

Ormiston Maritime Academy

Exam Policy

Date adopted: March 2018

Next review date: March 2019

Policy Version Control

Policy prepared by	OAT Model Policy
Responsible committee	Policy Committee
Date approved by committee	March 2018
Date ratified by LGB (if required)	
Description of changes from the model policy (if any)	Updated Policy in line with JCQ amended regulations.

Contents

		Page
1	Introduction	4
2	Purpose	4
3	Exam responsibilities	4
4	The statutory tests and qualifications offered	6
5	Exam seasons and timetables	7
6	Entries, entry details and late entries	7
7	Exam fees	7
8	The Disability Discrimination Act (DDA), special needs and access arrangements	8
9	Managing invigilators and exam days	8
10	Candidates, clash candidates and special consideration	9
11	Controlled Assessment work and appeals against internal assessments	10
12	Results, enquiries about results (EARs) and access to Scripts (ATS)	11
13	Certificates	12
14	Contingency planning	12

Appendix

- 1 GCSE Controlled Assessment Policy
- 2 Disability Discrimination Act Policy
- 3 Appeals Procedure – external/internal assessment
- 4 Risk Management Controlled Assessment
- 5 Contingency Plan
- 6 BTEC Policy
- 7 NCFE Policy
- 8 Appeals form for candidates – internal grading

1 Introduction

- 1.1 This policy has been adopted by the Governing Body of Ormiston Maritime Academy in **March 2018** following consultation with staff and Governors.
- 1.2 Ormiston Maritime Academy has been appointed as an Exam Centre.
- 1.3 The Head of Centre is the Principal of the Academy

Equality and Diversity : All policies are intended to ensure that no-one is treated in any way less favourably on the grounds of race, colour, national or ethnic or social origin, race, disability, gender, sexual orientation, gender reassignment, marriage and civil partnership, pregnancy and maternity, age, religion / belief or political / other personal beliefs.

2 Purpose

- 2.1 The purpose of this exam policy is:
 - to ensure the planning and management of exams is conducted efficiently and in the best interest of candidates
 - to ensure the operation of an efficient exam system with clear guidelines for all relevant staff.
- 2.2 It is the responsibility of everyone involved in the Centre's exam processes to read, understand and implement this policy.
- 2.3 This exam policy will be reviewed annually.
- 2.4 This exam policy will be reviewed by the Head of Centre.

3 Exam responsibilities

3.1 *The Head of Centre* has overall responsibility for the school as an Exam Centre:

- advises on appeals and reviews of marking
- the Head of Centre is responsible for reporting all suspicions or actual incidents of malpractice. Refer to the JCQ document *Suspected malpractice in examinations and assessments*.

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

- advises the senior leadership team (SLT), subject and class tutors and other relevant support staff on annual exam timetables and application procedures as set by the various exam boards
- oversees the production and distribution to staff, governors and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events
- ensures that candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them
- consults with Assistant Principal (Exams) and teaching staff to ensure that necessary Controlled Assessments and Non-examination assessments are completed on time and in accordance with JCQ guidelines
- receives, checks and stores securely all exam papers and completed scripts
- Checks the correct question paper packets are opened in line with time constraints for each exam session
- administers access arrangements and makes applications for special consideration using the JCQ *Access arrangements and special considerations regulations* and *Guidance relating to candidates who are eligible for adjustments in examinations*
- identifies and manages exam timetable clashes
- accounts for income and expenditures relating to all exam costs/charges
- submits candidates' Controlled Assessment and non-examination assessment marks
- arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any appeals/ review of marking requests
- maintains systems and processes to support the timely entry of candidates for their exams
- in the absence of the Exams Officer the Data Manager will take up the role.

3.3 The *Assistant Principal (Exams)* will oversee the work of the Exams Officer.

3.4 The *Heads of Department/school/curriculum* are responsible for the

- Guidance and pastoral oversight of candidates who are unsure about exam entries or amendments to entries.
- Involvement in post-results procedures.

- Accurate completion of Controlled Assessment and Non-examination assessment mark sheets and declaration sheets.
- Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the Exams Officer.

3.5 *Teachers* are responsible for the

- Notification of access arrangements (as soon as possible after the start of the course).
- Submission of candidates' names to heads of department/school/curriculum.

3.6 The *Special Educational Needs Co-ordinator (SENCO)* is responsible for

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

3.7 The *Lead invigilator/invigilator* are responsible for

- Collection of exam papers and other material from the exams office before the start of the exam.
- Collection of all exam papers in the correct order at the end of the exam and their return to the exams office.
- Security of examination materials, including exam scripts

3.8 The *Candidates* are responsible for

- Confirmation and signing of entries.
- Understanding Controlled Assessment and Non-examination assessments regulations and signing a declaration that authenticates the work as their own.

4 The statutory tests and qualifications offered

4.1 The statutory tests and qualifications offered at this Centre are decided by the Head of Centre.

4.2 The statutory tests and qualifications offered are GCSEs, BTEC's and other Level 2 qualifications.

4.3 The subjects offered for these qualifications in any academic year may be found in the Centre's published prospectus for that year.

4.4 Decisions on whether a candidate should not take an individual subject will be taken in consultation with the candidates, parents/carers, Head of Centre and Assistant Principal (Exams).

4.5 *At key stage 3*

4.5.1 All candidates will take English and Mathematics. The school will consider the use of intervention or booster strategies in connection with any candidates who are unlikely to attain the minimum level.

4.6 *At key stage 4*

4.6.1 All candidates will be entitled, and enabled, to achieve an entry for qualifications from an external awarding body.

5 Exam seasons and timetables

5.1 *Exam seasons*

5.1.1 Internal exams are scheduled November/December and February/March.

5.1.2 External exams are scheduled in May and June for GCSEs and throughout the academic year for other qualifications.

5.1.3 Which exam series are used in the Centre is decided by the Head of Centre, Assistant Principal (Exams) and Heads of Curriculum.

5.2 *Timetables*

5.2.1 Once confirmed, the Exams Officer will circulate the exam timetables for external exams.

6 Entries, entry details and late entries

6.1 *Entries*

6.1.1 Candidates are selected for their exam entries by the Head of Centre, Assistant Principal(Exams) in consultation with heads of curriculum, heads of subject and the subject teachers.

6.1.2 The Centre does not accept entries from external candidates except where members of Centre staff are unable to find another exam Centre for qualifications.

6.2 *Late entries*

- 6.2.1 Entry deadlines are circulated to heads of department via email.
- 6.2.2 Late entries can only be authorised by Head of Centre or Assistant Principal (Exams).

7 Exam fees

- 7.1 The Centre will pay all normal exam fees on behalf of candidates.
- 7.2 Late entry or amendment fees are paid by departments.
- 7.3 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.
- 7.4 OMA reserve the right to charge exam fees to parents/carers whose child fail to attend for the exam or mis-behave and do not complete it.

8 The Disability Discrimination Act (DDA), special needs and access arrangements

8.1 *DDA*

- 8.1.1 The Disability Discrimination Act 2005 extends the application of the DDA to general qualifications. All Exam Centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

8.2 *Special needs*

- 8.2.1 A candidate's special needs requirements are determined by the SENCO, doctor, pastoral teacher and educational psychologist / specialist teacher.
- 8.2.2 The SENCO will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an exam, and the date of that exam. The SENCO can then inform individual staff of any special arrangements that individual candidates can be granted during the course and in the exam.

