

# The Priory School



## Exams Policy

**Approved by**

Name: M Massey

Title: Mrs

**Date of next  
review**

Oct 2018

## Contents Page

1. **Quality Assurance Procedure**
2. **Exam Responsibilities**
3. **Equal Opportunities and Equality Act 2010**
4. **Qualifications Offered**
5. **Exam Series**
6. **Exam Timetables**
7. **Entries, entry details and late entries**
8. **Exam Fees**
9. **Clash Candidates**
10. **Equality Legislation**
11. **The Disability and Equality Act, special needs**
12. **Access arrangements**
13. **Contingency Planning**
14. **Private Candidates**
15. **Estimated grades**
16. **Managing Invigilators and Exam Days**
17. **Malpractice**
18. **Special consideration**
19. **Controlled assessments and coursework**
20. **Results**
21. **Access to Scripts**
22. **Certificates**
23. **Coursework and appeals against internal assessments**
24. **Post-Results Services and Appeals**
25. **Complaints Policy and Procedures**

## Quality Assurance Procedure

The minimum for a Centre's Quality Assurance procedure is detailed below:

The purpose of this is to ensure the planning and management of exams and that they are conducted efficiently and with the best interests of the candidates.

Also to ensure the operation of an efficient exams system with clear guidelines for all relevant staff, candidates and parents.

This Policy applies to all of The Priory School staff and to the governing body as consultees, to students through student councils and the more general student voice; to parents and community members as users of the school's services. Who is responsible for carrying out this policy? The implementation of this policy will be monitored by the governing body and remain under constant review by the Principle and the senior leadership team.

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

This policy will be reviewed every year.

Where reference are made to JCQ regulations/guidelines, further details can be found at [www.jcq.org.uk](http://www.jcq.org.uk)

- The Priory School is committed to Quality Assurance and believes it is an integral part of the schools processes.
- The provision is regularly monitored and reviewed by SLT and HOD's
- All staff involved in the administration of exams and/or assessment of qualifications will have undergone relevant training to their role.
- All new invigilators will be observed during their first test session and annually thereafter to ensure exam regulations are being forwarded.
- Existing invigilators will be observed conducting an exam at least once a year
- Information from the awarding body is disseminated to SLT, HOD's, Invigilators involved in the delivery of qualifications
- The Priory School policy for Equal Opportunities is followed and monitored by all staff.
- The Priory School will regularly review its practices in order to continually improve its effectiveness at all levels
- For manual testing and evidence based assessment:
  - An internal verification process is in place to ensure that consistent testing and assessment standards are maintained by cross-marking and following the guidelines and regulations from JCQ.
  - All cases of borderline achievement are internally verified and reported back to HOD's and SLT.

- Where a new marker is assessing, all work is doubled marked until the relevant SLT members are satisfied with the standard.
- Internal verification is recorded on student work and records on central recording system.

### **Exam Responsibilities**

#### **The Head of the centre:**

- Has responsibility for the school as an exams centre and advises on appeals and re-marks. Responsible for reporting all suspected or actual incidents of malpractice – refer to the JCQ document suspected malpractice in examinations and assessments.
- Scrutinises all moderation reports
- Ensures that all students who are identified as having special needs are afforded dispensation as required under the equality duty. (see The Priory School SEN policy on our website)
- Appraisal/ Performance Management Meetings with members of the senior leadership team – including lesson observations. Implementation of the Whole School Development Plan

#### **The Senior Leadership Team**

- The Senior Leadership Team will regularly review and evaluate The Priory School's practice through:
  - Regular line management meetings with Team leaders and joint lesson observations
  - The evaluation of relevant data including census points
  - Leading Examination Review meetings
  - Monitoring visits to all learning teams during term 1
  - Appraisal/ Performance Management Meetings with Team Leaders – including lesson observations
  - Implementation of relevant areas of the Whole School Development Plan.

**The Exams Officer** – This is the individual to whom the Head of Centre has delegated responsibility for the administration of exams in their centre.

