



# Examination Policy & Procedures

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## **Rationale**

Public examinations provide vital summative assessment, providing information to students, parents, other education institutions, the local authority, government agencies and employers about the knowledge, understanding and skills achieved. To this end the School participates willingly in the administration of these examinations in the best interests of the students and the school. In addition other internally set and marked examinations may take place at other stages in a student's progress through the school in order to both prepare for public examinations and assess student learning.

## **Aims**

The aim of this exam policy is to ensure that:

- the planning and management of exams is conducted efficiently and in the best interest of candidates;
- the operation of an efficient exam system with clear guidelines for all relevant staff;
- the exams system combines entitlement with flexibility; students are given the opportunity to demonstrate the highest achievement of which they are capable and competent;
- students undertake examinations knowing what is expected of them in terms of preparation and behaviour;
- staff understand fully their obligations and responsibilities with relation to examinations;
- the School meets the requirements of examination security and is properly equipped to undertake the administration of examinations, including data processing and a results service;
- accurate examination data is available to inform target setting.

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

## **Exam Responsibilities**

**Head of Centre**

Having overall responsibility for the school as an exam centre, the Head of Centre:

Advises on appeals and review of marking;

Is responsible for ensuring the reporting of all suspicions or actual incidents of malpractice.

**Exams Officer**

Manages the administration of public and internal exams:

Advises the senior leadership team, subject and class tutors and other relevant support staff on annual exam timetables and application procedures as set by the various awarding bodies.

Oversees the production and distribution of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events.

Ensures that candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them.

Consults with teaching staff to ensure that necessary controlled assessment/coursework is completed on time and in accordance with JCQ guidelines.

Provides and confirms detailed data on estimated entries.

Maintains systems and processes to support the timely entry of candidates for their exams.

Receives, checks and stores securely all exam papers and completed scripts.

Makes applications for special consideration using the JCQ guidelines.

Identifies and manages exam timetable clashes.

Accounts for income and expenditures relating to all exam costs/charges.

Organises the recruitment, training and monitoring of a 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 SLT, any appeals or review of marking requests.

Teachers are responsible for:

Submission of candidates' names to Heads of Department for forwarding to the Exams Officer.

Ensuring all Non-Examination Assessment material is available for submission by the deadline.

The SEN Co-ordinator is responsible for:

Identification and testing of candidates for access arrangements using the JCQ guidelines.

Provision of additional support, as required, to help candidates achieve their course aims.

Invigilators are responsible for:

Collection of exam papers and other material from the exams office before the start of the exam.

Being aware of the content of the Invigilator's Handbook and adhering to the contents, including maintaining an appropriate working environment in the exam hall.

Collection of all exam papers in the correct order at the end of the exam and their return to the exams office.

Candidates are responsible for:

Organising the confirmation and signing of entries.

Understanding controlled assessment/coursework regulations and signing a declaration that authenticates the coursework as their own.

### **Exam Entries**

All students should be entitled to and enabled to achieve an entry for qualifications from an external awarding body.

If a student's entry in any subject is to be withdrawn there must be an initial concern raised by the subject teacher in consultation with the Head of Department. The student, parents, Head of Department and subject teacher should be involved before a final decision is made. Any proposed major changes to the examination board, style or timing of examinations must be discussed and approved by the Headteacher based on information given by the relevant Head of Department.

The school may impose a charge equal to the financial charges levied by examination boards on:

- students whose entries are withdrawn because of lack of controlled assessment/coursework;
- students who fail to attend an examination and do not produce medical evidence or evidence of other mitigating circumstances. This will be communicated in writing to students and parents at the start of GCSE courses.

### **Qualifications**

The qualifications offered at the School are decided by the Head of Centre and Heads of Department.

The subjects offered for qualifications in any academic year may be found in the SVCS published Option Choices for that year.

Informing the exams office of changes to a specification is the responsibility of the Heads of Department.

### **Exam Series and Timetables**

External exams, controlled assessments or formal tests are administered during every school year.

Mock Examinations are held under external exam conditions.

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

### **Entry Details**

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

The centre accepts external candidates by agreement with the Headteacher and Exams Officer.

The centre does act as an exam centre for other organisations.

Entry deadlines are circulated to Heads of Department.

### **Exam Fees**

GCSE entry exam fees are paid by the Centre.

Exam charges will be sought from candidates who fail to sit an exam without medical evidence or evidence of other mitigating circumstances.

