

Our Lady's Catholic High School

Examinations Policy

'Our Lady's is first and foremost a Catholic school. It follows from this that the ethos of our school should reflect the values proclaimed by Christ in the Gospels and recognise the unique value of each individual. Our Mission is to be a Faith Community which, through following Gospel Principles, acts as a positive example, both within our own and our extended community.'

(from OLCHS Mission Statement)

Reviewed: Spring Term 2020
Next Review: Spring Term 2021

The purpose of this exam policy is:

- to ensure the planning and management of exams is conducted efficiently and in the best interest of candidates.
- to ensure the operation of an efficient exam system with clear guidelines for all relevant staff.

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

The exam policy will be reviewed every two years.

The exam policy will be reviewed by the Senior leadership team, Exams officer and Governors.

Exam responsibilities

The Exams Officer manages the administration of public and internal exams and:

- advises the senior leadership team, subject and class teachers 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, governors and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events
- ensures that candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them
- consults with teaching staff to ensure that necessary controlled assessment is completed on time and in accordance with JCQ guidelines
- provides and confirms detailed data on estimated entries
- receives, checks and stores securely all exam papers and completed scripts
- administers access arrangements 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
- line manages the senior exam invigilators in organising the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams
- arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT and Principal Teachers, any appeals/re-mark requests
- maintains systems and processes to support the timely entry of candidates for their exams.

The Sen Coordinator SENCo is responsible for:

- Identification and testing of candidates, requirements for access arrangements.
- Provision of additional support - with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment - to help candidates achieve their course aims.

Lead invigilator/invigilators are responsible for:

- Collection of exam papers and other material from the exams officer before the start of the exam.
- Collection of all exam papers in the correct order at the end of the exam and their return to the exams officer.

Candidates are responsible for:

- Confirmation and signing of entries.
- Understanding controlled assessment regulations and signing a declaration that authenticates the controlled assessment as their own.

Qualifications offered

The qualifications offered at this centre are decided by the Head of centre and Heads of department.

The qualifications offered are GCSE, BTec and Functional Skills.

Informing the exams officer of changes to a syllabus is the responsibility of the Heads of subject and Principal Teachers.

Decisions on whether a candidate should be entered for a particular subject will be taken in consultation with the SENCo, Subject teachers, Principal Teachers and Deputy Head.

Exam seasons

Internal exams and assessments are scheduled in December and **April/May**.

External exams and assessments are scheduled in May and June.

Internal exams are held under external exam conditions.

The Head of centre and Principal Teachers decide which exam series are used in the centre.

On-demand tests can be scheduled only in windows agreed between the EO and the SLT is the policy for offering on-demand testing.

Timetable

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

Entries, entry details and late entries

Candidates are selected for their exam entries by the Principal Teachers and Subject teachers. Candidates or parents/carers can request a subject entry, change of level or withdrawal.

The centre accepts entries from external candidates, but usually only from members of staff or former pupils

The centre does not act as an exam centre for other organisations.

Entry deadlines are circulated to Principal Teachers via Email and Internal Post/Pigeon hole.

Late entries are authorised by Deputy Head and Exams officer.

Exam fees

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

GCSE entry exam fees are paid by the Centre.

BTEC exam fees are paid by the Centre.

Late entry or amendment fees are paid by the Department or the Candidate depending on the circumstances.

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

Disability Discrimination Act

All exam centre staff must ensure that meet the requirements of the Disability Discrimination Act 1995 (DDA), extended in 2005, and the Disability Equality Duty (DED), introduced in 2006. The DDA introduced measures aimed at eliminating the discrimination often faced by disabled people. The main provisions of the Act give protection to disabled people in the areas of employment and education.

'A person has a disability for the purposes of the DDA if s/he has a physical or mental impairment that has a substantial and long-term adverse effect on her/his ability to carry out normal day-to-day activities.

The centre will meet the requirements of the DDA by ensuring that the exams centre is accessible and improving candidate experience. This is the responsibility of the Head of centre, Exams officer and SENCo. (See Appendix 1)

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, Doctor and Educational psychologist/Specialist teacher.