- Manages the administration of internal exams and external exams
- Advises the SLT, subject and class tutors and other relevant support staff on annual exam timetables and procedures as set by the various awarding bodies.
- Oversees the production and distribution to all centre staff and candidates, of a 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 understood those aspects of the exam timetable that will affect them.

- Checks with teaching staff that the necessary coursework and/or controlled assessments are completed on the on time and in accordance with JCQ guidelines.
- Provides and confirms detailed data on estimated entries.
- Maintains systems and processes to support the timely entry of candidates for their exams.
- Receives, checks and stores securely all exam papers and completed scripts and ensures that scripts are dispatched as per the guidelines.
- Checks over with SENCO the Access arrangements, reasonable adjustments and special consideration following the JCQ regulations and guidelines that they have applied for.
- Identifies and manages exam timetable clashes.
- Accounts for income and expenditures relating to all exam costs/charges
- Organises the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams, including those involved in access arrangements.
- Ensures candidates coursework/controlled assessment marks are submitted, and any other material required by the appropriate awarding bodies correctly and on schedule.
- Tracks and dispatches returned coursework/controlled assessments
- Arranges for dissemination of external exam results and certificates to candidates and forwards, in consultation with the SLT, any post result service requests.

**Heads of Departments-** are responsible for:

- Ensuring all mock papers are retained safely
- Ensuring students and members of their academic area fulfil the examination board requirements as set out in the examination syllabuses
- Guidance and pastoral oversight of candidates who are unsure about exam entries or amendments to entries.
- Where appropriate ensuring that students are entered for the appropriate tier of examination
- Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the exams officer
- Accurate completion of coursework/controlled assessment mark sheets and declaration sheets
- Decisions on post-results procedures subject to approval of the Headteacher.

**Teachers** are responsible for:

- Supplying information on entries, coursework and controlled assessments as required by the head of department and/or exams officer
- All teachers are responsible for identifying and supporting students who have learning needs that mean they will need allowances to be considered for examinations and have a duty to work with and inform the SENCO with regards to these students.

**The Special Educational Needs co-ordinator (SENCO)** is responsible for:

- Identification and testing of candidates' requirements for access arrangements and notifying the exams officer in good time so that they are able to process any necessary applications in order to gain approval (if required).
- Working with the exams officer to provide the access arrangements required by candidates in exams rooms.

**Invigilators** are responsible for:

- Assisting the exams officer in the efficient running of exams according to JCQ regulations including the reporting of any suspicious practices with regard to examination conduct by students
- Check heating, lighting and ventilation are all acceptable
- Ensure notices are displayed in accordance with JCQ regulations
- Be fully aware of the regulations according to "The Instructions for Conducting Examinations"
- Ensure that a signed record is kept of the seating and invigilation arrangements for any examination session that they participate in.
- Supervise the candidates throughout the whole time the examination is in progress, and give complete attention at all times to this duty.
- Know the actions to be taken in the event of an emergency such as an emergency evacuation (this is in the invigilator file in the examination room).
- At the end of the examination, to collate all scripts in candidate number order and ensure that they are handed to the examinations officer.
- Work to promote and apply the schools safeguarding policy and procedures
- Completing regular training to a high standard

**Candidates/students** are responsible for:

- Confirmation and signing of entries
- Understanding coursework/controlled assessment regulations and signing a declaration that authenticates the coursework as their own.
- Attend all timetabled assessments and examinations
- Ensuring the conduct themselves in all exams according to the JCQ regulations.

### **Equal Opportunities and Equality Act 2010**

- The Priory School is committed to seeking equality of opportunity for all, irrespective of race, gender, religion, marital status, sexual orientation, age, class or disability.
- The Priory School actively seeks to demonstrate this commitment by adopting policies, codes of practice and action plans to combat discrimination in any form.

Compliance with the public sector equality duty-

The Priory School is satisfied that it fulfils the public sector equality duty under s149 of the Equality Act 2010 and the objectives and publication duties under the regulations - Equality Act 2010 (specific duties) Regulations 2011 (the regulations).

