



Examinations Policy

Committee Responsible - SLT
Last review: 2018/2019
Next Review: 2019/2020

CONTENTS

1. Exam Responsibilities
2. The statutory tests and qualifications offered
3. Statement of Fair Assessment
4. Exam seasons and timetables
5. Entries, entry details, late entries and retakes
6. Exam fees
7. The Equality Act 2010, Special Needs and Access Arrangement
8. Invigilators
9. Exam days
10. Candidates, clash candidates and special consideration
11. Staff Malpractice
12. Coursework, Controlled Assessments, Non-Examined Assessments and appeals against internal assessments
13. BTEC
14. Results, Enquiries about Results (ROR) and Access to Scripts (ATS)
15. Certificates
16. Exams Controlled Assessments and Non-Examined Assessments - Risk Management Procedure

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 and students.

It is the responsibility of everyone involved in St Peter's exam processes to read, understand and implement this policy and the JCQ 'Instructions for Conducting Examinations' booklet to which it refers.

This exam policy will be reviewed every two years.

This exam policy will be reviewed by the Senior Leadership Team and the Exams Coordinator.

1. Exam responsibilities throughout the Year

Headteacher

Overall responsibility for the school as an exam centre:

- Must have read JCQ document General Regulations for Approved Centres
- Advises on appeals and re-marks
- The Headteacher is responsible for reporting all suspicions or actual incidents of malpractice. Refer to the JCQ document *suspected malpractice in examinations and assessments*, for the current examination year.

Senior Leadership Team, including Assistant Headteacher who oversees Exams Office & procedures:

- Must have read JCQ document General Regulations for Approved Centres

Exams Coordinator in conjunction with exams assistant:

- Manages the administration of public and internal exams from Year 9
- Advises the Senior Leadership Team, subject and class tutors and other relevant support staff on annual exam timetables and application procedures as set by the various exam boards
- 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
- Deals with coursework despatch on time and in accordance with JCQ guidelines
- Receives, checks and stores securely all exam papers and completed scripts
- Administers access arrangements and makes applications for special consideration using the JCQ *Access arrangements reasonable adjustments and special considerations regulations*.
- Identifies and manages exam timetable clashes
- Accounts for income and expenditures relating to all exam costs/charges

- Line manages the exams assistant and all exams invigilators. Organises the training and monitoring of the team of exams invigilators responsible for the conduct of exams
- 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 Senior Leadership Team, any appeals/re-mark requests
- Maintains systems and processes to support the timely entry of candidates for their exams.

Deputy Headteacher

- Organisation of teaching and learning.
- External validation of courses followed at Key Stage 4 /Post-16.

Heads of Department

- In conjunction with SLT, decide on the awarding body and specification for qualifications and communicate this to the Exams Co-ordinator
- Guidance and pastoral oversight of candidates who are unsure about exam entries or amendments to entries.
- Involvement in post-results procedures.
- Ensure that any/all coursework/Controlled assessments/Non-Examined Assessments (NEA) are completed on time and in accordance with JCQ guidelines
- Accurate completion of internally assessed mark sheets and declaration sheets.
- Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the Exams Coordinator.

Careers Coordinator

- Guidance and careers information.

Teachers

- Notification of access arrangements (as soon as possible after the start of the course).
- Submission of candidate names to Heads of Department.

Inclusion Manager

- Administration of access arrangements.
- Identification and testing of candidates' requirements for access arrangements.
- Provision of additional support to help candidates achieve their course aims, and meet Access Arrangements in external exams.
- Communication to teaching staff and parents once students have confirmed Access Arrangements

Lead invigilator/invigilators

- Collection of exam papers and other material from the exams office before the start of the exam.
- Adherence to JCQ Instructions for Conduct of Exams
- Prompt communication with Exams Co-ordinator during an exam if any concerns arise
- Collection of all exam papers in the correct order at the end of the exam and their return to the exams office.

Candidates

- Check all exam timetables received for errors or clashes and query with Exams Co-ordinator as soon as possible
- Share exam timetable with parents/carers
- Understand coursework/CA/NEA regulations and sign any Authentication Declaration required

Administrative staff

- Log, securely store, and promptly alert exams office staff to items marked Direct Delivery to Exams Officer
- Prompt communication of Parcelforce driver's arrival to ensure timely despatch of exam papers.