8.3 *Access arrangements*

- 8.3.1 Making special arrangements for candidates to take exams is the responsibility of the SENCO and the Exams Officer.
- 8.3.2 Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Special Educational Needs Coordinator (SENCO).
- 8.3.3 Rooming for access arrangement candidates will be arranged by the Exams Officer in consultation with the Assistant Principal (Exams) and the SENCo.
- 8.3.4 Invigilation and support for access arrangement candidates will be organised by the Exams Officer with the SENCo.

9 **Managing invigilators and exam days**

9.1 *Managing invigilators*

- 9.1.1 External invigilators will be used for internal exams and external exams.
- 9.1.2 The recruitment of invigilators is the responsibility of the Exams Officer.
- 9.1.3 Securing the necessary Disclosure and Barring Service (DBS) clearance for new invigilators is the responsibility of the Centre administration.
- 9.1.4 DBS fees for securing such clearance are paid by the Centre.
- 9.1.5 Invigilators are timetabled and briefed by the Exams Officer.
- 9.1.6 Invigilators' rates of pay are set by the Centre administration.

9.2 *Exam days*

- 9.2.1 The Exams Officer will book all exam rooms after liaison with Assistant Principal (Standards).
- 9.2.2 Site management is responsible for setting up the allocated rooms.
- 9.2.3 The Assistant Principal (Exams) will oversee the Exams Officer to ensure that all exams are started in accordance with JCQ guidelines.
- 9.2.4 Subject staff or teachers may be present at the start of the exam to assist with identification of candidates but must not advise on which questions are to be attempted.

- 9.2.5 In practical exams subject teachers may be on hand in case of any technical difficulties.
- 9.2.6 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 following the posting of completed exam papers to the relevant exam board.
- 9.2.7 A relevant subject teacher may be available to read out any subject-specific instructions and start the exam, if required.

10 Candidates, clash candidates and special consideration

10.1 *Candidates*

- 10.1.1 The Centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and all electronic devices apply at all times.
- 10.1.2 Candidates' personal belongings remain their own responsibility and the Centre accepts no liability for their loss or damage.
- 10.1.3 Disruptive candidates are dealt with in accordance with JCQ guidelines.
- 10.1.4 Candidates may leave the exam room for a genuine purpose requiring an immediate return to the exam room, in which case a member of staff must accompany them.
- 10.1.5 Heads of Year, SLT and Centre administration are responsible for dealing with candidates who are late for their exams, or do not turn up at all.

10.2 *Clash candidates*

- 10.2.1 The Exams Officer will be responsible as necessary for supervising escorts, identifying a secure venue and arranging overnight stays.

10.3 *Special consideration*

- 10.3.1 Should a candidate be ill before an exam, suffer bereavement or other trauma, be taken ill during the exam itself or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the Centre, the Exams Officer, or the exam invigilator, to that effect.
- 10.3.2 The candidate must support any special consideration claim with appropriate evidence within three days of the exam, for example a letter from the candidate's doctor.

10.3.3 The Exams Officer will then forward a completed special consideration form to the relevant awarding body within seven days of the exam.

11 Controlled Assessment work, non-examination assessments and appeals against internal assessments

11.1 *Controlled Assessment and non-examination assessment work*

11.1.1 Candidates who have to prepare Controlled Assessments/non-examination assessments should do so by the end of the course.

11.1.2 Heads of department will ensure all Controlled Assessments/Non-examination assessments are ready for dispatch at the correct time. The Exams Officer will keep a record of what has been sent when and to whom.

11.1.3 Marks for all internally assessed work are provided to the exams office by the subject teachers, heads of subject, heads of department, heads of faculty and the heads of curriculum.

11.1.4 Heads of Department **must** inform candidates of their Centre assessed marks along with timescales for appeal as a candidate is allowed to request a review of the Centre's marking **before marks are submitted to the awarding body**.

11.1.5 **The Head of Centre must** ensure that details of the internal appeals procedure is communicated, made widely available and accessible to all candidates relating to internal assessment decisions and to;

11.2 *Appeals against internal assessments (see appendix)*

11.2.1 The Centre is obliged to publish a separate procedure on this subject, which is available from the exams office.

11.2.2 The main points are:

- appeals will only be entertained if they apply to the process leading to an assessment. There is no appeal against the mark or grade awarded
- candidates may appeal if they feel their Controlled Assessment/Non-examination assessment has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification

- appeals should be made in writing by 30 June to the Head of Centre (or other nominee e.g. Assistant Principal (Exams)) who will decide whether the process used conformed to the necessary requirements
- the Head of Centre's findings will be notified in writing, copied to the Exams Officer and recorded for awarding body inspection.
- Appeals for NCFE Qualifications - the academy will adopt the NCFE policy available on request from the Assistant Principal (Exams)/Exams Officer.

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

12.1 Results

12.1.1 Candidates will receive individual results slips on results days either in person at the Centre or by post to their home addresses (candidates to provide sae).

12.1.2 Arrangements for the school to be open on results days are made by the Head of Centre/Assistant Principal (Exams).

12.1.3 The provision of staff on results days is the responsibility of the Head of Centre/Assistant Principal (Exams). Senior members of Centre staff must be accessible to candidates immediately after the publication of results so that results may be discussed and decisions made on the submission of enquiries. Candidates must be informed of the periods during which Centre staff will be available so that they may plan accordingly.

12.2 Enquiries about results (EARs)

12.2.1 EARs may be requested by Head of Centre/Assistant Principal (Exams) and other Centre staff or candidates if there are reasonable grounds for believing there has been an error in marking.

12.2.2 If a result is queried, the Head of Centre/Assistant Principal (Exams) will investigate the feasibility of asking for a review of marking at the Centre's expense.

12.2.3 When the Centre does not uphold an EAR, a candidate may apply to have an enquiry carried out. If a candidate requires this against the advice of subject staff, they will be charged.

12.2.4 DOLs/HODs can ask for a review of marking. However, any reviews of marking not deemed necessary by the Head of Centre/Assistant Principal (Exams) will be charged to the respective department.

12.2.5 All individual reviews of marking must be agreed by the candidate.

12.3 *Access to scripts (ATS)*

- 12.3.1 After the release of results, candidates may ask to request the return of papers within three days' scrutiny of the results.
- 12.3.2 Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained prior to the request and the costs will be met by the departments.
- 12.3.3 GCSE reviews of marking cannot be applied for once a script has been returned.
- 12.3.4 (See also section 5: Exam fees)

13 Certificates

- 13.1 Certificates are collected and signed for by exam candidates.
- 13.2 Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised to do so.
- 13.3 Replacement certificates are only issued if a candidate agrees to pay the costs incurred.
- 13.4 The Centre retains unclaimed certificates for one year.

14 Contingency planning (Appendix 5)

- 14.1 Contingency planning for exam administration is the responsibility of the Head of Centre in consultation with the Assistant Principal (Exams) and Exams Officer.
- 14.2 Contingency plans will be communicated via email, briefing meetings and the website and are in line with the guidance provided by Ofqual, JCQ and awarding organisations.