### **Access Arrangements**

The 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 SENCo can then inform individual staff of any special arrangements that individual candidates can be granted during the course and in the exam.

A candidate's access arrangements are determined by the SENCo.

Implementing access arrangements for candidates to take exams, along with completing access arrangement online applications, is the responsibility of the Exams Officer and SENCO.

Rooming for access arrangement candidates will be arranged by the SENCo with the Exams Officer. Invigilation and support for access arrangement candidates will be organised by the SENCo with the Exams Officer.

### **Separate Invigilation**

Will only be applied for medical necessity/support of CAMHS. Where the candidates' difficulties are established within the centre and known to a form Tutor, a Head of Year, the SENCo or a senior member of staff with pastoral responsibilities.

Separate Invigilation reflects the candidate's normal way of working in internal school tests and mock examinations as a consequence of a long term medical condition or long term social, mental or emotional needs.

### **Private Candidates**

Managing private candidates is the responsibility of the Exams Officer.

### **Estimated Grades**

Subject teachers are responsible for submitting estimated grades to the Exams Officer when requested.

### **Managing Invigilators**

External staff are used to invigilate public and 'mock' public exams.

Training of invigilators is the responsibility of the Exams Officer.

Securing the necessary Disclosure & Barring Service (DBS) clearance for new invigilators is the responsibility of the Human Resources Manager.

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

Invigilators are timetabled and briefed by the Exams Officer.

## **Malpractice**

The Exams Officer is responsible for investigating suspected malpractice and reporting findings to the Head of Centre.

## **Exam Materials Security**

Exam materials must be delivered to the Exams Officer upon arrival at school.

Should the Exams Officer be unavailable, exams materials will be temporarily locked in a secure cabinet in Reception until they are collected by the Exams Officer.

Each delivery will be checked by the Exams Officer to ensure it is correct, before being stored in the secure cupboard which is situated in the exams store room. Only the Exams Officer and School Business Manager have access to the keys to the exams cupboard. Should any breach of security occur, the relevant exam board will be informed immediately.

## **Exam Days**

The Exams Officer will book all exam rooms and make the question papers, other exam stationery and materials available for the invigilator.

The site team is responsible for the setting up the allocated rooms.

An invigilator will start all exams in accordance with JCQ guidelines.

**Exam papers will not be read by subject teachers or removed from the exam room before the end of a session. Papers will be distributed to Heads of Department once the scripts have been collected by the courier.**

## **Candidates**

The School's published rules on acceptable dress, behaviour and candidates' use of mobile phones and other electronic devices apply at all times. All electronic devices, including smart watches, must be left outside the exam room.

Disruptive candidates are dealt with in accordance with JCQ guidelines.

Candidates are expected to stay for the full exam time.

The Exams Officer is responsible for handling late or absent candidates on exam day.

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

## **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 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 as soon as the evidence is provided.

## **Non-examination Assessment**

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

Marks for all internally assessed work are provided to the Exams Officer by Heads of Department.

## **Appeals Against Non-examination Assessments**

The School is committed to ensuring that whenever 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. 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 there is a belief that this may not have happened in relation to a piece of work, the appeals procedure should be followed. **Note: 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 at the start of examinations courses and in this examinations policy, which is available for inspection on request.

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 (using the Internal appeals form) before the awarding body's date for submitting marks. No requests will be accepted after this date.
- the Head of Centre will appoint a senior member of staff to conduct the investigation and decide whether the process used for the non-examination assessment conformed with the requirements of the awarding body and the JCQ examination code of practice.
- 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.

## **Results**

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

## **Enquiries About Results (EARS)**

EARS may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking. The candidates consent is required before any EAR is requested.

If a result is queried, the Exams Officer, teaching staff and Head of Centre will investigate the feasibility of asking for a review of marking at the centre's expense.

When the centre does not support a candidate's or parent's request for an EAR, a parent may apply to the school to have an enquiry carried out. In these circumstances the charge for this will be passed on to the parent or candidate.

## **Access To Scripts (ATS)**

After the release of results, candidates may ask subject staff to request the return of papers within one month of results being issued. In these circumstances the charge for this will be passed on to the candidate.

Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained by the Exams Officer.

A review of marking cannot be applied for once a script has been returned.

## **Certificates**

Certificates must be collected and signed for on, or after, Awards Evening.

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

The centre retains certificates for six years.

