



# **FITZALAN HIGH SCHOOL**

## **Exam Policy and Contingency Plan**

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**The purpose of this exam policy is:**

- To ensure the planning and management of exams is conducted efficiently and in the best interest of candidates
- To ensure the operation of an efficient exam system with clear guidelines for all relevant staff
- To ensure a consistent and effective response in the event of major disruption to the examination system

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

This exam policy will be reviewed annually.

This exam policy will be reviewed by the head of centre, deputy head, heads of sixth form, head of curriculum, heads of department, senior leadership team, exams officer, bursar, governors and the trustees.

## 1. Exam Responsibilities

### Head of Centre

Overall responsibility for the school as an exam centre;

- Advises on appeals and re-marks
- Holds the responsibility for reporting all suspicions or actual incidents of malpractice. Refer to the JCQ document '*Suspected malpractice in examinations and assessments*'
- Ensures knowledge of JCQ General Regulations document is current
- Ensures an Exams Officer is appointed (Head of Centre **MAY NOT** appoint themselves as Exams Officer)

### Exams Office Manager / Exams Officer

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

- 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
- Consults with teaching staff to ensure that necessary coursework / controlled assessments / non-exam assessments are completed on time and in accordance with JCQ guidelines
- Provides and confirms detailed data on estimated entries
- Receives, checks and stores securely all exam papers and completed scripts
- Assists the SENCO in administering access arrangements
- Identifies and manages exam timetable clashes
- Accounts for income and expenditures relating to all exam costs/charges
- Line manages the senior exams invigilator in organising the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams
- Prepares and presents reports to the SLT showing results achieved in relation to expected grades and comparable data for previous years, indicating where future procedural improvements might be made

- Tracks despatch of coursework / controlled assessments / non-exam assessments and stores returned work and any other material required by the appropriate awarding bodies correctly and on schedule
- Arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any appeals/re-mark requests
- Maintains systems and processes to support the timely entry of candidates for their exams
- Updates and maintains the Exam Entries / Exam Day Contingency Plan annually in case of emergency

### **Heads of Department**

- Guidance and pastoral oversight of candidates who are unsure about exam entries or amendments to entries
- Involvement in post-results procedures
- Accurate electronic input of coursework / controlled assessments / non-exam assessments marks
- Ensuring coursework / controlled assessments / non-exam assessments and declaration sheets are available for moderation
- Ensuring coursework / controlled assessments / non-exam assessments are prepared and stored sufficiently and are ready for JCQ Inspection
- Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the exams officer

### **Head of Careers**

- Guidance and careers information

### **Teachers**

- Notification of access arrangements (as soon as possible after the start of the course)
- Submission of candidate names to heads of department / faculty
- Submission of coursework / controlled assessment / non-exam assessment marks to HoS / AB secure website by the deadline

### **SENCO**

- Administration of access arrangements, including making applications and preparing / storing evidence for inspection purposes
- Identification and testing of candidates' requirements for access arrangements
- Provision of additional support — with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of

other languages, IT equipment — to help candidates achieve their course aims

### **Invigilators**

- Keep up to date with knowledge of JCQ ICE rules and regulations
- Collection of exam papers and other material from the exams office before the start of the exam
- Collection of all exam papers in the correct order at the end of the exam and their return to the exams office
- Ensuring all secure documents are returned to the exams officer after the exam

### **Candidates**

- Confirmation and signing of entries
- Understanding coursework / controlled assessment / non-exam assessment regulations and signing a declaration that authenticates the work as their own
- Understanding exam regulations

### **Administrative staff**

- Support for the input of data
- Posting of exam papers

## 2. The Statutory Tests and Qualifications Offered

The statutory tests and qualifications offered at this centre are decided by the head of centre, deputy head, heads of curriculum, heads of subject, heads of department, heads of sixth form and the senior leadership team.

The statutory test offered are as below;

Name of Test	Year Group
Numeracy Procedural	7, 8 & 9
Numeracy Reasoning	7, 8 & 9
Reading	7, 8 & 9

The Qualifications offered are; **GCE, GCSE, BTEC**

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

### **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**

It is expected that AS modules will be completed during year 12.