*'The school is keen to promote equality of opportunity and discrimination of any kind is eliminated'.*

Ofsted report – June 2013

The equality duty in the Act is by reference to a list of specified “relevant protected characteristics” and Governors must ensure that the school’s policies and procedures address each of these.

1. Age. The age of students attending the school is established as 11-16, legislation prescribes those elements of the provision of state funded education which relate to age. With regard to staff at the school, legislation also provides a statutory framework concerning age, and no separate action is required under the equality duty.
2. Disability. Admission to the school of students with a disability and a statement of special educational needs is controlled by legislation. Disability issues in respect of staff have long been covered by the various discrimination statutes brought together in the Act.
3. Gender re-assignment. The school is currently unaware of any student or member of staff undergoing gender reassignment. Gender re-assignment is amongst the characteristics mentioned in the Inclusion Policy; there is a clear statement that the uniform policy may be varied for individuals upon a case by case basis when dealing with gender dysphoria or reassignment.
4. Pregnancy and maternity. This is covered in the inclusion policy. Priory is committed to enabling any student who becomes pregnant to continue to access education with as little disruption as possible both during pregnancy and afterwards. Policies and procedures in respect of any member of staff becoming pregnant and their rights, both statutory and contractual, are clearly defined.
5. Race – this is covered within existing policies, practices and procedures, in respect both of staff and students.
6. Religion and belief – this is covered within existing policies, practices and procedures, in respect of both staff and students.
7. Sex- this is fully covered within existing policies, practices and procedures, in respect of both staff and students
8. Sexual orientation – this is covered primarily in that part of the inclusion policy dealing with bullying.

It is the assessment of both SLT (through school self-evaluation policies and procedures) and Ofsted that the ethos and practices of the school have due regard to the need to

- Eliminate discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it
- Remove or minimise the disadvantages suffered by those who share a relevant protected characteristic that are connected to that characteristic

- Take steps to meet the needs of persons who share a relevant protected characteristic from the needs of persons who do not share it, and
- Encourage participation in activities in which such persons are underrepresented.

School systems/procedures that directly support the equality duty

- Policy reviews-every 4 years
- Annual inclusion steering group meetings
- Annual access plan meetings
- Bi-annual parent questionnaires
- SEN annual reviews
- Life programme
- Annual involvement in anti-bullying week
- Targeted assemblies
- Staff CPD
- Governors meetings
- School parliament

### **Qualifications Offered**

The qualifications offered at this centre are decided by The Heads of Department who recommended qualifications to SLT who confirm these are acceptable after governors are advised.

The Subject offered for these qualifications in any academic year may be found in the centre's published prospectus or choices booklet for years 10 and 11 which are published on the schools website or similar for that year.

Informing the exams office of changes to a specification is the responsibility of the HOD.

Decisions on whether a candidate should be entered for a particular subject will be taken by HOD in consultation with the SLT.

### **Exam Series**

Internal exams and assessments are scheduled at regular intervals throughout the year.

Internal exams are held under external exam conditions.

The School does offer some exams on an on-demand basis. The centre does offer opportunities for external candidates to sit their examinations at the school with each request being considered on a case by case basis.

### **Exam Timetables**

HOD have the responsibility for giving the Exams Officer the appropriate notice period for scheduling of internal exams which contribute to summative assessment.

GCSE exams are scheduled throughout the academic year and on demand with the appropriate notice adhered to. SLT must liaise with HOD's/exams officer to overseas



and plan the scheduling of exams for their area. This includes decisions on exam series.

Once confirmed the exam officer will circulate the exam timetables for internal and external exams at a specified date before each series begins to students. In the case of external examinations the exams officer will produce a timetable for parents. All examination timetables are published on the school website.

All internal exams are held under external exam conditions.

### **Entries, entry details and late entries**

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

The school accepts entries from private candidates who are on our teacher training course here.

The school does not act as an exams centre for other organisations.

Entry deadlines are circulated to HODs via the school calendar which is published annually.

HODs will provide estimated entry information to the exams officer to meet JCQ and awarding body deadlines.

