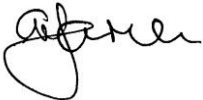





Examinations Policy

This policy is reviewed annually to ensure compliance with current regulations

Approved by	Name	Signature
Headteacher:	Andrew James	
Chair of Governors:	Anthony McGarel	

Accepted by:	Full Governing Body
Staff Consulted	3 July 2019
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CHASE HIGH SCHOOL

Examinations Policy

The purpose of this examinations policy is:

- To ensure the planning and management of examinations are conducted efficiently and in the best interest of students
- To ensure the operation of an efficient examination system with clear guidelines for all relevant staff.

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

This examination policy will be reviewed annually by the Senior Leadership Team and Examinations Officer.

1. EXAMINATION RESPONSIBILITIES

The responsibilities of identified colleagues in relation to examinations are as follows:

Headteacher

Overall responsibility for the school as an examination centre.

Examinations Officer

Manages the administration of public and internal examinations:

- Advises the Senior Leadership Team, subject and class teachers and other relevant staff on annual examination timetables and application procedures as set by the various examination boards
- Oversees the production and distribution to staff, governors and students of an annual calendar for all examinations, in which students will be involved, and communicates regularly with staff concerning imminent deadlines and events
- Ensures that students and their parents are informed of and understand those aspects of the examination timetable that will affect them
- Consults with teaching staff to ensure that necessary coursework is completed on time and in accordance with JCQ guidelines
- Provides and confirms detailed data on estimated entries
- Receives, checks and stores securely all examination papers and completed scripts
- Administers access arrangements and makes applications for special consideration using the *JCQ Access Arrangements and Special Considerations Regulations and Guidance relating to students who are eligible for adjustments in examinations*
- Identifies and manages examination timetable clashes
- Accounts for income and expenditures relating to all examination costs/charges
- Line manages the examination invigilators; organising the recruitment, training and monitoring of a team of examinations invigilators responsible for the conduct of examinations
- Submits students' 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 examination results and certificates to students and forwards, in consultation with the Senior Leadership Team, any appeals/re-mark requests
- Maintains systems and processes to support the timely entry of students for their examinations.
- Advises on appeals and re-marks
- Is responsible for reporting all suspicions or actual incidents of malpractice. Refer to the JCQ document *Suspected Malpractice in Examinations and Assessments*.

Performance Data Officer

Manages the administration of and analysis of examination results:

- Receives all current external examination results and uploads onto the school systems
- Ensures examination results are available for all students for each key stage
- 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

Deputy Headteachers

- Organises teaching and learning
- Ensures external validation of courses followed at Key Stages 3 and 4, and Post-16
- Ensures all students with missing Key Stage external assessments are assessed appropriately internally, results are valid and reliable, and are forwarded to the Performance Data Officer

Subject Leaders

- Meet all deadlines as set by the Examinations Officer
- Notify the SENCO of all access requirements for students in the subject
- Request the Senior Leadership Team consider any changes of set or examination course followed by students, and only implement any requested changes with full Senior Leadership Team approval
- Prepare appropriate papers for all internal examinations
- Complete accurate coursework mark sheets and declaration sheets
- Complete accurate examination entry and all other mark sheets, including estimated grades
- Provide guidance and pastoral oversight of students who are unsure about examination entries or amendments to entries
- Involvement in post-results procedures

Teachers

- Know the requirements of all external examinations
- Prepare all students to be successful in all examinations
- Notify the Subject Leader of access arrangements for any students (as soon as possible after the start of the course)

SENCO

- Liaises with Subject Leaders to confirm access requirements
- Administers access arrangements.
- Identifies and tests students to confirm requirements for access arrangements
- Provides additional support — with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, ICT equipment — to help students achieve their course aims.

Invigilators

- Oversee students as they enter the examination venue ensuring they have no forbidden items with them according to the JCQ examination body rules
- Ensure that students are seated correctly at their named desks
- Hand out answer booklets and question papers when instructed by the examinations officer ensuring students have the correct papers

- Adjust wall clocks to the start time as the examination is started
- If asked to do so, complete the examinations register
- Ensure any clash papers are resealed and returned to the examinations office
- Oversee the examination, maintaining silence and ensuring that students are supervised at all times to prevent cheating and distractions
- Escort any students arriving late to their desk and ensure that have no forbidden items on their person. Always check with the Examinations Officer before allowing late students into the examination room
- Report any misconduct immediately to the examinations officer and if necessary fill in an incident report form
- Ensure that students have the correct equipment throughout the examination
- Ensure that JCQ and awarding body regulations are followed at all times
- At the end of the examination collect all papers in candidate order and return to the Examinations Officer
- To be responsible for safeguarding and promoting the welfare of children and young persons for whom the post holder is responsible, or comes into contact with
- Escort students requiring the toilet and ensure that no books, notes etc are accessible to students during this absence from the examination hall.

Students

- Confirm and agree entries for all examinations
- Understand coursework regulations and sign a declaration that authenticates the coursework as their own
- Be aware of and follow all internal and external examination regulations and rules.

At Key Stage 3

- Students in each year group will take internal assessments tests all subject. The school will use intervention and/or booster strategies in connection with any students who are unlikely to make the required progress.

At Key Stage 4

- All students will be enabled to achieve an entry for qualifications from an external awarding body.
- Students following a course will be able to achieve a qualification.
- All qualifications will be approved by the DfES and OFQUAL, with an equivalent to GCSE.
- All students will be prepared and entered for GCSE English and Mathematics as an entitlement.
- The pathway followed for the Key Stage will identify which qualifications will be achieved at the end.

At Key Stage 5

- All students will be enabled to achieve an entry for qualifications from an external awarding body.
- Students following a course will be able to achieve a qualification.
- All qualifications will be approved by the DfES and OFQUAL, with an equivalent to GCSE or GCE.

- The pathway followed for the Key Stage will identify which qualifications will be achieved at the end.

3. EXAMINATION SEASONS AND TIMETABLES

3.1 Examination seasons

Internal examinations are scheduled in December, March and June/July.

External examinations are scheduled in November, January, March and June. We also schedule on demand external examinations

All internal examinations are held under external examination conditions.

The examination series used in the centre is decided by the Headteacher, Subject Leaders and the Senior Leadership Team.

3.2 Timetables

Once confirmed, the Examinations Officer will circulate the examination timetables for internal examinations and external examinations.

Each timetable will be published identifying subject, date, time, venue, lead Senior Leadership Team member, and invigilators one month before the examinations.

4. ENTRIES, ENTRY DETAILS AND LATE ENTRIES

4.1 Entries

Students are identified for the level of their examination entries by Subject Leaders.

Students, or parents/carers can request a subject entry change of level. Approval and conditions must be provided by the Headteacher.

The centre does not accept entries from external students, except in exceptional circumstances.

The centre will advise on other Centres accepting external candidates for staff working towards acquiring GCSE qualifications in English and Mathematics to secure Qualified Teacher Status and being supported to achieve these by a programme provided within school. Awarding bodies no longer authorise staff sitting external exams to sit within their own school unless exceptional circumstances.

4.2 Late entries

Entry deadlines are circulated to Subject Leaders via email and internal memo. Subject Leaders are responsible for ensuring all entries are made on time to avoid late entries, except in special circumstances.

Late entries may be authorised, in special circumstances only, by the Headteacher.

5. Examination fees

The centre will pay all normal examination fees on behalf of students.

Late entry or amendment fees are paid by subject departments.

Students 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.

Parents will be requested to pay for re-entry to any parts of examinations missed by a student's non-attendance without a medical certificate. Parents will be contacted about entry to examinations for students with serious issues of non-attendance.

6. EQUALITY ACT 2010 - THE DISABILITY DISCRIMINATION ACT (DDA), SPECIAL NEEDS AND ACCESS ARRANGEMENTS

6.1 DDA

The Disability Discrimination Act 2005 extends the application of the DDA to general qualifications. These provisions are now contained in the Equality Act 2010.

All examination centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

6.2 Special needs

A student's special needs requirements are determined by the SENCO and educational psychologist.

