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 2025
Next Review: Spring Term 2026

The purpose of this examinations 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 examinations system with clear guidelines for all relevant staff.

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

The examinations policy will be reviewed every year.

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

Examinations Responsibilities

The Exams Officer (EO) manages the administration of public and internal examinations and:

- advises the senior leadership team, subject and class teachers and other relevant support staff on annual examinations 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 examinations 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 examinations 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 examinations 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 examinations timetable clashes
- accounts for income and expenditures relating to all examinations costs/charges
- line manages the senior examinations invigilators in organising the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of examinations
- arranges for dissemination of examinations 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 examinations.

The SEN Co-ordinator (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 examinations papers and other material from the EO before the start of the examination.
- Collection of all exam papers in the correct order at the end of the exam and their return to the EO.

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 L2 Award, BTEC Tech Award, Entry Level Certificate (ELC) and Cambridge National Certificates.
Informing the EO of changes to a syllabus is the responsibility of the Subject Teachers 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 examinations and assessments are scheduled in December and April/May.
External examinations and assessments are scheduled in January/February (BTEC/Cambridge National Certificates) and May and June.
Internal examinations are held under external examination conditions.
The Head of centre and Principal Teachers decide which examination series are used in the centre.

Timetable
Once confirmed, the EO will circulate the examinations timetable for internal and external examinations.

Entries, entry details and late entries

Candidates are selected for their examinations entries by the Principal Teachers and Subject teachers.

Candidates or parents/carers can request a subject entry, change of level or withdrawal.

The centre does not accept entries from external candidates and does not act as an exam centre for other organisations.

Entry deadlines are circulated to Principal Teachers via email by the EO.

Late entries are authorised by the Assistant Head (Curriculum) and processed by the EO.

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 examinations fees are paid by the Centre.

BTEC and Cambridge National Certificate examinations fees are paid by the Centre. Parents/Carers pay the fees for any re-sits.

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 examinations 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, EO 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 examination, and the date of that examination. 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 EO.

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 EO.

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

Overseas students

Managing overseas students is the responsibility of the Deputy Head.

Contingency planning

Contingency planning for examinations administration is the responsibility of the EO.

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 EO.

Securing the necessary Disclosure and Barring Service (DBS) clearance for new invigilators is the responsibility of the EO.

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

Invigilators are timetabled and briefed by the EO.

Invigilators rates of pay are set by the Business Manager.

Invigilation of Public Exams at OLCHS

For all pubic examinations at OLCHS, external invigilators will be employed at the ratio of 2 invigilators per 30 candidates, and our invigilators will never work 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 EO and the Learning Manager 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 EOs 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 EO, members of centre staff have a very clear role p**rincipally**:

- 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;

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 examinations 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 EO or an invigilator. For example, a possible printing error has been identified and, in the absence of an erratum notice, the EO needs this to be 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 MPO or the Learning Manager will contact the candidate's parent/carer and suggest strategies to prevent a recurrence.

Malpractice

The EO is responsible for investigating suspected malpractice according to JCQ *Suspected Malpractice Policies and Procedures.*

Examination days

The EO will book all examinations 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.

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

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 examination time at the discretion of the EO or senior invigilator.

Candidates may only leave the examination room for a genuine purpose and are required to return immediately. They must be accompanied by an invigilator at all times.

The EO is responsible for handling late or absent candidates on the examination day or subsequently.

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

Should a candidate be ill before an examination, suffer bereavement or other trauma, be taken ill during the examination itself or otherwise disadvantaged or disturbed during an

examination, then it is the candidate's responsibility to alert the centre, the EO, or the examination invigilator, to that effect.

The candidate must support any special consideration claim with appropriate evidence within three days of the examination, for example by providing a letter from the candidate's doctor. The EO will then complete a special consideration form online for the relevant awarding body within seven days of the examination.