Appendix 1

Non-examination assessment policy 2017/18

Contents

What does this policy affect?	15
Purpose of the policy	15
What are non-examination assessments?	15
Procedures for planning and managing non-examination assessments identifying staff roles and responsibilities	15
The basic principles	15
Task setting	16
Issuing of tasks.....	16
Task taking	17
Supervision.....	17
Advice and feedback.....	17
Resources	17
Word and time limits.....	18
Collaboration and group work	18
Authentication procedures	18
Presentation of work	18
Keeping materials secure.....	18
Task marking – externally assessed components	19
Conduct of externally assessed work	19
Submission of work	19
Task marking – internally assessed components	20
Marking and annotation.....	20
Internal standardisation.....	20
Consortium arrangements.....	20
Submission of marks and work for moderation.....	20
Storage and retention of work after submission of marks.....	21
External moderation - feedback	21
Access arrangements	22
Special consideration	22
Malpractice	22
Enquiries about results.....	23
Spoken Language Endorsement for GCSE English Language specifications designed for use in England	23
GCSE Controlled Assessment Policy	24
Staff responsibilities	24

What does this policy affect?

This policy affects the delivery of subjects of reformed GCSE qualifications which contain a component(s) of non-examination assessment.

“The regulator’s definition of an examination is very narrow and in effect any type of assessment that is not ‘externally set and taken by candidates at the same time under controlled conditions’ is classified as non-examination assessment (NEA). ‘NEA’ therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across Centres are classified as ‘NEA’.”

[Definition taken directly from the JCQ publication [Instructions for conducting non-examination assessments– Foreword, page 3](#)

[This publication is further referred to in this policy as NEA](#)

Purpose of the policy

The purpose of this policy, as defined by JCQ, is to

- cover procedures for planning and managing non-examination assessments
- define staff roles and responsibilities with respect to non-examination assessments
- manage risks associated with non-examination assessments

[[NEA – The basic principles, page 4](#)]

What are non-examination assessments?

“Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers.

There are three assessment stages and rules which apply to each stage. These rules often vary across subjects. The stages are:

- task setting;
- task taking;
- task marking.”

Procedures for planning and managing non-examination assessments identifying staff roles and responsibilities

The basic principles

Head of Centre

- Ensures that the Centre’s *non-examination assessment policy* is fit for purpose
- Ensures the Centre’s *internal appeals procedures* clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against internally assessed marks

Senior Leaders

- Ensure the correct conduct of non-examination assessments which comply with [NEA](#) and awarding body subject-specific instructions
- Ensure the Centre-wide calendar records assessment schedules by the start of the academic year

Quality assurance (QA) lead/Lead internal verifier

- Confirms with subject heads that appropriate awarding body forms and templates for non-examination assessments are used by teachers and candidates
- Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria
- Ensures appropriate Centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers
- Ensures appropriate Centre-devised templates are provided to capture/record relevant information is received and understood by candidates
- Where not provided by the awarding body, ensures a Centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.

Subject head/lead

- Ensures subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensures [NEA](#) and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments
- Works with the QA lead/Lead internal verifier to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers

Subject teacher

- Understands and complies with the general instructions as detailed in [NEA](#)
- Where these may also be provided by the awarding body, understands and complies with the awarding body's specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Marks internally assessed work to the criteria provided by the awarding body
- Ensures the Exams Officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code or is made as a separate unit entry code) to the internal deadline for entries

Exams Officer

- Carries out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment

Task setting

Subject teacher

- Selects tasks from a choice provided by the awarding body OR designs tasks where this is permitted by criteria set out within the subject specification
- Makes candidates aware of the criteria used to assess their work

Issuing of tasks

Subject teacher

- Determines when set tasks are issued by the awarding body

- Identifies date(s) when tasks should be taken by candidates
- Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times
- Ensures requirements for legacy specification tasks and new specification tasks are distinguished between

Task taking

Supervision

Subject teacher

- Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensures there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensures there is sufficient supervision to ensure the work a candidate submits is their own
- Where candidates may work in groups, keeps a record of each candidate's contribution
- Ensures candidates are aware of the JCQ documents [Information for candidates - non-examination assessments](#) and [Information for candidates - Social Media](#)
- Ensures candidates understand and comply with the regulations in relevant JCQ documents *Information for candidates*

Advice and feedback

Subject teacher

- As relevant to the subject/component, advises candidates on relevant aspects before candidates begin working on a task
- When reviewing candidates' work, unless prohibited by the specification, provides oral and written advice at a general level to candidates
- Allow candidates to revise and re-draft work after advice has been given at a general level
- Records any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner
- Ensures when work has been assessed, candidates are not allowed to revise it

Resources

Subject teacher

- Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks
- Ensures conditions for any formally supervised sessions are known and put in place
- Ensures conditions for any formally supervised sessions are understood and followed by candidates
- Ensures candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions
- Ensures that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.

Word and time limits

Subject teacher

- Refers to the awarding body's specification to determine where word and time limits apply/are mandatory

Collaboration and group work

Subject teacher

- Unless stated otherwise in the awarding body's specification, and where appropriate, allows candidates to collaborate when carrying out research and preparatory work
- Ensures that it is possible to attribute assessable outcomes to individual candidates
- Ensures that where an assignment requires written work to be produced, each candidate writes up their own account of the assignment
- Assesses the work of each candidate individually

Authentication procedures

Subject teacher

- Where required by the awarding body's specification
 - ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work
 - signs the teacher declaration of authentication confirming the requirements have been met
- Keeps signed candidate declarations on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in [NEA](#) and informs the exams officer

Presentation of work

Subject teacher

- Instructs candidates to present work as detailed in [NEA](#) unless the awarding body's specification gives different subject-specific instructions
- Instructs candidates to add their candidate number, Centre number and the component code of the assessment as a header/footer on each page of their work

Keeping materials secure

Subject teacher

- When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensures work is securely stored
- Follows secure storage instructions as defined in [NEA 4.8](#)
- Takes sensible precautions when work is taken home for marking

- Stores internally assessed work, including the sample returned after awarding body moderation, securely until the closing date for enquiries about results or until the outcome of an enquiry or any subsequent appeal has been conveyed to the Centre
- Reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means
- Liaises with the IT Manager to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

IT Manager

- Ensures appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

Task marking – externally assessed components

Conduct of externally assessed work

Subject teacher

- Liaises with the Assistant Principal(Standards)/Exams Officer regarding arrangements for the conduct of any externally assessed non-examination component of a specification
- Liaises with the Visiting Examiner where this may be applicable to any externally assessed component

Exams officer

- Arranges timetabling, rooming and invigilation where this is applicable to any externally assessed non-examination component of a specification
- Conducts the externally assessed component within the window specified by the awarding body
- Conducts the externally assessed component according to the JCQ publication *Instructions for conducting examinations*

Submission of work

Subject teacher

- Provides the attendance register to a Visiting Examiner

Exams Officer

- Provides the attendance register to the subject teacher where the component may be assessed by a Visiting Examiner
- Ensures the awarding body's attendance register for any externally assessed component is completed correctly to show candidates who are present and any who may be absent
- Where candidates' work must be despatched to an awarding body's examiner, ensures the completed attendance register accompanies the work
- Keeps a copy of the attendance register until after the deadline for enquiries about results for the exam series
- Packages the work as required by the awarding body and attaches the examiner address label
- Despatches the work to the awarding body's instructions by the required deadline

Task marking – internally assessed components

Marking and annotation

Subject teacher

- Marks candidates' work in accordance with the marking criteria provided by the awarding body
- Annotates candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria
- Informs candidates of their marks which could be subject to change by the awarding body moderation process
- Ensures candidates are informed in a timely manner to enable an internal appeal to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