### **3. Exam Seasons and Timetables**

#### **3.1 Exam Seasons**

Internal exams are scheduled: PPE's are run throughout the year as and when is required

External exams are scheduled in: November Series, January Series and Summer Series

All internal exams are held under external exam conditions.

Which exam series are used in the centre is decided by the head of centre, deputy head, heads of sixth form, heads of curriculum, heads of subject, heads of department and the senior leadership team.

#### **3.2 Timetables**

The exams officer will circulate the exam timetables for both external and internal exams once these are confirmed.

## **4. Entries, Entry Details, Late Entries and Retakes**

### **4.1 Entries**

Candidates are selected for their exam entries by the heads of sixth form, heads of curriculum, heads of subject, heads of department, subject teachers and the deputy head.

A candidate or parent/carer can request a subject entry, change of level or withdrawal.

The centre does / does not accept entries from external candidates.

### **4.2 Late Entries**

Entry deadlines are circulated to heads of department via email, noticeboard, post and intranet.

Late entries are authorised by heads of sixth form, heads of curriculum, heads of subject, heads of department, subject teachers, exams officer and deputy head.

### **4.3 Retakes**

Any 1<sup>st</sup> exam entry is funded by the school but subsequent retakes is to be paid by Student/Parent

Retake decisions will be made in consultation with the candidates, subject teachers, head of post-16, exams officer, head of centre, deputy head, heads of department, heads of subject, heads of faculty and the heads of curriculum.



## **5. Exam Fees**

GCSE entry exam fees are paid by the centre.

AS initial registration and entry exam fees are paid by the centre.

A2 initial registration and entry exam fees are paid by the centre.

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.

Retake fees for first and any subsequent retakes are paid by the candidates.  
(See also section 4.3: Retakes)

Candidates must pay the fee for an enquiry about a result, should the centre not uphold the enquiry and the candidate insist on pursuing the enquiry.  
(See also section 11.2: Enquiries about results [EARs])

## **6. The Equality Act, Special Needs and Access Arrangements**

### **6.1 The Equality Act (EA)**

The Equality Act 2010 extends the application of the EA to general qualifications. All exam centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

### **6.2 Special Needs**

A candidate's special needs requirements are determined by the SENCO, doctor, pastoral teacher and the educational psychologist / specialist teacher.

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 specific arrangements that individual candidates may be granted during the course and in the exam.

### **6.3 Access Arrangements**

It is the responsibility of the SENCO to;

- a. Make specific arrangements for candidates to take the exams
- b. Make applications to awarding bodies to allow candidates Access Arrangements in exams
- c. Have on file the approval confirmation, relevant evidence and signed Data Protection notice for each application for inspection purposes

**It may be a requirement for exams staff to help administer this to ensure a thorough understanding of candidates needs in exams. This should be agreed between 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.

## **7. Managing Invigilators and Exam Days**

### **7.1 Managing Invigilators**

All School Support Staff will be used as Invigilators and will be used for exam supervision.

They will be used for external exams and PPE's as and when is required.

Invigilators are given yearly training and are timetabled and briefed by the exams office.

### **7.2 Exam Days**

The exams officer will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilator.

Site management is responsible for setting up the allocated rooms.

A member of Senior Management will start all exams in accordance with JCQ guidelines.

Subject staff may be present (at the discretion of the Head of Centre) at the start of the exam to assist with identification of candidates but must not advise on which questions are to be attempted.

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

Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. All papers / secure documents must be returned to the exams officer. Papers will be distributed to heads of department/faculty next day by the exams officer only.

## 8. Exam Contingency

The priority when implementing contingencies will be to maintain three principles:

- Delivering assessments to published timetables
- Delivering results to published timetables
- Complying with regulatory requirements in relation to assessment, marking and standards.

The national examination timetable applies to GCSEs, AS levels, A-levels.

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

Where there is disruption to teaching time and students miss teaching and learning, the centre will ensure learners are prepared, as usual, for examinations.

- In the case of modular courses, centre may advise learners to sit examinations in the next available series
- Centre will have plans in place to facilitate alternative methods of learning.