Internal assessment

It is the duty of Principal Teachers to ensure that all internal assessment is ready for despatch at the correct time. The EO 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 Principal Teachers 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:

  o Clashes / problems over the timing or operation of controlled assessments.
  o 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.

Subject Teachers

- 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 EO 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 EO 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, 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 Co-ordinator/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 EO by 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 EO. (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 email (special arrangement only via the EO).
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 candidate's consent is required before any EAR is requested.

If a result is queried, the EO, 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.

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 examinations 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.

The EO and SENCo will liaise with the Deputy Head to arrange for the rental of external porta cabins to accommodate our learning support pupils during examinations; this ensures consistency and familiarity during examinations and means that classrooms across school are not being used.

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 EO 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 examinations. 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 its 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 EO:

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 (e.g. 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 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.

Subject Teachers

- 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 EO 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 EO 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 examination or on-screen test, before the deadline for final entries.

- Enter students' 'cash-in' codes for the terminal examination 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

BTEC Registration, Certification, Transfer and Withdrawal

Aim:

- To register individual pupils to the correct programme within agreed timescales. The EO is responsible for noting deadline dates and registering BTEC candidates starting their Year 10 course by the published Pearson deadline at the start of every academic year. This information can be found in the Pearson Information Manual available on the Pearson website or from the regular update emails sent to the EO.
- To claim valid pupil certificates within agreed timescales. Dates and deadlines are provided to the EO by Pearson. Claims are made by the EO via the Pearson secure online website (Edexcel Online) by the published deadline. The EO works closely with the Principal Teacher/Subject Teacher to ensure claims are made accurately. Both unit certification and overall certification are managed in this way.
- To construct a secure, accurate and accessible audit trail to ensure that individual pupil registration and certification claims can be tracked to the certificate which is issued for each pupil. This is done via the secure Pearson website by the EO. Confirmation of registration and certification is then provided by Pearson to the EO via email and in paper form through the post.
- To ensure the correct transfer process is carried out when a pupil either moves to another school, or needs to take their examination at a different venue.
- To withdraw a pupil from an examination in the correct way.

In order to do this, Our Lady's Catholic High School will:

- Register each pupil within the awarding body requirements. The EO registers pupils on the correct course via the secure Pearson website.
- Provide a mechanism for programme teams to check the accuracy of pupil registrations. The EO confirms registration with the subject teacher and principal teacher.
- Make each pupil aware of their registration status. The EO confirms registration to the subject teacher who then lets pupils know.
- Inform the awarding body of withdrawals, transfers or changes to pupil details. The EO confirms these with the Lead Internal Verifier before processing via JCQ or Pearson. Withdrawals from examinations are managed via SIMs and A2C which is the secure communications link to Pearson. The EO updates the entry marksheet within SIMs by unticking the entry box. This is then saved and submitted to Pearson via the A2C remote secure server. This then generates the withdrawal of the pupil from the appropriate subject.
- Transfers of pupils to another centre is done via the JCQ portal and the EO is responsible for following this process. The EO enters the appropriate details including candidate number,

course entry code, description and centre number. The receiving school then obtains a confirmation email from the Portal with the necessary details. Before this takes place, both schools communicate with each other and this process is only followed with the consent of both parties.

- Ensure that certificate claims are timely and based solely on internally verified assessment records. The EO works with subject teachers to ensure internal grades are entered before the published deadline via the secure Pearson website.
- Audit certificate claims made to the awarding body. The audit trail can be seen within the Pearson secure website by selecting the appropriate year of registration and course.
- Audit the certificates received from the awarding body to ensure accuracy and completeness. These are checked by the EO on receipt against the final grades issued by Pearson and before being given to the pupils in November of each academic year.
- Keep all records safely and securely for three years post certification. Exam results are kept within SIMs with no time limit on them. Paper records of internally assessed work are kept securely by subject teachers for three years.
- The exams policy is reviewed and updated according to changes provided annually by JCQ in the General Regulations and Instructions on Conducting Exams documents by the EO. The policy is reviewed and approved by the school's governing body every spring term, ready for the June season. Version control is recorded in a central spreadsheet by our Senior Admin staff and policies are kept in a secure drive. Approved policies are published on the school website. Superseded policies are kept for a year.