2. Statutory tests and qualifications offered

The statutory tests and qualifications offered at St Peter's are decided by the Headteacher, Deputy Headteacher, Heads of Sixth Form and the Senior Leadership Team.

The subjects offered for these qualifications in any academic year may be found in St Peter's published prospectus for that year. If there has been a change of syllabus from the previous year, the exams office must be informed.

At Key Stage 3

All candidates take internal assessments in all subjects which are duly reported.

At Key Stage 4

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

At Post-16

Internal exams modules are generally completed and exams taken during Year 12; A2 modules are then covered in Year 13.

3. Statement of Fair Assessment

- We aim to provide a variety of qualifications which provide all students with the opportunity to achieve their full potential by the most appropriate and direct route.
- Our Assessment Policy is based on the concepts of equality, diversity, clarity, consistency and openness.
- We will endeavour to ensure that the assessment processes are implemented in a way which is fair and non-discriminatory.

Access

Students are made aware of the existence of this policy and have open access to it. It can be found in reception and also in the policies section of the school web site.

All tutors are made aware of the contents and purpose of this policy.

This policy is reviewed every year and may be revised in response to feedback from students, tutors and external organisations.

What students 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.

Students can also expect:

- To be fully inducted onto a new course and given information that can be shared with parents and carers.
- Learning outcomes, performance criteria and other significant elements of learning and assessment to be 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 to be marked within two weeks of submission by the student.
- Where equivalents and exemptions can be applied, we will ensure this is pursued with the relevant awarding body.

Cheating and Plagiarism

A fair assessment of student's work can only be made if that work is entirely the student's own.

- Therefore students can expect an awarding body to be informed if:
- They are found guilty of copying, giving or sharing information or answers, unless part of a joint project
- They use an unauthorised aid during a test or examination
- They copy another student's answers during a test or examination
- They talk during a test or examination.

All allegations of cheating and plagiarism will lead to a full investigation which will follow the guidance of the relevant awarding body.

If a student feels he/she has been wrongly accused of cheating or plagiarism, they should be referred to the Complaints Policy.

4. Exam Seasons and Timetables

4.1 Exam seasons

Internal exams are scheduled in the school calendar for each year group; mocks for Year 11 in December, Sixth Form in Spring, and other year groups generally have end of year tests in July. External exams are scheduled by exam boards in May/June (with Maths and English GCSE re-sits possible in November). Any disruption to external exams, due to poor weather etc., will be managed as advised in OFQUAL's *Joint Contingency Plan*.

4.2 Accommodation for exams

The Exams Coordinator will book all necessary rooms and communicate room use to other users and the Site Manager.

All internal exams from Year 9 are held under external exam conditions.

4.3 Timetables

The Exams Coordinator will circulate the exam timetables for external and internal-exams (from Year 9) once these are confirmed.

5. Entries, entry details, late entries and retakes

5.1 Entries

Candidates are selected for their exam entries by the Heads of Department and the subject teachers.

Candidates, or parents, cannot request a subject entry, change of level or withdrawal.

Extra-curricular qualifications - Candidates, or parents, should contact the Exams Coordinator during the Autumn term to discuss the option of entering a modern foreign language exam not offered through the school curriculum; requests will be decided according to individual circumstances and ALL fees associated with any extra-curricular qualifications will be paid by the candidate.

5.2 Late entries

Entry deadlines are circulated to Heads of Department by the Exams Co-ordinator.

Late entries are authorised by Heads of Sixth Form and Heads of Department, and are charged to the department where caused by deadlines not being met.

5.3 Retakes

Retake decisions will be made in consultation with the candidates, subject teachers, Head of post-16, Exams Officer and the Heads of subject. Fees for re-taking units will be paid by the student.

6. Exam Fees

All curriculum GCSEs, BTec and A2 initial registrations and entry exam fees are paid by St Peter's. Late entry or amendment fees are paid by the departments.

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

Reimbursement will be sought from candidates who fail to sit an exam or meet the necessary coursework requirements.

Retake fees are paid by the candidates, with the exception of GCSE Maths and English.

