

	<b>POLICY TITLE:</b>	<b>Examinations</b>
<b>Kingsmead Academy T/A Kingsmead School</b>		
<b>Committee/Person Responsible for Policy:</b>		Deputy Headteacher: Provision & Progress Provision & Progress Sub-Committee
<b>Date Approved by Governing Body:</b>		June 2020
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The purpose of this exam policy is:

- to ensure the planning and management of exams is conducted efficiently and in the best interest of candidates
- to ensure the operation of an efficient exam system with clear guidelines for all relevant staff

The principles are based on the Core Values of Kingsmead School.

### Care

We operate this policy in a fair and transparent manner.

### Aspiration

We have high expectations of all our students and ensure access to appropriate qualifications for students of all abilities.

### Respect

We respect the parents' and student's right to choose a good education and will seek to meet preferences where possible.

### Determination

We will endeavour to ensure all students are fully supported in gaining the best qualifications for post-16 education.

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

This exam policy will be reviewed annually.

This exam policy will be reviewed by the Exams Officer.

## **1. Exam responsibilities**

Head of Centre

Overall responsibility for the school as an exam centre:

- advises on appeals and re-marks
- the Head of Centre is responsible for reporting all suspicions or actual incidents of malpractice. Refer to the JCQ document *suspected malpractice in examinations and assessments available on the JCQ website*.

Exams Officer

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

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- advises the senior leadership team, subject and class teachers and other relevant support staff on annual exam timetables and application procedures as set by the various exam boards
- oversees the production and distribution to staff, governors and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events
- ensures that candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them
- provides and confirms detailed data on estimated entries
- receives, checks and stores securely all exam papers and completed scripts
- makes applications for special consideration when needed
- identifies and manages exam timetable clashes
- accounts for income and expenditures relating to all exam costs/charges
- submits candidates' controlled assessment marks, tracks despatch and stores returned controlled assessment and any other material required by the appropriate awarding bodies correctly and on schedule
- arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any appeals/re-mark requests
- maintains systems and processes to support the timely entry of candidates for their exams
- assists the Leader of Inclusion/SENCo with the Access arrangements

#### Deputy Head

- Organisation of teaching and learning
- External validation of courses followed at key stage 4

#### Heads of Department/school/curriculum

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

#### Head of Careers

- Guidance and careers information

#### Teachers

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

#### Leader of Inclusion/SENCo

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

## Invigilators

- Distribution of papers at the start of the examination
- Collection of all exam papers in the correct order at the end of the exam and their return to the exams office
- Ensuring the rules of the examination are observed and informing the exam officer of any concerns

## Candidates

- Confirmation of entries
- Understanding controlled assessment regulations

## 2. The statutory tests and qualifications offered

The qualifications offered at this centre are decided by the Deputy Head.

The qualifications offered at present are VCERT, ~~NVQ~~, BTEC, Tech Award, WJEC Vocational, GCSE and Entry Level.

Decisions on whether a candidate should not take an individual subject will be taken in consultation with the heads of subject.

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

## 3. Exam seasons and timetables

3.1 Exam seasons: GCSE exams are taken in the Summer. Vocational exams for most subjects are on demand but are timetabled for others normally in January.

There will be opportunities for internal examinations during external exam seasons. Mock exams will typically take place in November.

### 3.2 Timetables

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

## 4. Entries, entry details and late entries

### 4.1 Entries

Candidates are selected for their exam entries by the heads of subject.

Candidates, or parents/carers, can request a subject entry, change of level or withdrawal. A fee may be charged if the entry is against the advice of the school. The Exams Officer, deputy head and subject leader will agree the action.

The centre may accept entries from external candidates. Applications will be approved by the Deputy Head.

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## 4.2 Late entries

Entry deadlines are circulated to heads of department via email.

Late entries and amendments are authorised by the Exams Officer.

## 5. Exam fees

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

Late entry or amendment fees are paid by centre.

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

Any exam resits will be paid for by the candidate, this will include the cost of the exam plus an administration fee.

## 6. The Disability Discrimination Act (DDA), special needs and access arrangements

### 6.1 DDA

The Disability Discrimination Act 2005 extends the application of the DDA to general qualifications. All exam centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

### 6.2 Special needs

A candidate's special needs requirements are determined by the Leader of Inclusion/SENCo

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

### 6.3 Access arrangements

Identifying candidates who need access arrangements and submitting completed access arrangement applications to the awarding bodies is the responsibility of the Leader of Inclusion/SENCo and the Deputy Headteacher with responsibility for examinations.

Rooming for access arrangement candidates will be arranged by the Teaching Assistant with responsibility for exams in consultation with the Exams Officer and the Centre Administrator. The Leader of Inclusion/SENCo has oversight of this process.