### **Exams Evacuation Procedure**

In the event of a fire alarm, the following procedures apply:

Invigilators should note the time that the fire alarm went off and how long the examination has been going on.

All examination question and answer papers and materials should be left on the candidates' exam desk and not taken out with them. No bags or personal belongings should be taken out of the Hall with the candidates.

Invigilators should tell students to leave their belongings and papers on their desk and leave by the nearest fire exit.

Before the students exit the exams room, Invigilators should remind them that they are still under examination board conditions and under no circumstance should talk to one another or use a mobile phone. Students should be reminded that a breach of regulations could mean disqualification from their examination.

An invigilator should leave with a group at each fire exit. The registers (photocopied and original) should be taken out with the invigilators, together with pens. Invigilators should take a roll-call, to ensure that all students are present and accounted for.

Students should assemble on the tennis courts, against the fence furthest from the building at a distance to other classes to ensure that they are isolated from the other students.

Invigilators should instruct students to return to the exams room as soon as the all clear is given noting the time of re-starting the examination and changing the finish time.

Exams Officer to send an application for Special Consideration to the exam board stating details of the disruption.

### **Monitoring and review**

The Local Governing Body will be responsible for monitoring the effectiveness of this policy and reviewing the content annually.

Ratified by Governing Body	
Date	<b>01 DECEMBER 2020</b>





# **Examination Contingency Plan 2020/21**

## **Appendix 1**

## Key Staff Involved in Contingency Planning

Role	Name(s)
Head of centre	Rachel Kelly (RKE)
Exams officer line manager (Senior Leader)	Cath Bank (CBA)
Exams officer	Sarah Brooker (SBR)
SENCo	Emma Stewart (EST)

## Examinations Escalation Process

Role	Names in case of personnel absence
Head of centre	Cath Bank, then Jamie Nunn (JNU)
Exams officer line manager (Senior Leader)	Rachel Kelly, then Kes Cullimore (KCU), then Jamie Nunn
Exams officer	Katrina Eady (KEA), then Cath Bank, then Kes Cullimore
SENCo	Cath Bank, then Rachel Kelly

## Purpose of the Plan

This plan examines potential risks and issues that could cause disruption to the exams process at Stour Valley Community School. By outlining actions and procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on our exam process. Alongside internal processes, this plan is informed by the Ofqual 'Exam system contingency plan: England, Wales and Northern Ireland' which provides guidance in the publication 'What schools and colleges and other centres should do if exams or other assessments are seriously disrupted' and the JCQ 'Joint Contingency Plan in the event of widespread disruption to the Examination System in England, Wales and Northern Ireland'.

This plan also confirms Stour Valley Community School is compliant with the JCQ regulation (section 5.3, General Regulations for Approved Centres 2020-21) that the centre has in place a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or staff absence. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations, or on results day, owing to an unforeseen emergency.

### Examinations Policy & Procedures

Date approved: December 2020

Next review date: April 2021

## **Possible Causes of Disruption to the Exam Process**

### **1. Exam Officer extended absence at key points in the exam process (cycle)**

#### Criteria for implementation of the plan

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

#### Planning

- annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered
- annual exams plan not produced identifying essential key tasks, key dates and deadlines sufficient invigilators not recruited

#### Entries

- awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff
- candidates not being entered with awarding bodies for external exams/assessment
- awarding body entry deadlines missed or late or other penalty fees being incurred

#### Pre-exams

- invigilators not trained or updated on changes to instructions for conducting exams
- exam timetabling, rooming allocation; and invigilation schedules not prepared
- candidates not briefed on exam timetables and awarding body information for candidates
- confidential exam/assessment materials and candidates' work not stored under required secure conditions
- internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators

#### Exam time

- exams/assessments not taken under the conditions prescribed by awarding bodies
- required reports/requests not submitted to awarding bodies during exam/assessment periods, for example very late arrival, suspected malpractice, special consideration
- candidates' scripts not dispatched as required for marking to awarding bodies

#### Results and post-results

- access to examination results affecting the distribution of results to candidates the facilitation of the post-results services

#### **Centre actions to mitigate the impact of the disruption**

- Seeking/following awarding body guidance/instructions
- Invoking actions as detailed in statutory guidance
- Taking advice/instructions from relevant local or national agencies
- Having KEA on standby to process exam scripts
- Having CBA or RKE available to ensure exam procedures are followed
- Communicate post-results service to parents/carers by email
- Issue exam results via email using systems set up in Summer 2020