### b. **Learners unable to take examinations because of a crisis -centres remain open**

- In the event of learners being unable to attend the centre to take examinations as normal, the centre will liaise with learners to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding organisations. JCQ guidance on alternative site arrangements can be accessed through the JCQ website.
- centre will offer candidates an opportunity to sit any examinations missed at the next available series
- Centre will apply to awarding organisations for special consideration for candidates **where they have met the minimum requirements**. JCQ guidance on special consideration can be accessed through the JCQ website.

### c. **Centre unable to open as normal during the examination period**

If the centre is unable to open as normal for examinations, they will inform each awarding body with which examinations are due to be taken as soon as is possible. As part of general planning for emergencies, the centre will cover the impact on examinations. The head of centre will decide whether it is safe for the centre to open. The head will take advice, or follow instructions from relevant local or national agencies in deciding whether the centre is able to open.

- centre will open for examinations and examination candidates only, if possible
- centres will use alternative venues in agreement with relevant awarding organisations (e.g. share facilities with other centres or use other public building, if possible)
- centres will offer candidates an opportunity to sit any examinations missed at the next available series
- Centres will apply to awarding organisations for special consideration for candidates where they have met the minimum requirements (see item 3, page 6).

**d. Disruption to the transportation of completed examination scripts**

- If there is a delay in normal collection arrangements for completed examination scripts the centre will seek advice from awarding organisations and collection agency regarding collection. Centre will seek approval from awarding bodies before making their own arrangements for transportation.
- Centre will ensure secure storage of completed examination scripts until collection.

**e. Centre unable to distribute results as normal**

If the centre is unable to access or manage the distribution of results to candidates, or to facilitate post results services, centre will **contact awarding organisations about alternative options. i.e.:**

- Centre will make arrangements to access its results at an alternative site
- centre will make arrangements to coordinate access to post results services from an alternative site
- Centre will share facilities with other centres if this is possible.

**f. Exams officer absent at a critical stage of the examination cycle**

In the event of the examinations officer being absent at a critical stage of the examination cycle, in order to minimise risk to examination administration and avoid any adverse impact on students, centre will

- Refer to the Exam Emergency Procedure
- Exams Day Contingency Plan

## **9. Candidates, Clash Candidates and Special Consideration**

### **9.1 Candidates**

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

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

Disruptive candidates are dealt with in accordance with JCQ guidelines.

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

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

### **9.2 Clash Candidates**

The exams officer will be responsible as necessary for identifying escorts, identifying a secure venue and arranging Overnight Supervision.

### **9.3 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 the centre, or the exam invigilator, to that effect.

It may be relevant for a special consideration claim to be supported by appropriate evidence, for example a letter from the candidate's doctor. All claims will be made electronically (were possible – paper based otherwise) by the Exams Officer within five days of the exam.

## **10. Coursework / Controlled Assessment / Non-Exam Assessment and Appeals against Internal Assessments**

### **10.1 Coursework / Controlled Assessments / Non-Exam Assessments**

Candidates who have to prepare portfolios should do so by the end of the course or centre-defined date.

Heads of department will ensure all coursework / controlled assessments / non-exam assessments are ready for despatch at the correct time and the exams officer will keep a record of what has been sent when and to whom.

Marks for all internally assessed coursework / controlled assessments / non-exam assessments are inputted on the relevant awarding bodies secure websites by subject teachers / heads of subject / heads of department. Where electronic input of marks is not available then teachers / heads of department should ensure relevant document/s are delivered to the exams office for return to moderator in a timely fashion.

### **10.2 Appeals against Internal Assessments**

The centre is obliged to publish a separate procedure on this subject, which is available from the exams office and must be available for inspection purposes.

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 work 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 head of centre (or other nominee) who will decide whether the process used conformed to the necessary requirements
- The head of centre's findings will be notified in writing, copied to the exams officer and recorded for awarding body inspection.

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

### **11.1 Results**

Candidates will receive individual results slips on results days in person at the centre / by post to their home addresses (candidates to provide SAE).

Arrangements for the school 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.

The centre aggregates at the end of year 13 for AS grades, not at the end of year 12.

### **11.2 EARs (Enquiries about Results)**

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

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

(See section 5: Exam fees)

If a candidate requires an EAR they must complete the relevant paperwork to allow the exams officer to make the necessary application.

