



Examinations Suite of Policies

Adhere to school equality policies in all of our areas of responsibility and procedures during examinations

Governors Committee Responsible for the Policy: Curriculum Committee

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Leadership Team Role Responsible for the Operation of the Policy: **Assistant Head Teacher**

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Examination Policy

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The Policy Purpose

The purpose of this examination policy is:

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

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

The examination policy will be reviewed every three years.

The examination policy will be reviewed by the Head of Centre and the Examinations Officer.

Examination Responsibilities

Having overall responsibility for the school, as an examination centre, the Head of Centre:

- advises on appeals and re-marks
- is responsible for reporting all suspicions or actual incidents of malpractice. Refer to the JCQ document: suspected malpractice in examinations and assessments.

Examinations Officer / Examinations Assistant

Manages the administration of public and internal examinations:

- Advises the senior leadership team, subject and class teachers and other relevant support staff on annual examination timetables and entry 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 members of staff concerning imminent deadlines and events
- Ensures that candidates and their parents are informed of and understand those aspects of the examination timetable that will affect them
- Consults with teaching staff to ensure that necessary coursework/controlled assessments are completed on time and in accordance with JCQ guidelines
- Provides and confirms detailed data on estimated entries
- Receives, checks and stores securely all examination papers and completed scripts

- administers access arrangements and makes applications for special consideration using the JCQ publications access arrangements, reasonable adjustments and special consideration forms 09/10 and 10/11
- Identifies and manages examination timetable clashes
- accounts for income and expenditures relating to all examination costs/charges
- Line-manages the lead examination invigilator/invigilators. Organises the recruitment, training and monitoring of a team of examinations invigilators responsible for the conduct of examinations
- Submits candidates' coursework/controlled assessment marks, tracks dispatch and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule
- Arranges for dissemination of examination results and certificates to candidates and forwards, in consultation with the SLT, any appeals/re-mark requests
- Maintains systems and processes to support the timely entry of candidates for their Examinations

The Head of SENCO is Responsible for:

- the identification and testing of candidates who may require access arrangements.
- the provision of additional support - with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment - to help candidates achieve their course aims.

Lead Invigilator/Invigilators are Responsible for:

- setting up and organising the exam rooms, distributing exam papers and checking all procedures are in place for the start of the examination.
- collecting examination papers in the correct order at the end of the examination, dismissing students and ensuring examination papers are ready for dispatch, then taken down to the general office.

Candidates are Responsible for:

- confirming and signing of entries.
- understanding coursework/controlled assessment regulations and signing a declaration that authenticates the work as their own.

Qualifications

Qualifications Offered

The qualifications offered at this centre are decided by the Heads of Department with consultation with SLT.

The qualifications offered are GCSE, GCE, BTEC and Entry level.

The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus for that year. If there has been a change of syllabus from the previous year, the examinations office must be informed by 1 November of the academic year in which the final assessment occurs.

Informing the Examinations Officer of changes to a syllabus is the responsibility of the Deputy Head and Heads of Department.

Decisions on whether a candidate should be entered for a particular subject will be taken in consultation with the Deputy Head initially and then with Subject Leaders and parents/carers.

Examination Series and Timetables

Examination Seasons

Internal examinations (mocks) and assessments are scheduled to take place in December (Y11), January (Y12&13) and June (Y10).

Controlled Assessments are scheduled at appropriate times during the course of study.

External examinations and assessments are scheduled in the following series:

November series – October/November

June series – April/May/June

Timetable

Once confirmed, the Examinations Officer will circulate the exam timetable for internal examinations and external examinations.

Entries, Entry Details and Late Entries

Candidates are selected for the appropriate exam entries by the Heads of Department and subject teachers.

Candidates or parents/carers can request a subject entry, change of level or withdrawal only in discussion with their subject teacher, Head of Department and Deputy Head.

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

Entry deadlines are circulated to Heads of Departments and teachers via email and internal post/pigeonholes.

Late entries can only be authorised by Heads of Departments and the Examinations Officer.

Dependent on original results, GCSE retakes are allowed where appropriate.

Retake decisions will be made in consultation with candidates, subject teachers, the Examinations Officer, Heads of Departments and the Deputy Head.