Internal standardisation

Quality assurance (QA) lead/Lead internal verifier

- Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence

Subject teacher

- Indicates on work (or cover sheet) the date of marking
- Marks to common standards

Consortium arrangements

Subject head/lead

- Ensures a consortium co-ordinator is nominated (where this may be required as the consortium lead)
- Liaises with the exams officer to ensure form JCQ/CCA is submitted to the awarding body for each exam series affected
- Ensures procedures for internal standardisation as a consortium are followed

Subject teacher

- Provides marks to the exams officer to the internal deadline
- Provides the moderation sample to the Exams Officer to the internal deadline

Exams Officer

- Arranges completion of form JCQ/CCA [Centre consortium arrangements for Centre - assessed work](#)
- Submits form JCQ/CCA to the deadline for each exam series affected
- Submits marks to the awarding body deadline
- Where relevant, liaises with other consortium exams officers to arrange despatch of a single moderation sample to the awarding body deadline
- Where relevant (as the consortium lead), retains all candidates' work in the consortium until after the deadline for enquiries about results for the exam series

Submission of marks and work for moderation

Subject teacher

- Submits the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted/Provides the moderation sample to the exams officer to the internal deadline
- Ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required

Exams Officer

- Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks submitted to the external deadline
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted/Confirms with Subject teacher that the moderation sample has been submitted to the awarding body deadline
- Ensures that for postal moderation
 - work is dispatched in packaging provided by the awarding body
 - moderator label(s) provided by the awarding body are affixed to the packaging
 - proof of dispatch is obtained and kept on file until the successful issue of final results
- Through the subject teacher, ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required

Storage and retention of work after submission of marks

Subject teacher

- Keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retains all marked candidates' work (including any sample returned after moderation) under secure conditions until after the deadline for enquiries about results
- Takes steps to protect any work stored electronically from corruption and has a back-up procedure in place
- Retains evidence of work where retention may be a problem (for example, photos of artefacts etc.)

Exams officer

- Ensures any sample returned after moderation is logged and returned to the subject teacher for secure storage and required retention

External moderation - feedback

Subject head/lead

- Checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next examination series

Exams Officer

- Accesses or signposts moderator reports to relevant staff

- Takes remedial action, if necessary, where feedback may relate to Centre administration

Access arrangements

Subject teacher

- Works with the Assistant Principal (Exams)/SENCo to ensure any access arrangements for eligible candidates are applied to assessments

Special Educational Needs Coordinator (SENCo)

- Follows the regulations and guidance in the JCQ publication [Access Arrangements and Reasonable Adjustments](#)
- Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, will ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
- Makes subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments
- Works with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
- Ensures that staff acting as an access arrangement facilitator are fully trained in their role

Special consideration

Exams Officer

- Refers to/directs relevant staff to the JCQ publication [A guide to the special consideration process](#)
- Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
- Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale
- Keeps required evidence on file to support the application

Malpractice

Head of Centre/Assistant Principal (Exams)

- Understands the responsibility to report to the relevant awarding body any suspected cases of malpractice involving candidates, teachers, invigilators or other administrative staff
- Is familiar with the JCQ publication [Suspected Malpractice in Examinations and Assessments: Policies and Procedures](#)

Subject teacher

- Is aware of the JCQ [Notice to Centres - Teacher s shar ing assessm ent m aterial and candidat es' work](#)
- Ensures candidates understand the JCQ document [Information for candidates - non-examination assessments](#)
- Ensures candidates understand the JCQ document [Information for candidates - Social Media](#)

Exams Officer

- Signposts the JCQ publication [Suspected Malpractice in Examinations and Assessments: Policies and Procedures](#) to the head of Centre/Assistant Principal (Exams)
- Signposts the JCQ [Notice to Centres - Teacher s sharing assessm ent m aterial and candidat es' w ork](#) to subject heads
- Signposts candidates to the relevant JCQ information for candidates documents
- Where required, supports the head of Centre in investigating and reporting incidents of suspected malpractice

Enquiries about results

Head of Centre/Assistant Principal (Exams)

- Ensures the Centre's *internal appeals procedures* clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against a Centre decision not to support an enquiry about results request or not supporting an appeal following the outcome of an enquiry about results

Subject head/lead

- Provides relevant support to subject teachers making decisions about enquiries about results

Subject teacher

- Provides advice and guidance to candidates on their results and the post-results services available
- Provides the exams officer with the original sample or relevant sample of candidates' work that may be required for an enquiry about results to the internal deadline
- Supports the exams officer in collecting candidate consent where required

Exams officer

- Is aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments as detailed in the JCQ publication [Post Results Services, Information and guidance for Centres](#)
- Provides/signposts relevant Centre staff and candidates to post-results services information
- Ensures any requests for post-results services that are available to non-examination assessments are submitted online via the awarding body secure extranet site to deadline
- Collects candidate consent where required

Spoken Language Endorsement for GCSE English Language specifications designed for use in England

Head of Centre/Assistant Principal (Exams)

- Provides a signed declaration as part of the National Centre Number Register Annual Update, that all reasonable steps have been or will be taken to ensure that all candidates at the Centre have had, or will have, the opportunity to undertake the Spoken Language endorsement

Quality assurance (QA) lead/Lead internal verifier

- Ensures the appropriate arrangements are in place for internal standardisation of assessments

Subject head/lead

- Confirms understanding of the *Spoken Language Endorsement for GCSE English Language specifications designed for use in England*
- Ensures the required task setting and task taking instructions are followed by subject teachers
- Ensures subject teachers assess candidates, either live or from recordings, using the common assessment criteria
- Ensures for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided

Subject teacher

- Ensures all the requirements in relation to the endorsement are known and understood
- Follows the required task setting and task taking instructions
- Assesses candidates, either live or from recordings, using the common assessment criteria
- Provides audio-visual recordings of the presentations of a sample of candidates for monitoring purposes
- Follows the awarding body's instructions for the submission of grades (*Pass, Merit, Distinction or Not Classified*) and the storage and submission of recordings

Exams officer

- Follows the awarding body's instructions for the submission of grades and the storage and submission of recordings

GCSE Controlled Assessment Policy

Outlining staff responsibilities - GCSE Controlled Assessment

Senior leadership team

- Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the academic year, begin coordinating with directors of learning/heads of subjects to schedule controlled assessments. It is advisable that controlled assessments be spread throughout the academic years of key stage 4 but they should always be finished by end of February.
- Map overall resource management requirements for the year. As part of this resolve:
 - clashes/ problems over the timing or operation of controlled assessments.
 - issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Ensure that all staff involved have a calendar of events as mapped into scheme of work.

- Review internal appeals, publish and update an internal appeals policy for controlled assessments and.

Directors of Learning/Heads of Subjects

- Decide on the awarding body and specification for a particular qualification.
- 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 contextualise sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.
- Supply to the exams office details of all unit codes for controlled assessments.
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the Centre.
- Ask the appropriate special educational needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements.

Teaching staff

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments*.
- Understand and comply with the awarding body specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- 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 marking 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.

Exams office

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

Special educational needs coordinator/additional learning support

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

Appendix 2

Disability Discrimination Act Policy

1. At the start of each new School Academic year all Staff will be briefed by the Exams Officer/SENCo on the requirements of the DDA as they apply to the invigilation of examinations.