Making access arrangements for candidates to take exams is the responsibility of both the SENCo and Exams Officer.

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 Exams Officer.

Invigilation and support for access arrangement candidates will be organised by the SENCo with the exams officer.

Overseas students

Managing overseas students is the responsibility of the Deputy Head.

Contingency planning

Contingency planning for exams administration is the responsibility of the Exams Officer.

Private candidates

Managing private candidates is the responsibility of the Exams Officer.

Estimated grades

Principal Teachers are responsible for submitting estimated grades to the Exams Officer when requested by the Exams Officer.

Managing invigilators

Retired Teachers, Parents, Ancillary Staff are used to invigilate examinations.

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

Recruitment of invigilators is the responsibility of the General Office.

Securing the necessary Criminal Records Bureau (DBS) clearance for new invigilators is the responsibility of the Exams Officer.

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

Invigilators are timetabled and briefed by the Exams Officer.

Invigilators rates of pay are set by the Business Manager.

Invigilation of Public Exams at OLCCHS

For all public exams at OLCCHS external invigilators will be employed at the ratio of 1 invigilator per 30 candidates, but invigilators will never be on their own even if there are fewer than 30 candidates.

Invigilators are trained and are able to cope with unexpected events. There will be a two-way radio in the exam room so that it is possible to summon help.

At the start and finish of each exam, the invigilators will be supported by the Exams Officer and the Learning Manager and / or a member of SLT.

- To comply with the requirements of “Rarely Cover” teaching staff will not be required to act as invigilators.

There follows an extract from JCQ rules relating to teachers present in exam rooms.

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 exams officer.

Where specifically approved by the head of centre and agreed with the exams officer, members of centre staff have a very clear role principally:

- 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;
- using information provided by the exams officer or subject teacher, identify whether the candidates have been prepared for the set texts highlighted on the question paper.

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 exams officer 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 where 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.

Candidates who arrive late

A candidate who arrives after the start of the examination should be allowed to enter the examination room and sit the examination.

A candidate who arrives after the start of the examination should be allowed the full time for the examination, provided that adequate supervision arrangements are in place.

A candidate will be considered very late if they arrive:

- more than one hour after the **published** starting time for an examination which lasts one hour or more, i.e. after 10.00am for a morning examination or after 2.30pm for an afternoon examination.

For examinations that last less than one hour, a candidate will be considered very late if they arrive:

- after the awarding body's published finishing time for the examination.

Where a candidate arrives very late for an examination we will:

- send the script to the awarding body/examiner in the normal way;
- send a full written report to the awarding body on Form JCQ/VLA-Report on Candidate Admitted Very Late to Examination Room as soon as possible, and in any event within 7 days from the date of the relevant examination.

The report must contain the following information:

- the reason the candidate arrived late, including any details of special arrangements made for the candidate to reach the centre;
- the actual starting and finishing times of the examination;
- the time the candidate started the examination;
- the time the candidate finished the examination;
- a statement on whether security may have been broken due to the candidate arriving late, including information about the extent to which the candidate was under supervision from the actual starting time of the examination;

We will warn the candidate that the awarding body may not accept their work.

Where a candidate is identified as being absent at the start of an exam by centre personnel, we will make contact with the candidate's parent/carer.

The parent/carer will be advised to keep the candidate under supervision at all times until the candidate is handed over to a member of centre staff. In such circumstances the parent/carer and the candidate should sign an appropriate statement to confirm the supervision arrangements which were put in place.

Candidates who persistently arrive late for examinations will in the first instance be spoken to by their Learning Manager. If the problem persists RCH or the Learning Manager will contact the candidate's parent/carer and suggest strategies to prevent a recurrence.

Malpractice

The Exams Officer is responsible for investigating suspected malpractice.

Exam days

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

Site management is responsible for setting up the allocated rooms.

The Learning Manager or member of SLT will start all exams in accordance with JCQ guidelines.

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.

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

Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will usually be distributed to Principal Teachers at the end of the exam session.