### **11.3 ATS (Access to Scripts)**

After the release of results, candidates may ask subject staff to request the return of papers within three days' scrutiny of the results.

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

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

GCSE re-marks cannot be applied for once a script has been returned.

If a candidate requires an ATS they must complete the relevant paperwork to allow the exams officer to make the necessary application.



## 12. Certificates

Certificates are presented in person, and collected and signed for.

Certificates may not be collected on behalf of a candidate by a third party.

Certificates may not be withheld from candidates who owe fees.

The centre retains all unclaimed certificates under secure conditions for a minimum of 12 months from the date of issue.

	Signature:	Date:
Head of Centre:		
Mrs Catherine Bradshaw		
Examinations Officer:		
Mrs Victoria Chiplin	<i><b>V A Chiplin</b></i>	September 2018



## FITZALAN HIGH SCHOOL



### POLICY STATEMENT FOR EXAMINATIONS: KS4 & KS5

#### AIMS

- To prepare and enter pupils for those examinations that will enable them to fulfil their highest potential, provide them with a sense of achievement and be a record of their academic success that is of use to further and higher education establishments and future employers.
- To run an efficient examination system with clear guidelines for all users.

#### OBJECTIVES

- To provide all pupils with the opportunity of completing their secondary education with an assessment, by a nationally recognised accreditation body of the skills and knowledge they have acquired
- To provide a record that is of value to the pupils, their parents and outside bodies.
- To co-ordinate with departments and subsequently enter pupils for those examinations considered to be appropriate for their level of ability and attitude.
- To provide departments with relevant assessment and examination analysis to facilitate the examination entry process.

#### PROCEDURE

- The right of entry to public examinations is determined finally by the Head Teacher.
- Heads of Department are responsible for identifying, approving and completing entries.
- Heads of Department are responsible for meeting all deadlines and checking accuracy of entry information and entry check sheets.
- In the event of a dispute a conditional entry **may** be authorised by the Head Teacher, but if the conditions are not fulfilled the cost of entry **will** be the responsibility of the pupil.
- A pupil's entry for an examination may be withdrawn following advice from the learning support for the following reasons:
  - (i) examination board requirements are not fulfilled and/or
  - (ii) attendance is poor and/or
  - (iii) an indifferent attitude to work

Parents will be informed. Departments will be liable for the cost of withdrawals made after examination board deadlines.

- Pupils may enter for examinations for which they have not been prepared by the school on the understanding that the cost of entry, together with an administration charge, shall be paid by the pupil or parent.
- If pupils are entered by the school early (before the appropriate time in the course) this will be funded by the school and any subsequent resits at the normal time of entry will be paid by the pupil or parent.
- Pupils may attempt a re-sit examination on future occasions but will be requested to pay the entry costs in advance, this is set at £20.00 for GCE units, £20.00 (£25.00 KS5) for GCSE linear exams, and £15.00 for GCSE short course units and GCSE modular re-sit will be set at £10.00 per unit for the Academic Year 2016/17.
- If a pupil fails to attend an examination for which he/she has been entered without an acceptable reason for doing so, the cost of that examination shall be paid by the pupil or parent.
- The Examinations Officer is responsible for liaising with staff, collecting pupil's examination data, and processing it in a form acceptable to the examination boards.
- The Examination Officer is responsible for the safekeeping of examination papers and the conduct of the examinations.
- The Examination Officer is responsible for the distribution of results, the maintenance of records and the provision of examination analysis.
- All pupils are to attend all domestic and external examinations in **full school uniform**. Any pupils **NOT** in school uniform will be sent home. It is at the school's discretion as to whether any additional time is given on re-entry. All reasonable checks will be made to meet the exam boards rules about mobile phone , wristwatches and other electronic devices being stored. Reasonable checks will also be made to ensure that pupils who wear headscarves are not able to conceal earphones or other electronic devices
- Heads of Department will make alternative arrangements for pupils absent from scheduled domestic exams.
- Heads of Department or S.I.E. (staff in charge of exams) are to be in attendance before the start of each examination to check examination papers and technical details.
- Pastoral Staff are to be in attendance before the start of each examination to check attendance, verify the identification of pupils and to provide accurate information to exams office.
- All external candidates to have photographic ID to verify their identity.
- All pupils to be present at 8.45am for morning sessions and 13.00pm for afternoon sessions.
- All absentees will be phoned as soon as possible by the exams office.
- No pupils are to be allowed to leave the examination room until the scheduled end time of the examination.