Staff who will be used as Readers, Scribes and Prompters will be given training to understand the role fully and ensure compliance with JCQ regulations.

2. Any student with a mobility disability will take their exam in a suitable room located on the ground floor. Staff who are involved with exams where students require medication will be briefed by the school nurse.
3. Invigilators will be made aware of the needs of candidates with particular impairments e.g. candidates with a hearing impairment will need to be given transcripts of general instructions given by the invigilator, and candidates with visual impairment will need enlarged copies of examination instructions such as JCQ notices if they are not helped by being seated at the front of the room.
4. Sufficient space will be provided in the examination room for a wheelchair to manoeuvre without difficulty.
5. Candidates who are likely to become unwell, or urgently need the toilet during an examination will be seated near the entrance to the room to ensure peace of mind for the candidate and minimal disruption if it is necessary to leave the room. An extra invigilator will be provided so that such candidates may be accompanied to the toilet without contravening the regulations about the number of invigilators.
6. Appropriate seating will be provided for candidates diagnosed with postural problems.
7. Candidates granted the use of readers, scribes, prompters or an Oral Language Modifier (OLM) will be made familiar with the person concerned as this will be their normal way of working.
8. Hardware used for on-screen testing must be appropriately adapted for the use of candidates with visual or aural impairment in consultation with the appropriate bodies and the ICT staff.
9. Candidates with aural impairment will be provided with their own playback equipment with headphones so that they can enhance the volume to the required level in Modern Foreign Language (MFL) or Music listening tests. In extreme cases the use of live speakers (LS) may be needed and these will be chosen by the Head of Centre and trained appropriately. In the case of MFL speaking tests a transcript of the questions must be available to the candidate.

10. When explaining emergency evacuation procedures to candidates, attention must be given to those with a disability e.g. an aurally impaired candidate should be given a transcript of what is being said.

Evidence of Need

If a JCQ Inspector visits an examination which includes candidates who have been granted access arrangements, including extra time, rest breaks as well as those described above he/she will ask to see the evidence of need for the candidate(s) concerned. A file containing this evidence for all current candidates is kept by the Examinations Officer.

Contact List

Extension

SENCo	3002
Examinations Officer	3067
First Aider	5134

Appendix 3

Appeals Procedure – External Examinations/Internal Assessment

We hope that all of our students are happy with their examination results but recognise that there are a very small number of cases where a result falls significantly below that expected. The procedures for investigating any concerns are outlined below.

Controlled Assessment/Non-examination assessment/Internal Assessment

You cannot appeal against the mark or grade that you have been given, but you may appeal against the process by which it has been awarded, if, for example, you believe that you have been treated unfairly or the specification criteria has not been applied correctly. Controlled Assessment, non-examination assessment and Internal Assessment marks are moderated internally to make sure all teachers mark to the same standard, and they are then also moderated externally by the exam board. You must raise any concerns before the marks are sent to the exam board. The moderators may change marks if they feel it necessary and you cannot appeal as an individual against any such changes.

1. Raise the issue with your subject teacher. They will explain why they gave that mark.
2. If you are still unhappy after speaking to your subject teacher see the Head of Department for that subject and they will arrange for the assessment to be checked by another teacher from within the Centre.
3. If you are still dissatisfied after speaking to the Head of Department (HOD), or if the Head of Department is the teacher who originally awarded the disputed mark, see the Examinations Officer, who will inform the Assistant Principal (Exams), in order that they can try to help to resolve the situation. If they are unable to do so, they can (in consultation with the Head of Centre) convene a formal panel to adjudicate. The panel will normally consist of two teachers of that subject, one being the Head of Department (unless they are the teacher whose marking is in dispute) and a member of the Senior Leadership Team. If there are not a sufficient number of uninvolved teachers of the subject on the staff, mutually acceptable *ad hoc* arrangements will be made by discussion with all of the interested parties.

Examination marks

1. Raise the issue with the Head of Centre/Assistant Principal (Exams), HOD. They will check your marks and how they compare with your Trial Examination results and predicted grade, and also how close you came to the grade boundaries (experience has

shown that very few reviews of marking change the total score by more than 1 or 2 marks).

2. If the Head of Centre/Assistant Principal (Exams) feels that there are grounds for requesting a review of marking the Examinations Officer will arrange this. Head of Centre/Assistant Principal (Exams) may also suggest reviews of marking for some candidates. In such cases the school will pay the necessary fee. **Written permission from you and acknowledgement of the risks by your parent/guardian will be required for any review of marking as the score (and therefore grade) can go down as well as up.**
3. If the academy does not feel that it can support a request for a review of marking you can still have the work reviewed by the examination board but you will have to pay for this in advance. The fee is refunded if the appeal is successful. **Written permission from you and acknowledgement of the risks by your parent/guardian will be required for any review of marking as the score (and therefore grade) can go down as well as up.**
4. All requests for a review of marking must be sent within three weeks of the results being issued. It may take a further six weeks for the result of the appeal to be known and in the interim period the original result will stand. The new result replaces the original one, regardless of the outcome, and no further review of marking is permitted under the regulations.

Request for an appeal to the Awarding Body for a review of examination papers

Please complete this form in BLOCK CAPITALS except where signatures are required.

Full name of student:

Candidate number (if applicable)

Subject:

Specification & paper codes:

Awarding Body ("Examination Board") AQA Edexcel OCR WJEC

Examination season: SUMMER Year

Appeal supported by the Centre (*please circle as appropriate*) : YES NO

Signed Head of Centre/Assistant Principal (Exams):

Date

Please read the following statement carefully before signing below.

I realise that by pursuing this request for a review, my marks and/or grades could go down, stay the same or go up, and that there is no further review permitted if I am unhappy with the outcome.

I also realise that if my request is not supported by the Centre I must pay for the review myself in advance. If I do not receive an improved final grade I will not receive a refund of the fee. Only if my final grade is improved can I expect a refund.

I have read and understood the warnings above and I wish to pursue this request to the Awarding Body.

Signed (candidate)

Date

As the parent/guardian of the above named candidate I have read and understood the warnings above.

Signed (Parent/Guardian) Print name
..... Date Relationship to
candidate

Appendix 4

Risk Management Controlled Assessment

Risks and issues	Possible remedial 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.	Plan dates in consultation with academy calendar – negotiate with other parties	SLT/DOL/HOD
Too many assessments close together across subjects.	Plan assessments so they are spaced over the duration of the course. DOL/HOD planning across subjects.	Space assessments to at least allow candidates some time between assessments. Ensure planned into 'Scheme of work', planning format to be discussed at Middle Leaders meeting.	SLT/DOL/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 multiple sittings where necessary.	Exams Officer / SLT
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / Centre facilities	Sports Hall/Gym can be used for whole year groups.	Exams Officer / SLT / Finance Director

Appendix 5

Contingency Plan

Contents

Purpose of the plan	35
Causes of potential disruption to the exam process	35
1. Exam officer extended absence at key points in the exam process (cycle)	35
2. SENCo extended absence at key points in the exam cycle	36
3. Teaching staff extended absence at key points in the exam cycle	37
4. Invigilators - lack of appropriately trained invigilators or invigilator absence	37
5. Exam rooms - lack of appropriate rooms or main venues unavailable at short notice	37
6. Failure of IT systems	38
7. Disruption of teaching time – Centre closed for an extended period	38
8. Candidates unable to take examinations because of a crisis – Centre remains open	38
9. Centre unable to open as normal during the exams period	39
10. Disruption in the distribution of examination papers	39
11. Disruption to the transportation of completed examination scripts	39
12. Assessment evidence is not available to be marked	39
13. Centre unable to distribute results as normal	40
Further guidance to inform and implement contingency planning	41
Ofqual	41
JCQ.....	41
GOV.UK	41

Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the management and administration of the exam process at Ormiston Maritime Academy. By outlining actions/procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on our exam process.