Examination 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/GCE entry examination fees are paid by the Centre for the first sitting of an examination.

Late entry or amendment fees are paid by departments and the centre.

Fee re-imburements are sought from candidates who decide to sit an examination after the late entry/withdrawal deadline/fail to sit an examination/do not meet the necessary coursework requirements without medical evidence or evidence of other mitigating circumstances.

Disability Discrimination Act

All examination centre staff members must ensure that they meet the requirements of the Disability Discrimination Act 1995 (DDA), extended in 2005, the Disability Equality Duty (DED), introduced in 2006 and the Equality Act 2010.

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 examinations centre is accessible. This is the responsibility of the Business Manager.

Access Arrangements

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

A candidate's access arrangements requirement is determined by the Head of SENCO and Educational Psychologist/Specialist teacher.

Making access arrangements for candidates to take exams is the responsibility of both the Head of SENCO and the Examinations Officer.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Examinations Officer.

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

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

Private Candidates

Managing private candidates is the responsibility of the Examinations Officer and the Deputy Head.

Estimated Grades

Heads of Department and subject teachers are responsible for submitting estimated grades to the Examinations Assistant when requested by the Examinations Assistant.

Managing Invigilators

External members of staff are used to invigilate examinations.

These invigilators will be used for internal examinations and external exams. Recruitment of invigilators is the responsibility of the Examinations office.

Securing the necessary Criminal Records Bureau (CRB) clearance for new invigilators is the responsibility of the general office.

CRB fees for securing such clearance are paid by the centre. Invigilators are timetabled and briefed by the Examinations office. Invigilators' rates of pay are set by the Business Manager.

Malpractice

The Senior Leadership Team is responsible for investigating suspected malpractice.

Examination Days

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

Site management is responsible for setting up the allocated rooms.

The lead invigilator, invigilator or Exams Office will start all exams in accordance with JCQ guidelines.

Subject staff may be present at the start of the examination if a member of the Exams Office is present, to assist with identification of candidates but must not advise on which questions or sections are to be attempted.

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

Examination papers must not be read by subject teachers or removed from the examination room before the end of a session. Papers will be distributed to Heads of Department at the end of the examination session – usually placed in their HW pigeonholes.

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

Candidates

The centre's published rules on behaviour, candidates' dress code being full school uniform, 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 Examinations Officer or senior invigilator.

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

The Examinations Officer is responsible for handling late or absent candidates on examination day or subsequently.

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

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

Internal Assessments and Appeals

Internal Assessment Replaces the Largely Discontinued Term Coursework

It is the duty of Heads of Department to ensure that all internal assessment is ready for despatch at the correct time. The Examinations Officer will assist by keeping a record of each dispatch, including the recipient details and the date and time sent, if required.

Marks and Appeals

Marks for all internally assessed work and estimated grades are submitted to the examinations office by the subject teachers and Heads of Departments.

Appeals against the process of internal assessments must be made by the end of May prior to certification.

Appeals against Internal Assessments

The process for managing appeals against internal assessments is detailed in a separate appeals policy, available from the examinations office.

Results

Results, Enquiries about Results (EARs) and Access to Scripts (ATS)

Candidates will receive individual result sheets on results days, either in person at the centre or by post to their home addresses.

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 members of centre staff or candidates if there are reasonable grounds for believing there has been an error in marking.

The candidate's consent (verbal or written) is required before any EAR is requested and is the responsibility of the Head of Department.

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

When the centre does not support a candidate's or parent's request for an EAR, a candidate may apply to have an enquiry carried out. If a candidate requires this against the advice of subject staff, they must pay via ParentPay on request of the EAR.

If an EAR results in a change of overall unit or award grade, the candidate will be reimbursed the cost of the EAR.

ATS

Centre staff may request scripts for investigation or for teaching purposes. For the latter, the consent of candidates (verbal or written) must be obtained, unless anonymised.

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

Certificates

Certificates are presented in person and collected and signed for.

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

The centre retains certificates for one year.

Internal Appeals Policy

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

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

Written Appeals Procedure

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

The appeal applies only to the procedures used in arriving at internal and controlled assessment decisions and does not apply to the judgements themselves; you cannot appeal against the mark or grade, only the procedures used.