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

The JCQ publication *General Regulations for Approved Centres* recommends that **question papers must not be released to teaching staff until all candidates in the centre have sat the examination**. This could technically be immediately after the published finishing time if there are no examinations later in the published session, or the following day.

Candidates

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

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

Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full exam time at the discretion of the exams officer 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 Exams officer is 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 Exams officer.

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 exams officer, or the exam invigilator, to that effect.

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

The exams officer will then complete a special consideration form online for the relevant awarding body within seven days of the exam.

Internal assessment

It is the duty of Principal Teachers to ensure that all internal assessment is ready for despatch at the correct time. The exams officer will assist by keeping a record of each despatch, including the recipient details and the date and time sent. (For risk assessment see Appendix 3).

Outlining staff responsibilities - GCSE controlled assessment

Senior leadership team

- Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the academic year, begin coordinating with heads of department/subject to schedule controlled assessments. (It is advisable that controlled assessments be spread throughout the academic years of key stage 4).
- Map overall resource management requirements for the year. As part of this resolve:
 - Clashes / problems over the timing or operation of controlled assessments.
 - Issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)

- Ensure that all staff involved have a calendar of events
- Create, publish and update an internal appeals policy for controlled assessments. (See Appendix 2)

Principal Teachers

- Decide on the awarding body and specification for a particular GCSE.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities with regard to controlled assessment.
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

Teaching staff

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments*.
- Understand and comply with the awarding body specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Supply to the exams office details of all unit codes for controlled assessments.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.

- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the exams officer to the awarding body when required, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Ask the appropriate special educational needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements.

Exams Officer

- Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
- Enter students' 'cash-in' codes for the terminal exam series.
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute marksheets for teaching staff to use, and collect and send marksheets to awarding bodies before deadlines.
- On the few occasions where controlled assessment cannot be conducted in the classroom, arrange suitable accommodation where controlled assessment can be carried out, at the direction of the senior leadership team.

Special educational needs coordinator/additional learning support

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

Marks and appeals

Marks for all internally assessed work and estimated grades are provided to the exams office by the Principal Teachers.

Appeals against internal assessments must be made by the 30 June each year. See Appendix 2.

Appeals against internal assessments

The process for managing appeals against internal assessments is detailed in a separate appeals policy, available from the exams office. (See Appendix 2)

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 by post to their home addresses (candidates to provide self-addressed envelope).

Arrangements for the centre to be open on results days are made by the Head of centre.

The provision of staff on results days is the responsibility of the Head of centre.

EARs

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

If a result is queried, the exams officer, teaching staff and head of centre will investigate the feasibility of asking for a 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.

ATS

After the release of results, candidates 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 candidates must be obtained.

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

Certificates

Certificates are presented in person and collected and signed for.

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

The centre retains certificates for two years.

Appendix 1

Disability Discrimination Policy for Examinations

The DDA introduced measures aimed at eliminating the discrimination often faced by disabled people. The main provisions of the Act give protection to disabled people in the areas of employment and education.

There are an estimated 1.7 million students in United Kingdom schools with special educational needs, of whom some 250,000 have statements of special educational needs.

The 12 categories used to determine special educational needs include:

- physical disability
- hearing impairment
- visual impairment
- emotional disturbance
- behavioural problems
- mild general learning disability
- borderline mild general learning disability
- autism/autistic spectrum disorders
- specific learning disability
- children with needs arising from an assessed syndrome
- specific speech and language disorder.

“A person has a disability for the purposes of the DDA if s/he has a physical or mental impairment that has a substantial and long-term adverse effect on her/his ability to carry out normal day-to-day activities.”

All parts of this definition must be met for a person to have rights under the DDA. It is also important to note that the definition can cover illnesses and conditions that some people

may not immediately think of as a disability, such as asthma, cancer, HIV/AIDS, depression, heart disease or diabetes.

It is the responsibility of the centre to meet the requirements of the DDA and to ensure that all candidates have access to the examination system and are able to realise their full potential.