Invigilation and support for access arrangement candidates will be organised by the Teaching Assistant with responsibility for exams with the Centre Administrator and the Exams Officer. The Leader of Inclusion/SENCo has oversight of this process.

## 7. Managing invigilators and exam days

### 7.1 Managing invigilators

~~External invigilators will be used for all internal and external exams.~~

The recruitment of invigilators is the responsibility of the centre administrator.

Securing the necessary Disclosure and Barring Service (DBS) clearance for new invigilators is the responsibility of the centre administrator.

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

Invigilators are timetabled by the centre administrator and briefed by the Exams Officer.

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

Invigilators responsibilities:

- Under the direction of Exams Officer, to take responsibility for the conduct of an examination session in the presence of candidates
- To ensure, at all times the safe custody of Question Papers and other Examination Materials
- To ensure that all rules and regulations relating to the conduct of examinations are strictly applied and followed
- To deal with any emergencies that arise during the examination
- Any associated duties that may be assigned by the Exams Officer

### 7.2 Exam days

The centre administrator will book all exam rooms after liaison with other users and the Exams Officer will make the question papers, other exam stationery and materials available for the invigilator.

Site management is responsible for setting up the allocated rooms.

The Exams Officer will start all exams in accordance with JCQ guidelines.

Senior members of centre staff, such as an Assistant Headteacher, approved by the head of centre and who have not had overall responsibility for the subject department and/or preparing the candidates for the examination(s), may be present at the start of the examination(s). When entering an examination room, the senior member of centre staff must identify themselves and their purpose for being there to the senior invigilator and/or exams officer.

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. Spare papers will be distributed to heads of department at the end of the exam session.

## **8. Candidates, clash candidates and special consideration**

### 8.1 Candidates

The centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and all electronic devices apply at all times.

Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.

Disruptive candidates are dealt with in accordance with JCQ guidelines.

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

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

### 8.2 Clash candidates

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

### 8.3 Special consideration

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

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

The Exams Officer will then complete a special consideration request with the relevant awarding body within seven days of the exam.

## **9. Non-Examined Assessment**

Outlining staff responsibilities

### 9.1 Senior leadership team

Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.

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At the start of the academic year, begin coordinating with heads of department/subject to schedule controlled assessments.

Map overall resource management requirements for the year. As part of this resolve:

- clashes/ problems over the timing or operation of controlled assessments.
- issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)

Ensure that all staff involved have a calendar of events

Create, publish and update an internal appeals policy for controlled assessments.

## 9.2 Heads of department

Decide on the awarding body and specification for a particular GCSE, in consultation with SLT.

Standardise internally the marking of all teachers involved in assessing an internally assessed component.

Ensure that individual teachers understand their responsibilities with regard to controlled assessment.

Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.

Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

## 9.3 Teaching staff

Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments*.

Understand and comply with the awarding body specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.

Supply the exams office details of all unit codes for controlled assessments.

Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.

Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.

Ensure that students and supervising teachers sign authentication forms on completion of an assessment.

Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded.

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Retain candidates' work securely between assessment sessions (if more than one).

Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.

Ask the Inclusion Co-ordinator for any assistance required for the administration and management of access arrangements.

#### 9.4 Exams office staff

Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.

Enter students' 'cash-in' codes for the terminal exam series.

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

Download and distribute mark sheets for teaching staff to use, and collect and send mark sheets to awarding bodies before deadlines.

On the few occasions where controlled assessment cannot be conducted in the classroom arrange suitable accommodation where controlled assessment can be carried out, at the direction of the senior leadership team.

#### 9.5 Leader of Inclusion/SENCo

Ensure access arrangements have been applied for.

Work with teaching staff to ensure requirements for support staff are met.

### 10. Appeals against internal assessments

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

The main points are:

- appeals can only be made about the marking process not the mark or grade awarded
- candidates may appeal if they feel their controlled assessment has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification
- appeals should be made in writing within 2 weeks of the final exam of the series to the head of centre who will decide whether the process used conformed to the necessary requirements
- the head of centre's findings will be notified in writing, copied to the Exams Officer and recorded for awarding body inspection

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

#### 11.1 Results

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Candidates will receive individual results slips on results days either in person at the centre or by post to their home addresses (candidates to provide sae). If absolutely necessary, results may be issued by email direct to candidates.

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

The provision of staff on results days is the responsibility of the SLT.

## 11.2 EARs

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

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

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

(See also section 5: Exam fees)

## 12. Certificates

Certificates are presented in person at the Presentation Evening in November or collected and signed for after that date.

Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised to do so.

The centre retains unclaimed certificates for three years.