The parent or guardian must make the appeal, in writing, to the School's Examinations Officer: appeals should normally be made by 30 April for examinations in the June series.

This deadline may be extended in exceptional circumstances, in situations where the coursework and controlled assessment marking and moderation schedule extends beyond this time.

The enquiry into the internal process will normally be led by the Examinations Officer and the Assistant Head Teacher, provided that neither has played any part in the original internal or controlled assessment process.

The teacher making the assessment will be able to respond to the appeal in writing, and a copy will be sent to the appellant.

The enquiry will consider whether the procedures used for the internal and controlled assessment were in conformity with the published requirements of the Awarding Body and the 'Code of Practice'.

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

- relevant communications with the Awarding Body
- any steps taken to further protect the interest of the candidates

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

Enquiries about Results (Re-Marks)

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

Note:

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

Management of GCSE Controlled Assessments Policy

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 departments 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 members of staff involved have a calendar of events
- update an internal appeals policy for controlled assessments.

Heads of Departments

- 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 examination series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the awarding body specification.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities with regard to controlled assessment.
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes and any other subject specific instructions.
- Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

Teaching Staff (inc. Heads of Departments)

- 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 examinations office details of all unit codes for controlled assessments.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.

- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Ask the appropriate special educational needs coordinator (Head of SENCO) for any assistance required for the administration and management of access arrangements.

Examinations Office Staff

- 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 examinations office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute mark sheets for teaching staff to use, and collect and send mark sheets 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 under 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.

Risk Management for Controlled Assessments

Risk and Issues	Possible Action		Staff
	Forward Planning	Action	
Timetabling			
Assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. start of academic year) for all subjects or lines of learning	Plan dates in consultation with school calendar – negotiate with other parties	SLT/EO/HoD
Too many assessments close together across subjects or lines of learning	Plan assessments so they are spaced over the duration of the course	Space assessments to at least allow candidates sometime between assessments	SLT/EO/HoD
Accommodation			
Insufficient space in classrooms for candidates	Once group sizes are known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessment	Use more than one classroom or the Gym or multiple sittings where necessary	EO/HoD/ Subject Leaders
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		EO/HoD

Risk and Issues	Possible Action		Staff
	Forward Planning	Action	
Downloading Awarding Body Set Tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	EO/HoD/ Network Technicians
Teaching staff/assessors unable to access task details	Test secure access rights ahead of schedule every year and every session	Ensure teaching staff/assessors have access rights for correct area of awarding body secure extranet sites ahead of time	EO/ HoD / Network Technicians
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding body for replacement; download again	EO/ HoD / Network Technicians
Absent Candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		Subject Teachers/HoD
Candidates have a scheduling clash for exams or assessment (possibly offsite on consortium teaching)	Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes	Check before booking the date; provide an alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashes N.B. retakes of controlled assessment are limited	EO/ Subject Teachers/HoD

Risk and Issues	Possible Action		Staff
	Forward Planning	Action	
<i>Control Levels for Task Taking</i>			
Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff/assessors know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	EO/ HoD/Deputy Head
<i>Supervision</i>			
Student study diary/plan not provided or completed*	Ensure teaching staff/assessors are aware of the need for study diary/plans to be completed early in course	Ensure candidates start, continue and complete study diary/plans that are signed after every session	HoD / Subject Teachers
Teaching staff/assessors do not understand supervision of controlled assessment is their responsibility	Ensure teaching staff/assessors understand nature of controlled assessments and their role in supervision		HoD / Subject Teachers
Suitable supervisor has not been arranged for an assessment where teaching staff/assessors are not supervising	A suitable supervisor must be arranged for any controlled assessment where a teacher/assessor is not supervising, in line with the awarding body specification.		EO/ Subject Teachers/HoD

* Not all controlled assessment, whether for the BTec or GCSEs, will require the completion of a study diary or study plans

Risk and Issues	Possible Action		Staff
	Forward Planning	Action	
Task Setting			
Teaching staff/assessors fail to correctly set tasks	Ensure teaching staff/assessors understand the task setting arrangements as defined in the awarding body specification**	Seek guidance from the awarding body	EO / HoD/ Deputy Head
Assessments have not been moderated as required in the awarding body specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	EO / HoD/ Deputy Head
Security of Materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks	EO / HoD/ Deputy Head
Candidates' work not kept secure during or after assessment	Define appropriate level of security, in line with awarding body requirements, for each department as necessary	Take materials to secure storage	EO / HoD/ Deputy Head
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative spaces	EO / HoD/ Deputy Head