Entries and amendments made after an awarding organisation's deadline (i.e. late) require the authorisation, in writing, of SLT.

### **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.

The exams officer will publish the deadline for action well in advance for each exam series. Where a HOD fails to meet the deadlines then they will have to pay any late entries from their own funding.

GCSE entry exams fees are paid by the school.

Late entry or amendment fees are paid by the school/department with internal charging made where late entry or amendments are outside of the internal deadlines set by the school.

### **Equality Legislation**

All exams centre staff must ensure that they meet the requirements of any equality legislation.

The school will comply with the legislation, including making reasonable adjustments to the service that they provide to candidates/students in accordance with requirements defined by the legislation, awarding bodies, and JCQ. This is the responsibility of the Exams officer/centre manager.

**The Disability and Equality Act, special needs policies** please see the website:

<http://priory.tpstrust.co.uk/parents/school-policies/>

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

**6.2** Special needs, the learning support department will inform HOD's of candidates with special educational needs.

### **Access arrangements**

The SENCO will inform subject teachers of candidates with special educational needs and any special arrangements that individual candidates will need during the course and in any assessments/exams.

A candidate/students access arrangements requirement is determined by the SENCO ensuring there is appropriate evidence for a candidate access arrangement is the responsibility of SENCO.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of SENCO and Exams officer.

Rooming for access arrangement candidates will be arranged by the SENCO and Exams officer.

Invigilation and support for access arrangement candidates, as defined in the JCQ access arrangements regulations, will be organised by the SENCO/Exams Officer.

### **Contingency Planning**

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

Contingency plans are available via email, noticeboard, briefing meetings, the school intranet and are in line with the guidance provided by Ofqual, JCQ and awarding organisations.

### **Private Candidates**

Managing private candidates is the responsibility of the Exams Officer. Following guidelines/regulations from JCQ.

### **Estimated grades**

HODs are responsible for submitting estimated grades to the exams officer as identified in the school calendar.

## **Managing Invigilators**

- The school uses a team of invigilators for internal exams and external exams.
- Recruitment of invigilators is the responsibility of the Exams Officer.
- Securing the necessary Criminal Records Bureau (CRB) clearance for new invigilators is the responsibility of the HR manager.
- CRB fees for securing such clearance are paid by the school.
- Invigilators are recruited, timetabled, trained, and briefed by the Exams Officer.
- Invigilator rates of pay are set by the school

## **Malpractice**

- All staff at the school have a responsibility to report any suspected malpractice to the examinations officer to heads of centre.
- The School will also encourage students and parents to report any suspected examination malpractice.
- The head of centre in consultation with SLT and the Exams Officer is responsible for investigating suspected malpractice.
- Where an examination board reports suspected malpractice then the head of centre will act appropriately including the carrying out of a formal investigation.
- Where malpractice is confirmed as having taken place the head of centre will inform the appropriate examination board in line with JCQ requirements which will include advising parents and students where the malpractice has an impact on their results.
- Any teacher who is found to have been involved with examination malpractice will be dealt with under the schools disciplinary procedure which includes the category of dismissal for gross misconduct. The school takes very seriously any allegations that malpractice has taken place.

## **Exam Days**

- The exam officer will book all exams rooms after liaison with other users and make up question papers, other exam stationary, and materials available for the invigilator.
- Site management staff are responsible for setting up the allocated rooms, and will be advised of requirements in advance.
- The Exams Officer will start and finish the exams in accordance with JCQ guidelines.
- Subject staff may not be present at the start of the exam to assist with identification of candidates/students. Any staff present must be in accordance with the rules defined by JCQ concerning who is allowed in and what they can do.
- In practical exams, subject teacher's availability will be in accordance with JCQ guidelines.
- Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will be distributed to heads of department in accordance with JCQ's recommendations.

- After an exam, the exams officer will arrange for the safe dispatch of completed examination scripts to awarding bodies.

