

Policy Title: Examination Policy

**(including Internal Appeals, Emergency Evacuation and
Controlled Assessment)**

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UNITED ENDEAVOUR TRUST
EQUALITY CHECKED

This policy/procedure seeks to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relationships between groups
- Meet requirements under the Equality Duty
- Set Equality objectives which are specific and measurable



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Purpose

The purpose of this Examination Policy is:

- to ensure the planning and management of examinations is conducted efficiently and in the best interest of candidates.
- 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 (see 'Exam Procedures' for each centre). The Examination Policy will be reviewed annually.

The Examination Policy will be reviewed by the Vice/Assistant Principal (Teaching & Learning/Curriculum) and the Examinations Officer.

Examination responsibilities

Head of Centre (the Principal) is responsible for:

- Ensuring the Centre follows the JCQ regulations in respect to the planning and implementation of all public (external) examinations.
- Ensuring appropriate qualifications are offered by the Centre.
- Having an awareness of Exam policies and procedures.
- Implementing contingency measures in the event of the absence of the Exam Officer.
- Supporting the Exams Officer in implementing measures to ensure compliance with JCQ regulations. For example secure storage.
- Supporting the Exams Officer in acquiring timely information from teaching staff.
- Ensuring that the Exams Officer has regular meetings with their Line Manager.
- Ensuring that the Exams Officer has access to professional development opportunities.
- Ensuring that a new Exams Officer has appropriate training and support.
- Ensuring that external Exam Invigilators have the appropriate clearance and training.

Examinations Officers are responsible for the administration of all public (external) and internal exams.

The following roles are undertaken:

- 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 to staff, invigilators 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 and the rules and regulations that apply to those exams
- Consults with teaching staff to ensure that necessary controlled assessment is completed on time and in accordance with JCQ guidelines
- Receives, checks, logs and stores securely all exam papers and completed scripts

- Administers access arrangements received from the SENCO and makes applications for special consideration using the JCQ publications Access arrangements, reasonable adjustments and special consideration
- 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' Controlled Assessment marks, tracks despatch and stores or passes to Heads of Subject/Faculty for storage of returned controlled assessment and any other material required by the appropriate awarding bodies correctly and on schedule
- Arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any appeals/re-mark requests
- Maintains systems and processes to support the timely entry of candidates for their exams.
- Books all exam rooms after liaison with other users
- Makes the question papers, other exam stationery and materials available for the invigilator.
- Ensures that Site Management have set up the allocated rooms.
- Ensures that examination papers not collected on the day of the examination are securely stored overnight
- Liaises with the IT Technical staff to ensure that all JCQ regulations are followed with regard to on-screen tests.
- Ensure that a roaming invigilator makes regular visits to any rooms containing one pupil. The Exams Officer may fulfil this role.

Vice/Assistant Principal (Teaching & Learning/Intervention/Curriculum) is responsible for:

- Providing leadership in all matters relating to examinations
- Organising teaching and learning
- Managing external validation of courses
- Line managing the Assistant Principal who fulfils or fulfils the role of Quality Nominee (QN) for BTEC courses.
- Ensuring that the Centre prepares all students to sit examinations in accordance with JCQ guidelines and to ensure that these guidelines are adhered to
- Ensuring that the requirements of the Equality Act 2010 are met
- Ensuring that Centre staff are aware of and comply with the JCQ requirements for 'The people present in the Examination Room'.
- Authorising Examination entries, withdrawals and tier changes.

Heads of Faculty/Department are responsible for:

- Ensuring that their teaching teams are aware of and keep to deadlines for the submission of entries and the provision of internal examination papers
- Ensuring that all internal assessment (Controlled Assessment) is ready for despatch at the correct time.
- Ensuring that marks for all internally assessed work are provided to the Exams Office
- Ensuring that proper structures exist within their Area for the moderation and standardisation of all internal assessments
- Ensuring that staff assessing candidates are properly qualified and that qualifications have been checked.
- Ensuring that returned coursework is stored in accordance with Awarding Bodies regulations.

The SEN Coordinator (SENCO) is responsible for:

- The identification and testing of candidates' requirements for Access Arrangements
- The provision of all relevant paperwork to support the application, Data Protection Forms and proof of need
- The 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
- Ensuring that staffing responsibilities (within the Learning Support Team) are clearly identified and co-ordinated in respect to the planning and implementation of Access Arrangements.
- The allocation of an individual room based on medical, social, mental or emotional needs.

Teachers are responsible for:

- The submitting of candidates' names to the Heads of Faculty and the Examinations Office
- The submitting of marks for all internally assessed work when requested by the Exams Officer
- Ensuring that JCQ guidelines are adhered to when preparing students for internal assessment (Controlled Assessment)
- Ensuring that the JCQ requirements for 'The people present in the Examination Room' (see below) are fulfilled
- Ensuring that students are aware of the JCQ, Examination Body and Centre requirements pertaining to their taught course.

Lead invigilator/invigilators are responsible for:

- The collection of exam papers and other material from the Exams Office before the start of the exam
- The collection of all exam papers in the correct order at the end of the exam and their return to the Exams Office or school safe
- Maintaining vigilance to ensure that all Examination Regulations are adhered to by students
- Ensuring that the regulations in respect to 'People present in the Examinations Room' are adhered to by staff who may enter the Examinations Room.
- Ensuring that the Access Arrangements are implemented.

Candidates are responsible for:

- Confirming entries.
- Complying with Controlled Assessment regulations and signing a declaration that authenticates the controlled assessment as their own
- Understanding and fulfilling the JCQ, Examination Body and Centre requirements.
- Wearing the correct School Uniform for all examinations.
- Arriving on time. Late arrivals may not be allowed into the Examination room.
- Notifying the Centre of any Absence and providing a Medical Certificate where appropriate.