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

Risk and Issues	Possible Action		Staff
	Forward Planning	Action	
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines/penalties for not meeting them	Mark what candidates have produced by deadline and seek guidance from awarding body on further action.	Subject Teachers /HoD
Deadlines for marking and/or paperwork not met by teaching staff/ assessors	Ensure teaching staff/assessors are given clear deadlines (prior to awarding body ones) to complete marking/paperwork so the exams office can process and send off marks ahead of deadlines	Seek guidance from awarding body	EO / HoD
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign and attach to work when it is completed before handing in	Find candidate and ensure form is signed	Subject Teachers /HoD
Teaching staff/assessors fail to complete authentication forms or leave before completing authentication	Ensure teaching staff/assessors understand importance of authentication forms and the requirement of a signature	Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season	Subject Teachers /HoD

Risk and Issues	Possible Action		Staff
	Forward Planning	Action	
Marking			
Teaching staff/assessors interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking. Plan for sampling of marking during the practice phase.	Arrange for remarking. Consult awarding body specification for appropriate procedure	HoD / Subject Teachers / Deputy Head
Centre does not run standardisation activity as required by the awarding body	Plan against the requirements for standardisation for the awarding body when and how this activity will be conducted.	Check with the awarding body whether a later standardisation event can be arranged.	Deputy Head/ HoD / EO

BTEC Enrolment Guidelines, Assessment, Internal Verification and Appeals Policy

Enrolment Guidelines

Members of staff use the same enrolment guidelines when interviewing students for courses and provide consistent information and advice to ensure that students undertake appropriate qualifications and lead to improvements in retention and attainment.

Advise students of the courses on offer via the Option and Curriculum Booklets and an Options Open Evening.

At this event students and parent/carers are urged to speak to course leaders regarding the suitability of a course. The guidelines are not static. Each year they are reviewed and revised if necessary: for example, if departments introduce new qualifications at different levels.

Matching Students to Programmes

Every student interviewed is given a course offer. Entry requirements and predicted grades are considered key to a realistic and accurate offer of a place and this is communicated to the applicant early in the process. Alternative courses are offered to applicants whose course choices do not match their predicted grades. Once students have their actual grades the course offer is reviewed.

Assessment Policy — Key Aims

To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals.

To ensure that the assessment procedure is open, fair and free from bias and to national standards.

To make sure that there is accurate and detailed recording of assessment decisions. In order to do this, the centre will:

- ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment
- assess learner's evidence, using only the published assessment and grading criteria
- ensure that assessment decisions are impartial, valid and reliable
- not limit or 'cap' learner achievement if work is submitted late
- develop assessment procedures that will minimise the opportunity for malpractice
- maintain accurate and detailed records of assessment decisions
- maintain a robust and rigorous internal verification procedure
- annually provide samples for National Standards Sampling, as required by the awarding body
- monitor 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 members
- provide resources to ensure that assessment can be performed accurately and appropriately
- ensure that every student will have at least one unit internally verified by the department lead IV
- give a chance for resubmission dependency on the course route followed

Internal Verification - Aims

To ensure that internal verification is valid and reliable, and covers all assessors and programme activity.

To ensure that the internal verification procedure is open, fair and free from bias.

To ensure that there is accurate and detailed recording of internal verification decisions.

In order to do this, the centre will:

- ensure that all centre assessment instruments are verified as fit for purpose
- verify an appropriately structured sample of assessor work from all programmes, sites and teams, to ensure centre programmes conform to national standard requirements
- plan an annual internal verification schedule, linked to assignment plans
- define, maintain, and support effective internal verification roles
- ensure that identified staff will maintain secure records of all internal verification activity
- brief and train staff of the requirements for current internal verification procedures
- promote internal verification as a developmental process between staff
- provide standardised internal verification documentation
- use the outcome of internal verification to enhance future assessment

BTEC Appeals - Aim

To enable the learner to enquire, question or appeal against an assessment decision.

To attempt to reach agreement between the learner and the assessor at the earliest opportunity.