## **Candidates**

- The exams officer will provide written information to candidates in advance of each exam series. A formal briefing session for candidates will be given by SLT who will be advised by the exam officer about the current specifications regarding conduct in examinations.
- The centre's published rules on acceptable dress and behaviour apply at all times. Candidates personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.
- In an exam room candidates must not have access to items other than those clearly allowed in the instructions on the question paper, the stationary list, or the specification for that subject. This is particularly true of mobile phones and other electronic communication or storage devices with text or digital facilities. Any precluded items must not be taken into an exam room.
- Disruptive candidates are dealt with in accordance with JCQ guidelines and the schools procedure.
- JCQ rules on candidates use of mobile phones and all electronic devices apply at all times
- Candidates must be in the correct school uniform for all exams

Note: candidates who leave an exam room must be accompanied by an appropriate member of staff at all times.

The Exams Officer/SLT/Student Support are responsible for handling late or absent candidates on exam day.

## **Clash Candidates**

The Exams Officer will be responsible as necessary for arranging supervising escorts, identifying a secure venue and arranging overnight stays. In accordance with JCQ regulations.

## **Emergency evacuation procedure for examinations**

### **Invigilator and Exam Officer -**

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

- Stop candidates from writing
- Collect the attendance register (in order to ensure all candidates are present)
- Evacuate the examination room in line with the instructions given by the appropriate authority
- Advise candidates to leave all question papers and scripts in the examination room
- Candidates should leave the room in silence

- Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination
- Make a note of the time of the interruption and how long it lasted
- Allow candidates the full working time set for the examination
- Make a full report of the incident and of the action taken, and send to the relevant awarding body

### **Special consideration –**

Special consideration is a post-examination adjustment to a candidate's mark or grade to reflect temporary illness, temporary injury or some other event outside of the candidate's control at the time of the assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment. Special consideration can only seek to go some way to assist a candidate affected by a potentially wide range of difficulties, emotional or physical, which may influence performance in examinations. It cannot remove the difficulty faced by the candidate. There will be situations where candidates should not be entered for an examination. Only minor adjustments can be made to the mark awarded because to do more than this would jeopardize the standard of the examination. There are minimum requirements for enhanced grading in cases of acceptable absence (see Chapter 4, section 4.3, pages 8 and 9). All examinations are measuring what a candidate knows and can do. The overall grades awarded must reflect the level of attainment demonstrated in the examination(s). The grades awarded do not necessarily reflect the candidate's true level of ability if attainment has been considerably affected over a long period of time. Where long term circumstances have prevented the candidate from reaching the competence standards it may not be possible to make an adjustment. (reference JCQ guidelines and regulations)

### **Head of Centre: Roles and Responsibilities**

- Is familiar with the contents, refers to and directs relevant centre staff to the annually updated JCQ publication for special consideration.
- Ensures that, where relevant and in eligible situations, applications for special consideration are submitted to awarding bodies by the exams officer.

### **Exams Officer: Roles and Responsibilities**

- Understands the criteria as detailed in special considerations reference JCQ guidelines and regulations to determine where candidates will/will not be eligible for special consideration
- Ensure that, where relevant and in eligible situations, applications for special consideration are submitted to awarding bodies

### **Teaching staff and/or SENCO:**

- Provide any appropriate evidence or information that may be required to determine a candidates eligibility for special consideration.

### **Candidates (or parents/carers)**

- Provide any medical or other evidence that may be required to determine eligibility for special consideration

### **Applying for special consideration**

Where eligible special consideration is applied for in a specific exam series where candidates “have been fully prepared and have covered the whole course but performance in the examination, or in the production of controlled assessment, coursework or non-examination assessment, is materially affected by the adverse circumstances beyond their control.

Where a candidate may arrive for an exam and is clearly unwell, extremely distressed and/or may have sustained an injury that requires emergency access arrangements to be put in place:

- The candidate will be kept comfortable and under supervision from the required time while appropriate arrangements are put in place for he/she to take the exam in the best possible conditions
- A judgement will be made on how the candidates situation or disposition affected performance in the exam
- Where appropriate and where eligible, special consideration is applied for.
- Where a candidate takes three or more timetabled exams on the same day and the total duration of all papers is more than 5 hours 30 minutes (GCSE) including any extra approved time but not any time taken for supervised rest breaks special consideration for an allowance on last paper taken is applied for.
- Where a candidate may be affected by a minor disturbance in the exam room caused by another candidate (momentary bad behaviour, mobile phone ringing etc.), special consideration cannot be applied for.