Candidates will usually pay the fee for an enquiry about a result. (See also section 11.2: Enquiries about results [RORs])

7. The Equality Act 2010, Special Needs and Access Arrangements

7.1 Equality Act

The Equality Act 2010 covers general qualifications. All St Peter's staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

7.2 Special needs

A candidate's special needs requirements are determined by the Inclusion Manager. The Inclusion Manager will ensure that all candidates with a learning difficulty are assessed by an appropriately qualified specialist assessor and will check the assessor's qualifications and that the assessments being carried out are administered correctly.

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

7.3 Access arrangements

Making special arrangements for candidates to take exams is the responsibility of the Inclusion Manager and the Exams Co-ordinator.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Exams Co-ordinator.

Rooming for access arrangement candidates will be arranged by the Exams Co-ordinator.

Invigilation and support for access arrangement candidates will be organised by the Inclusion Manager with the Exams Co-ordinator.

8. Invigilators

External invigilators will be used for exam supervision. They will be used for all external exams and occasionally for internal exams.

The recruitment of invigilators is the responsibility of the HR Manager in association with the Exams Officer and in accordance with St Peter's school recruitment policy.

Invigilators are trained, timetabled and briefed by the Exams Co-ordinator in accordance with the JCQ 'Instructions for Conducting Examinations' booklet

If unexpected absence of an invigilator occurs, teaching staff may be used for exams not related to their subject area.

9. Exam days

Site management is responsible for setting up the allocated rooms.

The Exams Co-ordinator will check all exam rooms and make the question papers, other exam stationery and materials available for the invigilator.

The Lead invigilator/invigilators will collect exam papers and other material from the exams office before the start of the exam, set up the exam room and conduct the exam in accordance with the JCQ 'Instructions for Conducting Examinations' booklet.

Photo cards showing the candidates' legal names and candidate number will be set out according to the seating plan.

HoD or delegated member of staff to assist with identification and lining up of students outside the exam venue.

HoY or member of SLT (Not the subject teacher) must be present at the start of the exam to assist with identification of candidates but must not look at the exam paper if they are to leave the exam before the end of the exam.

The Exams Team should ensure all candidates are present and advise the Exams Coordinator of absent candidates immediately. Exams Coordinator will contact candidate to determine reason for absence and act to enable the candidate to arrive and take exam in accordance with JCQ guidelines.

The lead invigilator will start all exams using the suggested wording in the JCQ 'Instructions for Conducting Examinations' booklet to which it refers.

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

Exam papers must not be read by teaching staff or removed from the exam room before the end of the exam. Unused papers must be returned to the Exams Office and will be put in Heads of Department pigeon holes at the earliest opportunity once completed papers have been despatched.

The Lead invigilator/invigilators will collect all exam papers in the correct order at the end of the exam and return them to the exams office.

The Exams Co-ordinator will be responsible for ensuring secure and prompt despatch of completed papers.

10. Candidates, clash candidates and special consideration

10.1 Candidates

Candidates **MUST** take personal responsibility for their exams and **ASK** if they do not understand any of the information they are given.

The following Information for Candidates for Written Examinations is taken from the JCQ 'Instructions for Conducting Examinations' booklet and must be followed at all times;

A. Regulations – Make sure you understand the rules

- 1 Be on time for all your exams. If you are late, your work might not be accepted.
- 2 Do not become involved in any unfair or dishonest practice during the exam.
- 3 If you try to cheat, or break the rules in any way, you could be disqualified from all your subjects.
- 4 You **must not** take into the exam room:
 - **notes;**
 - **a calculator case/instruction leaflet;**
 - **a reading pen;**
 - **a wrist watch;**
 - **a mobile phone, iPod, MP3/4 player or any other product with text/digital facilities.**

Any pencil cases taken into the exam room must be see-through.

Remember: possession of unauthorised material is breaking the rules, even if you do not intend to use it, and you will be subject to penalty and possible disqualification.

- 5 Do not use correcting pens, fluid or tape, erasable pens, highlighters or gel pens in your answers.
- 6 Do not talk to or try to communicate with, or disturb other candidates once you are in the exam room.
- 7 If you leave the exam room unaccompanied by an invigilator before the exam has finished, you will not be allowed to return.

- 8 Do not borrow anything from another candidate during the exam.