Staff Roles and Responsibilities:

Registration – Principal Teacher/Subject Teacher confirms course details and classes of pupils to the EO who then registers Year 10 pupils via Edexcel Online at the start of each academic year.

Transfer – Lead Internal Verifier confirms pupil transfer information to the EO who then follows the transfer process via the JCQ portal. The Exams Officer also liaises with the receiving school to ensure they are given all relevant information regarding the pupil.

Withdrawal – Lead Internal Verifier liaises with Subject Teacher/Principal Teacher and confirms to the EO who then withdraws the pupil from the relevant examination via SIMs and A2C. This generates communication with the Pearson system and the EO receives confirmation via email and in paper form through the post.

Unit Certification – Subject Teacher works with the EO and provides unit grades. The EO enters these into the secure Pearson website (Edexcel Online) for the appropriate pupils/course.

Certification – The EO checks that unit grades have been entered correctly and follows guidance from Pearson via Edexcel Online to generate certification.

Appendix 5

BTEC Internal Verification

Aim:

To ensure there is an accredited Lead Internal Verifier in each principal subject area (BTEC Entry Level - Level 3)
2. To ensure that Internal Verification is valid, reliable and covers all Assessors and programme activity.
3. To ensure that the Internal Verification procedure is open, fair and free from bias
4. To ensure that there is accurate and detailed recording of Internal Verification decisions.

In order to do this, Our Lady's Catholic High School will ensure:

• Where required by the qualification, appoint a Lead Internal Verifier who is appropriate for each subject area, is registered with Pearson and has undergone the necessary standardisation processes. RCH is our LIV and KMU is IV for BTEC Health & Social Care. MMS is IV for BTEC Workskills.

• Each Lead Internal Verifier oversees effective Internal Verification systems in their subject area.

• Staff are briefed and trained in the requirements for current Internal Verification procedures.

• Effective Internal Verification roles are defined, maintained and supported. Internal Verification is promoted as a developmental process between staff.

• Standardised Internal Verification documentation is provided and used.

• All centre assessment instruments are verified as fit for purpose.

• An annual Internal Verification schedule, linked to assessment plans, is in place.

• An appropriately structured sample of assessment from all programmes, units, sites and Assessors is Internally Verified, to ensure centre programmes conform to national standards.

• Secure records of all Internal Verification activity are maintained.

• The outcome of Internal Verification is used 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 pupils 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, Our Lady's Catholic High School will:

• Ensure that pupils are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment
• Produce a clear and accurate assessment plan at the start of the programme/academic year
• Provide clear, published dates for handout of assignments and deadlines for assessment
• Assess pupil's evidence using only the published assessment and grading criteria
• Ensure assessment practices meet current BTEC assessment requirements and guidance
• Ensure that assessment decisions are impartial, valid and reliable
• not limit or 'cap' pupil 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
• Provide samples for standards verification/external examination as required by the awarding organisation
• Monitor standards verification/external examination 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
• Maintain and store securely all assessment and internal verification records in accordance with Pearson Approval Centre Agreement

Appendix 7

BTEC Appeals

Aim:

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

In order to do this, Our Lady's Catholic High School will:

- Inform the pupil at induction, of the Appeals Policy and procedure. Pupils and parents are made aware of where the Appeals Policy can be found
- Record, track and validate any appeal.
- Forward the appeal to the awarding body when a pupil 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 pupils 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

BTEC Assessment Malpractice Policy

- To identify and minimise the risk of malpractice by staff or pupils
- To respond to any incident of alleged malpractice promptly and objectively
- To standardise and record any investigation of malpractice to ensure openness and fairness
- To impose appropriate penalties and/or sanctions on pupils or staff where incidents (or attempted incidents) of malpractice are proven as per guidance from JCQ.