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

#### Criteria for implementation of the plan

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

#### Planning

- candidates not tested/assessed to identify potential access arrangement requirements
- centre fails to recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010
- evidence of need and evidence to support normal way of working not collated

#### Pre-exams

- approval for access arrangements not applied for to the awarding body
- centre-delegated arrangements not put in place
- modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
- staff (facilitators) providing support to access arrangement candidates not allocated and trained

#### Exam time

- access arrangement candidate support not arranged for exam rooms

#### **Centre actions to mitigate the impact of the disruption**

- SBR is able to input special arrangement to exam boards and make arrangements of these to be put in place
- Students assessed during Year 10 or early Year 11 so arrangements known well in advance
- KEA on standby to make any exam paper modifications which are needed – dedicated copier already in the exams office

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

#### **Criteria for implementation of the plan**

##### Key tasks not undertaken including:

- Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received
- Final entry information not provided to the exams officer on time; resulting in candidates not being entered for exams/assessments or being entered late/late or other penalty fees being charged by awarding bodies
- Non-examination assessment tasks not set/issued/taken by candidates as scheduled
- Candidates not being informed of centre assessed marks before marks are submitted to the awarding body and therefore not being able to consider appealing internal assessment decisions and requesting a review of the centre's marking  
Internal assessment marks and candidates' work not provided to meet awarding body submission deadlines

#### **Centre actions to mitigate the impact of the disruption**

- All departments have a line manager who is aware of arrangements to provide entry details if needed
- Departmental entry data is stored centrally so it can be accessed if Head of Department is absent
- Exams Officer and Head of Department will agree on a date to release centre assessed marks to candidates, which can be done by either person

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

#### **Criteria for implementation of the plan**

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

#### **Centre actions to mitigate the impact of the disruption**

- All members of SLT have carried out invigilation duties in previous years and can be used as necessary and at short notice

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

#### **Criteria for implementation of the plan**

- Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning

- Insufficient rooms available on peak exam day
- Main exam venues unavailable due to an unexpected incident at exam time

#### **Centre actions to mitigate the impact of the disruption**

- A number of rooms are suitable for use for exams (U14, U4, U5, G6, H1, H2, H3, H4) and can be organised at very short notice, as needed
- Re-rooming can be undertaken very quickly by SBR, KEA or CBA and staff are aware of the procedure for updating Covid seating plans for different rooms

### **6. Failure of IT systems**

#### **Criteria for implementation of the plan**

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

#### **Centre actions to mitigate the impact of the disruption**

- All internal systems can be accessed remotely in case of issues within, or with access to, the building
- All exam documentation is prepared at least 5 days in advance
- Exam documentation can be uploaded and downloaded away from the school building to external websites
- Students can be contacted via email on an external system if necessary, with the use of passwords for security

### **7. Emergency evacuation of the exam room (or centre security lock down)**

#### **Criteria for implementation of the plan**

- Whole centre evacuation (or security lock down) during exam time due to serious incident resulting in exam candidates being unable to start, proceed with or complete their exams

#### **Centre actions to mitigate the impact of the disruption**

- Exam Board immediately contacted for advice
- Sourcing of an alternative venue, possibly the Trust primary school or Village Hall, depending on numbers sitting the exam
- Confidential papers and exam materials to be kept secure until new arrangements have been confirmed
- Keeping an accurate written record of all events and times for submission to the Exam Board to apply for Special Consideration

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

#### **Criteria for implementation of the plan**

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

#### **Centre actions to mitigate the impact of the disruption**

- Where students are absent due to Covid-19 self-isolation they are provided with the work being covered in lessons, to be completed when they are well enough to do so
- If there is a full or partial closure of the school then lessons will be delivered remotely using MS Teams. All students have either their own IT to access lessons or school will lend them the necessary IT and provide Internet access, as needed
- Practical learning subjects will make every effort to provide the resources and materials to allow students to continue studying their exam courses

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

#### **Criteria for implementation of the plan**

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

#### **Centre actions to mitigate the impact of the disruption**

- If the crisis is unsurmountable then the details of the incident will be noted and passed on to the exam board.
- If the crisis can be managed to allow the student to sit the exam then either they will be transported to school (by whatever means is allowed within local restrictions at the time of the exam) or the paper will be taken to an agreed place by an invigilator who will then invigilate the exam at the agreed place. The exam board will be consulted before this is agreed.
- If the crisis affects a number of students living in the same area then an alternative venue closer to their homes may be sourced. The exam board will be consulted before this is agreed.