B. Information – Make sure you attend your exams and bring what you need

- 1 Know the dates and times of all your exams.
- 2 Arrive at least fifteen minutes before the start of each exam.
- 3 If you arrive late for an exam, report to reception/the exams office.
- 4 If you arrive more than one hour after the published starting time for the exam, you may not be allowed to take it.
- 5 Only take into the exam room the pens, pencils, erasers and any other equipment which you need for the exam.
- 6 You must write in black ink. Coloured pencils or inks may be used only for diagrams, maps, charts, etc. unless the instructions printed on the front of the question paper state otherwise.

C. Calculators, Dictionaries and Computer Spell-checkers

- 1 You may use a calculator unless you are told otherwise.
- 2 If you use a calculator
 - make sure it works properly; check that the batteries are working properly;
 - clear anything stored in it;
 - remove any parts such as cases, lids or covers which have printed instructions or formulas;
 - do not bring into the exam room any operating instructions or prepared programs.
- 3 Do not use a dictionary or computer spell checker unless you are told otherwise.

D. Instructions during the exam

- 1 Listen to the invigilator and follow their instructions at all times.
- 2 Tell the invigilator at once:
 - if you think you have not been given the right question paper or all of the materials listed on the front of the paper;
 - if the question paper is incomplete or badly printed.
- 3 Read carefully and follow the instructions printed on the question paper and/or on the answer booklet.
- 4 Fill in all the details required on the front of the question paper and/or the answer booklet before you start the exam.
Make sure you fill these details in on any additional answer sheets that you use.
- 5 Remember to write your answers within the designated sections of the answer booklet.
- 6 Do your rough work on the proper exam stationery. Cross it through and hand it in with your answers.
Make sure you add your candidate details to any additional answer sheets that you use.

E. Advice and assistance

- 1 If on the day of the exam you feel that your work may be affected by ill health or any other reason, tell the invigilator.
- 2 Put up your hand during the exam if:
 - you have a problem and are in doubt about what you should do;

- you do not feel well;
- you need more paper.

3 You must not ask for, and will not be given, any explanation of the questions.

F. At the end of the exam

- 1 If you have used more than one answer booklet or additional sheets, make sure you add your candidate details to all additional answer sheets, place them in the correct order and tuck inside the front cover of the main answer booklet.
- 2 Do not leave the exam room until told to do so by the invigilator.
- 3 Do not take from the exam room any stationery, this includes the question paper, answer booklets used or unused, rough work or any other materials provided for the exam.

Candidates taking on-screen tests should make sure they understand the additional rules in the Information for Candidates for On-screen Tests

In addition to these instructions candidates must understand that;

Attending exams is very important. Contact the Exams Office as soon as you realise you may be late or unable to attend because there may be a solution. Candidates will be charged for any missed exams unless they qualify for Special Consideration (see 9.3)

St Peter's strives to ensure that all candidates are given the best possible environment in which to take their exams and disruptive candidates will be removed from the exam and may not be allowed to return.

Candidates' personal belongings remain their own responsibility and St Peter's accepts no liability for their loss or damage.

You must bring the correct equipment and/or materials to the exam. This includes extra black pens, pencils etc. in case they run out or break. St Peter's only has sufficient spares for emergency replacement in the exam so you will disadvantage yourself if you do not have what you need to answer questions.

Water can be brought into the exam room in a clear plastic bottle with the label removed.

10.2 Candidates with Exam Clashes

The Exams Co-ordinator will be responsible for any arrangements necessary to deal with exam clashes.

10.3 Special consideration

Should a candidate be too ill to sit an exam, suffer bereavement or other trauma or be taken ill during the exam itself, it is the candidate's responsibility to alert St Peter's, or the Exams Co-ordinator, to that effect.

Any special consideration claim must be supported by appropriate evidence within five days of the exam, for example a letter from the candidate's doctor.

The Exams Co-ordinator will then forward a completed special consideration form to the relevant awarding body within seven days of the exam. A decision to allow Special Consideration can only be made by the exam board.

11. Staff Malpractice

In the event of any dispute or allegation regarding staff malpractice in the assessment of internally marked qualifications (such as ASDAN CoPE) and also regarding examinations invigilated by staff at the school and marked externally.