## 13. Examination appeals procedures

The school is committed to ensuring that whenever its staff assess students' work for external qualification; this is done fairly, consistently and in accordance with the specification for the qualification concerned. Assessments should be conducted by staff who have appropriate knowledge, understanding and skills.

Students' work should be produced and authenticated according to the requirements of the examination board. Where a set of work is divided between staff, consistency should be assured by internal moderation and standardisation. If students believe that this may not have happened in relation to his/her work, he/she may make use of this appeals procedure. Note that appeals may only be made against the process that led to the assessment and not against the mark or grade.

The existence of this procedure is made known to students in the GCSE booklet issued to students.

Appeals should be made as soon as possible, and must be made at least two weeks before the end of the last externally assessed paper in the examinations series.

Appeals should be made in writing to the Exams Officer who will investigate the appeal.

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The person conducting the investigation will decide whether the process used for the internal assessment conformed with the requirements of the awarding body and examination code of practice of the QCA. This will be done before the end of the series.

The result of the appeal will be made known in writing to the parties concerned, together with any correspondence with the awarding body, any changes made to the assessment of the piece of work in question and any changes made for the future.

A written record of the appeal will be kept and made available to the awarding body at their request. Should the appeal bring any significant irregularity to light, the awarding body will be informed.

After work has been assessed internally it is moderated by the awarding body to ensure consistency between centres. Such moderation frequently changes the marks awarded for internally assessed work. That is outside the control of the school and is not covered by this procedure.

Details of the appeals procedure for the relevant awarding body are available from the Exams Officer.

## 14. Internal Exams

Internal examinations will be timetabled by the exams officer in consultation with the subject leaders and Deputy Head Curriculum. They will be run to external exam standards

## 15. Emergency Evacuation Plan

<https://www.gov.uk/government/publications/bomb-threats-guidance/procedures-for-handling-bomb-threats> in the case of emergency, such as the fire alarm or a bomb alert, invigilators should follow these procedures. Examinations office staff will attend as soon as possible.

Once established that the alarm has not been rung in error, please:

REMAIN CALM

- Note the time of the interruption.
- Instruct candidates to close their scripts and leave the room in silence and walk out of the fire exits and assemble in the car park at the side of the sports hall. They must remain silent at all times.
- All question papers and scripts must be left in the examination room.
- Collect the attendance register.
- In the sports hall, delegate one invigilator to ensure all students have left the building.
- Once all students have been accounted for, await further instructions. Do not return to the building until authorised to do so by the Examinations Officer.
- All candidates should remain in groups with the invigilator(s). To ensure there is no collusion, candidates should not discuss the examination with each other whilst they are out of the

examination room. The Examinations Officer must be notified of the name/candidate number of any student who does not comply with this instruction.

- When candidates are permitted to return to the examination room they should continue with their examination. Invigilators should make a note of the time and duration of the interruption and record it in the log. No notes should be made on examination scripts or attendance registers that an interruption has occurred.
- Candidates should be allowed the full working time prescribed for the examination.

## 16. Contingency Plan

There is a joint contingency plan for all exam boards published by the Government and it can be found using the link below

<https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted>

.....  
**Head of centre**

.....  
**Exams officer**

.....  
**Date**

## Appendix 1

# INTERNAL APPEALS PROCEDURE\*

### Definition of an Appeal

*'A request for a review of an assessment outcome determined by Kingsmead School in the role as a decision making body on a student's progression.'*

### School Commitment

Kingsmead School is committed to ensuring that whenever its staff assesses students' work for external qualification; this is done fairly, consistently and in accordance with the specification for the qualification concerned. Assessments should be conducted by staff who have appropriate knowledge, understanding and skills, and who have been trained in this activity.

Students' work should be produced and authenticated according the requirements of the examinations board. Where a set of work is divided between staff, consistency should be assured by internal moderation and standardisation.

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

The existence of this procedure is made known to students in subject lessons where controlled assessment is a component of the subject award. A statement will also appear on the Summer examination timetable issued by the end of February. The statement will be worded as follows; *If you have concerns about the procedures used in assessing your internally marked work for public examinations (e.g. controlled assessment, portfolio/projects) you should see the Exams Officer or the Deputy Head teacher who is line manager for exams as soon as possible.*

### Internal Procedure

This procedure is available from the Exams Officer.

1. Appeals will be investigated by the Deputy Head teacher / Exams Officer. If the Exams Officer was directly involved in the assessment in question, the Headteacher will appoint another member of staff of similar or greater seniority to conduct the investigation.
2. Appeals should be made as soon as possible, in writing, stating the details of the complaint and the reason for the appeal (see Appendix 1), to the nominated person, who will investigate the appeal. The appeal letter should be signed by both the candidate and parent/guardian. Appeals must be made at least two weeks before the end of the last externally assessed paper in the examinations series.
3. The Deputy Headteacher responsible for Examinations or appointed member of staff will decide whether the process used for the internal assessment conformed with the requirements of the awarding body and the examinations code of practice of the QCA. This will be done before the end of the examination series.
4. The subject teacher(s) concerned with making the assessment will be given the opportunity to see the candidate's appeal and respond to the appeal in writing, a copy of this response will be sent to the candidate.

5. The candidate must state in writing if they are satisfied/not satisfied with the written response they have received from the teacher.
6. If the candidate is not satisfied, the candidate will be invited (with reasonable notice) to a personal hearing, this invitation will be in writing and will include a copy of all relevant documentation (e.g. given marks, assessments made). The candidate must be accompanied by a (single) parent/guardian. The teacher(s) and candidate will be given the opportunity to hear each other's submission to the panel at the hearing. The attending members of staff involved have the option to have representation by their professional association.
7. The panel will comprise of a senior member of staff and a governor, both of whom will have had no dealings with the case prior to the hearing.
8. The candidate will be informed in writing of the outcome of the appeal, including any correspondence with the board, any changes made to the assessment of the work, and any changes made to improve matters in future. This will be received by the candidate within two weeks of the hearing.
9. The outcome of the appeal will be made known to the Headteacher, and will be logged as a complaint. The school will maintain a written record of all appeals. This record will include the outcome of the appeal and reasons for that outcome. This record will be made available to the Awarding Body at their request. Should the appeal bring any significant irregularity to light, the Awarding Body will be informed.
10. The school will inform the relevant Awarding Body if there is any change to the internal assessment mark as a result of the appeal.

#### Moderation

After work has been assessed internally it is moderated by the Awarding Body (Examinations Board) to ensure consistency between Schools. Such moderation frequently changes the marks awarded for internally assessed work. That is outside the control of and is not covered by this procedure. If you have concerns about it, please ask Exams Officer for a copy of the appeals procedure of the relevant Examinations Board. [\\*please note, at the time of writing, the appeals procedure for 2020 academic year has not been determined by the Department for Education and Ofqual. This procedure is expected to be substantially different from that of previous years. For more information please email \[contact@kingsmead-school.com\]\(mailto:contact@kingsmead-school.com\)](#)

## Internal Appeals Procedure

*Please complete and return to Exams Officer,  
Kingsmead School, South Street, Wiveliscombe, Taunton, Somerset TA4 2NE*

**Candidate's Full Name:** \_\_\_\_\_

**Subject:** \_\_\_\_\_

**Subject Teacher:** \_\_\_\_\_

**Details of Complaint:**

**Reason for Appeal:**

*If needed, please continue on additional page and attach to this sheet.*

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

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**For Centre Use Only**

**Name of Investigator:** \_\_\_\_\_

**Date Procedure received:** \_\_\_\_\_

**Did assessment conform to QCA/Exam Board requirements?**

Date response requested to subject teacher: \_\_\_\_\_

Date response received: \_\_\_\_\_

Copy of subject teacher's response sent to candidate:

Date of reply from candidate: \_\_\_\_\_

Date reply received from candidate & outcome: \_\_\_\_\_

Date of appeal: \_\_\_\_\_

Date invitation sent to candidate: \_\_\_\_\_

**Members of the Panel:**

**Outcome of Appeal:**

Date information sent to candidate:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix 2

# WORD PROCESSOR POLICY

A word processor cannot be granted to a candidate because they prefer to type rather than write or can work faster on a keyboard, or because they use a laptop at home.

The use of a word processor MUST reflect the candidate's normal way of working within the centre and be appropriate to the candidate's needs.

This list helps to identify candidates who would benefit from the use of a word processor, although it is not exhaustive;

- A learning difficulty which has a substantial and long-term adverse effect on the ability to write legibly
- A medical condition
- A physical disability
- A sensory impairment
- Planning and organisation problems when writing by hand
- Poor handwriting

A word processor will be provided with the spelling and grammar checkers and predictive text facility switched off. WordPad is the software installed on word processors used for examination purposes. Word processors will be in good working order at the time of the examination.

Candidates may use their answer booklet in addition to the word processor if they wish to do so.

Only authorised memory sticks provided by the centre may be used, if appropriate.

Candidates must save their work at regular intervals.

Printing must be carried out after the examination is over and the candidate must be present to verify that the work printed is their own.

Candidates must ensure that their centre number, candidate number and unit code are typed or handwritten on each page.

A JCQ word processor cover sheet must be completed and attached to the candidates' script.