To protect the integrity of this centre and BTEC qualifications, Our Lady's Catholic High School will:

• Seek to avoid potential malpractice by using the induction period and the pupil handbook to inform pupils of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice. Pupils and parents are emailed official JCQ documentation *Information for Candidates* by the EO in the autumn term.
• Show pupils the appropriate formats to record cited texts and other materials or information sources
• Ask pupils to declare that their work is their own and to complete a declaration form where required
• Ask pupils to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used
• Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Head of Centre and all personnel linked to the allegation. It will proceed through the following stages: - Make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven, give the individual the opportunity to respond to the allegations made, inform the individual of the avenues for appealing against any judgment made
• Document all stages of any investigation. Where malpractice is proven, this centre will apply the following penalties /sanctions: inform the awarding body immediately of any suspected, alleged or actual incidents of malpractice or maladministration by completing the appropriate JCQ documentation in accordance with the JCQ publication *Suspected Malpractice – Policies & Procedures, 1 September 2023 to 31 August 2024* and provide such information and advice as the awarding body may reasonably require.

Definition of Malpractice by Pupils

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:
• Plagiarism of any nature

• Collusion by working collaboratively with other pupils to produce work that is submitted as individual pupil work
• Copying (including the use of ICT to aid copying)
• Deliberate destruction of another's work
• Fabrication of results or evidence
• False declaration of authenticity in relation to the contents of a portfolio or coursework
• Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination/test.

Definition of Malpractice by Centre Staff

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:
• Improper assistance to candidates
• Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made
• Failure to keep candidate coursework/portfolios of evidence secure
• Fraudulent claims for certificates
• Inappropriate retention of certificates
• Assisting pupils in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the pupil
• Producing falsified witness statements, for example for evidence the pupil has not generated
• Allowing evidence, which is known by the staff member not to be the pupil's own, to be included in a pupil's assignment/task/portfolio/ coursework
• Facilitating and allowing impersonation
• Misusing the conditions for special pupil requirements, for example where pupils are permitted support, such as a scribe or reader
• Falsifying records/certificates, for example by alteration, substitution, or by fraud
• Fraudulent certificate claims, that is claiming for a certificate prior to the pupil completing all the requirements of assessment.

Link to Pearson malpractice guide:
https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/Centre-Guidance-malpractice-maladministration.pdf

Appendix 9

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 2023-2024* and JCQ *Instructions for Conducting Examinations 2023-2024*.

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)
- The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate.

(AA 4.2.2)
- Although access arrangements/adjustments are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question.

(AA 4.2.3)
- Candidates may not require the same access arrangements/reasonable adjustments in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. ALS leads/SENCos must consider the need for access arrangements/reasonable adjustments 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 4.2.1)
- The Additional Learning Support lead/SENCo must ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage a candidate.

(AA 4.2.7)
- The candidate must have had appropriate opportunities to practice using the access arrangement(s)/reasonable adjustment(s) before his/her first examination.

(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 (Managing the needs of candidates and principles for centres), section 5.8 (Word processor) and ICE (sections 14.20-27) when awarding and allocating a candidate the use of word processor in examinations.

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

The criteria Our Lady's Catholic High School uses to award and allocate word processors for examinations and assessments

A candidate may be awarded the use of a word processor in examinations where:
- the pupil may have an approved access arrangement in place
- the pupil has a firmly established need, it reflects the pupil's normal way of working and by not being awarded a word processor would be at a substantial disadvantage to other candidates

The centre will:
- allocate the use of a word processor to a candidate with the spelling and grammar check facility/predictive text disabled (switched off) 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 where appropriate to their needs
  For example, a candidate with:
  - a learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly
  - a medical condition
  - a physical disability
  - a sensory impairment
  - planning and organisational problems when writing by hand
  - poor handwriting (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)
- process access arrangements/reasonable adjustments at the start of the course, or as soon as practicable having firmly established a picture of need and normal way of working, ensuring arrangements are always approved before an examination or assessment (AA 4.2.4)
- provide the use of 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 now wants to type rather than write in exams or can work faster on a keyboard, or because he/she uses a laptop at home. (AA 5.8.4)

Exceptions

Additionally, the use of a word processor would be considered for a candidate:
- 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 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 Examinations Lead.