## **ADMINISTRATION**

- All examination papers to be collected in by the exams office and locked away.
- No examination papers to be removed from the examination room until the end of the examination.
- All examinations will be conducted according to the rules laid down by the examination boards.
- Misconduct should be reported to the Examinations Officer in the first instance, who will decide what action to take.
- School will use the agreed system to post off examination scripts.

## **INVIGILATION**

### Conduct of invigilators

- The Examination Officer will ensure that each session will have a designated invigilator in charge, whose role will be to deploy invigilators and oversee conduct of each.
- Invigilators must not take work into the exam room but give full attention to the conduct of the examination.
- 

## **EMERGENCIES**

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

- Evacuate the examination room in line with the instructions given by the appropriate authority;
- Make sure that all question papers and scripts are left in the examination room;
- Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination;
- Make a note of the time of the interruption and how long it lasted;
- Allow the candidates the full working time set for the examination;
- If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination;
- Make a full report of the incident and of the action taken, and send it to the awarding body within 7 days of the incident, not to the examiner.

## **SPECIAL NEEDS AND ACCESS ARRANGEMENTS**

- Staff in departments should also inform the SENCO of special needs pupils who are embarking on a course leading to an examination and who they consider would benefit from access arrangements, and the date of

that exam. The SENCO can then inform individual staff of any special arrangements which individual pupils can be granted during the course and the exam. In the case of pupils with specific learning difficulties/visual impairment or certain other medical conditions, these can be any or all of the following:

1. Extra time for coursework and examinations
2. Rest periods
3. A reader
4. A scribe
5. Enlargements/models
6. A helper
7. A prompter
8. Separate room/invigilator
9. Use of word processing/printing
10. Transcriber

All year 9 students in the lower sets are tested at the end of the summer term to assess whether they fulfil the criteria to warrant an application for access arrangements.

**Separate policy statements exist for:**

- Internal appeals for internal and external assessment decisions
- Examination assessment and moderation
- Controlled assessments

Reviewed: July 2018

Next review date: September 2019

## **FITZALAN HIGH SCHOOL**

### **ARRANGEMENTS FOR INTERNAL APPEALS ABOUT INTERNAL ASSESSMENT DECISIONS AT GCSE AND A LEVEL**

#### **INTRODUCTION**

This document outlines the School's appeals process where students and / or their parents disagree with an internal assessment decision.

This process will only normally be required when all other mechanisms within School have failed to resolve the matter. Such mechanisms could include discussions between the candidate / parents with:

- The subject teacher
- The Head of Department
- The School's Senior Management Team
- The Head teacher

It will be the final stage in the normal process of considering and resolving disputes. It is expected that it will be used only in exceptional circumstances. Note that appeals may be made to the school regarding the procedure used in internal assessment, but not the actual marks or grades submitted by the school for moderation by the awarding body.

#### **APPEALS PROCEDURE**

Mrs. C Bradshaw will conduct the management of any appeal.

Any appeal will need to be in writing to Mrs.C Bradshaw stating the details of the problem and the reason for the appeal. This will need to be submitted within 10 working days of the candidate being made aware of the internal assessment mark awarded.

The teacher (s) concerned in making the assessment, which is the subject of the appeal, will be provided with a copy of the documentation. They will be given the opportunity to provide a written response with a copy sent to the candidate.

If the candidate / parent is not satisfied with the written response they have received he / she will have the opportunity to have a personal hearing, which will consider the case.

The candidate will:

- Be given reasonable notice of the hearing date
- Be given sight of relevant documents e.g. the marks awarded in advance of the hearing

A parent or friend may accompany the candidate if they are presenting their own case.

The candidate and teacher(s) should have the opportunity to hear each other's submission to the panel.

A panel consisting of a senior member of the School's staff who has not previously dealt with the case and a member of the governing body will hear the appeal.