#### **10. Centre unable to open as normal during the examination period** (including in the event of the centre being unavailable for examinations owing to an unforeseen emergency) **Criteria for implementation of the plan**

- Centre unable to open as normal for scheduled examinations

#### **Centre actions to mitigate the impact of the disruption**

- Exam Board immediately contacted for advice
- Sourcing of an alternative venue, possibly the Trust primary school or Village Hall, depending on numbers sitting the exam
- Confidential papers and exam materials to be kept secure until new arrangements have been confirmed

#### **11. Disruption in the distribution of examination papers**

##### **Criteria for implementation of the plan**

- Disruption to the distribution of examination papers to the centre in advance of examinations

#### **Centre actions to mitigate the impact of the disruption**

- The exam centre has electronic access to examination papers via a secure external network. The Exams Officer would ensure that copies are received, made and stored under secure conditions.
- Awarding organisations would provide guidance on the conduct of examinations in such circumstances.
- As a last resort, and in close collaboration with centres and regulators, awarding organisations could consider scheduling of the examination on an alternative date

#### **12. Disruption to the transportation of completed examination scripts**

##### **Criteria for implementation of the plan**

- Delay in normal collection arrangements for completed examination scripts/assessment evidence

#### **Centre actions to mitigate the impact of the disruption**

- All papers to be securely stored in the exams cabinet.
- The Exam Officer would seek advice from awarding organisations and not make arrangements for transportation unless told to do so by the awarding organisation.

#### **13. Assessment evidence is not available to be marked**

##### **Criteria for implementation of the plan**

- Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked
- Completed examination scripts/assessment evidence does not reach awarding organisations

### **Centre actions to mitigate the impact of the disruption**

- Where possible all work is sent to the exam board electronically
- Staff keep records of students ongoing assessment work so awarding organisations can generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the awarding organisations
- Where marks cannot be generated by awarding organisations candidates may need to retake affected assessment in a subsequent assessment series

### **14. Centre unable to distribute results as normal or facilitate post results services**

(including in the event of the centre being unavailable on results day owing to an unforeseen emergency)

#### **Criteria for implementation of the plan**

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

### **Centre actions to mitigate the impact of the disruption**

- Results to be issued electronically, as they were in Summer 2020
- Consideration of alternative arrangements to access results at an alternative site, in agreement with the relevant awarding organisation
- SLT to consider sharing facilities with other centres if this is possible, in agreement with the relevant awarding organisation

## **Appendix 2 – Non-Examination Assessment Procedures**

### **1. Definition**

Non-examination assessment is a form of internal assessment for GCSE and other qualifications where it is the only valid means of assessing essential knowledge and skills that cannot be tested by timed written papers. Non-examination assessment applies control over internal assessment at three points of task setting, task taking and task marking.

### **2. Responsibilities**

#### **Head of Centre**

- To be familiar with Joint Council for Qualifications (JCQ) instructions for conducting non-examination assessment.
- Responsible to relevant GCSE awarding bodies to ensure that all non-examination assessments are conducted according to qualification specifications.

#### **Examinations Officer**

- To be familiar with JCQ instructions for conducting non-examination assessment and other related JCQ documents.
- To be familiar with general instructions relating to non-examination assessment from each relevant GCSE awarding body.
- In collaboration with Subject Leaders, to submit non-examination assessment marks to the relevant awarding body.
- In collaboration with Subject Leaders, dispatch students' assessments for moderation.
- In collaboration with Subject Leaders, make appropriate arrangements for the security of non-examination assessment materials.

#### **Subject Leaders**

- To be familiar with JCQ instructions for conducting non-examination assessment.
- To understand and comply with specific instructions relating to non-examination assessment for the relevant GCSE awarding body.
- Ensure that individual teachers understand their responsibilities with regard to non-examination assessment.
- Ensure that they use the correct task for the year of submission and take care to distinguish between tasks and requirements for legacy and new specifications.
- To 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.
- To undertake appropriate departmental standardisation of non-examination assessments.
- In collaboration with the Examinations Officer, to submit non-examination assessment marks to the relevant awarding body.
- In collaboration with the Examinations Officer dispatch students' assessments for moderation.
- In collaboration with the Examinations Officer, make appropriate arrangements for the security of non-examination assessment materials.

#### **SENCO**

- To be familiar with JCQ instructions for conducting non-examination assessment with reference to special access arrangements.
- In collaboration with the Examinations Officer co-ordinate requests for special access arrangements.



## **Subject Teachers**

- Supervise assessments at the specified level of control. Undertake the tasks required under the regulations, only permitting assistance to students as the specifications allow.
- Ensure that students and supervising teacher(s) sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body. Via the subject leader, submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded. (Where assessments are marked internally teachers MUST disclose marks to candidates to enable the right to appeal and make clear that the moderation process may result in changes to marks. They should NOT attempt to convert marks to grades in advance of the publication of results.)
- Take part in appropriate departmental standardisation of Non-Examination Assessments.
- 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 special educational needs coordinator (SENCO) and the Examinations Officer for any assistance required for the administration and management of access arrangements.
- Inform Exams Officer of marks to be submitted to Exam board at least four working days before Exam Board deadline date.

### **3. Task Setting**

In accordance with specific GCSE awarding body guidelines, Subject Leaders will be responsible for the selection of non-examination assessment tasks from an approved list or for setting appropriate centre specific tasks. Subject teachers will ensure that students understand the assessment criteria for any given assessment task.

### **4. Task Taking**

Unless the awarding body's specification says otherwise, the following arrangements will apply.

In accordance with JCQ regulations, invigilators and JCQ No Mobile Phone & Warning to Candidates posters are not required. Teachers will ensure there is sufficient supervision (in accordance with awarding body requirements) to ensure that work can be authenticated as the candidate's own work. They will also ensure that they keep a record of each candidate's contribution in group work, where applicable. Teachers will also ensure candidates understand the need to reference work, give guidance on how to do this and make sure they are aware that they must not plagiarise other material. Teachers can provide candidates with general feedback and allow candidates to revise and redraft work but must not provide model answers or writing frames specific to the task nor assess the work and then allow the candidate to revise it.

Any assistance given must be recorded and taken into account when marking the work. Explicitly prohibited assistance must not be given and no assistance should be given if there is no means to record it and take account of it in the marking. Failure to follow this procedure constitutes malpractice. Teachers must be aware of the awarding body's restrictions with regard to access to resources. In formally supervised sessions candidates can only usually take in preparatory notes, they must not access the internet nor bring in their own computers

or electronic devices. They must not introduce new resources between formally supervised sessions. Materials must be collected and stored securely at the end of each session and not be accessible to candidates.

### **5. Authentication**

Candidates and teachers must sign the appropriate authentication declarations and these must be kept on file until the deadline for enquiry about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

### **6. Task Marking**

Teachers are responsible for marking work in accordance with the marking criteria. Annotation should be used to provide evidence to indicate how and why marks have been awarded to facilitate the standardisation of marking within the centre. The centre may disclose marks to candidates provided that it is made clear that the moderation process may result in changes to marks.

Centres should not attempt to convert marks to grades in advance of the publication of results. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place. They should retain evidence of internal standardisation and keep candidates' work in secure storage until after the closing date for enquiries about results.

### **7. Enquiries About Results**

Internally assessed component results cannot be reviewed individually. A review of moderation of the cohort is possible but only if an adjustment was made to the centre's marks by the awarding body.

### **8. Factors Affecting Individual Candidates**

If a candidate misses part of a non-examination assessment task through absence, an alternative supervised session will be organised.

The school will follow the procedures set out in JCQ guidelines if assessment tasks are lost or accidentally destroyed at the school.

Special Access Arrangements will be agreed according to the published JCQ guidance on Access Arrangements.

The school will consider requests to repeat non-examination assessment tasks if they are made before marks have been submitted to the relevant awarding body. Decisions will be made on an individual basis, by the Examinations Officer in consultation with Subject Leaders. If a non-examination assessment task was completed under formal supervision, a completely new task must be set under a new period of formal supervision.

### **9. Non-Examination Assessment Contingency Plan**

The table below sets out examples of scenarios where a contingency plan may be needed to minimise risk to Non-Examination Assessments.