The SENCO will inform subject teachers of students with special educational needs who are embarking on a course leading to an examination, and the date of that examination. The SENCO can then inform individual staff of any special arrangements that individual students can be granted during the course and in the examination.

6.3 Access arrangements

Making special arrangements for students to take examinations is the responsibility of the SENCO, Senior LSA and the Examinations Officer.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the SENCO

Rooming for access arrangement students will be arranged by the Examinations Officer.

Invigilation and support for access arrangement students will be organised by the SENCO and the Examinations Officer.

7. ESTIMATED GRADES

For Cambridge International examination board only, the Subject Leaders will submit estimated grades to the Examinations Officer when requested.

8. MANAGING INVIGILATORS AND EXAMINATION DAYS

8.1 Managing invigilators

External invigilators will be used for internal examinations and external examinations.

The recruitment of invigilators is the responsibility of the Examinations Officer.

Securing the necessary Criminal Records Bureau (CRB) clearance for new invigilators is the responsibility of the Human Resources Officer. CRB fees for securing such clearance are paid by the centre.

Invigilators are timetabled and briefed by the Examinations Officer.

Invigilators' rates of pay are set by the Headteacher.

8.2 Examination days

The Examinations Officer will book all examination rooms after liaison with other users and make the question papers, other examination stationery and materials available for the invigilators.

Site management is responsible for setting up the allocated rooms to meet examination requirements.

The Examinations Officer and /or a member of the Senior Leadership Team and Lead Invigilator will start all examinations in accordance with JCQ guidelines.

Subject staff may be present at the start of the examination to assist with identification of students but must not advise on which questions are to be attempted.

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

Examination papers must not be read by subject teachers or removed from the examination room before the end of a session. Papers will be distributed to Subject Leaders after 24 hours in case of clashed or overnight supervision.

A relevant subject teacher may be available to read out any subject-specific instructions and start the examination, if required.

9. STUDENTS, CLASH STUDENTS AND SPECIAL CONSIDERATION

9.1 Students

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

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

Disruptive students are dealt with in accordance with JCQ guidelines.

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

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

9.2 Clash students

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

9.3 Special consideration

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

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

The Examinations Officer will then forward a completed special consideration form to the relevant awarding body within seven days of the examination.

10. COURSEWORK CONTROLLED ASSESSMENTS AND APPEALS AGAINST INTERNAL ASSESSMENTS

10.1 Coursework / Controlled Assessments

Students who have to prepare coursework or sit controlled assessments should do so by the end of the course.

Subject Leaders will ensure all coursework and controlled assessments are ready for despatch at the correct time. The Examinations Officer will keep a record of what has been sent when and to whom.

Marks for all internally assessed work and estimated grades must be provided to the Examinations Officer by Subject Leaders by the deadline dates provided by the Examinations Officer.

10.2 Appeals against internal assessments

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

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
- Students may appeal if they feel their coursework has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification
- Appeals should be made in writing by 30 June to the Headteacher (or other nominee) who will decide whether the process used conformed to the necessary requirements
- The Headteacher's findings will be notified in writing, copied to the Examinations Officer and recorded for awarding body inspection.

11. RESULTS, ENQUIRIES ABOUT RESULTS AND ACCESS TO SCRIPTS

11.1 Results

Students will receive individual results slips on results days either in person at the centre or by post to their home address.

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

The provision of staff on results days is the responsibility of the Examinations Officer.

11.2 Enquiries about Results

Enquiries about results may be requested by centre staff or students if there are reasonable grounds for believing there has been an error in marking.

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

When the centre does not uphold an enquiry about results, a student may apply to have an enquiry carried out. If a student requires this against the advice of subject staff, they will be charged the examination board fee which must be paid before any enquiry is made.

11.3 Access to Scripts

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

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

GCSE re-marks cannot be applied for once a script has been returned.
(See also section 5: Examination fees)

12. CERTIFICATES

Certificates are presented in person, posted (first class) or collected and signed for.

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

Replacement certificates are only issued if a student agrees to pay the costs incurred.

The centre retains certificates for three years.

POLICY ON INTERNAL ASSESSMENTS FOR EXTERNAL QUALIFICATIONS

In accordance with the Code of Practice for the conduct of external qualifications produced by QCA, Chase High School is committed to ensuring that:

- Internal assessments are conducted by staff that have the appropriate knowledge, understanding and skills;
- Assessment evidence provided by candidates has been produced and authenticated according to the requirements of the specification;
- The consistency of the internal assessment is secured through internal standardisation as necessary;
- Staff responsible for internal standardisation attend any compulsory training sessions.

Written appeals procedure

Each awarding body publishes its arrangements for appeals against its decisions. In addition, an appeal can be made to the School concerning internal assessment:

- the appeal applies only to the procedures used in arriving at internal assessment decisions and does **not** apply to the judgement themselves; you cannot appeal against the mark or grade only the procedures used
- The parent or guardian must make the appeal in writing to the School's Examinations Officer: *appeals should normally be made by 30th April for examinations in the summer series. This deadline may be extended in exceptional circumstances in situations where the coursework marking and moderation schedule extends beyond this time.*
- The enquiry into the internal process will normally be led by the Examinations Officer and the *Deputy Head*, provided that neither has played any part in the original internal assessment process;
- The teacher making the assessment will be able to respond to the appeal in writing, and a copy will be sent to the *appellant*.
- The enquiry will consider whether the procedures used for the internal assessment were in conformity with the published requirements of the Awarding Body and the 'Code of Practice'.

The *appellant* will be informed in writing of the outcome of the appeal, including:

- Relevant communications with the Awarding Body;
- Any steps taken to further protect the interest of the candidates.

If the *appellant* is unhappy about the response in writing, he/she can ask for a personal hearing, where the panel will consist of two persons not previously involved, normally the *Head Teacher* and a member of the *Governing body*.

Enquiries about Results (Re-marks)

In cases of Enquiries about Results, where the school does not uphold a request for such an enquiry, the student may normally pay to have an enquiry carried out. Where the student wishes to challenge the decision not to hold an enquiry or consequent appeal, a similar procedure to that mentioned above will be carried out.

Note:

Each awarding body specifies detailed criteria for the internal assessment of work. In addition, the awarding body must moderate the assessment and the final judgement on marks awarded is that of the awarding body. Appeals against matters outside the School's control will not be considered in the School's appeals procedure.

Internal Appeals Procedure

Stage 1

Students must raise with class teacher any concerns regarding internally assessed components and discuss marks awarded. This can involve discussion on marks that were not awarded but the student feels should have been. The outcome of this discussion should be recorded in writing by class teacher for both parties.

Stage 2

During department moderation for the internally assessed component (i.e. coursework, controlled assessments), is looked at by several teachers and student should be informed of the outcome in writing by Subject Leader or SLT.

Or alternatively the Subject leader, class teacher and one subject teacher can moderate coursework and student is then informed of outcome in writing by the Subject Leader.

<p style="text-align: center;">A record of the above must be kept in a safe place</p>
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Stage 3

If student is still unhappy with outcome, then they must inform Exams Office and if they wish to appeal, complete the appropriate form to request an appeals hearing. This must be done by 1st March in the year the student(s) is sitting their GCSE/GCE written examinations.

A date will then be confirmed to all concerned that will be attending the hearing during March/April in the year the student(s) is sitting their GCSE/GCE written examinations.

The appeals panel should consist of at least 2 individuals who had not previously dealt with the particular case:

1. Line Manager/ Examinations Officer
2. Subject Leader/Subject Teacher (independent person)

The candidate can be supported with the presentation of their case by a parent/guardian/friend/carer.

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

Appeals should include a review of the procedures used by the centre to award marks for internal assessments and should consider whether those procedures conformed with the published requirements of the Awarding Body and the Code of Practice.

The student will be informed in writing of the outcome from the panel by the line Manager.



A written record of all appeals should be maintained by the centre (Exams Officer).