Alongside internal processes, this plan is informed by scenarios contained in the *Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland*.

This plan complies with JCQ general regulations (section 5) in that:

The Centre agrees to “have in place a written examination contingency plan/examinations policy which covers all aspects of examination administration. This will allow members of the senior leadership team to have a robust contingency plan in place, minimising risk to examination administration, should the examinations officer be absent at a crucial stage of the examination cycle;”

Causes of potential disruption to the exam process

1. Exam officer extended absence at key points in the exam process (cycle)

Criteria for implementation of the plan

Key tasks required in the management and administration of the exam cycle not undertaken including:

i. Planning

- annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered
- annual exams plan not produced identifying essential key tasks, key dates and deadlines
- sufficient invigilators not recruited and trained

ii. Entries

- awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff
- candidates not being entered with awarding bodies for external exams/assessment
- awarding body entry deadlines missed or late or other penalty fees being incurred

iii. Pre-exams

- exam timetabling, rooming allocation; and invigilation schedules not prepared
- candidates not briefed on exam timetables and awarding body information for candidates

- exam/assessment materials and candidates' work not stored under required secure conditions
- internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators

iv. Exam time

- exams/assessments not taken under the conditions prescribed by awarding bodies
- required reports/requests not submitted to awarding bodies during exam/assessment periods e.g. very late arrival, suspected malpractice, special consideration
- candidates' scripts not dispatched as required to awarding bodies

v. Results and post-results

- access to examination results affecting the distribution of results to candidates
- the facilitation of the post-results services

Centre actions:

Assistant Principal (Exams), in consultation with DOLs/HODs, and with the support of the Curriculum and Data Manager, will oversee points (i. – v.).

2. SENCo extended absence at key points in the exam cycle

Criteria for implementation of the plan

Key tasks required in the management and administration of the access arrangements process within the exam cycle not undertaken including:

vi. Planning

- candidates not tested/assessed to identify potential access arrangement requirements
- evidence of need and evidence to support normal way of working not collated

vii. Pre-exams

- approval for access arrangements not applied for to the awarding body
- modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
- staff providing support to access arrangement candidates not allocated and trained

viii. Exam time

- access arrangement candidate support not arranged for exam rooms

Centre actions:

Assistant Principal (Exams), in consultation with SEND staff, and with the support of the Data Manager, will oversee points (vi. – viii.).

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

Criteria for implementation of the plan

Key tasks not undertaken including:

- ix. *Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received*
- x. *Final entry information not provided to the exams officer on time; resulting in:*
 - *candidates not being entered for exams/assessments or being entered late*
 - *late or other penalty fees being charged by awarding bodies*
- xi. *Internal assessment marks and candidates' work not provided to meet submission deadlines*

Centre actions:

Assistant Principal (Exams) will ensure DOLs/HODs provide timely information to avoid (ix. – xi.). In the case of (x.) late entry or penalty fees will be charged to departments.

4. Invigilators - lack of appropriately trained invigilators or invigilator absence

Criteria for implementation of the plan

- xii. *Failure to recruit and train sufficient invigilators to conduct exams*
- xiii. *Invigilator shortage on peak exam days*
- xiv. *Invigilator absence on the day of an exam*

Centre Centre actions:

Assistant Principal (Exams) will ensure that Leadership staff are made available to invigilate in the case of (xii. – xiv.)

5. Exam rooms - lack of appropriate rooms or main venues unavailable at short notice

Criteria for implementation of the plan

- xv. *Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning*
- xvi. *Insufficient rooms available on peak exam days*
- xvii. *Main exam venues unavailable due to an unexpected incident at exam time*

Centre actions:

Assistant Principal (Exams), with the support of SLT responsible for site management and the Curriculum and Data Manager, will seek alternative rooming arrangements

6. Failure of IT systems

Criteria for implementation of the plan

- xviii. MIS system failure at final entry deadline
- xix. MIS system failure during exams preparation
- xx. MIS system failure at results release time

Centre actions:

Exams Officer to consult exam boards about alternative arrangements for (xviii.- xix.)

7. Disruption of teaching time – Centre closed for an extended period

Criteria for implementation of the plan

- i. Centre closed or candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning

The Centre to communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this. [Joint Contingency Plan (JCP) scenario

1]

Centre actions:

See other policies i.e. Emergency Closure Policy.

8. Candidates unable to take examinations because of a crisis – Centre remains open

Criteria for implementation of the plan

- ii. Candidates are unable to attend the examination Centre to take examinations as normal

The Centre to communicate with relevant awarding organisations at the outset to make them aware of the issue. The Centre to communicate with parents, carers and candidates regarding solutions to the issue. [JCP scenario 2]

Centre actions:

See other policies i.e. Emergency Closure Policy.

Assistant Principal (Exams), with the support of SLT responsible for site management and the Curriculum and Data Manager, will seek alternative rooming arrangements.

9. Centre unable to open as normal during the exams period

Criteria for implementation of the plan

- i. Centre unable to open as normal for scheduled examinations

Centre actions:

Exams Officer/Assistant Principal (Exams) to inform each awarding organisation with which examinations are due to be taken as soon as is possible.

Assistant Principal (Exams), with the support of SLT responsible for site management and the Curriculum and Data Manager, will seek alternative rooming arrangements.

10. Disruption in the distribution of examination papers

Criteria for implementation of the plan

- ii. Disruption to the distribution of examination papers to the Centre in advance of examinations

Centre actions:

Exams Officer/ Assistant Principal (Exams) to communicate with awarding organisations to organise alternative delivery of papers.

11. Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

- iii. Delay in normal collection arrangements for completed examination scripts

Centre actions:

Exams Officer/ Assistant Principal (Exams) to communicate with relevant awarding organisations at the outset to resolve the issue

12. Assessment evidence is not available to be marked

Criteria for implementation of the plan

- iv. Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked

Centre actions:

The Head of Centre to communicate this immediately to the relevant awarding organisation(s) and subsequently to students and their parents or carers

13. Centre unable to distribute results as normal

Criteria for implementation of the plan

- v. Centre is unable to access or manage the distribution of results to candidates, or to facilitate post-results services

Centre actions:

Head of Centre/ Assistant Principal (Exams)/Exams Officer to contact awarding organisations about alternative options

Causes 7-13 – all scenarios, criteria and specific communications have been taken directly from the *Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland*

Further guidance to inform and implement contingency planning

Ofqual

Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland

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

JCQ

General regulations

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

Guidance on alternative site arrangements

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

Instructions for conducting examinations

<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

A guide to the special consideration process

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance>

GOV.UK

Emergencies and severe weather: schools and early years settings

<https://www.gov.uk/emergencies-and-severe-weather-schools-and-early-years-settings> *Teaching time lost due to severe weather conditions*

<https://www.gov.uk/government/publications/teaching-time-lost-due-to-severe-weather-conditions/teaching-time-lost-due-to-severe-weather-conditions>

Dispatch of exam scripts guide: Ensuring the service runs smoothly; Contingency planning

<https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service/dispatch-of-exam-scripts-guide>

Appendix 6

BTEC Assessment Policy

Assessment and grading

The Assessor should decide when the learner is suitably prepared to undertake the assessment. Once learners are working on assignments which will be submitted for assessment, it is essential they work independently to produce and prepare evidence for assessment.