To standardise and record any appeal to ensure openness and fairness.

To facilitate a learner's ultimate right of appeal to the awarding body, where appropriate.

To protect the interests of all learners and the integrity of the qualification.

In order to do this, the centre will:

- inform the learner, at induction, of the Appeals Policy and procedure
- record, track and validate any appeal.
- forward the appeal to the Quality Nominee when a learner considers that a decision continues to disadvantage her/him
- keep appeals records for inspection for a minimum of eighteen months
- have a staged appeals procedure.
- take appropriate action to protect the interests of other learners and the integrity of the qualification, when the outcome of an appeal questions the validity of other results
- Monitor appeals to inform quality improvement

Appeal Process

The policy, relating to Internal Assessment Decisions and Examination Results, is to help ensure that the school's appeals procedure contains the essential elements of transparency, right of hearing, independence in the hearing and a written record of outcomes.

The Deputy Head Teacher is the nominated senior member of staff to manage appeals. The Examinations Officer will be responsible for disseminating information to all candidates and their carer/s about the appeals procedures and for informing the Head Teacher about the existence and outcome of all such appeals.

Internal Assessments

- Appeals regarding coursework/internal assessments must be made in writing within two weeks of the Internal Verification Process for that unit following grade and feedback to the Quality Nominee.
- The teacher(s) concerned in making the assessment, which is the subject of the appeal, will see a copy of the appeal and in conjunction with their Head of Department or Assistant Head Teacher, respond in writing. A copy will be sent to the candidate.
- If candidates are not happy with the written response they have received, then they will be entitled to a personal hearing. Reasonable notice will be given of the hearing date and the candidate will have sight of all the relevant documents (e.g. The marks given, the assessment made) to the case in advance of the hearing. Where candidates are presenting their own cases, they will be allowed to be accompanied by a (single) carer/friend. The teacher(s) and the candidate will have the opportunity to hear each other's submission to the panel at the hearing.
- The Appeals Panel will comprise at least two individuals who had not previously dealt with the particular case, such as the Head Teacher and a Governor.
- A written record of all appeals will be kept outlining the outcome of the appeal and reasons for that outcome. A copy will be sent to the candidate and, where appropriate, to the carer/s within a two week period following the hearing.
- The Awarding Body will be informed if there is any change to an internally assessed mark as a result of an appeal.

Examination Results

- Appeals regarding examination results should be made in writing to the Examinations Officer stating the details of the complaint and the reasons for the appeal. All appeals must be received within 7 days of the publication of results to allow sufficient time for a fair hearing.

The school is aware of the need to resolve speedily any internal dispute or appeal against any internal assessment decision, since the Awarding Bodies cannot change the dates on which certificates are printed and issued. All appeals must be dealt with by the date set as the deadline for enquiries about results by the Examination Boards.

Appeals initiated by parents will attract a fee. The fee will be reimbursed to the parents, by the school, if the grade is improved.

Enquiries about Results (Re-marks)

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

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

Procedure for Medical Assistant in Examination Venues

OUTCOME – To maintain the integrity of both the examination paper and the exam centre and ensure the safety of the casualty

- Stop examination
- Second invigilator note time examination stopped
- Briefly explain the situation to candidates with minimum information (without breaching the rights of any individual to confidentiality) who must remain silent and not communicate with other candidates.
- GYM - First Invigilator to call First Aiders on the phone/walkie-talkie
- HALL – Send student to staff room/general office
- If necessary, move any candidates and furniture which would impede the casualty or access of the first aiders/ambulance crew
- Assess the gravity of the medical situation.
- If the casualty is clearly in grave danger, students should be directed to leave the Examination room (in complete silence) via an appropriate exit. A decision will then be made on how they are to be accommodated until a decision is made regarding the continuation of the examination
- If the casualty is clearly in no immediate danger, students will remain in the examination room maintaining silence
- Once casualty is removed from the room, restart the examination with adjusted end time
- Apply for special consideration for all candidates in the room

Emergency Evacuation Procedure for Examinations

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

- Stop the 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 the candidates the full working time set for the examination.
- If there are only a few candidates, consider the possibility of taking them (with question papers and scripts) to another exam room to finish the examination.
- Make a full report of the incident and of the action taken, and send to the relevant awarding body.