If a candidate is absent for acceptable reasons, and the centre can verify this, special consideration is applied for if the exam missed is in the terminal series and the minimum requirement for enhanced grading in cases of acceptable absence can be met. If there is an opportunity to re-enter the candidate in the next available exam series, the centre will make the entry and special consideration is not applied for.

Where other issues or problems affect a candidate or a group of candidates, special consideration is explored in SC5 and applied for where eligible. This might include, for example:

- Requesting an honorary certificate
- A short extension to controlled assessment/coursework/non-examination assessment deadlines
- Submitting a reduced quantity of controlled assessment/coursework/non examination assessment (shortfall in work)
- Lost or damaged work
- Candidates taking an incorrect or defective question paper
- Candidates undertaking the wrong controlled assessment assignment

## **Processing applications for special consideration – roles and responsibilities**

### **Head of Centre**

- Ensures where a candidate may be a relative of the exam officer, the application is authorised by an alternative member of centre staff.

### **Exams Officer**

- Ensures applications are processed as required by the awarding bodies
- Keeps evidence to support applications on file until after the publication of results
- Meets the required deadline(s) for submitting applications

### **Teaching staff and/or SENCO**

- Provide any appropriate evidence or information that may be required to support a candidate's application for special consideration.

### **Candidates (or parents/carers) will**

- Provide any required medical or other evidence that may be required to support an application for special consideration

### **Submitting applications for special considerations**

Where a candidate or group of candidates is/are eligible for special consideration applications are submitted to the relevant awarding body following the published processes in SC.

Evidence to support applications is kept on file until after the publication of results.

### **Timetabled written exams**

- GCSE qualifications, applications for individual candidates are submitted online by logging into relevant awarding body secure extranet site and following the links to special consideration
- The process for submitting a single application to cover all exams where a candidate is present but disadvantaged and a separate application for each day where a candidate is absent from an examination for an acceptable reason detailed in Special consideration 6 are followed
- For those qualifications, applications are submitted online where the awarding body's secure system accepts these
- The paper form 10 JCQ/SC application for special consideration is only completed and submitted where online system does not accept applications for a particular qualification
- For groups of candidates, applications are made online where the awarding body's secure system accepts group applications or form 10 will be completed
- The paper form 14 JCQ/ME self certification for candidates who have missed an examination is only completed by a candidate where circumstances warrant this and is not used where the centre knows the candidate was ill.

### **Internally assessed work and controlled assessments**

- Where appropriate, applications are made online where the awarding body's secure system accepts them or form 10 is completed and submitted

- Where a short extension to a deadline is being requested an application is submitted online or by direct email, dependent on the awarding body
- Where an application relates to a shortfall in work, this is submitted online or by completing form 10, dependent on the awarding body
- Where an application relates to lost or damaged work, this is submitted online or by completing form 15 JCQ/LCW notification of lost centre assessed work, dependent on the awarding body

## **Internal controlled assessments/coursework**

### **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 HOD's to schedule controlled assessments.
- Ensure that all staff involved have a calendar of events.

### **HOD's**

- It is the duty of HODs to ensure that all internal assessment is ready for dispatch at the correct time. The exams officer will assist by keeping a record of each dispatch, including the recipient details and the date and time set.
- Marks for all internally assessed work are provided to the exams office by the HODs who ensure all coursework is marked/internally verified in line with JCQ requirements. HODs have the responsibility to ensure that appropriate quality

assurance procedures are followed to include internal verification of assessed work. The exams officer will inform staff of the date when appeals against internal assessments must be made by. Any appeals will be dealt with in accordance with the centre's internal appeals procedure (IAP) document.