Examples of Malpractice

Attempted or actual malpractice activity will not be tolerated. The following are examples of malpractice by staff with regards to portfolio-based qualifications. This list is not exhaustive:

- Tampering with candidates work prior to external moderation/verification
- Assisting candidates with the production of work outside of the awarding body guidance
- Fabricating assessment and/or internal verification records or authentication statements

The following are examples of malpractice by staff with regard to examinations

- Assisting candidates with exam questions outside of the awarding body guidance
- Allowing candidates to talk, use a mobile phone or go to the toilet unsupervised
- Tampering with scripts prior to external marking taking place.

Investigations into allegations will be fully investigated and where appropriate the disciplinary procedure will be followed.

If work is submitted for moderation/verification or for marking which is not the candidate's own work, the awarding body may not be able to give that candidate a result.

12. Coursework, Controlled Assessments, Non-Examined Assessments and appeals against internal assessments

12.1 controlled assessments/Non-Examined Assessments

Outlining staff responsibilities:

Senior leadership team

- Accountable for the safe and secure conduct of assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- Coordinate with heads of department/subject to schedule assessments.
- Map overall resource management requirements for the year. As part of this resolve:
 - clashes/ problems over the timing or operation of assessments.

- issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- ensure staff comply with Controlled Assessment - Risk Management Policy
- Ensure that all staff involved have a calendar of events
- Create, publish and update an internal appeals policy for controlled assessments (see Appendix at 18)

Heads of Department (HoDs)

- Comply fully with Exam boards' specifications
- 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 assessments/coursework/NEAs.
- 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. See also section 13 which has details on Risk Management regarding Controlled Assessments.

Teaching staff

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments/Coursework/NEAs*.
- Understand and comply with the awarding body specification for conducting controlled assessments/Coursework/NEAs, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Supply to 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.
- 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 appropriate special educational needs coordinator (Inclusion Manager) for any assistance required for the administration and management of access arrangements.

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 or hard copy format.
- Manage the process of submitting marks and samples to awarding bodies before deadlines.
- Manage controlled assessments conducted in the exam hall, at the direction of the senior leadership team.

Special educational needs coordinator/additional learning support

- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff are met.

12.2 Appeals against internal assessments

St Peter's is obliged to publish a separate procedure on this subject, which is available from the exams office.

The main points are:

- appeals will only be entertained if they apply to the process leading to an assessment. There is no appeal against the mark or grade awarded
- candidates may appeal if they feel their coursework has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification

- appeals should be made in writing by 30 June to the Headteacher (or other nominee) who will decide whether the process used conformed to the necessary requirements
- the Headteacher's findings will be notified in writing, copied to the Exams Coordinator and recorded for awarding body inspection.

13. BTEC Courses

Exam Co-ordinator to agree with QN at the start of each academic year; qualifications to run, candidates to enter, Lead IVs to register. Exam Co-ordinator to register candidates by exam board deadlines. Exams Officer to confirm to QN when done (September/October).

SRFs are no longer being used. Registration details, including Learner Registration numbers, given to Lead IVs by Exams Officer once registered with Edexcel (October/November).

Finish date for Level 3 courses to be advised yearly depending on UCAS deadlines (usually early July, but always be at least one week prior to the end of term to allow for any queries to be dealt with).

Level 2 courses to be finished and results claimed by the end of the summer term in Year 11.

QN to manage Lead IVs to meet student submission and marking deadlines.

Lead IV for each course to notify Exam Co-ordinator of marks at course end date, including the need to transfer candidates to appropriate qualifications where the units achieved lead to a higher or lower level than that initially registered.

14. Results, Enquiries about Results (ROR) and Access to Scripts (ATS)

Arrangements for issuing results, EARs and Access to Scripts to be detailed each summer term in an email from the Exams Coordinator to parents, candidates and staff.

14.1 Results

Candidates will receive individual results slips on results days in person at St Peter's or, if not collected, by post to their home address. Year 10 results will be given out in September if not collected in person on results day.

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

The provision of staff on results days is the responsibility of the Headteacher; availability of senior staff to be confirmed in the Exams Coordinator summer email.

St Peter's aggregates at the end of year 13 for A2 grades.

14.2 Review of Results (ROR)

ROR requests may be made via the Exams Coordinator, by St Peter's staff or candidates if there are reasonable grounds for believing there has been an error in marking. RORs are

usually carried out at the candidate's expense; in certain circumstances the Headteacher may authorise payment by St Peter's.

Any ROR which may lead to a change in grade must be authorised by the candidate and the subject teacher before it can be processed.

Fees and deadlines will be detailed in the Exams Coordinator summer email.

14.3 Access to Scripts (ATS)

Priority Access to Script requests may be made via the Exams Coordinator, by St Peter's staff or candidates, usually at the department or candidate's expense; in certain circumstances the Headteacher may authorise payment by St Peter's.

Fees and deadlines will be detailed in the Exams Coordinator summer email.

St Peter's staff and students may also request copies of scripts for learning or teaching purposes, once the deadline for EARs has passed. For the latter, the consent of candidates must be obtained in writing.

Fees and deadlines will be detailed in the Exams Coordinator summer email.

15. Certificates

Certificates are available at the beginning of December annually for collection by the student. Students are informed via parentmail in July, and reminded in November and January.

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

Certificates not collected by the end of January will be posted to the candidate's last known address, with no responsibility taken for any which are lost.

16. Exams, Controlled Assessment and Non-Examined Assessments: Risk Management procedure

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Timetabling			
Assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. start of academic year) for all subjects or lines of learning	Plan dates in consultation with school calendar - negotiate with other parties	HOD/Exam Office/SEN/SLT
Too many assessments close together across subjects or lines of learning	Plan assessments so they are spaced over the duration of the course	Space assessments to at least allow candidates sometime between assessments	HOD
Accommodation			
Insufficient space in classrooms for candidates	Once group sizes are known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessment	Use more than one classroom or multiple sittings where necessary	HOD
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		HOD

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Downloading awarding body set tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	HOD/IT Dept/Teachers
Teaching staff/assessors unable to access task details	Test secure access rights ahead of schedule every year and every session	Ensure teaching staff/assessors have access rights for correct area of awarding body secure extranet sites ahead of time	HOD/Teachers
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding body for replacement; download again	HOD
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		HOD/Teachers
Candidates have a scheduling clash for exams or assessment (possibly offsite on consortium teaching)	Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes	Check before booking the date; provide an alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashes N.B. retakes of controlled assessment are limited	HOD/Teachers

--	--	--	--

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	

Control levels for task taking			
---------------------------------------	--	--	--

Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff/assessors know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	HOD/Exam Office/Teachers

Supervision			
--------------------	--	--	--

Student study diary/plan not provided or completed*	Ensure teaching staff/assessors are aware of the need for study diary/plans to be completed early in course	Ensure candidates start, continue and complete study diary/plans that are signed after every session	HOD/Teachers
Teaching staff/assessors do not understand supervision of controlled assessment is their responsibility	Ensure teaching staff/assessors understand nature of controlled assessments and their role in supervision.		HOD/Teachers/ Exam Office
Suitable supervisor has not been arranged for an assessment where teaching staff/assessors are not supervising	A suitable supervisor must be arranged for any controlled assessment where a teacher/assessor is not supervising, in line with the awarding body specification.		HOD/Teachers/ Exam Office

* Not all controlled assessment will require the completion of a study diary or study plans

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Task setting			
Teaching staff/assessors fail to correctly set tasks	Ensure teaching staff/assessors understand the task setting arrangements as defined in the awarding body specification**	Seek guidance from the awarding body	HOD/SLT/Teachers
Assessments have not been moderated as required in the awarding body specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	HOD/Teachers
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks	HOD/Exam Office/Teachers
Candidates' work not kept secure during or after assessment	Define appropriate level of security, in line with awarding body requirements, for each department as necessary	Take materials to secure storage	HOD/Exam Office/Teachers
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative spaces	HOD

** All tasks whether set by the awarding body or the centre/consortium must be developed in line with the requirements of the specification.