The candidate will be informed in writing of the outcome of the appeal and the reasons for that outcome within 5 working days of the hearing



# FITZALAN HIGH SCHOOL

## Non Examined Assessment Policy

### New GCE & GCSE Specification 2017-18



- It is the responsibility of each Curriculum Leader to obtain the non-examined assessment task details from the exam boards.
- The Curriculum Leader should choose the most appropriate time for the non-examined assessment to take place.
- The non-examined assessment may take place during timetabled class time.
- Departments must plan when and how the assessment will take place, taking into account the accommodation and resources required. The Exams Officer should be notified when high level non-examined assessment is taking place.
- Relevant display materials must be removed or covered up.
- All staff must be aware of the relevant level of control permitted (high, medium or low) as this will determine the level of permitted supervision e.g. high control means that students are under exam conditions.
- Each student is to keep a research diary where they note the guidance and feedback received from their teacher. The diary should also contain a record of the research and planning stage containing notes, diagrams, essay plans and bibliography.
- Candidate's work must be signed by the teachers to reflect the time at which it was marked
- All assessment materials must be locked in a suitable secure cabinet at the end of each session.
- Separate user accounts for exam use must be used for high control level work. These must have no access to internet or e-mail and must only be accessible during the controlled sessions. If work is saved on memory sticks these must be collected in after each session and locked away.
- If a student is absent, the teacher must allow that student the chance to make up the time if necessary.
- For long absences, special consideration should be applied for.
- Entries for non-examined assessment must be made at the appropriate time.
- Attendance records from assessment sessions should be kept by the class teacher.



- Work may be handwritten in black ink or word processed. Printouts, charts and videos can be included where appropriate.
- Where the specification permits students to work with others, e.g. during collection of data, any descriptions of the joint work must be in each candidate's own words.
- Where work is assessed by the teacher and externally moderated by the exam board, standardisation of marking must take place in the school if more than one teacher is involved in the assessing.
- If suspected malpractice occurs, the Exams Officer must be informed.
- If a student's work is lost within the school, this must be reported to the exam board.
- Authentication forms must be signed by the teachers and candidates.
- All teachers must sign the declaration after the work has been completed.
- Access arrangements do apply to controlled assessment.
- The assessment marks must be submitted to the exam board by the appropriate date.
- If a candidate submits no work, when marks are submitted the candidate must be recorded as absent (not awarded a mark or zero).
- Candidates' work must be securely stored until all results have been verified.
- Re-sits of non-examined assessment may be allowed in the next exam session.
- After the results are published it may be possible to request a re-moderation of the work.

**FITZALAN HIGH SCHOOL – NON-EXAMINED ASSESSMENT**  
**RISK ASSESSMENT**

*Any adapted list of risks and issues should be reviewed and approved by appropriate members of the senior leadership team to ensure that it is fit for purpose and compatible with the existing policies and procedures of the centre or consortium. The review should be repeated at regular intervals and kept up to date.*

	Possible remedial action		Staff
	Forward planning	Action	
<b>Timetabling</b>			
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	<b>M. TIDMAN</b>
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 time between assessments	<b>J.KEMP</b>
<b>Accommodation</b>			
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	Use more than one classroom or multiple sittings where necessary	<b>M. TIDMAN</b>

	assessment		
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms/centre facilities		<b>M. TIDMAN</b>
<b>Example risks and issues</b>	<b>Possible remedial action</b>		<b>Staff</b>
	<b>Forward planning</b>	<b>Action</b>	
<b>Downloading awarding body set tasks</b>			
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	<b>M. TIDMAN</b> <b>ILO</b>
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	<b>HOD's</b> <b>V. CHIPLIN</b>
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding body for replacement; download again	<b>V. CHIPLIN</b>
<b>Absent candidates</b>			
Candidates absent for all or part of	Plan alternative session(s) for		<b>HOD's</b>

assessment (various reasons)	candidates		<b>JKE</b>
Candidates have a scheduling clash for exams or assessment (possibly off-site 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  <b>Please note:</b> retakes of controlled assessment are limited	<b>V. CHIPLIN</b> <b>M. TIDMAN</b>