Qualifications

Qualifications offered

The qualifications offered at this centre are decided by the Head of Centre, Heads of Faculty and Senior Leadership Team. 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. Informing the Exams Office of changes to a syllabus is the responsibility of the Heads of Faculty/Department.

Examination series and timetables

Examination seasons/series

SLT will agree on the most appropriate times for examinations and entries.

Timetable

Once confirmed, the Examinations Officer will circulate the exam timetable for Internal and External exams.

Entries, entry details and late entries

Candidates are selected for their exam entries by the Heads of Faculty/Department and Subject teachers.

Decisions on whether a candidate should be entered for a particular subject will be taken in consultation with the candidates and Subject teachers; the final decision lies with the Senior Leadership Team.

Candidates or parents/carers can request a subject entry, change of level or withdrawal: this must be done in writing to the Exams Office and will be considered by the Head of Centre.

The Centre does not act as an Exam Centre for other organisations.

Entry deadlines are circulated to Heads of Faculty/Department via Email.

Late entries are authorised by the Examinations Officers and charges will be met by the Department/Faculty

Examination Fees

Candidates and Faculties/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.

GCSE entry exam fees are paid by the Centre.

Late entry or amendment fees are paid by the Faculty/Department.

Fee reimbursements are sought from candidates who fail to sit an exam / do not meet the necessary Controlled Assessment requirements without medical evidence or evidence of other mitigating circumstances. Examination results may be withheld until such payment or evidence is presented.

The Examinations Officer must be notified of any change to the candidates' name prior to the examinations otherwise there may be a charge for replacement certificates.

Equality Act, Access Arrangements & Contingency Planning

Equality Act - Disability

All Exam Centre staff must ensure that provision at the Centre meets the requirements of the Equality Act 2010, especially in relation to disability. The Centre will meet the requirements of the act in relation to disability by ensuring that the Exams Centre is accessible and will seek to improve candidate experience in the following ways:

- Students who suffer injury just before, or during the examination period will be offered alternative venues should they be unable to access the examination hall. Rooms will be set out to comply with examination regulations
- Students requiring access arrangements will be assessed by the SENCO and processed with the Exams Officer
- Specialist equipment will be provided by the school should there be a need, for example, laptop access
- Should the disability require the aid of a scribe or reader, this will be provided by the school
- All examination invigilators are to be made aware of the Equality Act 2010. Invigilators will be made aware of related policies and procedures such as emergency evacuation, medication and means of communicating.

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 requirement is determined by the SENCO and Educational Psychologist / Specialist teacher.

Making Access Arrangements for candidates to take exams is the responsibility of both the SENCO and Examinations Officers.

Submitting completed Access Arrangement applications to the awarding bodies is the responsibility of the SENCO.

Rooming for access arrangement candidates will be arranged by the SENCO with the Examinations Officers.

Invigilation and support for access arrangement candidates will be organised by the SENCO with the Examinations Officers.

Contingency planning

Contingency planning for exams administration is the responsibility of the Examinations Officers. On each school site a designated member of SLT will be aware of arrangements and procedures on sites in the event of the absence of the Examinations Officer in an emergency. See appendix 'Exam Contingency Plan'.

Managing Invigilators & Malpractice

Managing Invigilators

The school employs specialist staff to invigilate examinations.

These invigilators will be used for some Internal and all External exams.

Recruitment of invigilators is the responsibility of the Examinations Officer in conjunction with their line manager.

Securing the necessary Disclosure & Barring Service (DBS) clearance for new invigilators is the responsibility of the Centre administration.

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

Invigilators are timetabled and trained by the Examinations Office.

Invigilators rates of pay are set by the United Endeavour Trust Board.

Malpractice

All suspicions of malpractice should be reported to the Examinations Office.

The Examinations Office should report all suspicions of malpractice to the Vice/Assistant Principal (Teaching & Learning/Curriculum).

The Examinations Office should investigate the suspected malpractice via appropriate staff (Pastoral Managers and SLT).

Written records and statements should be kept at each stage of the investigation.

Final judgements on issues relating to malpractice are made by the Vice/Assistant Principal (Teaching & Learning/Curriculum) and Head of Centre.

When it has been judged that malpractice has occurred, the malpractice will be reported to the Awarding Body in every circumstance. The candidate and the candidate's parent/s will be informed of this in writing by the Vice/Assistant Principal (Teaching & Learning/Curriculum).

People present in the Examination Room

The following rules relate to Centre staff other than Exams Officers and Invigilators:

Members of Centre staff may be approved by the Head of Centre to be present at the start of the examinations. When members of Centre staff enter an examination room, they must identify themselves and their purpose for being there to the Senior Invigilator and / or Examinations Officer.

Where specifically approved by the Head of Centre and agreed with the Examinations Officer, members of Centre staff have a very clear role:

- to assist with the identification of candidates;
- to deal with any disciplinary matters;
- to check that candidates have been issued with the correct question paper (particularly where optional or tiered papers are involved);
- to check that candidates have the appropriate equipment and materials for the examination;
- to identify whether the candidates have been prepared for the set texts highlighted on the question paper, using information provided by the Exams Officer or subject teacher.
- to run Language orals and listening exams according to JCQ regulations.