- Decide on the awarding body and specification for a particular GCSE.
- Where appropriate, develop new assessment tasks or adapt sample awarding body assessment task to meet local circumstances, in line with the awarding body's specification and controlled requirements.
- Retain candidates work securely between assessment sessions.
- Ask appropriate special educational needs coordinator for any assistance required for the administration and management of access arrangements.

### **Exams Officer**

- 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.
- In exceptional circumstances where controlled assessments cannot be conducted in the classroom, arrange suitable accommodation where controlled assessments can be carried out at the direction of the senior leadership team.



## **SENCO**

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

## **Results**

Candidates will receive individual result slips on results days,

- In person at the centre
- Collected and signed for
- Posted by prior request

The results slip will be in the form of a centre produced document.

The provision of the necessary staff on results days is the responsibility of the SLT.

Where students do not collect their results on the allocated day the centre will retain them until the start of term and then post to the student's home address.

## **Enquiries about results (EAR)**

- EARs may be requested by centre staff or the candidate following the release of results. A request for a re-mark or clerical check requires the written consent of the candidate, a request for a re-moderation of internally assessed work may be submitted without the consent of the group of candidates.
- If a candidate's request for an EAR is not supported and the candidate is not prepared to pay for the EAR the candidate may appeal and the centre will respond by following the process in its Internal Appeals Procedure (IAP) document.
- All processing of EARs will be the responsibility of the Exam Officer following the JCQ guidance.
- Where a student's application for an EAR results in a change of results then the centre will reimburse the costs incurred by the candidate.

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

- Can be requested by subject staff for CPD purposes; the cost will be met by the centre after approval by SLT.
- Can be requested by individual students who would pay the fees
- Must not be applied for until student consent is given on the clear understanding that EAR cannot be applied for following an ATS request.

## **Certificates**

Candidates will receive their certificates

- In person at the centre
- Collected and signed for

Certificates can be collected on behalf of a candidate by third parties, provided they have written authority from the candidate to do so, and bring suitable identification with them that confirms who they are.

The centre retains certificates for one year.

## **Controlled Assessments & Appeals procedure against internal assessment decisions**

The Priory School is committed to ensuring that internal assessments are marked and administered fairly, consistently and in accordance with the awarding body specifications and specifications and subject-specific associated documents.

This is ensured by:

- Subject staff having the necessary and appropriate knowledge, understanding, skills and training in this activity
- subject staff authenticating candidates work according to the requirements of the relevant awarding body
- A process of internal moderation and standardisation led by nominated staff

An appeal against internal assessment decisions can be made, based on the above not being fulfilled.

All appeals must follow the procedure detailed below.

**Note** – appeals may only be made against the marking/assessment process not against the mark submitted by the centre for moderation by the awarding body.

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 summer exam series)
2. Appeals should be made using the internal appeals forms completed by the candidate (or parent/carer)
3. The head of the centre will appoint a member of the senior leadership team, who has no involvement in the assessment process for that subject to conduct the investigation
4. The purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the published requirements as detailed in the awarding body specification(S) and/or subject- specific associated documents
5. The appellant will be informed in writing of the outcome of the appeal, including any relevant correspondence with awarding body and any changes made to internal assessment procedures
6. The outcome of the appeal will be made know to the head of the centre 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 in procedures to light, the awarding body will be informed

After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation may lead to mark changes. This process is outside the control of The Priory School and is not covered by this procedure.

## **Appeals procedure against centre decisions not to support an enquiry about results**

Following the issue of results, the general qualification awarding bodies offer post-result services. Full details of these services, internal deadlines for requesting a service and fees charged will be provided by the exams officer.

The service, enquiries about results (EARs) may be requested by centre staff or candidates (or their parents/carers) if there are reasonable grounds for believing there has been an error in marking.

If a query is raised about a particular examination result, the exams officer, teaching staff and head of centre will investigate the feasibility of requesting an enquiry at the centre's expense.

When The Priory School does not uphold a request from a candidate, the candidate may pay the appropriate fee, and a request will be made to the awarding body on the candidates' behalf.