In compliance with the regulations the centre:

- provides a word processor with the spelling and grammar check predictive text disabled (switched off) to a candidate where it is their normal way of working within the centre, unless an awarding body's specification says otherwise (ICE 14.20)
- (where a candidate is to be seated with the main cohort without the use of a power point) checks the battery capacity of the word processor before the candidate's exam to ensure that the battery is sufficiently charged for the entire duration of the exam (ICE 14.21)
- ensures the candidate is reminded to ensure that their 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 these instances, once the candidate has completed the examination and printed off his/her typed script, he/she is instructed to handwrite their details as a header or footer. The candidate is supervised throughout this process to ensure that he/she is solely performing this task and not re-reading their answers or amending their work in any way.
- ensures the candidate understands that each page of the typed script must be numbered, e.g. page 1 of 6 (ICE 14.23)
- ensures the candidate is reminded to save their work at regular intervals. (or where possible, an IT technician will set up 'autosave' on each laptop/tablet (or where possible, an IT technician will set up 'autosave' on each laptop/tablet to ensure that if there is a complication or technical issue, the candidate's work is not lost) (ICE 14.24)
- instructs the candidate to use a minimum of 12pt font and double spacing to make marking easier for examiners (ICE 14.24)

(ICE 14.25)
The centre will ensure the word processor:
- is only used in a way that ensures a candidate's script is produced under secure conditions
- is not used to perform skills which are being assessed
- is in good working order at the time of the exam
- is accommodated in such a way that other candidates are not disturbed and cannot read the screen
- is used as a typewriter, not as a database, although standard formatting software is acceptable
- 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), e-mail, the Internet, social media sites, spreadsheets
- 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 computer reading (text to speech) software unless the candidate has permission to use a computer reader

- does not include speech recognition technology unless the candidate has permission to use a scribe or relevant software
- is not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

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 examination 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

- if a candidate omits to insert the required header or footer, he/she is instructed to handwrite the details as a header or footer; the candidate is supervised throughout this process to ensure that he/she is solely performing this task and not re-reading their answers or amending their work in any way (ICE 14.22)

The centre will also ensure that where an awarding body may require a word processor cover sheet, this is included with the candidate's typed script (and according to the relevant awarding body's instructions). (ICE 14.26)

The centre may retain electronic copies of word-processed scripts as the electronic copy of a word processed script may be accepted by an awarding body where the printed copy has been lost. However, the centre would need to demonstrate to the awarding body that the file has been kept securely. The head of centre would be required to confirm this in writing to the awarding body. (ICE 14.27)

Appendix 10

BTEC and Cambridge National Qualifications

Blended Learning/ Distance Learning Policy

This policy is written to ensure that all pupils who cannot access work within the school environment get the same opportunity to succeed as all pupils in the cohort.

Intent:
• To ensure that blended learning delivery meets the guidelines set by the awarding organisation.
• To ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual pupils.

Implement:
• Ensure that teaching/delivery/assessment is timetabled to support blended learning when pupils are working remotely.
• Ensure there is a process to manage feedback on assignments, questions are constructively answered, and feedback is provided in a timely manner.
• Ensure the setting of assignments is undertaken in the face-to-face sessions and that deadlines are clear – this should be done and recorded on TEAMs.
• Ensure that when pupils submit work measures are taken to ensure the work is authentic and has been completed by the pupil.
• Maintain and store securely all assessment and internal verification records in accordance with the Pearson Centre Agreement.

Impact:
• All pupils access all aspects of the curriculum; lessons, homework and feedback, whether in school or from home.
• All pupils access all aspects of the assessment criteria for all qualifications.