Example risks and issues	Possible remedial action		Staff (use 'RACI' to determine who should be listed)
	Forward planning	Action	
<b>Control levels for task taking</b>			
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	<b>HOD's</b>
<b>Supervision</b>			

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	<b>HOD's</b>
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		<b>M. TIDMAN V.CHIPLIN</b>
Suitable supervisor has not been arranged for an assessment where teaching staff/assessors are <b>not</b> 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		<b>M. TIDMAN ABSENCE MANAGER</b>

\* Not all controlled assessment, whether for Principal Learning (Wales) or GCSE's, will require the completion of a study diary or study plans.

Example risks and issues	Possible remedial action		Staff (use 'RACI' to determine who should be listed)
	Forward planning	Action	
<b>Task setting</b>			
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	<b>SUBJECT TEACHERS</b>
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	<b>SUBJECT TEACHERS</b> <b>M. TIDMAN</b>
<b>Security of materials</b>			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks	<b>SUBJECT TEACHERS</b> <b>V. CHIPLIN</b>
Candidates' work not kept secure	Define appropriate level of security, in line with awarding body requirements,	Take materials to secure storage	<b>SUBJECT</b>

during or after assessment	for each department as necessary		<b>TEACHERS</b> <b>V. CHIPLIN</b>
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative spaces	<b>M. TIDMAN</b>

\* 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 (use 'RACI' to determine who should be listed)
	Forward planning	Action	
<b>Deadlines</b>			
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	<b>SUBJECT TEACHERS</b>
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 awarding body deadlines	Seek guidance from awarding body	<b>SUBJECT TEACHERS</b>  <b>M TIDMAN</b>
<b>Authentication</b>			
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	<b>SUBJECT TEACHERS</b>



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	<b>SUBJECT TEACHERS</b> <b>M. TIDMAN</b>
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Example risks and issues	Possible remedial action		Staff (use 'RACI' to determine who should be listed)
	Forward planning	Action	
<b>Marking</b>			
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	<b>SUBJECT TEACHERS</b>
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	<b>M. TIDMAN</b>



## **FITZALAN HIGH SCHOOL** **ENQUIRIES ABOUT RESULTS POLICY (EAR)**

**Fitzalan High School is committed to ensuring that all pupils have equal access to the full range of Enquiries about Results offered by Exam Boards.**

The following procedures apply:

- All requests for enquiries about results must be received by the Exams Officer in school no later than 21 days after the publication of provisional results to allow time for processing the request.
- No request will be accepted without a fully completed Candidate Consent Form, signed by the candidate
- No request will be accepted until appropriate payment has been agreed and received
- Where a student wishes to make an enquiry about public exam results he should discuss it with the appropriate Head of Department
- If the Head of Department agrees with the enquiry then it will be funded by the school and charged to Department and Examinations Office
- If the Head of Department disagrees but accepts that the pupil can go ahead with the enquiry then the pupil must pay the appropriate fee

The school will inform the pupil as soon as possible about the outcome of any Enquiry about Results

- In the event that the school and the pupil disagree about making an enquiry about results then an appeal must be made in writing to the Chair of Governors
- The Chair of Governors will act as arbiter in such cases

## **EMERGENCY PROCEDURES**

### **EXAMS OFFICE**

Keys to Office: C Bradshaw, V Chiplin, L Morgan &  
C Cuddy

Emergency Holder: S. Lisle – main Office

Keys to Secure Storage: Secure in room (V Chiplin)

### **INVIGILATOR /STAFF ABSENCE**

In the event of absence/lateness, please contact as soon as possible:-

J. Abbott            02920877816

V Chiplin            02920569158  
                          07875094988

L Morgan            02920618464  
                          07736063025

C Bradshaw        01656649807  
                          07786133765

Secure Safes

Contain scripts in date order

### Emergency

Follow procedure as set out by school evacuation procedure/displayed in each exam room.

### Transport

In the event of a late bus(es), Senior Staff will inform invigilators and the escort pupils into rooms. Invigilators to note name/or number of times of the late entrants on the exam room log in the file for the Examinations Officer.

### Contingency Plan

See sheet of items needed for examinations.