If the candidate (or their parent/carer) believes there are grounds to appeal against the centre's decision not to support an enquiry, an appeal can be submitted to the centre using the internal appeals form at least one per week prior to the internal deadline for submitting an EAR.

### **Appeals procedure following the outcome of an enquiry about results**

Where the head of centre remains dissatisfied after receiving the outcome of an EARs, an appeal will be made to the awarding body, following the guidance in the JCQ publications Post-results services <http://www.jcq.org.uk/exams-office/post-results-services> and A guide to the awarding bodies' appeals process <http://www.jcq.org.uk/exams-office/appeals>

Where the head of centre is satisfied after receiving the outcome of an EAR, but the internal candidates and/or their parents/carers are not satisfied, they may make a further representation to the head of centre. Following this, the head of centre's decision as to whether to proceed with an appeal will be based upon the centre's internal appeals arrangements. Candidates, parents/carers are not permitted to make direct reorientations to an awarding body.

The internal appeals form should be completed and submitted to the centre within 20 calendar days of the notification of the outcome of the enquiry. Subject to the head of centre's decision, this will allow the centre to process the appeal and submit to the awarding body within the required 14 calendar days. Awarding body fees which may be charged for the appeal must be paid by the appellant on submission on the internal appeals form. If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the appellant by the centre.

The internal appeals procedures for The Priory School have been produced to demonstrate compliance with the following.

JCQ General Regulations for approved centres

<http://www.jcq.org.uk/exams-office/general-regulations>

### **Controlled Assessments, Coursework and Portfolios of Evidence**

**5.8** The centre agrees to have in place, and be available for inspection purposes, a written internal appeals procedure relating to internal assessment decisions and to ensure that details of this procedure are made widely available and accessible to all candidates; (A centre may place its internal appeals procedure on the school/college

website or alternatively, the document may be made available to candidates upon request.)

### **Post-Results Services and Appeals**

**5.14** The centre agrees to have available for inspection purposes and draw to the attention of candidates and their parents/carers, a written internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support an enquiry about results or an appeal; (A centre may place its internal appeals procedure on the school/college website or alternatively the document may be made available to candidates upon request.)

### **JCQ Post-results services** <http://www.jcq.org.uk/exams-office/post-results-services>

**6.4** submission of requests centres must have in place a published formal appeals procedure for use in cases where centres and candidates, or their parents/carers, cannot agree as to whether an enquiry about results should be submitted. The formal appeals procedure must be made widely available. Centres must therefore draw the appeals procedure to the attention of candidates and their parents/carers. In deciding whether to support an enquiry about results, centres should take account of all relevant factors and afford candidates or their parents/carers a reasonable opportunity to express their views. Awarding bodies can only enter into discussions over enquiries about results with centres and private candidates.

**7. Appeals** here at The Priory School formal appeals procedures are available and therefore draws the appeals procedure to the attention of candidates and their parents/carers. In deciding whether to support an appeal, centres should take account of all relevant factors and afford candidates or their parents/carers a reasonable opportunity to express their views. Awarding bodies can only enter into discussions over appeals with centres and private candidates.

### **JCQ A guide to the awarding bodies' appeals process**

<http://www.jcq.org.uk/exams-office/appeals>

**12.** Please note that internal candidates and/or their parents/carers are not entitled to appeal directly to the awarding body. Representations must be made to the head of centre where the candidate was entered or registered. The head of centre's decision as to whether to proceed with an appeal is subject to the centre's internal appeals arrangements.

### **Ofqual GCSE, GCE, Principal Learning and Project Code of Practice**

<https://www.gov.uk/government/publications/gcse-gce-principal-learning-and-project-code-of-practice>

**9.13** The awarding organisation must require centres offering its examinations to ensure that they have in place:

iii. a formal, codified procedure for handling disputes when a candidate or carer disagrees with a decision by the centre not to support an enquiry. Centres must be required to ensure that the procedures are published and made widely available and accessible to all candidates and their carers. Further information can be found on the JCQ website.

**Complaints Policy and Procedures**

<http://priory.tpstrust.co.uk/parents/school-policies/>