Under **no** circumstances may members of Centre staff:

- be present at the start of the examination and then sit and read the examination question paper before leaving the exam room;
- enter the exam room, uninvited, with the sole intention of accessing the examination question paper;
- have access to the examination question paper unless this is specifically requested by either the Examinations Officers or an invigilator, for example, a possible printing error has been identified and, in the absence of an erratum notice, the Exams Officer needs this verified by the relevant subject teacher before escalating the issue to the Awarding Body;
- give any indication of their opinion of a question paper to candidates, verbally or otherwise, having been asked to inspect the content;

- communicate with candidates, except in Art timed tests and Science Practical examinations, or when maintaining discipline in the examination room; this constraint extends to the reading of the question paper rubric to candidates;
- enter the examination room and approach candidates, either to prompt them to make an attempt at the examination or to provide support and encouragement;
- enter the examination room and read candidates' scripts.

Support and encouragement may be offered at any point up until the time that candidates enter the Examination Room. From that moment onwards they are under examination conditions and the strict protocols must be adhered to. Subject staff may be present at the start of the exam to assist with identification of candidates but must not advise on which questions or sections are to be attempted. Any notices must be given before the Invigilators Announcement.

Revision sessions must not take place in the Examination room prior to the exam.

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

Identification of candidates

A folder containing photographs of all candidates or candidate examination cards which carry photographs of the students will be available in examination rooms for purposes of identification checks on candidates. In smaller examination venues, such as for special arrangement candidates, all candidate examination cards will carry photographs of the students for identification.

Candidates

The Centre's published rules on acceptable dress (School Uniform), behaviour and candidates' use of mobile 'phones and other electronic devices apply at all times. All phones and watches must be left outside of the examination room or handed in to invigilators.

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 are expected to stay for the full exam time at the discretion of the Examinations Officers or Senior Invigilator. Candidates may only leave the Exam Room for a genuine purpose and are required to return immediately to the Exam Room. They must be accompanied by a member of staff at all times.

The Examinations Officers are responsible for handling late or absent candidates on exam day or subsequently.

For clash candidates, the supervision of escorts, identifying a secure venue and arranging overnight supervision is the responsibility of the Examinations Officers.

Should a candidate be ill before an exam, suffer bereavement or other trauma, be taken ill during the exam itself or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the Centre, the Examinations Officers, 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 Examinations

Officers will then forward a completed special consideration form to the relevant awarding body by the relevant deadline.

A clear plastic bottle containing water may be brought into the Examination room. Other food and drink may only be brought in if there is a medical need or if there is to be a supervised break between examinations.

Internal Assessments and Appeals

It is the responsibility of Heads of Faculty/Department to ensure that all internal assessment is ready for despatch at the correct time. The Examinations Officers will assist by keeping a record of each despatch, including the recipient details and the date and time sent.

Marks

Marks for all internally assessed work are provided to the Exams Office by the subject teachers or the Heads of Faculty/Department. Candidates must be given these marks before they are submitted.

Appeals against Internal Assessment marks

The process for managing appeals against Internal Assessment marking is detailed in the Appeals Policy, see appendix. The Appeals process is posted on the school website.

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

Candidates will receive individual result slips on Results Days, either in person at the Centre or (on request and receipt of a stamped addressed envelope) by post to their home addresses. Results can be collected on behalf of a candidate by third parties, provided they have been authorised to do so and have written permission and identification. Arrangements for the Centre to be open on Results Days are made by the Vice/Assistant Principal (Teaching & Learning/Curriculum). Staffing responsibilities on Results Days are arranged by the Vice/Assistant Principal (Teaching & Learning/Intervention/Curriculum).

EARs

A Review of marking may be requested by Centre staff or candidates if there are reasonable grounds for believing there has been an error in marking. The candidate's consent is required in writing before any EAR is requested.

If a result is queried, the Head of Department/Faculty and Head of Centre will investigate the feasibility of asking for a re-mark at the Centre's expense.

When the Centre does not support a candidate's or parent's request for 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 in advance.

ATS

After the release of results, candidates may ask subject staff to request a copy of the paper within three days of the issuing of results.

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

JCQ is currently undertaking a review of the EAR process. Some Examination Boards are making the marked papers available for viewing on-line before a review of marking is requested. Where this facility is not yet available a review of marking cannot be applied for after a copy of the script has been requested.

Certificates

Certificates are given out at presentation evening.
Certificates can be collected on behalf of a candidate by third parties, provided they have been authorised to do so and have written permission and identification.

The centre retains certificates for ten years.

MONITORING AND REVIEW ARRANGEMENTS

The Vice/Assistant Principal (Teaching & Learning/Curriculum) meets on a two weekly basis with the Examinations Officers. At each meeting all aspects of the school’s Examination Policy and processes are discussed. Minutes of these meetings are circulated to the Senior Leadership Team.

The Examinations Policy is reviewed annually by the Vice/Assistant Principal (Teaching & Learning/Curriculum).

SIGNED:

Chair of Governors
Officers

Head of Centre

Examinations

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Date

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The policy is next due for review in **June 2019**

APPENDICES

INTERNAL APPEALS POLICY

Appeals against Internally Assessed Work for External Qualifications

United Endeavour Trust is committed to ensuring that when staff assess students' work for external qualification this is done fairly, consistently and in accordance with the specification for the qualification concerned. Assessments are conducted by staff who have appropriate qualification, knowledge, understanding and skills, and who have been trained in this activity. The school is committed to ensuring that assessment evidence provided by students is produced and authenticated according to the requirements of the relevant specifications for each subject. Where a set of work is divided between staff, internal moderation and standardisation will take place to ensure consistency.

If a student does not agree with the internally assessed marks awarded by the teacher and this cannot be resolved by discussion between the teacher and student then the student may appeal to the Vice Principal (Curriculum).