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines/penalties for not meeting them	Mark what candidates have produced by deadline and seek guidance from awarding body on further action.	HOD/Teachers
Deadlines for marking and/or paperwork not met by teaching staff/ assessors	Ensure teaching staff/assessors are given clear deadlines (prior to awarding body ones) to complete marking/paperwork so the exams office can process and send off marks ahead of AB deadlines	Seek guidance from awarding body	HOD/Teachers
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign and attach to work when it is completed before handing in	Find candidate and ensure form is signed	HOD/Teachers
Teaching staff/assessors fail to complete authentication forms or leave before completing authentication	Ensure teaching staff/assessors understand importance of authentication forms and the requirement of a signature	Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season	HOD/Teachers

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Marking			
Teaching staff/assessors interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking. Plan for sampling of marking during the practice phase.	Arrange for remarking. Consult awarding body specification for appropriate procedure	HOD/Teachers
Centre does not run standardisation activity as required by the awarding body	Plan against the requirements for standardisation for the awarding body when and how this activity will be conducted.	Check with the awarding body whether a later standardisation event can be arranged.	HOD/SLT/Teachers

17. Appeals against Internal Assessment

**EXAMINATIONS APPEALS PROCEDURE FOR:
ST PETER'S CATHOLIC SCHOOL
HORSESHOE LANE EAST, GUILDFORD, SURREY GU1 2TN**

APPEALS AGAINST INTERNAL ASSESSMENT OF WORK FOR EXTERNAL QUALIFICATIONS

St Peter's is committed to ensuring that whenever its staff assess student's 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. Student's work should be produced and authenticated according to 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 works/he 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 by various means.

This procedure is available from the exams office.

1. Appeals should be made as soon as possible, and must be at least two weeks before the end of the last externally assessed paper in the examinations series. (So the appeal must be made before a date in mid-June for the summer series as presently timetabled.)
2. Appeals should be made in writing to the Examinations Manager who will investigate the appeal. If the Examinations Manager was directly involved in the assessment in question, the Head Teacher will appoint another member of staff of similar or greater seniority to conduct the investigation. Likewise if the Examinations Manager is not able to conduct the investigation for some other reason it will be performed by another teacher..
3. The Examinations Manager or other member of staff will decide whether the process used for 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 series. (Currently the end of June for the summer series).
4. You will be informed in writing of the outcome of the appeal, including any correspondence with the board, any changes made to the assessment of your work, and any changes made to improve matters in the future.
5. The outcome of the appeal will be made known to the Head Teacher, and will be logged as a complaint under the complaints procedure. A written record of the appeal will be kept and made available to the awarding body at their request. Should the appeal bring any irregularity to light the awarding body will be informed.

After work has been assessed internally it is moderated by the awarding body (examinations board) to ensure consistency between centres. Such moderation frequently changes the marks awarded for internally assessed work. That is outside the control of St Peter's and is not covered by this

procedure. If you have concerns about this please ask the Examinations Manager for a copy of the appeals procedure of the relevant examinations board.

NOTICE TO GCSE/GCE EXAMINATION CANDIDATES

INTERNAL ASSESSMENT PROCEDURE - APPEALS

This is to let you know how to appeal about the procedures used in internal assessment for work that contributes to a GCSE/GCE award.

The procedure at this examinations centre – St Peter’s Catholic School, will be supervised by the Examinations Manager. Information will be available from the Examinations Office. The Head Teacher will be aware of the details in progress of all appeals in progress, and advised of their outcome.

Any appeal will be considered by at least three members of St Peter’s staff, including your tutor.

You will be allowed to be supported in the presentation of your case by a parent/carer.

A written record of all Appeals will be held in the Examinations Office. This will include a record of the outcome, including the reasons for that outcome. A copy will be sent to you.

All Appeals will include a review of the procedure used at St Peter’s to award marks for internal assessments to ensure that this complies with the requirements of the Awarding Body, and the published Code of Practice.

You must complete the relevant form at least two weeks before the date of the final written examination paper in the subject for that exam session. An internal Appeal will be resolved by the date of the final written examination session.

St Peter’s will inform the Awarding Body of the outcome of any appeal. Full details of any Appeal will be made available to the Awarding Body on request.

How do I make an Appeal?

You should seek advice from your Tutor, or relevant subject teacher.

If you wish to make an Appeal, please fill in the ‘The Form for Appeal’. This will be available from the Examinations Office. Return the completed form to the Examinations Office.

FORM FOR APPEAL

Internal Assessment Appeal Form

Student Name

Tutor GroupCandidate number.....

Date

GCSE/GCE/Unit codes

Subject

Reason for Appeal

Candidate signatureDate.....

Parent/Guardian signatureDate.....

Office use only

Date appeal form received

Appeal checked by