As a general rule any pupils with special requirements will be withdrawn to the learning support area of school where there is a small room for up to 12 pupils under examination conditions. This is wheelchair accessible, as is the main exam room.

Any pupils who require to be alone in a room, either because they need a scribe or supervised rest breaks etc. will usually be catered for in offices.

A timetable of rooms to be used and of candidate requirements will be drawn up by Learning Support in advance of the examination period. It is the responsibility of Learning Support to collect the papers from the main examination room at the start of each exam and to return completed scripts to the Exams Officer at the end of the exam.

Applications for access arrangements will usually be made at the beginning of Year 10 for GCSE exams. QDCA gives the following advice about those eligible for access arrangements.

“To decide who might need access arrangements, schools should consider pupils:

- with a statement of special educational needs as described in the *Special educational needs (SEN) code of practice* (available from DCSF publications) or a local equivalent such as Individual Pupil Resourcing Agreement (IPRA)
- for whom provision is being made in school at *School Action* or *School Action Plus* of the *SEN code of practice*, and whose learning difficulty or disability significantly affects their ability to access the tests
- who require alternative access arrangements because of a disability (which may or may not give rise to a special educational need)
- who are unable to sit and work for a sustained period because of a disability or because of behavioural, emotional or social difficulties
- with English as a second language and who have limited fluency in English.”

It is important to remember that any pupils who are identified having special requirements in KS3 should be given full access arrangements for all internal exams. It is good practice to get them used to these arrangements as soon as possible.

Appendix 2

Appeals Against Internal Assessment of Work for External Qualifications

Our Lady's Catholic High School is committed to ensuring that whenever it's staff assesses 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 knowledge, understanding and skills, and who have been trained in this activity. The centre is committed to ensuring that assessment evidence provided by candidates 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 ensure consistency.

If a student feels that this may not have happened in relation to his/her work, s/he may make use of this appeals procedure. Note that appeals may only be made against the process that led to the assessment and not against the mark or grade submitted by the centre for moderation by the awarding body.

This procedure is available from the exams officer:

1. Appeals should be made as early as possible and at least two weeks before the end of the last externally assessed paper in the examination series (eg the last GCSE written paper in the June GCSE exam series).
2. Appeals should be made in writing by the candidate's parent/carer to the exams officer (EO), who will investigate the appeal with at least two other members of staff who have not been involved in the internal assessment decision. If the EO was directly involved in the assessment in question, the headteacher will appoint another member of staff of similar or greater seniority to conduct the investigation. Likewise, if the EO is not able to conduct the investigation for some other reason.
3. The purpose of the appeal 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 of the QCA.
4. The appellant will be informed in writing of the outcome of the appeal, including any relevant correspondence with the awarding body and any changes made to the procedure relating to internal assessment.
5. The outcome of the appeal will be made known to the headteacher and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the appeal bring any significant irregularity to light, the awarding body will be informed.

After work has been assessed internally, it is moderated by the awarding body to ensure consistency between centres. Such moderation frequently changes the marks awarded for internally assessed work. That is outside the control of Our Lady's Catholic High School and is not covered by this procedure. If you have concerns about it, please ask the EO for a copy of the appeals procedure of the relevant awarding body.

Appendix 3

Outlining staff responsibilities - GCSE controlled assessment

Senior leadership team

- Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the academic year, begin coordinating with heads of department/subject to schedule controlled assessments. (It is advisable that controlled assessments be spread throughout the academic years of key stage 4).
- Map overall resource management requirements for the year. As part of this resolve:
 - clashes / problems over the timing or operation of controlled assessments.
 - issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Ensure that all staff involved have a calendar of events
- Create, publish and update an internal appeals policy for controlled assessments.

Principal Teachers

- Decide on the awarding body and specification for a particular GCSE.
- Ensure that at least 40% of overall assessment (controlled and/or external assessment) is taken in the exam series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the awarding body specification.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities with regard to controlled assessment.
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.

- Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

Teaching staff

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments*.
- Understand and comply with the awarding body specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Supply to the exams office details of all unit codes for controlled assessments.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Ask the appropriate special educational needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements.

Exams Officer

- Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
- Enter students' 'cash-in' codes for the terminal exam series.

- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute marksheets for teaching staff to use, and collect and send marksheets to awarding bodies before deadlines.
- On the few occasions where controlled assessment cannot be conducted in the classroom arrange suitable accommodation where controlled assessment can be carried out, at the direction of the senior leadership team.

Special educational needs coordinator/additional learning support

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

Appendix 4

Registration & Certification

Aim:

- To register individual learners to the correct programme within agreed timescales.
- To claim valid learner certificates within agreed timescales.
- To construct a secure, accurate and accessible audit trail to ensure that individual learner registration and certification claims can be tracked to the certificate which is issued for each learner.

In order to do this, the centre will:

- Register each learner within the awarding body requirements.
- Provide a mechanism for programme teams to check the accuracy of learner registrations.
- Make each learner aware of their registration status.
- Inform the awarding body of withdrawals, transfers or changes to learner details.
- Ensure that certificate claims are timely and based solely on internally verified assessment records.
- Audit certificate claims made to the awarding body.
- Audit the certificates received from the awarding body to ensure accuracy and completeness.
- Keep all records safely and securely for two years post certification.

Appendix 5

BTEC Internal Verification

Aim:

- To ensure that IV is valid, reliable and covers all assessors and programme activity.
- To ensure that the IV procedure is open, fair and free from bias.
- To ensure that there is accurate and detailed recording of IV decisions.

In order to do this, the centre will:

- Ensure that all centre assessment instruments are verified as fit for purpose.
- Verify an appropriately structured sample of assessor work from all programmes, sites and teams, to ensure centre programmes conform to the BTEC standards and external verification requirements.
- Plan an annual internal verification schedule, linked to assignment plans.
- Define, maintain, and support effective internal verification roles.
- Ensure that identified staff will maintain secure records of all internal verification activity.
- Brief and train staff of the requirements for current internal verification procedures.
- Promote internal verification as a developmental process between staff.
- Provide standardised IV documentation
- Use the outcome of internal verification to enhance future assessment practice.

Appendix 6

BTEC Assessment

Aim:

- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals.
- To ensure that the assessment procedure is open, fair and free from bias and to national standards.
- To ensure that there is accurate and detailed recording of assessment decisions.

In order to do this, the centre will:

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment.
- Assess learner's evidence using only the published assessment and grading criteria.
- Ensure that assessment decisions are impartial, valid and reliable.
- Not limit or 'cap' learner achievement if work is submitted late.
- Develop assessment procedures that will minimise the opportunity for malpractice.
- Maintain accurate and detailed records of assessment decisions.
- Maintain a robust and rigorous internal verification procedure.
- Annually provide samples for external verification, as required by the awarding body.
- Monitor external verifier reports and undertake any remedial action required.
- Share good assessment practice between all BTEC programme teams.
- Ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff.
- Provide resources to ensure that assessment can be performed accurately and appropriately.

Appendix 7

BTEC Appeals

Aim:

- To enable the learner to enquire, question or appeal against an assessment decision.
- To attempt to reach agreement between the learner and the assessor at the earliest opportunity.
- To standardise and record any appeal to ensure openness and fairness.
- To facilitate a learner's ultimate right of appeal to the awarding body, where appropriate.
- To protect the interests of all learners and the integrity of the qualification.

In order to do this, the centre will:

- Inform the learner at induction, of the Appeals Policy and procedure.
- Record, track and validate any appeal.
- Forward the appeal to the awarding body when a learner considers that a decision continues to disadvantage him/her after the internal appeals process has been exhausted.
- Keep appeals records for inspection by the awarding body for a minimum of 18 months.
- Have a staged appeals procedure.
- Will take appropriate action to protect the interests of other learners and the integrity of the qualification, when the outcome of an appeal questions the validity of other results.
- Monitor appeals to inform quality improvement.