The following procedure will be followed:

- 1 Appeals must be made in writing by the student and submitted as soon as possible to the Vice/Assistant Principal (Teaching & Learning/Curriculum)
- 2 The Vice/Assistant Principal (Teaching & Learning/Curriculum) will investigate the appeal, provided they have not been involved in the original internal assessment, with the appropriate Faculty Area. The purpose of the investigation will be to decide whether the process used for the internal assessment conformed to the published requirements of the Awarding Body and the examinations code of practice produced by the QCA.
- 3 The teacher(s) making the assessment will be able to respond to the appeal in writing and a copy will be sent to the candidate.
- 4 The candidate will be informed in writing of the outcome of the appeal, a written record will be kept and the Awarding Bodies will be informed should the appeal bring any significant irregularity to light.
- 5 If the candidate is not happy with the written response s\he has received then s\he can request a personal hearing before an Appeals Panel.
 - The Appeals Panel will consist of the Chief Executive Officer (CEO) of the Trust and two of the following – the Principal, the Vice/Assistant Principal (Teaching & Learning/Curriculum), the Examinations Officers, the Head of Faculty, a school governor.
 - The request for a personal hearing must be made within two days of receipt of the written reply to the initial appeal.
 - The candidate will be given at least two days' notice of the hearing date.

- A breakdown of the marks awarded will be given to the candidate in advance of the appeal.
- The candidate may bring a parent / carer to the hearing.
- The teacher(s) involved will be present at the hearing.
- The CEO will convey the outcome of an appeal and the reasons for that outcome in writing to the candidate.
- The school will maintain a written record of all appeals (see attached proforma).
- The school will inform the Awarding Bodies of any change to an internally assessed mark as a result of an appeal.
- The Candidate may request a remark from an Independent Assessor.

All internal appeals should have been resolved by the date of the last externally assessed paper of the examination series and the Centre will inform the Awarding Body of any outcome of any appeal.

Appeals against External Assessment Marks

Internally assessed work is moderated by the Awarding Body to ensure consistency between centres; such moderation frequently changes the marks awarded for internally assessed work. This is outside the control of United Endeavour Trust and is **NOT** covered by this policy.

If any student is unhappy with the marks awarded for a particular exam unit (e.g. written exam, Controlled Assessment, practical assessment, etc.), they may request a number of post-results services offered by the Examination Boards such as a clerical check or re-mark (Enquiries About Results). Students must see the Examinations Officer to organise this. Prior to any such requests being submitted the student will be required to sign paperwork to acknowledge that his/her grade may be confirmed, raised or lowered and will be responsible for paying the relevant fee at the time of the request. In cases of Enquiries About Results, where the school does not uphold a request for such an enquiry, the student may normally be expected to pay to have an enquiry carried out. Where a 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.



Internal Appeal Record Form

Course:

Assessor:

Module:

Internal Verifier:

Student name:

Member of SLT:

(Assessment Criteria for this module to be attached to this form)

Reason for the Appeal	Outcome of the Appeal
<p>Date of the Appeal:</p>	<p>Student signature: Assessor signature: IV signature (where relevant): Chief Executive Officer signature:</p> <p>Date of Outcome:</p>

I confirm that I have received a copy of this Internal Appeal Record Form

Signature of Chief Executive Officer:

Date:

Comments:

Emergency Evacuation Procedure

What to do if there is an emergency during your exam

- Listen carefully to the instructions the invigilators give you
- Leave the exam room calmly and stay with the members of staff at all times
- Do not talk to other students, either from the exam or from outside – remember that you are still under **exam conditions** and have to **follow the exam regulations**
- Staff will take you out of the building and you will wait outside until the emergency is over
- **You will not lose any time from your exam.** When it is possible to return to your exam room, any time lost will be added onto the end of your exam time.
- If you break any of the **exam regulations** during the evacuation procedure, this will be dealt with in exactly the same way as if it had happened in the exam room.

On the sound of the fire alarm (continuous ring):

Students must follow the instructions given by the exam invigilator(s). Exam conditions continue to apply so talking or gesturing to the other candidates is not allowed.

Invigilator instructions:

- Stop the exam noting the time on the “Fire Evacuation” sheet.
- Ask the candidates to stop writing, put their pens down and turn over their exam paper.
- Advise the candidates to stay calm and inform them that the exam room will be evacuated.
- Remind the candidates that they are still under exam conditions and that talking or gesturing to the other candidates is not allowed.
- Candidates must leave the exam paper on the desk along with their equipment. They will not be allowed to collect their belongings.
- Evacuate the candidates in the exam room row by row (where appropriate). The senior invigilator will assign invigilators to accompany and supervise the candidates as they leave the room. Each invigilator should supervise no more than 30 candidates and remain with them at all times
- Candidates will be directed to the appropriate assembly point where they will wait in the same order as in the Exam Room. Candidates should remain in silence and do as instructed by any member of staff.
- CANDIDATES MUST NOT RUN.
- The Exams Officer and other administration staff will meet at the assembly point to provide assistance with the supervision of candidates.
- Once all candidates are evacuated, an invigilator will check that there are no candidates remaining in the exam room after this, the doors will be locked off. Other access points to the room must be locked.
- The roll call will then be completed in accordance with the candidate entry list and seating plan.
- The Examinations Officers will liaise with a member of the Senior Leadership Team to ascertain the status of the fire evacuation. If the fire evacuation is a drill or false alarm, the candidates will be escorted back to the examination room for the exam to be re-started in accordance with the JCQ regulations

SEE EACH ACADEMY ‘EMERGENCY EVACUATION PROCEDURE FOR EXAMINATIONS’

EXAM ROOM FIRE EVACUATION SHEET

Exam title: _____

Exam board: _____

Exam Room: _____

Length of exam: _____

Start time: _____

Exam stopped at: _____

Time remaining: _____

Exam restarted at: _____

Please ensure that this sheet is collected in the event of a fire evacuation.
Exam Room Fire Evacuation Procedures are attached to this document.

RESTARTING THE EXAMINATIONS

- Ask the candidates to rule off their answer paper/answer book at the point reached when the examination was halted.
- Inform the candidates of the new finish time both verbally and by adjusting the start/finish times on the whiteboards.
- At the end of the exam reassure the students that the incident will be reported to the examination board and a request will be made for special consideration, to take into account of the disturbance caused to them.

Controlled Assessment/NEA Policy

Controlled Assessment/NEA: a definition

Controlled Assessment or NEA is internal assessment and replaced coursework in the revised GCSEs (from 2009). It is used for those aspects of a subject which cannot be readily assessed by an external examination, for example:

- undertaking research and gathering, selecting and organising materials and information
- planning investigations
- carrying out investigations and/or tasks
- performance and production skills
- working with others and devising creative approaches
- extracting and interpreting information from a range of different sources
- selecting and applying tactics, strategies and compositional ideas
- taking informed and responsible action
- analysis and evaluation of processes and products
- presenting ideas and arguments supported by evidence.

Controlled Assessment/NEA is a form of internal assessment where the control levels for each assessment stage (task setting, task taking and task marking) have been defined by QCA for all examination boards.

Controlled Assessment/NEA tasks also have a time guidance which should be adhered to.

This policy does not apply to set tasks at Newcastle Academy as these will be completed under Examination conditions.

The Delivery of Controlled Assessments/NEA

Each subject area has planned the delivery window or dates where Controlled Assessment/NEA in their subject will take place. To reduce pressure on students, where possible, these should be staggered across the Spring and Summer terms of Year 10 and the Autumn and Spring terms of Year 11.

Where Controlled Assessments/NEA take place

Controlled Assessment/NEA is designed to take place within the normal teaching timetable, for example in the classroom, lab or workshop.

The Controlled Assessment/NEA process

There are three stages to Controlled Assessment/NEA:

1. Task setting

Depending on the subject, tasks may be set by the Centre or the awarding organisation. In some subjects, the awarding organisation sets the task, but the Centre may be able to select from a number of comparable examples or adapt a task to its own circumstances. For other subjects, Centres can set the task with guidance from the awarding organisation.

2. Task taking

There may be different stages to the task with separate levels of control in each. For example, a research stage might allow students to work unsupervised outside the classroom, an analysis stage may require informal supervision, and a final stage of writing up findings and conclusions is likely to take place in a supervised classroom environment.

3. Task marking

Students' controlled assessment work is usually assessed internally by teachers, according to mark schemes or criteria provided by the awarding organisation, before internal standardisation by the Centre and external moderation of the marking by the awarding organisation. In a small number of cases, the awarding organisation will mark the controlled assessment.

Individual subject specifications give specific details on the three stages of the Controlled Assessment / NEA process.

Use of ICT and security of students' work (including storage)

If ICT use is permitted during Controlled Assessment, students are not permitted to access their work between Controlled Assessment sessions.

Therefore, any students who undertake a Controlled Assessment with the use of ICT will be issued with a separate computer login and password to use during Controlled Assessment sessions.

Students are not allowed to save work on USB devices to take home.

Students are not allowed to upload or download their work to the school portal as they will be able to access this at home.

Breaches of these measures can be interpreted as cheating and the students have been informed of the possible consequences.

During and after the completion of the Controlled Assessment the subject teacher is responsible for the secure storage of all assessment work. A locked filing cabinet, a locked cupboard or similar should be used for all such materials. The subject teacher should liaise with the Faculty Leader to ensure that such storage facilities are available. Controlled Assessments should not be given back to students (for removal from the school) until the November following the completion of the course.

Levels of Supervision

There are three levels of supervision which are identified within the subject syllabus requirements. Levels of supervision may vary across an entire Controlled Assessment e.g. during the research for the task, a low level of control may be prescribed, whilst during the task write up a high level of control may operate.

i) High level of control (Formal Supervision)

If a High level of control is required, teachers need to ensure that:

1. Students are in their direct sight at all times.
2. The use of mobile phones, MP3/4 and other electronic devices is strictly prohibited and all breaches are noted and reported to the Examinations Office.
3. Only prescribed resources are used by the students.
4. Students complete all work independently.
5. Students with Special Needs are given the appropriate level of learning support (when this occurs this is noted and declared to the Examination Board).
6. Students are not permitted to communicate with each other and the assessment is carried out under 'examination conditions'.
7. No assistance can be given to students.

ii) Medium level of control (Informal Supervision)

If a Medium level of control is required, teachers need to ensure that:

1. Students are adequately supervised to ensure that work can be authenticated by the teacher, the students' work is their own and plagiarism does not take place).
2. The use of mobile phones, MP3/4 and other electronic devices is strictly prohibited and all breaches are noted and reported to the Exams Office.
3. Students have access to the resources which are prescribed.
4. Students can work together (when this is allowed) and the contributions of individual students are recorded accurately.
5. Students can receive teacher guidance within the limits prescribed.

iii) Low level of control (Limited Supervision)

If a Low level of control is required, teachers need to ensure that:

1. Students receive clear guidelines on which work can be completed without supervision, outside the classroom/centre; these are usually research tasks that students can collect at home and bring to class.
2. Students have access to resources such as books and files during low control tasks.
3. Students can work together to collect information but how they use this information in their work must be on an individual basis.
4. Students can receive guidance from teachers during low control tasks.
5. Allowances will be made for students who are entitled to special arrangements.

Subjects with Controlled Assessments

The Exams Office keep a record of the subjects which have a Controlled Assessment component.

Staff Responsibilities

Vice/Assistant Principal (Teaching & Learning/Intervention/Curriculum):

Has overall responsibility for ensuring controlled assessment operates successfully, which involves:

- reviewing on an annual basis the Centre policy on Controlled Assessment
- assigning responsibilities to specific members of staff
- ensuring that all staff understand their roles and responsibilities, for example using professional development sessions, and engage in a risk management process prior to planning any Controlled Assessment
- dealing with issues arising, for example resolving timetable clashes, obtaining additional facilities
- monitoring the operation of Controlled Assessment, for example receiving reports from subject areas and/or the Exams Office
- providing generic information to students and parents on Controlled Assessments.

Examinations Office:

The Examinations Office is responsible for:

- liaising as necessary with the Vice/Assistant Principal (Teaching & Learning/Intervention/Curriculum), Faculty/Department Leaders and individual teachers
- identifying any requirements for site, technical, administrative or ICT support and communicating these needs to the Vice/Assistant Principal (Teaching & Learning/Intervention/Curriculum)
- engaging staff in a risk management process prior to planning any Controlled Assessment
- entering students for individual units, including Controlled Assessment units and externally examined units
- storing and transmitting information, data and confidential materials between awarding organisations and teachers.

Faculty/Department Leaders:

For each subject area, the Faculty/Department Leader has ultimate responsibility for:

- selecting the appropriate awarding organisations and GCSE specifications in line with the school's Strategy for Change and Curriculum and Teaching & Learning Policy
- deciding on timings of assessment to meet requirements of terminal assessment and communicating these to the Examinations Officer
- undertaking a risk management process prior to planning any Controlled Assessment

- arranging internal standardisation of marking by all teachers involved in assessing an internally assessed component
- ensuring that all teachers understand their roles and responsibilities in Controlled Assessment and are familiar with the requirements of the GCSE specification – for example through Faculty/Department meetings and professional development
- ensuring Schemes of Work incorporate Controlled Assessment as appropriate
- consulting with the Special Educational Needs Coordinator (SENCO) on additional arrangements, which might be needed for particular students
- making contingency arrangements for the event of absences by candidates or teacher, for example a second, alternative date for the Controlled Assessment
- arranging for secure storage of students' work.

Subject Teachers:

Individual teachers need to:

- contribute to decisions about the selection of the awarding organisation and specification
- undertaking or contributing to a risk management process prior to planning Controlled Assessment
- decide how the Controlled Assessment should be incorporated into the Scheme of Work to provide a coherent sequence of learning and ensure students are well-prepared for the Controlled Assessment, for example in developing linguistic or practical skills or carrying out fieldwork or research
- provide information as necessary to Faculty Leader of the subject area (on planning of teaching and the special educational needs for particular students) and to the Exams Office (individual unit codes)
- book facilities, resources and any specialist requirements needed for the Controlled Assessment
- obtain confidential materials and tasks set by the awarding organisation
- supervise assessments, applying the specified level of control, and ensuring authentication forms are signed by candidates and the supervising teacher
- ensure the secure storage of students' work
- provide appropriate feedback to students and parents (through the reporting process) once the Controlled Assessment has been marked
- monitor student completion of the Controlled Assessment and involve appropriate staff (Faculty Leader) if concerns arise.

Site, Technician, Administrative and ICT Support Staff:

Depending on the resources involved site and administrative staff might have a significant role in:

- ensuring all necessary accommodation (rooms, workshops, studios, ICT suites) and facilities (equipment, laptops, apparatus, desks and chairs) are available and in place for Controlled Assessment tasks
- arranging any additional equipment or materials which will be needed for the Controlled Assessment task well in advance
- ensuring, in liaison as necessary with teachers and the Exams Office, that suitable secure storage exists for candidates' work.

Such needs will be identified in advance by the Exams Office and the Faculty/Department Leaders and communicated to the Vice/Assistant Principal (Teaching & Learning/Curriculum) to ensure the effective and efficient deployment of staff.

Internal Appeals procedures

The school has a separate Internal Appeals Policy which covers the consideration of Controlled Assessment.

Monitoring and Review Arrangements

The Vice/Assistant Principal (Teaching & Learning/Curriculum) meets on a two weekly basis with the Examinations Officers.

Minutes of these meetings are circulated to the Senior Leadership Team.

The Controlled Assessment Policy is reviewed annually by the Vice/Assistant Principal (Teaching & Learning/Curriculum)

References and further information

QCDA factsheet *Planning and managing controlled assessment for GCSEs and Diploma Principal Learning*

QCDA editable document *Outlining staff responsibilities*

QCDA editable template Risk management process

AQA editable documents from the *Managing Controlled Assessment Delegate pack*

OCR *Summary of Controlled Assessment Units*

OCR *Teacher's guidance on how to plan*

OCR *Controlled Assessment - Teacher guidance on task marking*

EXAM CONTINGENCY PLAN

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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 Clayton Hall/Newcastle Academy. 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.

At all times, the Examination Officer and Senior Leadership Team will liaise with the relevant Awarding Body to ensure any contingency plans meet with its requirements and that JCQ regulations are adhered to where possible.

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 is 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 Support Officer extended absence at key points in the exam process (cycle)
<u>Criteria for implementation of the plan</u> Key tasks required in the management and administration of the exam cycle not undertaken including: <u>Planning</u> <ul style="list-style-type: none">• 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 and trained. <u>Entries</u>

- 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 incurred.

Pre-exams

- Exam timetabling, rooming allocation; and invigilation schedules not prepared.
- Candidates not briefed on exam timetables and awarding body information for candidates.
- Exam/assessment materials and candidates' work not stored under required secure conditions.
- Internal assessment marks and sample 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 eg very late arrival, suspected malpractice, special consideration.
- Candidates scripts not dispatched as required to awarding bodies.

Results and post results

- Access to examination results affecting the distribution of results to candidate.
- The facilitation of the post-results services.

Centre actions

- Senior Leadership Team (SLT) to assume responsibility for the above tasks

2. SENCO/Assistant 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 arrangement 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

- The Teaching Assistants and Exams Officer to work with SLT to identify students where applications for access arrangements may be required. The employment of outside agencies/professional may be required.

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

Criteria for implementation of the plan

Key tasks not undertaken including:

- Early entry information not being 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 Exams Officer to liaise with Head of Department/2nd in Department and/or SLT, if necessary, to ensure all necessary deadlines are adhered to. Where this is not possible, the Exams Officer will liaise with the relevant Awarding Body and act upon advice received.

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.
- Invigilator without appropriate or lapsed DBS.

Centre actions

- The Exams Officer will review the invigilation staffing at the start of each academic year to ensure sufficient staff are recruited and trained in a timely fashion.

- The Exams Officer will liaise with SLT regarding school staff available for invigilation duties.
- Invigilator without current DBS to be accompanied by staff with DBS.

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 expected incident at exam time.

Centre actions:

- The Exams Officer will organise rooming for examinations before the Easter holidays ensuring sufficient time is available to identify appropriate rooms and plan appropriately.
- In the event of a room not being available at very short notice, sufficient staff will be made available to ensure the security of the examination is not compromised whilst alternative rooming is sourced. The SLT will work with the Exams Officer at all times during such emergencies.

6. Failure of IT systems

Criteria for implementation of the plan

- SIMS/A2C system failure at final entry deadline.
- SIMS/A2C system failure during exams preparation.
- SIMS/A2C system failure at results release time.

Centre actions

- The Exams Officer, in consultation with the SLT, will make entries from another venue direct to the Awarding Bodies. Results may also be accessed directly from the Awarding Body. At all times during the system failure the Exams Officer will liaise with the Awarding Body to minimise disruption and costs incurred with support from SLT.

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

- SLT to manage all such incidents.

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 Exams Officer will contact the relevant awarding body to discuss alternative arrangements and liaise with the SLT to take appropriate action.

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 Exams Officer will contact the relevant awarding body to discuss alternative arrangements and liaise with the SLT to take appropriate action.

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

- The Exams Officer will contact the awarding body to notify them of any such difficulties and put in place suitable alternative arrangements.

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 action

- The Exams Officer will contact the awarding body to notify them of any such incidents and act upon advice given.

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 Exams Officer will contact the Awarding Body to notify them of any such incidents and act upon advice given.

*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

Gov.uk

Joint contingency Plan in the event of widespread disruption to the Examination System in England, Wales and Northern Ireland

<https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/joint-contingency-plan-in-the-event-of-widespread-disruption-to-the-examination-system-in-england-wales-and-northern-ireland>

Emergencies and severe weather: schools and early years settings

<https://www.gov.uk/guidance/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>

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 exams

<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>

JCQ General Regulations for Approved Centres 2016-2017

Administration of Access Arrangements Assessment Process

Task	By whom
1. Specialist assessor appointed in conjunction with SENSS Learning Support, Entrust.	Head of Centre/Principal
2. Qualifications and competence of specialist assessor to be checked.	Head of Centre/Principal
3. Evidence of the qualifications of the specialist assessor to be provided and held on file for JCQ inspection purposes.	SENCO
4. Section A of JCQ Form 8 to be completed in advance of the assessment. This must paint a picture of the candidates need, confirm the candidate's normal way of working and include any background information. Pupils must also sign the data protection form prior to any application being made.	SENCO
5. Completed JCQ Form 8 to be given to the specialist assessor in advance of the assessment.	SENCO
6. Candidate assessment to be carried out in accordance with Section 7.5 of the JCQ publication <i>Access Arrangements and Reasonable Adjustments</i> . Section C of JCQ Form 8 must be completed to record the results of the assessment. Form 8 to be signed.	Specialist Assessor
7. Establish if the results of tests in literacy and/or cognitive abilities present evidence that the candidate has an impairment which substantially affects their performance.	Specialist Assessor
8. Access Arrangements requested following discussion with the specialist assessor. JCQ Form 8 Section B to be completed once testing complete and impairment confirmed.	SENCO
9. JCQ Form 8 to be signed.	SENCO
10. Application for access arrangements processed on <i>Access arrangements online</i> .	SENCO/Exams Officer
11. Evidence to be retained in folder for JCQ Inspection.	SENCO/Exams Officer
12. Letter sent to parents/carers to confirm level of access arrangements granted.	SENCO

JCQ General Regulations for Approved Centres 2016-2017

Checklist – Appointment of specialist assessors of candidates with learning difficulties

1. Name of specialist assessor		
2. Contact details		SENSS Learning Support Entrust Riverway Centre Riverway Stafford ST16 3TH Telephone: 0300 111 8030
3. Relevant qualifications <i>(please tick as appropriate)</i>	<input type="checkbox"/>	Specialist teacher with a <u>current</u> SpLD Assessment Practising Certificate Please give details
	<input type="checkbox"/>	Qualified psychologist registered with the Health & Care Professions Council Please give details
	<input type="checkbox"/>	Other, please give details

I authorise (name of assessor)to undertake our access arrangement assessments. I am satisfied she has the required level of competence and appropriate qualifications as listed above.