Before commencing an assessment, the Assessor should take care to ensure each learner understands:

- the assessment requirements
- the nature of the evidence they need to produce
- the importance of time management and meeting deadlines.

Assessing Unit Content

The learner must have the opportunity within the delivery of the unit to cover all of the unit content. It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment and grading criteria. The merit and distinction grading criteria enable the learner to achieve higher levels of performance in acquisition of knowledge, understanding and skills.

Professional judgement will always be required but the following principles apply to all the BTEC programmes:

A centre is expected to deliver the unit content fully.

A learner is not required to provide evidence for all the unit content, but is required to provide sufficient evidence to address the assessment & grading criteria in order to successfully achieve the unit.

Submission of evidence

Only one submission is allowed for each assignment. The Assessor is expected to formally record the assessment result and confirm the achievement of specific assessment criteria.

Each learner should submit:

- evidence towards the targeted assessment criteria
- a signed and dated declaration of authenticity with each assignment which confirms they have produced the evidence themselves. The assessor should then:
- formally record and confirm the achievement of specific assessment criteria
- complete a confirmation that the evidence they have assessed is authentic and is the learner's own work.

Before your learners start an assessment, you should:

- be confident they are sufficiently prepared to undertake assessment
- encourage them to aim at "getting it right" on first submission so they are not relying on a repeat submission or retake.

Opportunities for resubmission of evidence

Because every assignment contributes towards the final qualification grade, learners are allowed one resubmission of evidence for each assignment. The Lead Internal Verifier can authorise a resubmission which ensures any resubmissions are fairly and consistently implemented for all learners.

When can a Lead Internal Verifier authorise a resubmission?

The Lead Internal Verifier can only authorise a resubmission if all of the following conditions are met:

- the learner has met initial deadlines set in the assignment, or has met an agreed deadline extension
- the Assessor judges that the learner will be able to provide improved evidence without further guidance
- the Assessor has authenticated the evidence submitted for assessment and the evidence is accompanied by a signed-and-dated declaration of authenticity by the learner.

What if a learner does not meet all of these conditions?

If a learner has not met these conditions, the Lead Internal Verifier must not authorise a resubmission.

Procedure for resubmission of evidence

Forms and deadlines If the Lead Internal Verifier does authorise a resubmission, it must be:

- recorded on the assessment record 4 given a deadline for resubmission within 15 working days* of the learner receiving the results of the assessment
- undertaken by the learner with no further guidance.

* 15 working days must be within term time, in the same academic year as the original submission. If learners are studying part time, this is the equivalent of 15 days of “study time” to ensure we are being fair to all learners.

Feedback Stages

1. Teaching and Learning

During teaching and learning, you are using your best professional judgement about the nature, quantity or level of feedback. Your feedback could include, for example:

- Identify areas for learner progression, including stretch and challenge.
- Explain clearly how BTEC assessment works and what learners need to do to achieve a Pass, Merit or Distinction.
- Set “dry run” or “mock” tasks and scenarios to help learners understand what level they have reached and prepare for assessment.
- Feedback on how to improve knowledge, skills, understanding, behaviour, approach, grammar etc.

2. During Assessment

While learners are working on an assessment, you can continue to give general feedback and support, particularly around the development of knowledge, understanding and skills. Your feedback could include, for example:

- Guidance on how to approach the knowledge and skills requirements.
- Guidance on appropriate behaviour and approach, confirmation of deadlines etc.
- Confirmation of which criteria the assessor is targeting and clarification of what the assignment brief requires.

3. Following Assessment

On the assessment record, you should give clear feedback on:

- the criteria the learner achieved (explaining the assessor’s decisions)
- the criteria not achieved (and why) although you should not provide a list of instructions on how to get a higher grade. Your feedback could include, for example:
 - Which assessment criteria the learner has achieved and what the learner has done well.
 - Which assessment criteria the learner has not achieved and what was missing.
 - Information or guidance available to the learner they could have drawn on (e.g. class notes; hand-outs; resources in assignment brief etc.)
 - General behaviour and conduct, approach, grammar etc.

Predicted grades and on-going progress reporting

Predicted grades are a useful indicator of expected achievement – but it's important learners understand that they are just an indicator rather than a confirmation of final achievement. They do not count as formal assessment, or confirmation of achievement.

The assessment rules help to reinforce this by making a clear separation between:

- the feedback given during teaching and learning (which could include predicting grades and on-going progress reporting) and
- support, supervision and feedback during and following assessment.

During assessment: giving feedback to learners

The teacher or tutor must decide when the learner is fully prepared to undertake the assessment. Once learners are working on assignments which they will submit for assessment, **they must work independently** to produce and prepare evidence for assessment.

While learners are undertaking an assessment, teachers and tutors can continue to give general feedback and support, particularly around the development of knowledge, understanding and skills (see the Feedback Stages at the beginning of this section for examples of the type of feedback you can give).

However, your feedback should not include assessment of the specific assignment evidence as your learners are generating it, or confirm the achievement of specific assessment criteria – this happens only when formal assessment takes place.

Teaching teams should also supervise learners when they are undertaking assignment work in class – although the work itself must be produced by the learners themselves, either in or outside class.

Feedback v “coaching”

While it is important to continue giving general feedback and support during assessment, it is not appropriate for teachers to:

- “coach” learners to produce the evidence itself
- give them a specific list of actions they need to take in order to meet the assessment criteria or achieve a particular grade.

Following assessment: giving feedback to learners

Following assessment, the assessor formally records their assessment decisions against individual assessment criteria on the assessment record.

The assessment record provides a formal opportunity for the assessor to give feedback to support learner progression:

The assessor should:

- give feedback on which criteria the learner has achieved – and not achieved – giving clear reasons why so the learner can learn and progress.
- avoid giving direct, specific instructions on how the learner can improve the evidence to achieve a higher grade.

Learner appeals and malpractice

We have in place a means for ensuring all learners and staff are aware of the following:

- what constitutes an appeal and what is considered assessment malpractice
- the related processes for instigating an appeal or investigating malpractice

- the possible outcomes that may be reached
 - the consequences of both internal and external outcomes
 - the process that exists to enable learners to make an appeal with Pearson relating to the external or internally awarded assessment outcomes.
- (See Student handbook).

Assessment tracking and recording

It is necessary to track and record learner achievement throughout your BTEC programme.

All assessment should be recorded in a way that assures the following:

- assessment evidence is clearly measured against national standards
- learner progress can be accurately tracked
- the assessment process can be reliably verified
- there is clear evidence of the safety of certification.

(SIMS and BTEC Tracking systems).

Tracking learner progress, recording what each learner has achieved and what still has to be done on a unit by unit basis, helps to ensure full coverage of the units and provide opportunities for grading. It also helps enable internal verification and provide samples for Standards Verifiers and other external audits as required.

Appendix 7

NCFE Assessment Policy

NCFE V-certs

Ormiston Maritime Academy is committed to quality Assurance and believes it is an integral part of the Centre's processes.