Scenario	When to implement	Actions	Person(s) responsible
Disruption of Non-Examination Assessment – centre is closed for an extended period	When the centre is closed and candidates are unable to attend for an extended period during Non-Examination Assessment time, interrupting the provision of normal arrangements	<p>Seek advice from awarding organisations and JCQ</p> <p>Communicate with parents, carers and students about the potential for disruption to Non-Examination Assessment time and plans to address this</p> <p>Have a contingency plan to facilitate alternative methods of completing Non-Examination Assessments, alternative venues or both</p>	Sarah Brooker Rachel Kelly
Centre is unable to open as normal during the Non-Examination Assessment period	In the event that the centre is unable to open, e.g. a fire at the centre forces it to close	<p>Inform relevant awarding organisations as soon as possible</p> <p>Refer to emergency plans and/or health and safety policy, where appropriate</p> <p>Open for Non-Examination Assessments and examination candidates only, if possible</p> <p>Use alternative venues in agreement with relevant awarding organisations</p> <p>Apply to awarding organisations for special consideration for candidates where they have met the minimum requirements</p>	Sarah Brooker Rachel Kelly
Correct level of control not implemented	In the event that the Non-Examination Assessment has not been completed in correct circumstances	<p>Communicate with awarding organisations to ask advice</p> <p>Arrange with exam boards, where appropriate, for Non-Examination Assessment projects to be repeated with correct levels of control</p>	Sarah Brooker Rachel Kelly
Non-Examination Assessments going missing	In the event that Non-Examination Assessments cannot be located	Recover work from computer back-ups, photos etc.	Sarah Brooker Heads of Depts

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Next review date: April 2021

		<p>Communicate with awarding organisations to report missing work</p> <p>Arrange, where appropriate, for Non-Examination Assessment projects to be repeated</p>	
<p>Assessment evidence is not available to be marked</p>	<p>In the event of large-scale damage to, or destruction of, completed assessment evidence before it can be marked, e.g. a fire at the centre destroys completed Non-Examination Assessments</p>	<p>Communicate this immediately to the relevant awarding organisation(s), candidates and their parents or carers</p>	<p>Sarah Brooker</p> <p>Rachel Kelly</p> <p>Relevant Heads of Depts</p>
<p>Absence of teaching staff to lead Non-Examination Assessment</p>	<p>When staff absence is known to the school</p>	<p>Appropriate teacher to take over Non-Examination Assessment lessons</p> <p>Locate a substitute teacher from another school with experience of the same course</p>	<p>Head of Depts</p> <p>Rachel Kelly</p>

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Next review date: April 2021

## Appendix 3 - Word Processor Policy

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Key staff involved in awarding and allocating word processors for exams

<b>Role</b>	<b>Name(s)</b>
SENCo	<b>Emma Stewart</b>
Exams officer	<b>Sarah Brooker</b>
SLT member(s)	<b>Cath Bank</b>
IT manager	<b>Henry Nicoll</b>

This policy is reviewed and updated annually on the publication of updated JCQ regulations and guidance on access arrangements and instructions for conducting exams.

References in this policy to AA and ICE relate to/are directly taken from the Access Arrangements and Reasonable Adjustments 2019-2020 and Instructions for Conducting Examinations 2019-2020 publications.

## **Introduction**

The use of a word processor in exams and assessments is an available access arrangement. (AA 4.2.1) The purpose of an access arrangement is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate. (AA 4.2.2) Although access arrangements are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question. (AA 4.2.3) Candidates may not require the same access arrangements in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. SENCos must consider the need for access arrangements on a subject-by-subject basis.

## **Purpose**

This policy details how Stour Valley Community School complies with AA (chapter 4) Adjustments for candidates with disabilities and learning difficulties and (chapter 5.8) Word processor when awarding and allocating a candidate the use of word processor in his/her exams. The term 'word processor' is used to describe for example, the use of a computer, laptop or tablet.

## **The Use of A Word Processor**

The exam centre will

- allocate the use of a word processor to a candidate where it is their normal way of working within the centre (AA 5.8.1)
- award the use of a word processor to a candidate if it is appropriate to their needs. Needs may include
  - a learning difficulty which has a substantial and long term adverse effect on his/her ability to write legibly
  - a medical condition
  - a physical disability
  - a sensory impairment
  - planning and organisational problems when writing by hand
  - poor handwriting (AA 5.8.4)
- only permit the use of a word processor where the integrity of the assessment can be maintained (AA 4.2.1)
- not grant the use of a word processor where it will compromise the assessment objectives of the specification in question (AA 4.2.2)
- consider on a subject-by-subject basis if the candidate will need to use a word processor in each specification (AA 4.2.3)
- consider the needs of the candidate at the start of the candidate's course leading to a qualification based on evidence gathered that firmly establishes the candidate's needs and 'normal way of working' in the classroom, internal tests/exams, mock exams etc. and confirm arrangements in place before the candidate takes an exam or assessment (AA 4.2.4)
- provide access to word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification (AA 5.8.2)

The centre will not

- simply grant the use of a word processor to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home (AA 5.8.4)

## Exceptions

The only exceptions to the above where the use of a word processor would be considered for a candidate would be

- in the event of a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course (AA 4.2.4)
- where a subject within the curriculum is delivered electronically and the centre provides word processors to all candidates (AA 5.8.4)

## Arrangements at the time of the assessment for use of a word processor

A candidate using a word processor is accommodated within the main exam hall

In compliance with the regulations the centre

- provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off) unless an awarding body's specification says otherwise (ICE 14.20)
- (where a candidate is to be seated with the main cohort without the use of a power point) checks the battery capacity of the word processor before the candidate's exam to ensure that the battery is sufficiently charged for the entire duration of the exam (ICE 14.21)
- ensures the candidate is reminded to ensure that his/her centre number, candidate number and the unit/component code appear on each page as a header or footer e.g. 12345/8001 – 6391/01 (ICE 14.22)
- If a candidate is using the software application Notepad or Wordpad these do not allow for the insertion of a header or footer. In such circumstances once the candidate has completed the examination and printed off his/her typed script, he/she is instructed to handwrite their details as a header or footer. The candidate is supervised throughout this process to ensure that he/she is solely performing this task and not re-reading their answers or amending their work in any way. ensures the candidate understands that each page of the typed script must be numbered, e.g. page 1 of 6 (ICE 14.23)
- ensures the candidate is reminded to save his/her work at regular intervals. (or where possible, an IT technician will set up 'autosave' on each laptop/tablet)
- instructs the candidate to use a minimum of 12pt font and double spacing in order to assist examiners when marking (ICE 14.24)

The centre will ensure the word processor

- is only used in a way ensuring a candidate's script is produced in secure conditions
- is in good working order at the time of the exam
- is accommodated in such a way that other candidates are not disturbed and cannot read the screen
- is used as a typewriter, not as a database, although standard formatting software is acceptable and is not connected to an intranet or any other means of communication
- is cleared of any previously stored data
- does not give the candidate access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc.
- does not include graphic packages or computer aided design software unless permission has been given to use these
- does not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe or is using speech recognition technology (a scribe cover sheet must be completed), or the awarding body's specification permits the use of automatic spell checking
- does not include speech recognition technology unless the candidate has permission to use a scribe or relevant software

is not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe (ICE 14.25)

### **Portable storage medium**

The centre will ensure that any portable storage medium (e.g. a memory stick) used

- is provided by the centre
- is cleared of any previously stored data

### **Printing the script after the exam is over**

The centre will ensure

- the word processor is either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- the candidate is present to verify that the work printed is his or her own
- a word processed script is attached to any answer booklet which contains some of the answers
- a word processor cover sheet (Form 4) is completed and included with the candidate's typed script (according to the relevant awarding body's instructions)

### **Awarding Criteria**

The criteria Stour Valley Community School uses to award and allocate word processors for examinations. The 'normal way of working' for exam candidates, as directed by the head of centre, is that candidates handwrite their exams. An exception to this is where a candidate may have an approved access arrangement in place, for example the use of a scribe/speech recognition technology.

### **The use of word processors**

There are also exceptions where a candidate may be awarded/allocated the use of a word processor in exams where he/she has a firmly established need, it reflects the candidate's normal way of working and by not being awarded a word processor would be at a substantial disadvantage to other candidates.

Needs might include where a candidate has, for example:

- a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly
- a medical condition
- a physical disability
- a sensory impairment
- planning and organisational problems when writing by hand
- poor handwriting

The only exception to the above where the use of a word processor may be considered for a candidate would be

- on a temporary basis as a consequence of a temporary injury at the time of the assessment
- where a subject within the curriculum is delivered electronically and the centre provides word processors to all candidates

### **Arrangements for the use of word processors at the time of the assessment**

Appropriate exam-compliant word processors will be provided by the IT department in liaison with the SENCo and the exams officer. In exceptional circumstances where the number of appropriate word processors may be insufficient for the cohort of candidates approved to use them in an exam session, the cohort will be split into two groups. One group will sit the exam earlier than or later than the awarding body's published start time. The security of the exam will be maintained at all times and candidates will be supervised in line with section 7 of ICE.