Signed Date

Head of Centre/Principal

JCQ General Regulations for Approved Centres 2016-2017

Verifying identity of all candidates at the time of examination or assessment

Task	By whom
1. Photographs to be available in exam folder in each room. Individual exam cards, with candidate photographs, to be available for all SEN pupils with access arrangements or pupils in smaller/remote rooms.	Exams Officer
2. Supervision of candidates entering the main exam hall.	SLT
3. During exams the invigilators in the smaller/remote rooms and those rooms housing pupils with access arrangements will verify, through a visual check, that exam cards match student identity. Random checks will also be conducted in the hall as required by the Senior Invigilator (e.g. to ensure seating plan is followed).	Senior Invigilator / Invigilators

For use by exams office staff

GCSE controlled assessments

Risk management process (editable template)

This editable template examines potential risks and issues relating to the implementation of controlled assessment for GCSE qualifications and how these might be managed and mitigated through forward planning and remedial actions. We hope it will provide a useful starting point for exams office staff when discussing with colleagues risks and issues that might apply to their centre.

Using the risk management process template

The list of possible risks and issues featured in this template is purely illustrative for an individual centre to consider and adapt to their own needs. There are blank rows under each heading for you to fill in.

A blank column entitled 'Staff' has been included on the template so centres can list the person (or role):

- **responsible** for the risk/issue;
- **accountable** for the risk/issue;
- who should be **consulted** about this risk/issue;
- who should be **informed** if the risk/issue arises;

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

Please note: the above guidance is not part of the template and must not be altered.

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Timetabling			
Controlled assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. at the start of the academic year)	Plan dates in consultation with school calendar – negotiate with other parties	(insert names)
Too many controlled assessments close together across GCSE subjects	Plan controlled assessments so they are spaced over the duration of the course	Space controlled assessments to allow candidates some time between them	
Accommodation			
Insufficient space in classrooms for candidates	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessments	Use more than one classroom or multiple sittings where necessary	
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Downloading awarding body set tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	
Teaching staff unable to access task details	Test secure access rights ahead of controlled assessment schedule every year and every session	Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the controlled assessment schedule	
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Control levels for task taking			
The assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	
Supervision			
Student study diary/plan not provided or completed*	Ensure teaching staff 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	
Teaching staff do not understand that the supervision of controlled assessments is their responsibility	Ensure teaching staff fully understand the nature of controlled assessments and their role in supervising assessments		
A suitable supervisor has not been arranged for an assessment where teaching staff are not supervising	A suitable supervisor must be arranged for any controlled assessment session where a teacher is not supervising, in line with the awarding body's specification		

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

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

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

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and the penalties for not meeting them	Mark what candidates have produced by the deadline Seek guidance from awarding body on further action	
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to the awarding body deadline) to complete marking/paperwork (Marks can then be processed and submitted ahead of awarding body deadlines)	Seek guidance from awarding body	
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking	Find candidate and ensure authentication form is signed	

Teaching staff fail to complete authentication forms or leave before completing the authentication process	Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature	Return the authentication form to the teacher for signature Ensure authentication forms are signed as work is marked	
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Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Marking			
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking Plan for sampling of marking during the practice phase	Arrange for re-marking Consult the awarding body's specification for appropriate procedures	
Centre does not run the standardisation activity as required by the awarding body	Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted	Check with the awarding body whether a later standardisation event can be arranged	

EQUALITY IMPACT ASSESSMENT POLICY CHECKLIST

Equality Impact Assessment of SNT Policy						
Title of Policy	Examination Policy					
PART 1	Positive Impact – reducing inequalities					
<p>Statutory duty/equality legislation: Equality Impact Assessment undertaken or is satisfied. <i>D = Disability, GA = Gender reassignment, P = Pregnancy & Maternity, R = Race, R/B = Religion or Belief, S = Sex, SO = Sexual Orientation, A = Age, M/CP = Marriage and Civil Partnerships</i></p>	<p>How is the policy likely to have a <u>significant positive impact</u> on equality by reducing inequalities that already exist? All students and staff will have a consistent approach to the management of examinations at United Endeavour Trust schools. All students will have their needs met in respect to the administration and sitting of examinations within the regulations set down by JCQ and the Awarding Bodies.</p> <p>Could the policy have a <u>significant negative impact</u> on equality in relation to each of the following groups or characteristics? None</p>					
Characteristics Indicate areas of likely impact ☒	Promote equal opportunities	Get rid of discrimination	Get rid of harassment	Promote good community relations	Promote positive attitudes	Promote/ protect human rights
D	✓	✓			✓	✓
GA	✓	✓			✓	✓
P	✓	✓			✓	✓
R	✓	✓			✓	✓
R/B	✓	✓			✓	✓
S	✓	✓			✓	✓
SO	✓	✓			✓	✓
A						
M/CP						
Equality Impact Assessment of SNT Policy	Records					
Name of person responsible for policy	T Thorn / S Walsh					
Date of EIA of Policy	April 2016					

A = Age, M/CP = Marriage and Civil Partnerships –applies in respect of employment framework policies

Equality Impact Assessment of SNT Policy	Evidence
PART 2	
<p><i>Statutory duty/equality legislation: Equality Impact Assessment undertaken or is satisfied.</i></p> <p><i>D = Disability, GA = Gender reassignment, P = Pregnancy & Maternity, R = Race, R/B = Religion or Belief, S = Sex, SO = Sexual Orientation, A = Age, M/CP = Marriage and Civil Partnerships</i></p>	<p>What is the evidence for your answers above? (list any quantitative and qualitative)</p> <p>All students issued with regulations on an annual basis. Record of Access Arrangements</p>

Equality Impact Assessment of SNT Policy	Conclusion
PART 3	
Summary of findings	Current evaluation supported by annual JCQ Inspections indicate that all elements of the policy in place and effective.

Equality Impact Assessment of SNT Policy	Next steps		
PART 4			
Category	Actions	Target Date	Person responsible
Next Steps – Action Plan			
Practical changes required to reduce adverse impact	None	June 2019	T Thorn/S Walsh
Monitoring and evaluation and Review (publish revised policy)	Annual policy review	June 2019	T Thorn/S Walsh