The focus of Ormiston Maritime Academy is on learners with the provision of relevant and flexible quality training programmes and assessment to suit their needs and lifestyles.

Information from the awarding body is disseminated to all members of staff involved in the delivery of qualifications. The provision is regularly monitored and reviewed by Mrs C Russell.

All staff involved in the administration and / or assessment of the qualifications will have undergone relevant training to their role.

All new invigilators are and will continue to be observed during their first test session and annually thereafter to ensure assessment regulations are being followed. Existing invigilators will be observed conducting an assessment at least once a year.

The organisation's policy for Equal Opportunities is followed and monitored.

For the internal and the external assessment an Internal Verification process is in place to ensure that consistent testing and assessment standards are maintained and templates cannot be accessed.

Appendix 8

Appeals Form and Policy for candidates

1. Appeals against internal assessment decisions (centre assessed marks)

This procedure confirms Ormiston Maritime Academy compliance with JCQ's *General Regulations for Approved Centres 2017-2018*, section 5.8 that the centre has in place "a written internal appeals procedure relating to internal assessment decisions and to ensure that details of this procedure are communicated, made widely available and accessible to all candidates" and that the centre "must inform candidates of their centre assessed marks as a candidate is allowed to request a review of the centre's marking before marks are submitted to the awarding body."

Certain components of GCSE (GCSE controlled assessments, and GCSE non-examination assessments) that contribute to the final grade of the qualification are internally assessed (marked) by the subject teacher. The marks awarded (the internal assessment decisions) are then submitted by the deadline set by the awarding body for external moderation.

Deadlines for the submission of marks (Summer 2018 exam series)

Date	Qualification	Details
	GCSE (9-1) English Spoken Language Endorsement	
15/05/2018	GCSE (9-1) ART	
15/05/2018	GCSE Business Studies	
15/05/2018	GCSE French & Spanish	Last date to conduct speaking tests and dispatch to examiner

Ormiston Maritime Academy is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

Ormiston Maritime Academy ensures that all centre staff follow a robust *Non-examination assessment policy* (for the management of GCSE non-examination assessments). This policy details all procedures relating to non-examination assessments, including the marking and quality assurance processes which relevant teaching staff are required to follow.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Ormiston Maritime Academy is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

On being informed of their centre assessed marks, if a candidate believes that the above procedures were not followed in relation to the marking of his/her work, or that the assessor has not properly applied the mark

scheme to his/her marking, then he/she may make use of this appeals procedure to consider whether to request a review of the centre's marking.

1. Ormiston Maritime Academy will ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
2. Ormiston Maritime Academy will inform candidates that they may request copies of materials (for example, a copy of their marked work, the relevant specification, the mark scheme and any other associated subject-specific documents) to assist them in considering whether to request a review of the centre's marking of the assessment.
3. Ormiston Maritime Academy will, having received a request for copies of materials, promptly make them available to the candidate within 2 working days.
4. Ormiston Maritime Academy will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.

Ormiston Maritime Academy will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.

Requests for reviews of marking **must** be made in writing within 3 calendar days of receiving copies of the requested materials by completing the internal appeals form.

5. Ormiston Maritime Academy will allow 5 calendar days for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
6. Ormiston Maritime Academy will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
7. Ormiston Maritime Academy will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
8. The candidate will be informed in writing of the outcome of the review of the centre's marking.
9. The outcome of the review of the centre's marking will be made known to the head of 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 review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.

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

2. Appeals against the centre's decision not to support a clerical check, a review of marking, a review of moderation or an appeal

This procedure confirms Ormiston Maritime Academy compliance with JCQ's *General Regulations for Approved Centres 2017-2018*, section 5.14 that the centre has in place "a written internal appeals procedure to manage

disputes when a candidate disagrees with a centre decision not to support a clerical check, a review of marking, a review of moderation or an appeal...”

Following the issue of results, awarding bodies make post-results services available. Full details of these services, internal deadlines for requesting a service and fees charged are provided by the exams officer.

Candidates are also informed of the arrangements for post-results services **before** they sit any exams and the accessibility of senior members of centre staff immediately after the publication of results. This is detailed in the Examination Guidance for students issued in the Autumn term to all students taking public exams.

If the centre or a candidate (or his/her parent/carer) has a concern and believes a result may not be accurate, an enquiry about the result may be requested.

Enquiries about results (EARs) offers three services.

- ▶ Service 1 – clerical re-check
- ▶ Service 2 – review of marking
- ▶ Service 3 – review of moderation (this service is not available to an individual candidate)

Written candidate consent (informed consent via candidate email is acceptable) is required in all cases before a request for an EAR service 1 or 2 is submitted to the awarding body as with these services candidates' marks and subject grades may be lowered. Candidate consent can only be collected **after** the publication of results.

If a concern is raised about a particular examination result - head of centre, AP Exams and the exams officer will investigate the feasibility of requesting an enquiry supported by the centre.

Where the centre does not uphold a request from a candidate, the candidate may pay the appropriate EAR fee to the centre, and a request will be made to the awarding body on the candidate's behalf.

If the candidate (or his/her parent/carer) believes there are grounds to appeal against the centre's decision not to support an enquiry, an internal appeal can be submitted to the centre by completing the **internal appeals form** at least 14 calendar days prior to the internal deadline for submitting an EAR.

The appellant will be informed of the outcome of his/her appeal, before the internal deadline for submitting an EAR.

Following the EAR outcome, an external appeals process is available if the head of centre remains dissatisfied with the outcome and believes there are grounds for appeal. The JCQ publications *Post-Results Services* and *JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes)* will be consulted to determine the acceptable grounds for a preliminary appeal.

Where the head of centre is satisfied after receiving the EAR outcome, but the candidate (or his/her parent/carer) believes there are grounds for a preliminary appeal to the awarding body, a further internal appeal may be made to the head of centre. Following this, the head of centre's decision as to whether to proceed with a preliminary appeal will be based upon the acceptable grounds as detailed in the *JCQ Appeals Booklet*. Candidates or parents/carers are not permitted to make direct representations to an awarding body.

The **internal appeals form** should be completed and submitted to the centre within 5 calendar days of the notification of the outcome of the EAR. Subject to the head of centre's decision, this will allow the centre to process the preliminary appeal and submit to the awarding body within the required **30 calendar days** of receiving the outcome of the enquiry about results process. Awarding body fees which may be charged for the preliminary appeal must be paid to the centre by the appellant before the preliminary appeal is submitted to the

Internal appeals form

Please tick box to indicate the nature of your appeal and complete all white boxes on the form below

the awarding body, this fee will be refunded by the awarding body and repaid to the appellant by the centre.

FOR CENTRE USE ONLY	
Date received	
Reference No.	

awarding body (fees are available from the exams officer). If the appeal is upheld by

- Appeal against an internal assessment decision and/or request for a review of marking
- Appeal against the centre's decision not to support a clerical check, a review of marking, a review of moderation or an appeal

Name of appellant		Candidate name if different to appellant	
Awarding body		Exam paper code	
Subject		Exam paper title	

Please state the grounds for your appeal below

(If applicable, tick below)

- Where my appeal is against an internal assessment decision I wish to request a review of the centre's marking
If necessary continue on an additional page if this form is being completed electronically or overleaf if hard copy being completed

Appellant signature:

Date of signature:

