking. The Centre must obtain written candidate consent before any EAR is requested. Consent must be given by a JCQ form (Appendix A - Post Results Services document) or e-mail. (Consent must be kept by the Centre for 6 months).
- If a result is queried, the Examinations Officer, teaching staff and Head Teacher will investigate the feasibility of asking for a re-mark at the centre's expense.
- When the centre does not support a candidate's or parent's request for 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.

- **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. Consent must be given by a JCQ form (Appendix B - Post Results Services document) or e-mail.
- GCSE re-marks cannot be applied for once a script has been returned.

### Certificates

- Certificates are collected and signed for.
- Certificates can be collected on behalf of a candidate by third parties, provided they have been authorised to do so.
- Certificates are not withheld from candidates who owe fees.
- The centre retains certificates for one year.
- A transcript of results may be issued if a candidate agrees to pay the costs incurred.



## Controlled Assessment Procedure

### Rationale

Controlled Assessment is internal assessment which has replaced GCSE coursework since September 2010. It was introduced to address some of the issues associated with coursework, such as plagiarism and parental assistance. It is normally marked by the centre and subsequently moderated by the Awarding Body. It is an important element of some GCSE courses. The control levels (High, Medium or Limited) are set by the Awarding Body for each stage of the assessment process. This policy should be read in conjunction with the following policies:

- The School Examinations Policy and Assessment Policy
- JCQ publication *Instructions for conducting controlled assessments*.
- Subject specific guidance on conducting controlled assessments
- JCQ document Information for candidates – controlled assessments

### Definitions

#### **What is controlled assessment?**

Controlled assessment measures subject-specific skills that may not necessarily be tested by timed written papers.

#### **What is the controlled assessment process?**

There are three levels of control:

- high;
- medium;
- limited.

A different level of control may apply at each of the three stages:

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

The task-taking stage may involve sub-stages requiring different levels of control.

#### **Managing controlled assessment: Task Taking**

##### **Supervision**

- External invigilators and display of the JCQ No Mobile Phone poster and the JCQ Warning to Candidates are **not** required.
- Centres must ensure that candidates understand what they need to do to comply with the regulations for controlled assessments as outlined in the JCQ document Information for candidates – controlled assessments - <http://www.jcq.org.uk/exams-office/information-for-candidates-documents>

In particular, centres must ensure that candidates:

- understand that information from published sources must be referenced;
- receive guidance on setting out references;
- are aware that they must not plagiarise other material.

### **What does formal supervision (high level of control) actually involve?**

The use of resources is tightly prescribed. The centre must ensure that:

- all candidates are within direct sight of the supervisor throughout the session(s);
- display materials which might provide assistance are removed or covered;
- there is no access to e-mail, the internet or mobile phones;
- candidates complete their work independently;
- interaction with other candidates does not occur;
- no assistance of any description is provided.

### **What does informal supervision (medium level of control) actually involve?**

Candidates do not need to be directly supervised at all times. The use of resources, including the internet, is not tightly prescribed. Centres should always check the subject-specific requirements issued by the awarding body. The centre must ensure that:

- all candidates participate in the assessment;
- there is sufficient supervision to ensure that work can be authenticated;
- the work an individual candidate submits for assessment is his/her own.

### **What does limited supervision (limited level of control) actually involve?**

Work may be completed outside of the centre without direct supervision. Where limited control is specified, candidates may normally:

- have unlimited access to electronic and printed resources;
- use the internet without restriction;
- work in groups.

### **Advice and feedback**

Centres must **not** provide model answers or writing frames specific to the task (such as outlines, paragraph headings or section headings) unless the specification or subject-specific guidance states otherwise. **Centres must refer to the relevant specification or subject-specific guidance for confirmation.**

### **What if a candidate requires assistance over and above that allowed by the specification?**

Before giving additional assistance beyond that described in the specification or subject-specific guidance, teachers must ensure that there is provision to record this assistance. Details must be documented on the record form issued by the awarding body. The

intervention must be taken into account when marking the work. Annotation should be used to explain how marks were applied in the context of the additional assistance given. Failure to follow this procedure constitutes malpractice.

## **Giving marks to students**

The centre may disclose marks to candidates provided that it is made clear that the moderation process may result in changes to marks. Centres should **not** attempt to convert marks to grades in advance of the publication of results.

## Implementation

### **Roles and Responsibilities**

The Head Teacher will:

- report to the Awarding Body all instances of suspected or actual malpractice;
- supervise, or delegate the supervision of all investigations resulting from an allegation of malpractice.

The Deputy Head will:

- ensure, on behalf of the Head Teacher, that each department carries out Controlled Assessment in accordance with the instructions issued by the Joint Council for Qualifications (JCQ);
- ensure that subject leaders adhere to procedures for setting, taking and marking the tasks as appropriate to their subject specification and publish these clearly for their department
- plan ahead – coordinate with subject leaders an annual schedule for controlled assessment sessions that will require informal or formal supervision and/or access to the centre's IT resources, ensuring that pupils are not overburdened at any particular time of the year;
- ensure, with subject leaders and Heads of Year 10 and 11, that parents / pupils are aware of key dates in the Controlled Assessment programme and that the parents / pupils are aware of the requirements for Controlled Assessment, including the JCQ *Information for Candidates* document.

Subject Leaders will:

- manage the Controlled Assessment programme in their department in accordance with JCQ, Awarding Body and subject - specific requirements and guidance;
- ensure that all teachers in their department are familiar with the JCQ document *Instructions for conducting controlled assessments* and the Awarding Body's subject-specific instructions and that they understand their roles and responsibilities in accordance with the relevant documents and guidance;
- in particular, subject leaders will ensure that all teachers fully understand the significance of the different levels of control applied to individual sections of the Controlled Assessment task ;

- where appropriate, ensure that all teachers comply with the Awarding Body's regulations regarding the provision of general rather than specific, detailed feedback during the preparation for writing stage of the task;
- where appropriate, ensure that all teachers comply with the Awarding Body's regulations regarding the type and nature of candidates' notes or plans which may, in some subjects, be brought into the final writing-up stage of the task;
- ensure that all confidential materials, together with candidates' work, are stored securely at all times;
- liaise with the SENCO concerning any assistance required for the administration and management of access arrangements and / or extra time requirements;
- ensure that a log is kept which contains the date and time of each assessment, the names of teachers involved, a list of candidates present, a list of absent candidates, and a log of any incidents that took place during the Controlled Assessment;
- ensure that teachers issue the provisional marks of Controlled Assessments to their pupils making it clear that these marks are subject to change after standardisation within the department and moderation by the Awarding Body;
- ensure that the marking of candidates' work is standardised across the department as required and ensure that documentary evidence is retained from all standardisation exercises;
- ensure that there is an explicit departmental document on the implementation of Controlled Assessment and that appropriate staff training takes place as and where necessary.

Subject Teachers will:

- comply with the guidelines contained in the JCQ publication *Instructions for conducting controlled assessments*;
- be familiar with and comply with Awarding Body general and subject-specific requirements for conducting Controlled Assessments;
- ensure that pupils know when the task will take place, the duration and objectives of the task, the assessment criteria they are expected to meet and the skills they are expected to demonstrate;
- at the start of each assessment session remind pupils of the requirement to have mobile phones etc turned off and ensure that the pupils are aware of the level of control required for that particular session;
- supervise assessments at the **specified level of control**;
- ensure that all materials, including pupils' work, are securely stored;
- where appropriate, comply with the Awarding Body's regulations regarding the provision of general rather than specific, detailed feedback during the preparation for the writing stage of the task;
- where appropriate, comply with the Awarding Body's regulations regarding the type and nature of candidates' notes or plans which may, in some subjects, be brought into the final writing-up stage of the task;
- take sensible precautions with regard to the security of pupils' work taken home to mark;
- mark internally assessed components as required, using the Awarding Body mark schemes and carry out any associated administration concerning the recording of marks as required;
- ensure that authentication forms are completed and securely stored;

- inform pupils of their assessment marks and make them aware that these could be changed subject to standardisation within the department and further moderation by the Examining Body.
- take part in any standardisation of marking meetings within the department as required;

The SENCO will:

- ensure that access arrangements have been applied for;
- work with teaching staff to facilitate access arrangements.

The Examinations Officer will:

- enter, or ensure that subject leaders / subject teachers have entered pupils for the appropriate units within the timescales specified;
- ensure that all appropriate administrative tasks including the receipt, storage and distribution of confidential examination documents and other necessary documents takes place.

## Appeals Procedure

### Rationale

Awarding bodies accept appeals in relation to three areas of their work. These are:

- Appeals against results – when a centre is still dissatisfied with an examination result or results following the enquiries about results process.
- Appeals against malpractice decisions – following a decision to apply a penalty because of malpractice in an examination/assessment.
- Appeals against decisions made in respect of access arrangements and special consideration.

In addition, some other administrative decisions, such as in cases of missing scripts, may be subject to review by awarding body officers. This policy should be read in conjunction with the following policies:

- JCQ Regulations: A guide to the awarding bodies' appeals processes

### **Appeals against Results**

If a head of centre or private candidate is dissatisfied with examination results and has reasons to suspect they may not be accurate, the first step to take is to make an enquiry about results. Full details of enquiries about results services are given in the JCQ publication Post-Results Services – Information and guidance to centres - <http://www.jcq.org.uk/exams-office/post-results-services>

If doubts remain about the accuracy of the results, following the enquiry about results process, the head of centre or private candidate should refer initially to the regulator's Code of Practice and the JCQ publication Post Results Services – Information and guidance to centres. If after consulting these documents, the centre or private candidate is convinced that the awarding body has not followed due procedures, it is possible to submit an appeal in line with the procedures set out here.

- If an appeal is accepted, an investigation into candidates', or centre's results, and the awarding body's procedures will follow. An appeal investigation does not generally involve a further review of candidates' work.
- If an original hard copy script has been returned to the centre under the Access to Scripts service, it cannot form part of an enquiry about results or a subsequent appeal.

### **Who can appeal?**

Appeals are accepted from:

- a head of centre on behalf of a candidate or a group of candidates;

- a private candidate (that is, a candidate who pursues a course of study independently but makes an entry and takes an examination at an approved examining centre).

Please note that internal candidates and/or their parents/carers are not entitled to appeal directly to the awarding body. Representations must be made to the head of centre where the candidate was entered or registered. The head of centre's decision as to whether to proceed with an appeal is subject to the centre's internal appeals arrangements.

### **How to Appeal**

1. The head of a centre or a private candidate should submit a written request for a Stage 1 Appeal to the relevant awarding body via a form (JCQ/App1).
2. Appeals must be made within two calendar weeks of receiving the outcome of the enquiry about results. This time scale is determined by the regulators and does not make allowance for the time the centre may be closed for holidays.
3. The head of centre or private candidate submitting the appeal must set out as clearly as possible the nature of the concern and the reasons for it.

When an application for an appeal is received, an awarding body will have various mechanisms for deciding whether it will be accepted or not. An awarding body may refer the application to a committee or sub-committee. Alternatively, an officer in an awarding body may make the decision. The decision whether or not to accept the appeal is based on:

- the grounds for the appeal put forward by the centre or private candidate;
- whether an enquiry about results has been completed;
- the timescale of the application.

If an appeal is not accepted, the reason(s) for this will be given.

### **Timescales**

The awarding bodies aim to complete both Stage 1 and then (unless the outcome leads the appellant to withdraw the application) the Stage 2 hearing within 50 working days\* of the application of the original appeal request.

\*Any working days falling between 25 December and 1 January inclusive will be excluded from the allowed 50 working days.

The awarding bodies aim to complete all Stage 1 and Stage 2 Appeals arising from the June examination series by 14 February in the following calendar year and on any examinations taken in other series to a comparable schedule.

### **Appeals against decisions made in cases of malpractice**

Malpractice is a term used to describe all forms of irregularity or breaches of the regulations in examinations and assessments, e.g. plagiarism in coursework, the introduction of unauthorised material into the examination room or maladministration. Awarding bodies' decisions on malpractice cases are based on an inter-board agreement which is reflected in

the Joint Council for Qualifications (JCQ) publication Suspected Malpractice in Examinations and Assessments: Policies and Procedures. This booklet can be obtained from the JCQ website - <http://www.jcq.org.uk/exams-office/malpractice>

### **Who can Appeal?**

- A head of centre may appeal against a finding of malpractice and/or the sanction imposed on the centre or members of staff (including contracted workers), and on behalf of candidates entered or registered through the centre.
- A member of centre staff or personnel contracted to a centre (e.g. an external invigilator) may appeal against a finding of malpractice and/or the sanction imposed on him/her.
- A private candidate (that is, a candidate who pursues a course of study independently but makes an entry and takes an examination at an approved examining centre) may appeal against a finding of malpractice and/or the sanction imposed on him/her.
- A third party who has been barred from taking examinations or assessments with an awarding body may appeal against that decision.

Please note that internal candidates and/or their parents/carers are not entitled to appeal directly to the awarding body. Representations must be made to the head of centre where the candidate was entered or registered. The head of centre's decision as to whether to proceed with an appeal is subject to the centre's internal appeals arrangements.

### **How to Appeal**

1. A head of centre, member of staff or private candidate should submit a written request for an appeal to the relevant awarding body via a form (JCQ/App1).
2. Appeals must be made within two calendar weeks of receiving the malpractice decision. Awarding bodies will reject appeals made outside of this timescale.
3. The head of centre, member of staff or private candidate submitting the appeal must set out as clearly as possible the grounds for the appeal and must include any further evidence relevant to supporting the appeal.

### **Timescales**

All appeals will be dealt with as quickly and thoroughly as is possible.

### **Appeals against decisions made in respect of access arrangements and special consideration**

The awarding bodies recognise that there are some candidates who may be prevented from demonstrating their achievement because of:

- a permanent or long-term disability, learning difficulty or medical condition;
- a temporary disability, illness or indisposition immediate to or at the time of the examination;
- English being an additional language;
- circumstances at the time of or during the examination or assessment.



Access arrangements and special consideration decisions are based on an inter-awarding body agreement. The principles and regulations governing access arrangements and special consideration are set out in the JCQ publications Access Arrangements and Reasonable Adjustments and A guide to the special consideration process. Copies of these publications can be found on the JCQ website – <http://www.jcq.org.uk/exams-office>

If after consulting the respective document, the head of centre/private candidate disagrees with the decision made and is convinced that the awarding body has not followed due procedures, a written request setting out the grounds for a Stage 1 Appeal should be forwarded to the relevant awarding body via a form JCQ/App1).

### **Who can Appeal?**

Appeals are accepted from:

- a head of centre on behalf of a candidate or a group of candidates;
- a private candidate (that is, a candidate who pursues a course of study independently but makes an entry and takes an examination at an approved examining centre).

Please note that internal candidates and/or their parents/carers are not entitled to appeal directly to the awarding body. Representations must be made to the head of centre where the candidate was entered or registered. The head of centre's decision as to whether to proceed with an appeal is subject to the centre's internal appeals arrangements.

### **How to Appeal**

1. Before undertaking an appeal, it may help if the head of centre discusses the situation with the relevant awarding body's appeals officer. Such discussions will sometimes resolve the matter without recourse to appeal.
2. The appeal request must be made within two calendar weeks of receiving the original decision letter, and should set out the grounds for the appeal. This timescale is determined by the regulators and does not make allowance for the time the centre may be closed for holidays.

### **Timescales**

All appeals will be dealt with as quickly and thoroughly as is possible.

### **Review of other administrative decisions**

During the processing of any examination series, circumstances arise that cause an awarding body to make decisions that may affect a candidate's results. Where these decisions involve an element of judgement, they may be subject to a review by awarding body officers. A head of centre who is concerned by such administrative decisions should contact the relevant awarding body's appeals officer to discuss his/her concerns.

The most common types of other administrative decisions which may be subject to review are listed below. Please note that this list is not exhaustive and other types of administrative decisions may also be subject to review:

- Decisions taken in cases of very late arrival.
- Decisions taken in cases of missing scripts.
- Decisions involving the use of aegrotats.

**Emergency Evacuation procedure for examinations**

The invigilator **must** take the following action in an emergency such as a fire alarm or a bomb alert.

- Stop the candidates from writing.
- Collect the attendance register (in order to ensure all candidates are present).
- Evacuate the examination room in line with the instructions given by the appropriate authority.
- Advise candidates to leave all question papers and scripts in the examinations room.
- Candidates should leave the room in silence.
- Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination.
- Make a note of the time of the interruption and how long it lasted.
- Allow the candidates the full working time set for the examination.
- Consider the possibility of taking the candidates (with question papers and scripts (to another place to finish the examination).
- Make a full report of the incident and of the action taken, and send to the relevant awarding body.

### Appeals against internally assessed marks

We are committed to ensuring marking of internally assessed work is marked fairly, in line with awarding body's specification and is marked by staff who have appropriate knowledge, understanding and skills in this activity. Work produced by candidates will be authenticated in line with the requirements of the awarding body. Subject teachers will carry out internal moderation and standardisation to ensure consistency in 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.
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 to conduct an 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 confirmed 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 Headteacher 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 being an irregularity in procedures be brought 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 our school and is not covered by this procedure.