Mr A James
Headteacher



Exam Contingency Plan

This policy is reviewed annually to ensure compliance with current regulations

Approved by	Name	Signature
Headteacher:	Andrew James	
Chair of Governors:	Anthony McGarel	

Accepted by:	Full Governing Body
Staff Consulted	3 July 2019
Last reviewed and adopted by Full Governing Body	10 July 2019
Date of next review (annually)	July 2020

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Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the management and administration of the exam process at Chase High School. By outlining actions/procedures to be followed 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 information contained in the *Joint contingency plan for the examination system in England, Wales and Northern Ireland* where it is stated that “Centres should prepare plans for any disruption to examinations as part of their general emergency planning. It is important to ensure that relevant centre staff are familiar with the plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.”

Causes of potential disruption to the exam process

1. Exam officer extended absence at key points in the exam process (cycle)

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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
 - 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
 - modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
 - staff providing support to access arrangement candidates not allocated and trained
- *Exam time*
 - access arrangement candidate support not arranged for exam rooms

Centre actions:

- A Specialist teacher works alongside the SENCO ensuring that there are 2 people present with knowledge of the exams system. Acting SENCO and senior LSA will work with DHT (exams) to implement actions

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*
- *Internal assessment marks and candidates' work not provided to meet submission deadlines*

Centre actions:

- The School system allows for a Subject Leader in each area. Senior Team Link staff can also step in. This means that there should always be a member of staff available with knowledge of the exam system.

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:

- Centre staff have been trained in the role of Invigilator and are expected to be on hand if so required.

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 days*
- *Main exam venues unavailable due to an unexpected incident at exam time*

Centre actions:

- Room planning is done in advance of the Exam Season and shortages highlighted.
- Regular meeting with SLT to solve any issues.
- Chase has 3 large venues available to use in case of disruption. If the entire school is affected then the local Football Club, Sports Centre and College all have large appropriate venues. The Awarding Bodies would be notified of alternative arrangements.

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:

- Entries are completed in advance of the deadline but any problems would be reported to the Awarding Bodies.
- A team of IT specialists are available in school and the MIS provider has a help desk available.

7. *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:

- Alternative venues would be sourced as quickly as possible

8. *Centre unable to open as normal during the exams period

*Criteria for implementation of the plan

- Centre unable to open as normal for scheduled examinations

**In the event that the head of centre decides the centre cannot be opened for scheduled examinations, the relevant awarding body must be informed as soon as possible. Awarding bodies will be able to offer advice regarding the alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take scheduled examinations.*

Centre actions:

- **The local Football Club, Sports Centre Civic Centre and College all have large appropriate venues. The Awarding Bodies would be notified of alternative arrangements.**

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:

- The Awarding Bodies would be contacted to offer advice and options to the candidates.

10. *Disruption to the transportation of completed examination scripts

*Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts

Centre actions:

- Scripts would be kept under secure conditions and Parcel Force contacted to arrange alternative collection.

11. *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

Centre actions:

- The Awarding Bodies would be contacted to offer advice and options to the candidates

12. *Centre unable to distribute results as normal

*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:

- The Awarding Bodies would be contacted to offer advice and options to the candidates. Results are generally available on the Awarding Bodies websites as well as downloaded to the school.

*information taken from the *Joint contingency plan for the examination system in England, Wales and Northern Ireland*

Further guidance to inform and implement contingency planning

Ofqual

Joint Contingency Plan in the event of widespread disruption to the Examination System in England, Wales and Northern Ireland <http://dera.ioe.ac.uk/16235/1/2012-12-11-joint-contingency-plan-november-2012.pdf>

GOV.UK

Emergencies and severe weather: schools and early years settings

<https://www.gov.uk/emergencies-and-severe-weather-schools-and-early-years-settings>

Teaching time lost due to severe weather conditions

<https://www.gov.uk/government/publications/teaching-time-lost-due-to-severe-weather-conditions/teaching-time-lost-due-to-severe-weather-conditions>

Dispatch of exam scripts guide - Contingency planning

<https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service/dispatch-of-exam-scripts-guide>

JCQ

Guidance on *alternative site arrangements* <http://www.jcq.org.uk/exams-office/forms>

Instructions for conducting examinations <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

Guidance on *access arrangements and special consideration* <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>