Contingency Plan for Examinations at ECS

This policy is based on the [Joint Contingency Plan published by Ofqual](#) and should be read alongside it.

Aims

The contingency plan is designed to ensure that the school responds in a consistent and effective manner in the event of major disruption to the examinations system. It complements the plan already in place, the processes and procedures already set out by the examination boards.

The plan will be implemented in the event of major disruption to the examination system and as widespread illness, travel disruption, bad weather and power failures. Any actions taken will be subject to the advice of the official agencies dealing with the specific circumstances being faced; e.g. the Metropolitan Police, Environment Agency, Public Health England.

The plan will be implemented to safeguard the interests of candidates while maintaining the integrity of the examination system and safeguarding qualification standards.

The priority when implementing the contingency plan will be to maintain three principles:

- Delivering examinations/assessments to published timetables
- Delivering results to published timetables
- Complying with regulatory requirements in relation to assessment, marking and standards

Communications

In the event of major disruption, communication is a key factor in ensuring an effective and consistent response. [Details of specific agreed contingencies will be confirmed on the Ofqual website.](#)

Enfield County school is committed to communicating with candidates and parents in a clear and accurate way so that they are aware of disruptions and contingencies.

Responsibilities

In the event of disruption to examinations, ECS is responsible for:

- Preparing plans for disruption to exams as part of general emergency planning
- Preparing candidates for exams
- Ensuring examinations and assessments are taken under the conditions prescribed by awarding bodies
- Ensuring that assessment materials and candidates work are stored under secure conditions
- Deciding whether the centre can open for exams as scheduled and informing the relevant organisations if it is unable to open
- Exploring the opportunities for alternative arrangements if the centre cannot open for exams and agreeing these arrangements with the awarding bodies
- Judging whether candidates meet the requirements for special consideration as a result of any disruption and submitting these requests to the relevant awarding body
- Liaising with awarding bodies in the event of disruption to the transport of papers

- The distribution of results to candidates

Events

1. Disruption of teaching time – ECS is closed for an extended period

It remains the responsibility of the school to prepare students for examinations.

[In the case of severe weather the school will follow the advice of the DfE.](#)

ECS will remain open if possible after giving due consideration to the health and safety of students and staff.

In the case of severe disruption to teaching time ECS will:

- Communicate with parents
- Make full use of the information on the [school website](#) regarding schemes of work and on FireFly (VLE) regarding work set; resources and assessment

2. Disruption in the distribution of examination papers

In the event of the awarding bodies not being able to deliver examination papers to the centre in advance of examinations, the EO will ensure that papers made available via a secure external network are received, copied and stored under secure conditions.

3. Candidates unable to take examinations because of a crisis – ECS remains open

- ECS will liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding body. [JCQ guidance on alternative site arrangements will be used.](#)
- ECS may need to offer the candidates the opportunity to sit the examination at the next available series
- If candidates have met the minimum requirements, [ECS may apply to the awarding bodies for Special Consideration.](#)

4. ECS is unable to open as normal during the examination period

ECS will inform each awarding body if it is unable to open as normal. The actions taken will be:

ECS will, if possible, open for examinations only

Examinations will be taken at the Lower School after seeking the agreement of the relevant awarding bodies

ECS will seek to use alternative venues in agreement with the relevant awarding bodies, e.g. Enfield Grammar School, Chace Community School or other public buildings.

If candidates have met the minimum requirements, ECS may apply for Special Consideration.

5. Disruption to the transport of completed scripts

ECS will ensure safe and secure storage until collection

6. Assessment evidence is not available to be marked

If large scale damage occurs to completed examination scripts or assessment evidence, ECS will communicate with the relevant awarding bodies regarding the generation of candidate marks based on the other appropriate evidence of achievement as defined by the awarding bodies.

7. Awarding organisation unable to issue accurate results

ECS will maintain communications with awarding bodies and candidates regarding the validity of results

8. ECS unable to distribute results as normal

ECS will make arrangements after contacting the relevant awarding bodies. These alternatives are available:

- Results are distributed from the Lower School site
- Results are distributed from the site of another Centre e.g. Chace Community School, Enfield Grammar school
- Arrangements can be made to post results from an alternative site