Appendix 8

Word Processing Policy

Introduction

This policy on the use of word processors in examinations and assessments is reviewed and updated annually, on the publication of updated JCQ regulations and guidance contained in the publications Access Arrangements and Reasonable Adjustments and Instructions for conducting examinations. References to 'AA' relate to JCQ *Access Arrangements and Reasonable Adjustments 2019-2020* and ICE to JCQ *Instructions for conducting examinations 2019-2020*.

Purpose of the policy

This policy details how Our Lady's Catholic High School manages and administers the use of word processors (including laptops and tablets) in examinations and assessments. Word processors are not granted to candidates because they want to type rather than write or can work faster on a word processor. Candidates are assessed by an external educational psychologist according to the JCQ regulations and guidance contained in the AA publications and if appropriate will approve the use of word processors for a candidate.

Principles for using a word processor

Our Lady's Catholic High School complies with AA chapter 4 *Adjustments for candidates with disabilities and learning difficulties* regulations and guidance as follows:

(AA 4.2.1)

- Candidates with access to word processors are allowed to do so in order to remove barriers for disabled candidates which prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties
- The use of word processors is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled candidate

(AA 4.2.2)

- The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question

(AA 4.2.3)

- Candidates may not require the use of a word processor in each specification. As subjects and their methods of assessments may vary, leading to different demands of our candidates, the need for the use of a word processor is considered on a subject-by-subject basis

(AA 4.2.4)

- The use of a word processor is normally considered and agreed where appropriate at the start of the course providing the centre has firmly established a picture of need and normal way of working for a candidate

- Candidates are made aware when they will have the use of a word processor for timetabled examinations and non-examination assessments

(AA 4.2.5)

- The use of a word processor for candidates is only granted if it reflects the support given to the candidate as their 'normal way of working', which is defined as support:
 - in the classroom (where appropriate); or
 - working in small groups for reading and/or writing; or
 - literacy support lessons; or
 - literacy intervention strategies; and/or
 - in internal school tests/examinations
 - mock examinations

Purpose of the policy

This policy details how Our Lady's Catholic High School complies with AA (chapter 4) Adjustments for candidates with disabilities and learning difficulties and (chapter 5.8) Word processor when awarding and allocating a candidate the use of word processor in his/her exams.

The term 'word processor' is used to describe for example, the use of a computer, laptop or tablet.

The use of a word processor

The centre will:

- allocate the use of a word processor to a candidate where it is their normal way of working within the centre (AA 5.8.1)
- award the use of a word processor to a candidate if it is appropriate to their needs

Needs may include:

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

- provide access to word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification (AA 5.8.2)

The centre will not:

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

Exceptions

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

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

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

A candidate using a word processor is accommodated in a separate room to the main cohort as arranged by the Learning Support Exams Lead.

To comply with ICE 14, the centre:

- provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off) (ICE 14.20)
- (where a candidate is to be seated with the main cohort without the use of a power point) checks the battery capacity of the word processor before the candidate's exam to ensure that the battery is sufficiently charged for the entire duration of the exam (ICE 14.21)
- ensures the candidate is reminded to ensure that his/her centre number, candidate number and the unit/component code appear on each page as a header or footer e.g. 12345/8001 – 6391/01 (ICE 14.22)

If a candidate is using the software application Notepad or Wordpad, these do not allow for the insertion of a header or footer. In such circumstances once the candidate has completed the examination and printed off his/her typed script, he/she must handwrite their details as a header or footer. The candidate must be supervised to ensure that he/she is solely performing this task and not re-reading their answers or amending their work in any way.

The centre:

- ensures the candidate understands that each page of the typed script must be numbered, e.g. page 1 of 6 (ICE 14.23)
- ensures the candidate is reminded to save his/her work at regular intervals. (or where possible, an IT technician will set up 'autosave' on each laptop/tablet)
- instructs the candidate to use a minimum of 12pt font and double spacing in order to assist examiners when marking (ICE 14.24)

(ICE 14.25)

The centre will ensure the word processor:

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

Portable storage medium

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

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

Printing the script after the exam is over

The centre will ensure:

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