

# Exams Policy



**Approved by:** Penny Harris (Director) Jane Cox (Director) **Date:** 30<sup>th</sup> March 2021

**Last reviewed on:** 7<sup>th</sup> February 2021

**Next review due by:** 30<sup>th</sup> March 2022

All policies are generated and reviewed with an awareness of equality and diversity in relation to pupils, staff and visitors. All policies are generated and reviewed placing safeguarding at the heart of all that we do.

## See also:

JCQ Instructions for Conducting Exams– modified and published annually

JCQ Regulations and Guidance – Access Arrangements, Reasonable Adjustments and Special Consideration

[JCQ's instructions for conducting non-examination assessments](#)

This policy also takes into account the [JCQ's guidance on post-results services](#) and [general regulations for approved centres](#).

## Policy Purpose

The purpose of this exams 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.
- To ensure that standards of assessment are consistent, transparent and in line with the requirements of the awarding bodies.
- To manage risks associated with non-examination assessment

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

## Exam responsibilities

### The Head Teacher

- Is required to provide contact details and an address to which all correspondence in connection with the administration of examinations and assessments can be directed. This must be the registered address of the Centre. This must include an official school email address and landline telephone number.
- Is required to confirm on an annual basis that they are both aware of and adhering to the latest version of JCQ General Regulations as part of the National Centre Number Register (NCNR) annual update. This responsibility cannot be delegated. The return must be submitted by the end of October. A signed copy of the Head Teacher's declaration for the academic year must be held on file and available for inspection. An electronic version of the declaration is permissible.
- Is required to take all reasonable steps to maintain the integrity of the examinations/assessments including the security of all assessment materials.

- Is required to ensure that the school delivers qualifications in accordance in relevant equality legislation. This includes but is not limited to ensuring that qualifications are made available to all candidates capable of undertaking them and seeking reasonable adjustments for disabled candidates.
- Enables relevant senior leaders and the examinations officer to receive appropriate training and support in order to facilitate the effective delivery of examinations and assessments and ensure compliance with published JCQ regulations.
- Manages conflicts of Interest by informing the awarding bodies before the published deadline for entries of:
  - Any members of staff including exams office staff who are taking qualifications at their own centre which includes internally assessed components/units.
  - Any members of staff including exams office staff who are teaching and preparing members of their own family or close friends for qualifications which includes internally assessed components/units either at their own or other centres
  - Any member of staff including exams office staff who are taking qualifications at other centres  
And
  - Maintains clear records of all instances

The Head Teacher must ensure that the records include details of the measures taken to mitigate any potential risk to the integrity of the qualifications affected. These records may be inspected by a JCQ Centre Inspector and/ or awarding body staff. Records must be maintained for a minimum of one year after results have been issued for the relevant exam series.

The Head Teacher must note that entering members of centre staff for qualifications at their own centre must be as a last resort in cases where the member of centre staff is unable to find another centre. The Head Teacher is responsible for ensuring that proper protocols are in place to prevent the member of staff having access to examination materials prior to the examination and that other centre staff are briefed on maintaining the integrity and confidentiality of the examination materials.

The Head Teacher must ensure that during the examination series the member of centre staff is treated as per any other candidate entered for that examination, does not have access to examination materials and does not receive any preferential treatment.

#### **The Exams Officer:**

- manages the administration of public and internal exams to the highest possible standards
- advises the leadership team, teaching staff and relevant support staff on annual exam timetables and application procedures as set by the various awarding bodies
- 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 is completed on time and in accordance with awarding body and 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 publications on Access arrangements, reasonable adjustments and special consideration
- identifies and manages exam timetable clashes
- organises the training and monitoring of the invigilators responsible for the conduct of exams. Where required by the awarding body this will include observation of all new invigilators on their first invigilation and annually thereafter.
- 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 management team, any appeals/re-mark requests
- maintains systems and processes to support the timely entry of candidates for their exams

**Teaching staff are responsible for:**

- providing assessment processes that are fair and meet the requirements of pupils and of the qualification
- informing the Head Teacher and Exams Officer of each exam board and specification they will be using
- ensuring that they are working to the most up to date specification available from the exam board
- ensuring that they are aware of any coursework deadlines and other key dates in advance
- ensuring that the pupils' work is able to be comprehensively marked, internally moderated, the paperwork completed correctly and sent to the relevant exam board to arrive before the deadline.
- liaising with the subject department at the relevant exam board to ensure they are kept abreast of the latest developments, procedures and deadlines
- providing pupils with a schedule of assessment
- providing accurate, timely and informative assessment feedback to inform pupils of their individual progress and telling them what they need to do to improve
- recording assessment decisions regularly, accurately and systematically, using agreed documentation
- complying with the Awarding Body guidelines regarding work that is submitted after the submission date and work that is re-submitted following a referral decision
- familiarising themselves and learners with the Assessment Appeals procedure
- being aware of and keep up-to-date with Awarding Body guidance in respect of assessment, standardisation, moderation and verification
- ensuring that the quality of assessment is assured by carrying out internal standardisation, moderation or verification as required by the Awarding Body
- recording internal standardisation, moderation and verification decisions accurately and systematically using agreed documentation
- providing special arrangements for learners with learning difficulties and or disabilities according to the regulations of the awarding body
- notification of access arrangements requirements (as soon as possible after the start of the course)
- submission of candidates' names to Exams Officer
- in agreement with the Exams Officer, administering mock exams where relevant
- compiling a list of candidates each September giving precise details of each examination to be undertaken
- providing estimated grades/outcomes for pupils as required by the Head Teacher

**The Senior Leadership Team, including the Exams Officer, are responsible for:**

- identification and testing of candidates regarding 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
- facilitating the internal verification process including appointing Assessors and Internal Verifiers
- meeting the deadlines for registering learners with the awarding body
- ensuring that awarding body data is kept up to date with withdrawal or transfer of learners
- claiming learners' certificates as soon as appropriate
- claiming unit certification when a learner has not been able to complete the full programme of study.
- ensuring that each September an overall estimated entry list is generated, including the estimated number of candidates for each qualification, including the name and number of the specification, the exam board and the level/tier being entered for
- compilation each February of a list of confirmed entries
- managing late entries when these occur
- ensuring that pupils and their parents/carers are aware of which exams are being entered as early as possible in the school year in which exams are to be undertaken. This should take the form of a written notification, which encourages parents/carers to contact the setting to discuss reasons for the decisions made

**Invigilators are responsible for:**

- collecting of exam papers and other material from the Exams Officer before the start of the exam
- collecting of all exam papers in the correct order at the end of the exam and their return to the Exams Officer

**Internal verifiers are responsible for:**

- verifying assignment briefs prior to distribution to learners
- verifying a sample of assessment decisions
- developing the skills of assessors, especially those new to assessment
- maintaining the consistency of assessment decisions by holding standardisation meeting of assessors

**Candidates are responsible for:**

- confirmation and signing of entries
- understanding coursework regulations and signing a declaration that authenticates the coursework as their own

**Qualifications offered**

The qualifications offered as accreditation for pupils are decided by the Head Teacher. These can include Unit Award Scheme, Entry Level, GCSE, Functional skills, Level 1 and 2, Asdan, Gateway and BTEC. Decisions on whether a candidate should be entered for a particular subject will be taken in consultation with the candidate and subject teacher/s. The candidate's parent/carer should be kept informed.

**Exam seasons**

Internal exams and assessments are scheduled on demand. Internal exams are held under external exam conditions. External exams and assessments are scheduled by exam boards.

**Timetable**

Once confirmed, and as soon as possible, the Exams Officer will circulate the exam timetable for Internal and External exams.

**Entries, entry details and late entries**

- Candidates are selected for their exam entries by their subject teachers/tutors.
- Candidates are selected for non-examination assessment courses at the start of the academic year by their subject teachers/tutors.
- Entry deadlines are circulated to subject teachers/tutors by the Exams Officer.
- Late entries are authorised by the Head Teacher and Exams Officer.
- Candidates or parents/carers may request a subject entry, change of level or withdrawal and this will be considered by the Head Teacher, with whom the decision will rest.
- Whilst it is advisable to enter candidates under names that can be verified against suitable identification the decision is the candidate's/centre's to make. The centre is best place to understand the candidate's particular circumstances and make an informed decision.

**The Equality Act**

All School staff must ensure that all exams processes meet the requirements of the Equality Act 2010. The School will meet the disability provisions under the Act by ensuring that exams are fully accessible. All pupils have the same opportunity to achieve a qualification by the most appropriate and direct route. This is the responsibility of the Head Teacher.

**Access Arrangements and Special Consideration**

Candidates who have physical or learning difficulties may be eligible for access arrangements to support them in examinations. In most cases the process of requesting special consideration should begin as early as possible in order to ensure that the necessary assessments and arrangements can take place in the allocated time frame. The Head Teacher/SENCO will liaise with subject teacher to identify any special arrangements that individual candidates can be granted during the course and in an exam.

**Candidates Access Arrangement Requirements**

Candidates who are unwell or suffer a personal misfortune at the time of an examination may also be eligible for special consideration. In these cases, special consideration should be applied for after the exam, but requests should be made as soon as possible in order to meet the deadline set by the exam boards.

### **Access Arrangements**

The SENCO will liaise with subject teachers/tutors to identify any special arrangements that individual candidates can be granted during the course, and during, the exam. A candidate's access arrangements requirement is determined by a specialist teacher/educational psychologist in line with JCQ requirements.

The Exams Officer is responsible for:

- submitting completed access arrangement applications to the awarding bodies
- maintaining an evidence file for completed access arrangement applications to include Signed Pupil Data Sharing form, completed Access Arrangements online application, copy of EHCP or Form 8 completed and signed by qualified assessor, evidence of assessor's qualifications.
- invigilation and support for access arrangement candidates

### **Contingency planning**

Contingency planning for exams administration is the responsibility of the senior leadership team. The Head Teacher should have sufficient information to take over should the Exams Officer be absent, but such planning must take into account the possible and unexpected absence of the Head Teacher, either prior to the exam period or on the day of one or more exams. A designated person must have enough information to allow them to step in in such circumstances. To facilitate this, the Exams Officer should maintain a checklist of events and actions, so that the person taking over knows what is outstanding and what actions they need to take to ensure the smooth running of the exam(s). They should also be familiar with the procedures relating to the postage of scripts once the exam is over.

### **Managing invigilators**

Staff who have not taught the subject to the pupils being examined are used to invigilate examinations.

### **Managing Controlled Assessment**

It is the responsibility of the Exams Officer to:

- set dates and times for controlled assessments in advance, ensuring these do not clash with other activities
- notify staff sufficiently in advance regarding alterations and changes to the timetable
- inform pupils and parents/carers of the impending controlled assessments
- ensure controlled assessments are spaced over the duration of the subject course
- ensure that the teaching staff/assessors understand the task setting arrangements as defined in the awarding body specification
- ensure controlled assessment tasks, whether set by the awarding body or the school, are developed in line with the requirements of the specification
- download controlled assessment tasks well ahead of the scheduled assessment date in all cases and ensure the appropriate staff have access to these on the scheduled day
- liaise with the pupil and parent/carer to arrange another suitable day and time to carry out controlled assessment, if they have been absent on the planned day
- ensure that the accommodation arrangements are suitable for the assessments and that exam regulations are adhered to – the Exams Officer should contact the awarding body to obtain these
- train those staff involved in the carrying out of controlled assessment so that they fully understand and can adhere to this guidance
- ensure teaching staff/assessors understand the nature of the controlled assessments and their role in supervising this
  - ensure a suitable supervisor is arranged for any controlled assessment where a teacher/assessor is not supervising, in line with the awarding body specification
  - ensure that the assessment tasks are kept securely both before and after the date of assessment.
  - ensure that other staff understand the importance of keeping assessment tasks securely
  - ensure that there is appropriate training and practicing of marking in advance of the deadline to ensure that marking descriptors are interpreted correctly
  - plan against the requirements for standardisation for the awarding body including when and how this activity will be conducted

- ensure teaching staff/assessors are given clear deadlines (prior to awarding body ones) to complete marking/paperwork
- ensure all candidates have authentication forms to sign and attach to work when it is completed before handing in

### **Carrying out Exams**

It is the responsibility of the management team to ensure that the correct exams papers and related paperwork has been received by the school in advance of each exam. Contact should be made with the Exams Officer and exam board to double check whenever there is any doubt about the supply of relevant documentation. Exam board provided documentation that can be needed to carry out and administer exams consists of exam papers, answer booklets, source booklets, attendance registers and post bags / envelopes and post labels.

It is the responsibility of the Exams Officer to liaise with the exam board to ensure that arrangements are made in advance for the collection of scripts from the school after each exam.

It is the responsibility of the Exams Officer to ensure that the appropriate JCQ posters are displayed clearly inside and outside the Exams room.

It is the responsibility of the subject teaching staff and the Exams Officer to liaise in order to prepare fully for the conduct of exams. Guidance is found in the document 'Instructions for Conducting Examinations' which is revised and published annually by JCQ. A copy of these instructions should be present in the exam room for all exams.

It is the responsibility of the Head Teacher and Exams Officer to ensure that the JCQ guidance is followed in all of the following areas:

### **Preparation for the examination**

- Receiving, keeping question papers and other examination materials secure
- Timetabling of examinations
- Using calculators
- Resources for examinations
- Accommodation
- Invigilation arrangements

### **At the beginning of the examination**

- Identifying candidates
- The people present
- Question papers, stationery, materials and other equipment
- Starting the examination

### **During the examination**

- Supervising the candidates
- Candidates who arrive late
- Completing the attendance register
- Leaving the examination room
- Malpractice
- Emergencies

### **At the end of the examination**

- Finishing the examination
- Collecting scripts

### **After the examination**

- Packing scripts
- Sending scripts

- Unused stationery
- Applications for special consideration

It is the responsibility of the Head Teacher and Exams Officer to delegate duties and responsibilities as necessary during the conduct of exams.

### **Evacuation during an Exam**

In the event of the exam room needing to be evacuated during scheduled exam periods, the following procedure should be followed:

- Stop the exam and write down the time
- Let the candidates know that exam conditions apply
- Evacuate the room and lock the door
- Invigilators must take the attendance register
- If possible, take the exam papers
- When at evacuation point, keep separate from other non-exam groups
- On return candidates should be told to settle and that exam will start in 5 minutes, make a note of new start and end time.
- Make sure that candidates understand the new arrangements and that extra time has been added
- At the end of the exam report the incident to the exam board

### **After the Exam**

After the exam is completed, it is the responsibility of the Exams Officer to ensure that the scripts are stored securely in the safe until collection, according to the guidelines.

After the exam is completed it is the responsibility of the Exams Officer to ensure that all scripts and accompanying exam board documentation are logged and sent off according to the guidelines no later than the next working day. A copy of the despatch log should be kept at the school as a record.

### **Timetable changes**

It is the responsibility of the Head Teacher to adjust the school timetable within the setting to accommodate exams. The Head Teacher must inform all pupils and parents/carers in advance of any changes to the school day. Pupils not entered for exams should continue to have access to normal hours of education provision, as far as possible.

### **Results procedures**

It is the responsibility of the Head Teachers to liaise with the Exams Officer regarding arrangements for results day.

Generally restricted access results are available online to the Head Teacher and Exams Officer the day before the statements of results can be distributed to candidates. On the day the statements of results are published, at least two staff members should be present at school in order to allow the candidates to collect their results in person. The remaining statements should be posted to candidates on the same day.

Head Teachers should liaise with the Exams Officer to put together a summary of results, a copy of which should go to the Directors and should be held on file at the school for at least three years. It is the responsibility of the Head Teacher to collect and collate all the school results for publication and provision to parents.

### **Non Examination Assessment**

Any type of assessment that is not externally set and taken by candidates at the same time under controlled conditions is classified as non-examination assessment. Non examination assessment includes, but is not limited to, internal assessment. Externally marked and/or externally set practical exams taken at different times across the school are classified as non-examination assessment.

The purpose of this section, as defined by JCQ, is to;

- cover procedures for planning and managing non-examination assessments
- define staff roles and responsibilities with respect to non-examination assessments

- manage risks associated with non-examination assessments

Non-examination assessments measure subject specific knowledge and skills that cannot be tested by timed written papers. There are three assessment stages and rules which apply to each stage. These rules often vary across subjects. The stages are:

- Task Setting
- Task Taking
- Task Marking

It is the responsibility of the Head Teacher to;

- ensure that the school's non examination policy is fit for purpose and complies with JCQ guidance
- ensure that the school's internal appeals procedures clearly details the procedure to be followed by candidates, their parents and carers, appealing against an internal assessment decision and that this is made available to them
- ensure that correct awarding body conduct for non-examination assessment is followed

It is the responsibility of the Exams Officer, Subject Leads and Lead IV to;

- ensure that subject leads use appropriate awarding body forms and templates
- ensure that appropriate procedures are in place to internally standardise/verify the marks awarded by subject teaching staff in line with awarding body criteria
- ensure that appropriate school devised templates are provided to capture/record relevant information given to candidates by subject teaching staff
- ensure that school devised templates are received and understood by candidates
- where not provided by the awarding body, ensure that a school devised templates is available for candidates to keep a detailed record of their own research, planning, resources, etc.

It is the responsibility of the subject teaching staff to;

- understand and comply with the general instructions for conduct of non-examination assessment
- understand and comply with awarding body's specifications for conducting of non-examination assessments including any subject specific instructions, teachers' notes or additional information
- mark internally assessed work to the criteria provided by the awarding body
- ensure the Exams Officer is provided with relevant entry codes for subjects to the internal deadline

#### Task Setting

Subject teaching staff;

- select tasks from a choice provided by the awarding body OR designs tasks where this is permitted by criteria set out within the subject specification
- make candidates aware of the criteria used to assess their work

#### Issuing of Tasks

Subject teaching staff;

- determine when set tasks are issued by the awarding body
- identify dates when tasks should be undertaken by candidates
- access set tasks in sufficient time to allow planning, resourcing and teaching and ensure that materials are stored securely at all times
- ensure requirements for legacy specification tasks and new specification tasks are distinguished between

#### Task taking

Subject teaching staff;

- check the awarding body's subject specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensures there is sufficient supervision to enable the work of a candidates to be authenticated and to ensure the work a candidate suits is their own



- Ensures candidates are aware of the JCQ documents - information for candidates-non examination assessments and Information for candidates Social Media
- Ensure candidates understand and comply with the regulations in relevant JCQ document including Information for candidates

#### Advice and feedback

Subject teaching staff;

- as relevant to the subject/component, advise candidates on relevant aspects before candidates begin working on a task
- when reviewing candidates' work, unless prohibited by the specification, provide oral and written advice at a general level to candidates
- allow candidates to revise and re-draft work after advice has been given at a general level
- record any assistance given beyond general advice and take it into account in the marking or submit it to the external examiner
- ensure when work has been assessed, candidates are not allowed to revise it

#### Resources

Subject teaching staff;

- refer to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks
- ensure conditions for any formally supervised sessions are known, understood and put in place
- ensure candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions
- ensure that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.
- refer to the awarding body's specification to determine where word and time limits apply/are mandatory

#### Collaboration and group work

Subject teaching staff;

- unless stated otherwise in the awarding body's specification, and where appropriate, allow candidates to collaborate when carrying out research and preparatory work
- ensure that it is possible to attribute assessable outcomes to individual candidates
- ensure that where an assignment requires written work to be produced, each candidate writes up their own account of the assignment
- assess the work of each candidate individually

#### Authentication procedures

Subject teaching staff (where required by the awarding body's specification);

- ensure candidates sign a declaration confirming the work they submit for final assessment is their own unaided work
- sign the teacher declaration of authentication confirming the requirements have been met
- keep signed candidate declarations on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- provide signed candidate declarations where these may be requested by a JCQ Centre Inspector
- where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follow the authentication procedures and malpractice information in NEA and informs the exams officer

#### Presentation of work

Subject teaching staff;

- instruct candidates to present work as detailed unless the awarding body's specification gives different subject-specific instructions
- instruct candidates to add their candidate number, Centre number and the component code of the assessment as a header/footer on each page of their work

## Keeping materials secure

### Subject teaching staff;

- when work is being undertaken by candidates under formal supervision, ensure work is securely stored between sessions (if more than one session)
- when work is submitted by candidates for final assessment, ensure work is securely stored
- take sensible precautions when work is taken home for marking
- store internally assessed work, including the sample returned after awarding body moderation, securely until the closing date for enquiries about results or until the outcome of an enquiry or any subsequent appeal has been conveyed to the Centre
- remind candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means
- liaise with the Head Teacher to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

## Task marking – externally assessed components

### Conduct of externally assessed work

#### Subject teaching staff;

- liaise with the Exams Officer regarding arrangements for the conduct of any externally assessed non-examination component of a specification
- liaise with the Visiting Examiner where this may be applicable to any externally assessed component

#### Exams Officer;

- arranges timetabling, rooming and invigilation where this is applicable to any externally assessed non-examination component of a specification
- conducts the externally assessed component within the window specified by the awarding body
- conducts the externally assessed component according to the JCQ publication Instructions for conducting examinations

## Submission of work

### Subject teaching staff;

- provide the attendance register to a Visiting Examiner

### Exams officer;

- provides the attendance register to the subject teacher where the component may be assessed by a Visiting Examiner
- ensures the awarding body's attendance register for any externally assessed component is completed correctly to show candidates who are present and any who may be absent
- where candidates' work must be despatched to an awarding body's examiner, ensures the completed attendance register accompanies the work
- keeps a copy of the attendance register until after the deadline for enquiries about results for the exam series
- packages the work as required by the awarding body and attaches the examiner address label
- despatches the work to the awarding body's instructions by the required deadline

## Task marking – internally assessed components

### Marking and annotation

#### Subject teaching staff;

- mark candidates' work in accordance with the marking criteria provided by the awarding body
- annotate candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria
- inform candidates of their marks which could be subject to change by the awarding body moderation process
- ensure candidates are informed in a timely manner to enable an internal appeal to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

## Internal standardisation

### Quality assurance (QA) lead/Lead internal verifier;

- Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence

Subject teaching staff;

- Indicate on work (or cover sheet) the date of marking
- Mark to common standards

Submission of marks and work for moderation

Subject teaching staff;

- input and submit marks online via the awarding body secure extranet site, keeping a record of the marks awarded to the external deadline/Provides marks to the exams officer to the internal deadline
- where responsible for marks input, ensure checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- submit the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted/Provides the moderation sample to the exams officer to the internal deadline
- ensure the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required

Exams officer

- inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks submitted to the external deadline/Confirms with subject teachers that marks have been submitted to the awarding body deadline
- where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted/Confirms with Subject teacher that the moderation sample has been submitted to the awarding body deadline
- ensures that for postal moderation work is dispatched in packaging provided by the awarding body, moderator label(s) provided by the awarding body are affixed to the packaging and proof of dispatch is obtained and kept on file until the successful issue of final results
- through the subject teacher, ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required

Storage and retention of work after submission of marks

Subject teaching staff;

- keep a record of names and candidate numbers for candidates whose work was included in the moderation sample
- retain all marked candidates' work (including any sample returned after moderation) under secure conditions until after the deadline for enquiries about results
- take steps to protect any work stored electronically from corruption and has a back-up procedure in place
- retain evidence of work where retention may be a problem (for example, photos of artefacts etc.)

Exams officer;

- ensures any sample returned after moderation is logged and returned to the subject teacher for secure storage and required retention
- accesses or signposts moderator reports to relevant staff
- checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next examination series
- takes remedial action, if necessary, where feedback may relate to Centre administration

Access arrangements

Subject teaching staff;

- work with the SENCo to ensure any access arrangements for eligible candidates are applied to assessments  
Special educational needs coordinator (SENCo);
- follows the regulations and guidance in the JCQ publication Access Arrangements and Reasonable Adjustments

- where arrangements do not undermine the integrity of the qualifications and is the candidate's normal way of working, will ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
- makes subject teaching staff aware of any access arrangements for eligible candidates which need to be applied to assessments
- work with subject teaching staff to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
- ensures that staff acting as an access arrangement facilitator are fully trained in their role
- will hold on file appropriate documentary evidence to substantiate access arrangements and reasonable adjustments
- will hold on file a candidate data personal consent form

#### Special consideration

Subject teaching staff understand that a candidate may be eligible for special consideration in assessments in certain situations where a candidate;

- is absent
- produces a reduced quantity of work
- work has been lost

Subject teaching staff will liaise with the exams officer when special consideration may need to be applied for a candidate taking assessments.

Exams officer;

- refers to/directs relevant staff to the JCQ publication A guide to the special consideration process
- where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
- where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale
- keeps required evidence on file to support the application

#### Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment leading to the award of credit that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Where an awarding body allows the Recognition of Prior Learning to internally assessed parts of vocational qualifications the Head Teacher may choose to apply this process if it is considered the centre has the necessary expertise to support and assure the RPL process.

On Track Education values all forms of learning and is committed to ensure that our pupils receive recognition for any qualifications and training they may have undertaken before joining our schools. This policy concerns ways in which a learner may be able to have their skills and qualifications acknowledged whilst avoiding any repetition of learning and assessment.

RPL enables recognition of achievement from a range of activities using appropriate assessment methodology. Provided that the assessment requirements for a given unit or qualification have been fully met the use of RPL is acceptable for accrediting a unit or units of that qualification. Evidence of learning must be

- Valid
- Reliable
- Current
- Sufficient
- authentic

#### Process

RPL is a process which recognizes that learning is continuous. The RPL process is not concerned with allowing for exceptional entry to, or exemption from, a programme of study. Where units are assessed against assessment

criteria or grading criteria then all evidence must be evaluated using the stipulated criteria. In assessing a unit using RPL the assessor must be satisfied that the evidence produced by the learner meets the assessment standard established by the learning outcome and its related assessment criteria. This assessor will normally be the Lead Verifier for the specific programme of study.

The Learner must make the Lead Verifier for the programme of study aware of their prior learning and provide such evidence as is necessary.

The Lead Verifier or the programme of study must assist the learner as far as possible in ensuring their prior learning is recognized. The Lead Verifier must also ensure that any prior learning fully satisfies the assessment criteria for which it is being applied.

Teaching staff must ensure prior learning is recorded in the appropriate manner and contributes to the final accreditation process.

#### Procedures

- RPL is a valid method of enabling individuals to claim credit for units, irrespective of how their learning took place. There is no difference between the achievement of the learning outcomes and assessment criteria of a unit through prior learning or through a formal programme of study.
- RPL policies, processes, procedures, practices and decisions should be transparent, rigorous, reliable, fair and accessible to individuals and stakeholders to ensure that users can be confident of the decisions and outcomes of RPL.
- RPL is a learner-centred, voluntary process. The individual should be offered advice on the nature and range of evidence considered appropriate to support a claim for credit through RPL and be given guidance and support to make a claim.
- The process of assessment for RPL is subject to the same quality assurance and monitoring standards as any other form of assessment. The award of credit through RPL will not be distinguished from any other credits awarded.
- Assessment methods for RPL must be of equal rigour to other assessment methods, be fit for purpose and relate to the evidence of learning. Credit may be claimed for any unit through RPL unless the assessment requirements of the unit do not allow for this.

RPL can only be used where a learner has not had their prior learning formally recognized. If a learner has certificated learning then they should apply for exemption and not RPL. Exemption is the facility for a learner to claim exemption from some of the achievement requirements of a qualification, using evidence of certificated achievement deemed to be of equivalent value.

Lead Verifiers wishing to carry out RPL must ensure that:

- Learners are registered as soon as they formally start the qualification to gather evidence
- Records of assessment are maintained, as for any other unit or qualification
- Certification and claims are made according to normal procedures
- All relevant evidence is assessed before assessment decisions are confirmed

#### Malpractice

Head Teacher;

- understands the responsibility to report to the relevant awarding body any suspected cases of malpractice involving candidates, teachers, tutors, invigilators or other administrative staff
- is familiar with the JCQ publication Suspected Malpractice in Examinations and Assessments: Policies and Procedures

Subject teaching staff;

- are aware of the JCQ Notice to Centres - Teachers sharing assessment material and candidates' work
- ensure candidates understand of the JCQ document Information for candidates - non-examination assessments
- ensures candidates understand the JCQ document Information for candidates - Social Media

Exams officer;

- Signposts the JCQ publication Suspected Malpractice in Exemptions and Assessments: Policies and Procedures to the Head Teacher
- Signposts the JCQ Notice to Centres - Teachers sharing assessment material and candidates' work to subject heads
- Signposts candidates to the relevant JCQ information for candidates documents
- Where required, supports the Head Teacher in investigating and reporting incidents of suspected malpractice

#### Enquiries about results

Head Teacher;

- ensures the school's internal appeals procedures clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against a school decision not to support an enquiry about results request or not supporting an appeal following the outcome of an enquiry about results

Subject head/lead;

- provides relevant support to subject teaching staff making decisions about enquiries about results

Subject teaching staff;

- provide advice and guidance to candidates on their results and the post-results services available
- provide the exams officer with the original sample or relevant sample of candidates' work that may be required for an enquiry about results to the internal deadline
- support the exams officer in collecting candidate consent where required

Exams officer;

- is aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments as detailed in the JCQ publication Post Results Services, Information and guidance for centres
- provides/signposts relevant Centre staff and candidates to post-results services information
- ensures any requests for post-results services that are available to non-examination assessments are submitted online via the awarding body secure extranet site to deadline
- collects candidate consent where required

#### **Internal Assessment**

Internal Assessment is defined as the process where staff make judgements on evidence produced by pupils against required criteria for the relevant award body qualification. All school devised assessment materials must be internally and/or externally verified before being issued to pupils. Lead teaching staff take on the role of Assessor for their subject area.

- Completed pupil assignments will be assessed internally, be subject to internal verification and external moderation by the awarding body.
- Pupils must be left in no doubt that any grade awarded will be subject to internal and/or external scrutiny, (moderation) and that ultimately the final decision rests with the awarding body.
- The Assessor is responsible for ensuring that assessment processes are consistent and transparent, that evidence is valid, sufficient and authentic and that judgement of evidence is valid and reliable.
- Pupils will be given an interim deadline for each assignment. Following feedback, a new deadline will be set after which the work is assessed and the outcome entered on the pupil study sheet. The assessment decisions are then internally verified according to the procedure outlined below. There is a further opportunity to improve assignments before the final deadline.
- All coursework must be handed in on the stated date. If work is handed in late, a decision about whether it should be marked will be taken by the Head Teacher/Exams Officer.

#### Role of the Assessor

The role of the Assessor is to:

- Set tasks which allow pupils to demonstrate what they know, understand and can do so that they have opportunities to achieve the highest possible grades on their courses.
- Ensure that learners are clear about the criteria they are expected to meet in their assignments and that they are fully briefed on the skills which need to be demonstrated in the coursework / portfolio components of a subject.
- Encourage pupils by giving detailed feedback and guidance on how to improve work.

- Set deadlines for coursework and advise pupils on the appropriate amount of time to spend on the work, ensuring it is commensurate with the credit available.
- Adhere to the Awarding Body's specification in the assessment of pupil assignments.
- Record outcomes of assessment using appropriate documentation. Outcomes will be held secure for three years, measured from the point of certification.
- Ensure each candidate signs to confirm that the work is their own and that it is endorsed by the teacher after marking the work. A completed original document must be securely attached to the work of each candidate and to that of each sample request.
- Provide accurate records of internally assessed coursework marks to the Exams Office in a timely manner for transfer to the awarding body.

### **Internal Verification**

- The Lead Internal Verifier ensures that internally assessed work consistently meets national standards who is not otherwise involved in the assessing or setting of work which he or she is asked to verify.
- Internal Verifiers may also be appointed who will have the knowledge and qualifications relevant to the qualification(s) and other competence-based award(s) for which they are responsible to enable accurate judgements to be made regarding candidate performance in relation to competence criteria.
- Provision will be made for communication between course teams to share 'best practice' and areas of concern. Typically, this will be achieved through an annual meeting of Internal Verifiers at which standards and processes are discussed to maximise consistency between courses.

### **The role of the Internal Verifier:**

The internal verifier should;

- not verify their own work or assignments
- ensure that all assignment briefs are verified as fit for purpose prior to their being circulated to pupils. They should enable pupils to meet the unit grading criteria
- make recommendations to the assessor on how to improve the quality of the brief if necessary
- make all IV evidence available to the EV
- plan with the course team an annual internal verification schedule linked to assignment plans.
- consider the assessment decisions of all units and all assessors to judge whether the assessor has assessed accurately against the unit grading criteria
- verify samples of work – one third of all pupils per unit and ensure all pupils' work is scrutinised throughout the duration of the course. New or inexperienced assessors may be given additional support by the IV
- consider alternative methods of moderation/verification as required for non-written (ephemeral) assessments (e.g. assessments of performance, oral presentations, and work placements). In most cases, the documentary record of the assessor(s) will provide the basis for verification
- maintain secure records of all work sampled as part of their verification process using a standard template
- if a concern is raised the IV should discuss this with the assessor prior to the final confirmation of the marks for all the pupils taking the assignment. As a result of the IV process it may be necessary for the assessor(s) to reconsider the marks awarded for the entire cohort of pupils and, as a consequence, to make changes either to all marks or to some marks
- where re-sampling is necessary the work should be verified again before being sent to the EV and records kept

### **Authentication of Candidate's Work**

- On each assignment pupils must sign that the work submitted is their own and teachers/ tutors / assessors should confirm that the work assessed is solely that of the candidate concerned and was conducted under required conditions.
- If the pupil hands in an assignment and teachers suspect it is not the pupil's own work, the matter should be reported to the Head Teacher or Exams Officer, who will carry out an investigation.

### **Fair Assessment**

The purpose of fair assessment is to ensure we provide a variety of qualifications which provide all pupils with the opportunity to achieve their full potential by the most appropriate and direct route. Fair Assessment is based on the concepts of equality, diversity, clarity, consistency and openness. It is the responsibility of the Head Teacher to

ensure that assessment processes are implemented in a way which is fair and non-discriminatory. It is the responsibility of the Head Teacher to ensure pupils are aware of this policy.

What pupils can expect from us:

- We aim to ensure that all assessment of work is carried out fairly and in keeping with the awarding body's requirements
- All portfolio-based work will be assessed fairly against the qualification standards and teachers involved will be fully trained
- Internal assessments will be carried out fairly and according to awarding body instructions
- Externally marked tests and exams will be according to the requirements of the awarding body
- Pupils will be fully inducted onto each new course and will be given relevant information that can be shared with parents and carers.
- Learning outcomes, performance criteria and other significant elements of learning and assessment are made clear at the outset of the course and when assignments are set.
- To be given appropriate assessment opportunities during the course with feedback provided on the quality of the work
- All work will be marked within two weeks of submission by the pupil
- Where equivalents and exemptions can be applied we will ensure this is pursued with the relevant awarding body.

#### Pupil Malpractice

Malpractice covers a range of offences, which can be collectively described as cheating. A fair assessment of a pupil's work can only be made if that work is entirely the pupil's own. Therefore, pupils can expect any allegations of cheating and plagiarism to lead to a full investigation which will follow the guidance of the relevant awarding body.

If a pupil feels he/she has been wrongly accused of cheating or plagiarism they should be referred to the Complaints Policy. If a pupil has concerns about the procedures used in assessment of internally markers work they should refer to the Internal Appeals Procedure.

#### Investigating Pupil Malpractice

There will be an investigation if pupil malpractice is suspected which may lead to disciplinary action.

- Pupils who attempt to gain an award by deceitful means will automatically have their result(s) suspended (held) pending a thorough investigation by a member of senior staff. The pupil will be informed at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences.
- The outcome of the investigation will determine the appropriate course of action to be taken by the Head Teacher. Malpractice is a breach of rules and may invoke pupil disciplinary action. Any case where pupil malpractice is found to be substantiated it will be reported to the awarding body.
- If no evidence is found that the pupil cheated, then the benefit of the doubt should be given to the pupil and the grade achieved should be awarded.

#### Blended Learning

In order to ensure that blended learning meets the guidelines set by awarding bodies and that assessment methods are valid, reliable and does not disadvantage any group or individual learners the school will:

- Ensure that teaching, delivery and assessment staff are timetabled to support blended learning when learners are working remotely
- Ensure there is a process to manage feedback on assignments, questions are constructively answered and feedback is provided in a timely manner
- Ensure the setting of assignments is undertaken in the face-to-face sessions and that deadlines are clear
- Ensure that staff training and measures have been implemented to prevent and detect any instances of malpractice which may arise
- Ensure that when learners submit work measures are taken to ensure the work is authentic and has been completed by the learner



- Ensure that learners are fully aware of the need to ensure they avoid any forms of malpractice (for example plagiarism) and the consequences should they commit it
- Maintain and store securely all assessment and internal verification codes in accordance with the awarding body centre agreement

#### Appeals Procedures

All pupils should be made aware of the appeals procedure and given access to a copy of the procedure. The Head Teacher is responsible for managing the formal appeals process. If deemed necessary, a formal appeals panel should be set up comprising at least three people, where at least one member is independent of the assessment process. Written records of all appeals should be maintained. These should include a description of the appeal, the outcome of the appeal and the reason for that outcome. A tracking document will be used to follow the course of an appeal, allowing it to be time tracked and verified at each stage. Where the awarding body allows it, if a learner is unable to resolve an appeal within the school then they may have the option to escalate their appeal to the awarding body. Any appeals must be submitted within 20 days of the associated assessment and there will be a fee payable as published by the awarding body.

#### Grounds for Appeal

A pupil/candidate would have grounds for appeal against an assessment decision in the following situations. This list is selective and not exhaustive.

- The work is not assessed according to the set criteria or the criteria are ambiguous.
- The final grade of the work does not match the criteria set for grade boundaries or the grade boundaries are not sufficiently defined.
- The internal verification procedure contradicts the assessment grades awarded.
- There is evidence of preferential treatment towards other pupils/candidates.
- The conduct of the assessment did not conform to the published requirements of the Awarding Body.
- Valid, agreed, extenuating circumstances were not taken into account at the time of assessment, which the Head Teacher was aware of prior to the submission deadline.
- Agreed deadlines were not observed by staff.
- The current Assessment Plan was not adhered to.
- The decision to reject coursework on the grounds of malpractice.

#### Formal appeal procedures

If, after informal discussion with the Lead Internal Verifier, the candidate wishes to make a formal appeal, the candidate must ask the LIV in writing, for a re-assessment. This must be done within 10 working days of receiving the original assessment result. The Head Teacher, along with the LIV on receipt of the formal appeal from the candidate, will try to seek a solution negotiated between the relevant assessor and the candidate. If it is not possible to reach an agreement, the Head Teacher and the LIV will set a date for the Internal Verification Appeals Panel to meet. The Internal Verification Appeals Panel will normally meet within 2 weeks of the receipt of the appeal by the LIV with re-assessment, if deemed necessary by the panel, taking place within 15 working days of the appeals panel meeting.

The outcome of the appeal may be:

- Confirmation of original decision.
- A re-assessment by an independent assessor.
- An opportunity to resubmit for assessment within a revised agreed timescale.

#### Staff Malpractice

The following are examples of malpractice by School staff. This list is not exhaustive.

- Failure to keep any awarding body mark schemes secure.
- Alteration of awarding body assessment and grading criteria.
- Assisting pupils in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves School staff producing work for the pupil.
- Producing falsified witness statements, for example for evidence the pupil has not generated.
- Allowing evidence, which is known by the staff member not to be the pupil's own, to be included in a pupil's assignment/task/portfolio/ coursework.
- Facilitating and allowing impersonation.

- Misusing the conditions for special pupil requirements.
- Failing to keep pupil computer files secure.
- Falsifying records/certificates, for example by alteration, substitution, or by fraud.
- Fraudulent certificate claims, that is claiming for a certificate prior to the pupil completing all the requirements of assessment.
- Assisting candidates with exam questions outside of the awarding body guidance.
- Allowing pupils to use a mobile phone or go to the toilet unsupervised.
- Allowing pupils to speak to each other during the exam.
- Tampering with scripts prior to external marking taking place.

Where staff malpractice is suspected, an investigation will take place under staff disciplinary procedures. (See Staff Disciplinary Policy and Procedures)

Additional specific types of malpractice may affect the Summer 2021 exam series as specified in Annexe A

### **Exam days**

The Exams Officer will make the question papers, other exam stationery and materials available for the invigilator. The Exams Officer is responsible for setting up the allocated rooms. The lead invigilator will start all exams in accordance with JCQ guidelines. Two members of staff must check the time, date and any other paper details before a sealed exam packet is opened. 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 subject teachers 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 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 School 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 exam time, at the discretion of the Exams Officer or senior invigilator. For exams longer than one hour candidates may leave the exam early, but no sooner than one hour after the published starting time. They will not be allowed to return.

The Exams Officer is responsible for handling late or absent candidates on exam day or subsequently. For clash candidates, the supervision of candidates, identifying a secure venue and arranging overnight supervision is the responsibility of the Exams Officer. 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 Head Teacher, 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.

The Exams Officer must make sure that appropriate arrangements are in place so that all invigilators can carry out adequate checks on the identity of candidates. A private/external candidate, or a transferred candidate not known to the school, must show photographic documentary evidence to prove that he/she is the same person who entered/registered for the examination or assessment, e.g. passport or photographic driving licence.

Where it is impossible to identify a candidate due to the wearing of religious clothing, such as a veil, the candidate should be approached by a member of staff of the same gender and taken to a private room where they should be politely asked to remove the religious clothing for identification purposes. The school must inform candidates in advance of this procedure, and well before their first examination. Once identification has been established the candidate can replace their religious clothing and proceed as normal to sit the examination.

### **Qualification Withdrawal**

The Head Teacher and SLT will ensure that any qualification offered within the school is reviewed annually or more frequently if the situation requires. In the event of a qualification or unit being withdrawn by the awarding body

they will ensure that learners have sufficient notice to complete their qualification. In the event of short notice being given by an awarding body or mid-year withdrawal recognition of prior learning will be applied and candidates transferred to an appropriate qualification with an alternate awarding body.

If the school makes a decision to withdraw a qualification it will only do so after considering entry data, attainment levels, qualification relevance and regulatory changes. In the event that a decision is made to withdraw a qualification with active learners a report outlining the rationale and a withdrawal plan must be signed off by Directors. The withdrawal plan must specify how the interests of learners will be protected and how the withdrawal will be communicated to the awarding organisation, regulatory authorities and learners providing details of all deadlines including the last date for accepting entries and the last date for certification.

## **Results**

### **Results, enquiries about results (EARs) and access to scripts (ATS)**

Candidates can receive individual result slips on results days, in person at the school. Arrangements for the school to be open on results days are made by the Exams Officer. The provision of staff on results days is the responsibility of the Head Teacher.

### **EARs**

EARs may be requested by school staff or candidates if there are reasonable grounds for believing there has been an error in marking. The candidates consent is required before any EAR is requested. If a result is queried, the Exams Officer, teaching staff and Head Teacher will investigate the feasibility of asking for a re-mark at the school's expense. When the school 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. School 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.

### **Certificates**

Certificates can be collected by the candidate, or on behalf of a candidate by third parties, provided they have been authorised to do so. If posted out this should be first class post and proof of postage should be obtained as well as a record kept. Certificates collected, need to be signed for and a record made of this.

## **Annexe A**

### **Determining Centre Assessed Grades - Summer 2021**

#### **Statement of intent**

This section outlines the purpose of this document in relation to our centre.

<b>Statement of Intent</b>
<p><i>The purpose of this policy is:</i></p> <ul style="list-style-type: none"><li><i>To ensure that teacher assessed grades are determined fairly, consistently, free from bias and effectively within and across departments.</i></li><li><i>To ensure the operation of effective processes with clear guidelines and support for staff.</i></li><li><i>To ensure that all staff involved in the processes clearly understand their roles and responsibilities.</i></li></ul>

- *To support teachers to take evidence-based decisions in line with Joint Council for Qualifications guidance.*
- *To ensure the consideration of historical centre data in the process, and the appropriate decision making in respect of, teacher assessed grades.*
- *To support a high standard of internal quality assurance in the allocation of teacher assessed grades.*
- *To support our centre in meeting its obligations in relation to equality legislation.*
- *To ensure our centre meets all requirements set out by the Department of Education, Ofqual, the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications.*
- *To ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear, in order to give confidence.*

## Roles and responsibilities

This section of our Centre Policy outlines the personnel in our centre who have specific roles and responsibilities in the process of determining teacher assessed grades this year.

### **Roles and Responsibilities**

#### ***Head of Centre***

- *Our Head of Centre, will be responsible for approving our policy for determining teacher assessed grades.*
- *Our Head of Centre has overall responsibility for the school as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.*
- *Our Head of Centre will confirm that teacher assessed grade decisions represent the academic judgement made by teachers and that the checks in place ensure these align with the guidance on standards provided by awarding organisations.*
- *Our Head of Centre will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.*

#### ***Senior Leadership Team***

*Our Senior Leadership Team will;*

- *provide training and support to our other staff.*
- *support the Head of Centre in the quality assurance of the final teacher assessed grades.*
- *ensure an effective approach within and across departments and authenticating the preliminary outcome from single teacher subjects.*
- *be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it.*

- *ensure that all teachers within their department make consistent judgements about student evidence in deriving a grade.*
- *ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications.*
- *ensure teachers have the information required to make accurate and fair judgments.*
- *ensure that a Head of Department Checklist is completed for each qualification that they are submitting.*

#### **Teachers/ Specialist Teachers / SENCo**

*Our teachers, tutors, specialist teachers and SENCo will;*

- *ensure they conduct assessments under our centre's appropriate levels of control and have sufficient evidence, in line with this Centre Policy and guidance from the Joint Council for Qualifications, to provide teacher assessed grades for each student they have entered for a qualification.*
- *ensure that the teacher assessed grade they assign to each student is a fair, valid and reliable reflection of the assessed evidence available for each student.*
- *make judgements based on what each student has been taught and what they have been assessed on, as outlined in the section on grading in the main JCQ guidance.*
- *produce an Assessment Record for each subject cohort, that includes the nature of the assessment evidence being used, the level of control for assessments considered, and any other evidence that explains the determination of the final teacher assessed grades. Any necessary variations for individual students will also be recorded.*
- *securely store and be able to retrieve sufficient evidence to justify their decisions.*

#### **Examinations Officer**

*Our Examinations Officer will;*

- *be responsible for the administration of our final teacher assessed grades and for managing the post-results services.*

#### Training, support and guidance

This section of our Centre Policy outlines the training, support and guidance that our centre will provide to those determining teacher assessed grades this year.

#### **Training**

This section provides details of the approach our centre will take to *training, support and guidance in determining teacher assessed grades this year*

- *All teachers involved in determining grades in our centre will attend any centre-based training to help achieve consistency and fairness to all students.*

- *Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.*

### **Support for Newly Qualified Teachers and teachers less familiar with assessment**

This section provides details of our approach to *training, support and guidance for newly qualified teachers and teachers less familiar with assessment*

- *We will provide mentoring from experienced teachers to NQTs and teachers less familiar with assessment.*
- *We will put in place additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate.*

Use of appropriate evidence

This section of our Centre Policy indicates how our centre will give due regard to the section in the JCQ guidance entitled: *Guidance on grading for teachers.*

#### **A. Use of evidence**

This section gives details in relation to our use of evidence.

- *Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.*
- *All candidate evidence used to determine teacher assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.*
- *We will be using student work produced in response to assessment materials provided by our awarding organisation(s), including groups of questions, past papers or similar materials such as practice or sample papers.*
- *We will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed.*
- *We will use student work produced in centre-devised tasks that reflect the specification, that follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes.*
- *We will use substantial class or homework (including work that took place during remote learning).*
- *We will use internal tests taken by pupils.*
- *We will use mock exams taken over the course of study.*
- *We will use records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE.*

*We provide further detail in the following areas:*

### *Additional Assessment Materials*

- *We will use additional assessment materials to give students the opportunity to show what they know, understand or can do in an area of content that has been taught but not yet assessed.*
- *We will use additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.*
- *We will use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete.*
- *We will combine and/or remove elements of questions where, for example, a multi-part question includes a part which focuses on an element of the specification that hasn't been taught.*

*Our centre will ensure the appropriateness of evidence and balance of evidence in arriving at grades in the following ways:*

- *We will consider the level of control under which an assessment was completed, for example, whether the evidence was produced under high control and under supervision or at home.*
- *We will ensure that we are able to authenticate the work as the student's own, especially where that work was not completed within the school or college.*
- *We will consider the limitations of assessing a student's performance when using assessments that have been completed more than once, or drafted and redrafted, where this is not a skill being assessed.*
- *We will consider the specification and assessment objective coverage of the assessment.*
- *We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.*

### Determining teacher assessed grades

*This section of our Centre Policy outlines the approach our centre will take to awarding teacher assessed grades.*

#### **Awarding teacher assessed grades based on evidence**

- *Our teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught.*
- *Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.*
- *Our teachers will produce an Assessment Record for each subject and will share this with the SLT.*
- *Our teachers will, wherever possible, moderate grades with other On Track schools.*

## Internal quality assurance

This section of our Centre Policy outlines the approach our centre will take to ensure internal standardisation of teacher assessed grades, to ensure consistency, fairness and objectivity of decisions.

### *Head of Centre Internal Quality Assurance and Declaration*

#### **Internal quality assurance**

This section gives details of our approach to internal standardisation, within and across subject departments.

- *We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document.*
- *In subjects where there is more than one teacher and/or class in the department, we will ensure that our centre carries out an internal standardisation process.*
- *We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:*
  - *Arriving at teacher assessed grades*
  - *Marking of evidence*
  - *Reaching a holistic grading decision*
  - *Applying the use of grading support and documentation*
- *We will conduct internal standardisation across all grades.*
- *We will ensure that the Assessment Record will form the basis of internal standardisation and discussions across teachers to agree the awarding of teacher assessed grades.*
- *Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s).*
- *Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisation(s).*
- *Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by an appropriate member of staff within the centre.*
- *This will be the Head Teacher.*
- *In respect of equality legislation, we will consider the range of evidence for students of different protected characteristics that are included in our internal standardisation.*

## Comparison of teacher assessed grades to results for previous cohorts

This section of our Centre Policy outlines the approach we will take to compare our teacher assessed grades in 2021 with results from previous cohorts.

#### **Comparison of Teacher Assessed Grades to results for previous cohorts**



This section gives details of our internal process to ensure a comparison of teacher assessed grades at qualification level to results for previous cohorts in our centre taking the same qualification.

- *We will compile information on the grades awarded to our students in past June series in which exams took place (e.g. 2017 - 2019).*
- *We will consider the size of our cohort from year to year.*
- *We will consider the stability of our centre's overall grade outcomes from year to year.*
- *We will consider both subject and centre level variation in our outcomes during the internal quality assurance process.*
- *We will prepare a succinct narrative on the outcomes of the review against historic data which, in the event of significant divergence from the qualifications-levels profiles attained in previous examined years, which address the reasons for this divergence. This commentary will be available for subsequent review during the QA process.*

*This section gives details of the approach our centre will follow if our initial teacher assessed grades for a qualification are viewed as overly lenient or harsh compared to results in previous years.*

- *We will compile historical data giving appropriate regard to potential mixtures of A\*-G and 9-1 grades in GCSEs. Where required, we will use the Ofqual guidance to convert legacy grades into the new 9 to 1 scale.*
- *We will include grades from international GCSEs (for example, in mathematics) because we have previously offered these.*
- *We will bring together other data sources that will help to quality assure the grades we intend to award in 2021.*

*This section gives details of changes in our cohorts that need to be reflected in our comparisons.*

- *We will omit subjects that we no longer offer from the historical data.*

#### Access Arrangements and Special Considerations

This section of our Centre Policy outlines the approach our centre will take to provide students with appropriate access arrangements and take into account mitigating circumstances in particular instances.

#### **Reasonable adjustments and mitigating circumstances (special consideration)**

This section gives details of our approach to access arrangements and mitigating circumstances (special consideration).

- *Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) we will make every effort to ensure that these arrangements are in place when assessments are being taken.*

- *Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, we will remove that assessment from the basket of evidence and alternative evidence obtained.*
- *Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, we will take account of this when making judgements.*
- *We will record, as part of the Assessment Record, how we have incorporated any necessary variations to take account of the impact of illness or personal circumstances on the performance of individual students in assessments.*
- *To ensure consistency in the application of Special Consideration, we will ensure all teachers have read and understood the document: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)*

Addressing disruption/differential lost learning (DLL)

#### **B. Addressing Disruption/Differentiated Lost Learning (DLL)**

This section gives details of our approach to address disruption or differentiated lost teaching.

- *Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.*

Objectivity

This section of our Centre Policy outlines the arrangements in place to ensure objectivity of decisions.

#### **Objectivity**

This section gives a summary of the arrangements in place within our centre in relation to objectivity.

*Staff will fulfil their duties and responsibilities in relation to relevant equality and disability legislation.*

*Senior Leaders will consider:*

- *sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment, marker preconceptions);*
- *how to minimise bias in questions and marking and hidden forms of bias); and*
- *bias in teacher assessed grades.*

*To ensure objectivity, all staff involved in determining teacher assessed grades will be made aware that:*

- *unconscious bias can skew judgements;*
- *the evidence presented should be valued for its own merit as an indication of performance and attainment;*

- *teacher assessed grades should not be influenced by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics;*
- *unconscious bias is more likely to occur when quick opinions are formed; and*

*Our internal standardisation process will help to ensure that there are different perspectives to the quality assurance process.*

#### Recording decisions and retention of evidence and data

This section of our Centre Policy outlines our arrangements to recording decisions and to retaining evidence and data.

#### **C. Recording Decisions and Retention of Evidence and Data**

This section outlines our approach to recording decisions and retaining evidence and data.

- *We will ensure that teachers SLT maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades.*
- *We will ensure that evidence is maintained across a variety of tasks to develop a holistic view of each student's demonstrated knowledge, understanding and skills in the areas of content taught.*
- *We will put in place recording requirements for the various stages of the process to ensure the accurate and secure retention of the evidence used to make decisions.*
- *We will comply with our obligations regarding data protection legislation.*
- *We will ensure that the grades accurately reflect the evidence submitted.*
- *We will ensure that evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with our awarding organisation(s).*

#### Authenticating evidence

#### **D. Authenticating evidence**

This section of our Centre Policy details the mechanisms in place to ensure that teachers are confident in the authenticity of evidence, and the process for dealing with cases where evidence is not thought to be authentic.

- *Robust mechanisms, which will including sampling across all subjects and quality assurance audits by SLT, will be in place to ensure that teachers are confident that work used as evidence is the students' own and that no inappropriate levels of support have been given to students to complete it, either within the centre or with external tutors.*
- *It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. We will follow all guidance provided by awarding organisations to support these determinations of authenticity.*

#### Confidentiality, malpractice and conflicts of interest

## Confidentiality

This section of our Centre Policy outlines the measures in place to ensure the confidentiality of the grades our centre determines, and to make students aware of the range of evidence on which those grades will be based.

### A. Confidentiality

*This section details the measures in place in our centre to maintain the confidentiality of grades, while sharing information regarding the range of evidence on which the grades will be based.*

- *All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.*
- *All teaching staff have been briefed on the requirement to share details of the range of evidence on which students' grades will be based, while ensuring that details of the final grades remain confidential.*
- *Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.*

## Malpractice

This section of our Centre Policy outlines the measures in place to prevent malpractice and other breaches of exam regulations, and to deal with such cases if they occur.

### B. Malpractice

*This section details the measures in place in our centre to prevent malpractice and, where that proves impossible, to handle cases in accordance with awarding organisation requirements.*

*Our general centre policies regarding malpractice, maladministration and conflicts of interest have been reviewed to ensure they address the specific challenges of delivery in Summer 2021.*

- *All staff involved have been made aware of these policies, and have received training in them as necessary.*
- *All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series including:*
  - *breaches of internal security;*
  - *deception;*
  - *improper assistance to students;*
  - *failure to appropriately authenticate a student's work;*
  - *over direction of students in preparation for common assessments;*
  - *allegations that centres submit grades not supported by evidence that they know to be inaccurate;*
  - *centres enter students who were not originally intending to certificate a grade in the Summer 2021 series;*
  - *failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages; and*
  - *failure to keep appropriate records of decisions made and teacher assessed grades.*

- *The consequences of malpractice or maladministration as published in the JCQ guidance: [JCQ Suspected Malpractice: Policies and Procedures](#) and including the risk of a delay to students receiving their grades, up to, and including, removal of centre status have been outlined to all relevant staff.*

### Conflicts of Interest

This section of our Centre Policy outlines the measures in place to address potential conflicts of interest.

#### C. Conflicts of Interest

*This section details our approach to addressing conflicts of interest, and how we will respond to such allegations.*

- *To protect the integrity of assessments, all staff involved in the determination of grades must declare any conflict of interest such as relationships with students to our Head of Centre for further consideration.*
- *Our Head of Centre will take appropriate action to manage any conflicts of interest arising with centre staff in accordance with the JCQ documents - [General Regulations for Approved Centres, 1 September 2020 to 31 August 2021](#).*
- *We will also carefully consider the need if to separate duties and personnel to ensure fairness in later process reviews and appeals.*

### Private candidates

This section of our Centre Policy outlines our approach to working with Private Candidates to arrive at appropriate grades.

#### A. Private Candidates

*This section details our approach to providing and quality assuring grades to Private Candidates.*

- *Our arrangements for assessing Private Candidates to arrive at appropriate grades are identical to the approaches utilised for internal candidates.*
- *Where it has been necessary to utilise different approaches, the **JCQ Guidance on Private Candidates** has been followed and any divergences from our approach for internal candidates have been recorded on the appropriate class/student documentation.*
- *In undertaking the review of cohort grades in conjunction with our centre results profiles from previous examined years, the grades determined by our centre for Private Candidates have been excluded from our analysis.*

### External Quality Assurance

This section of our Centre Policy outlines the arrangements in place to comply with awarding organisation arrangements for External Quality Assurance of teacher assessed grades in a timely and effective way.

#### A. External Quality Assurance

*This section outlines the arrangements we have in place to ensure the relevant documentation and assessment evidence can be provided in a timely manner for the purposes of External Quality Assurance sampling, and that staff can be made available to respond to enquiries.*

- *All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the **JCQ Guidance**.*
- *All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required.*
- *All student evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required.*
- *Instances where student evidence used to decide teacher assessed grades is not available, for example where the material has previously been returned to students and cannot now be retrieved, will be clearly recorded on the appropriate documentation.*
- *All staff involved have been briefed on the possibility of interaction with awarding organisations during the different stages of the External Quality Assurance process and can respond promptly and fully to enquiries, including attendance at Virtual Visits should this prove necessary.*
- *Arrangements are in place to respond fully and promptly to any additional requirements/reviews that may be identified as a result of the External Quality Assurance process.*
- *Staff have been made aware that a failure to respond fully and effectively to such additional requirements may result in further action by the awarding organisations, including the withholding of results.*

## Results

This section of our Centre Policy outlines our approach to the receipt and issue of results to students and the provision of necessary advice and guidance.

### **A. Results**

*This section details our approach to the issue of results to students and the provision of advice and guidance.*

- *All staff involved have been made aware of the specific arrangements for the issue of results in Summer 2021, including the issuing of A/AS and GCSE results in the same week.*
- *Arrangements will be made to ensure the necessary staffing, including exams office and support staff, to enable the efficient receipt and release of results to our students.*
- *Arrangements will be in place for the provision of all necessary advice, guidance and support, including pastoral support, to students on receipt of their results.*
- *Such guidance will include advice on the appeals process in place in 2021 (see below).*

- *Appropriate staff will be available to respond promptly to any requests for information from awarding organisations, for example regarding missing or incomplete results, to enable such issues to be swiftly resolved.*
- *Parents/guardians have been made aware of arrangements for results days.*

## Appeals

This section of our Centre Policy outlines our approach to Appeals, to ensure that they are handled swiftly and effectively, and in line with JCQ requirements.

### A. Appeals

*This section details our approach to managing appeals, including Centre Reviews, and subsequent appeals to awarding organisations.*

- *All staff involved have been made aware of the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the **JCQ Guidance**.*
- *Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.*
- *All necessary staff have been briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.*
- *Leaners have been appropriately guided as to the necessary stages of appeal.*
- *Arrangements will be in place for the timely submission of appeals to awarding organisations, including any priority appeals, for example those on which university places depend.*
- *Arrangements will be in place to obtain the written consent of students to the initiation of appeals, and to record their awareness that grades may go down as well as up on appeal.*
- *Appropriate information on the appeals process will be provided to parents/carers.*

## Review

In order to ensure that this policy is relevant, if you have any comments to make please email [directors@ontrackededucation.com](mailto:directors@ontrackededucation.com)