



The Belvedere Academy

## **Examinations Policy**

*This policy should be read in conjunction with other related policies including the Curriculum Policy, Teaching & Learning Policy, SEND Policy and the Disability Equality Scheme/Accessibility Statement.*

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### **The purpose of this Examination Policy is:**

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

It is the responsibility of everyone involved in The Belvedere Academy's exam processes to read, understand and implement this policy. (*Please see Section 14. Agreement and Confirmation*).

This Examination Policy will be reviewed annually.

This Examination Policy will be reviewed by the Principal, Associate Principal (in charge of examinations), the SMT, and the Examinations Officer.

## **1. Examination Roles & Responsibilities**

### **Head of Centre (The Belvedere Academy) – Principal: Mr P. M. Kennedy**

Overall responsibility for The Belvedere Academy as an exam centre:

- Advises on appeals and re-marks to Curriculum Leaders.
- The Principal is responsible for reporting all suspicions or actual incidents of malpractice. Refer to the JCQ document 'Suspected Malpractice in Examinations and Assessments'.

### **Examinations Officer: Mrs C. Catesby-Evans**

Manages the procedures of all public and internal exams.

Advises the Senior Management Team, Curriculum Leaders, Subject Leaders, Class Teachers, and other relevant support staff on annual exam timetables and application procedures as set by the various exam boards. Also:

- Oversees the production and distribution to staff and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events.
- Ensures that candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them.
- Consults with teaching staff to ensure that necessary coursework/controlled assessment is completed on time and in accordance with JCQ guidelines.
- Provides and confirms detailed data on estimated entries.
- Receives checks and stores securely all exam papers and completed scripts.
- Using the JCQ (Joint Council for Qualifications) regulations as outlined in the Access Arrangements and Special Considerations documents, relating to candidates who are eligible for adjustments in examinations, the examination officer administers the online processing of applications for access arrangements to relevant exam boards and for special considerations (both in liaison with the Assistant Inclusion Manager/Specialist Teacher, Ms K. Thelen).
- Identifies and manages exam timetable clashes.
- Invoices for income and expenditures relating to all exam costs/charges in liaison with The Belvedere Academy Finance Director.
- Line manages the senior and all other exam invigilators. Organises the recruitment, training and monitoring of a team of exam invigilators responsible for the conduct of exams.

- Submits candidates' coursework 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 exam results and certificates to candidates and forwards, in consultation with the SMT, any appeals/re-mark requests.
- Maintains systems and processes to support the timely entry of candidates for their exams.
- Organises and manages the Examinations Office.
- Distributes any exam material to candidates via Form Tutors, Curriculum Leaders, and Subject Leaders from the Exams Office.
- Collection of exam papers and other material from the exams secure storage before the start of the exam.
- Collection of all exam papers in the correct order as the Exam Board registers at the end of the exam and their secure return to the Exams Office.

### **Associate Principal (in charge of Examinations): Mr M. McGarry**

- Overall line management of the Examinations Officer.
- Co-ordination of the academy staff in relation to examinations.
- Organisation of teaching and learning in conjunction with SMT.
- External validation of courses followed at Key Stage 4 / Post-16.
- Prepares and presents reports to the SMT showing results achieved in relation to expected grades and comparable data for previous years, indicating where future procedural improvements might be made.
- Prepares statistics for national and local press/GDST feedback reports/DfE returns.

### **Curriculum Leaders / Subject Leaders:**

- Accurate completion of entry and all other mark sheets and adherence to realistic deadlines as set by the Examinations Officer.
- Guidance and pastoral oversight of candidates who are unsure about exam entries or amendments to entries.
- Accurate completion of coursework mark sheets and declaration sheets.
- Involvement in post-results procedures and guidance to candidates.
- Ensure (in liaison with the Associate Principal and Examinations Officer) that the venue is suitable for the requirements of the examination.
- Prepare students for examination days by ensuring that all students know:
  - What equipment they need;
  - How to complete an examination paper and questions, by having practised past papers, and analysed previous answer booklets (*The Examination Officer will provide a copies of answer booklets that can be photocopied*);
  - How to check that they have the correct examination paper / level / tier.

### **Heads of School:**

- Prepare all candidates in Year groups during the run up to exams – on procedures and expected standards of behaviour.

- Conduct an exam briefing assembly prior to the examination series, which focuses on the guidelines and procedures of the examination boards, the examination timetable, key examination documentation, and general expectations of behaviour.

### **Subject Teachers:**

- Notification of suspected access arrangements to Inclusion Manager (as soon as possible after the start of the course).
- Submission of candidate entry levels (in negotiation with students) to Curriculum Leaders / Subject Leaders.

### **Inclusion Manager: Mrs. Marshall**

- Oversees processing of Access Arrangements for candidates in liaison with Examinations Officer and Deputy Inclusion Manager/Specialist Teacher
- Line-manages Deputy Inclusion Manager/Specialist Teacher

### **Deputy Inclusion Manager/Specialist Teacher: Ms. K. Thelen**

- Identification and testing of candidates' requirements for access arrangements, in line with current JCQ guidelines (2018/2019).
- Report writing and updating of Access Arrangements Evidence folder (kept in Examinations Office)
- Online processing of applications to the JCQ (Joint Council of Qualifications) in line with current rules and regulations and in collaboration with Examinations Officer.
- Regular update of Access Arrangements document, available to all staff.
- Supporting Examinations Officer with invigilation of candidates with Access Arrangements and their administration in school.
- Main point of contact for Curriculum Areas to offer support and advice for issues around Access Arrangements.

### **Careers Leader: Ms. S. Carroll**

- Guidance and Careers Information.

### **Estates Manager: Mr. S. Aitchison**

- Organisation and management of the caretakers for the setting up of the examination rooms, desks, chairs, notice boards, clocks, letters and number allocations on walls.
- Maintain Health and Safety regulations in all examination rooms.

### **Assistant Vice Principal: Miss E .Speed**

- Organisation (in liaison with the Examinations Officer) of cover for internal exams not supervised by external invigilators/Support Staff.
- Allocation of rooms available for examinations (in liaison with Examinations Officer).

### **Senior Invigilator / Invigilators:**

- Ensure high standards of supervision at all times in the examination hall/rooms.
- Collection of all exam papers in the correct order as the Exam Board registers at the end of the exam and their secure return to the Examinations Office.
- Follow general instructions from the Examinations Officer

### **Administrative Staff / Office Manager:**

- Posting of coursework papers to be sent by Curriculum Leaders - Certificate of Postage required.

### **Candidates:**

- Confirmation and signing of entries.
- Understanding coursework regulations and signing a declaration that authenticates the coursework as their own.
- Arrive on time for exams in accordance with the Examinations Office regulations.
- Understanding and adhere to JCQ regulations for exam day procedures.

## **2. Qualifications Offered**

The qualifications offered at The Belvedere Academy are decided by the Principal, Associate Principal, Vice-Principal, Curriculum Leaders, Heads of School, Inclusion Manager, and the Governing Bodies of the academy.

The qualifications offered are currently FCSEs, GCSEs, Level 2& 3 Vocational Qualifications, AS Levels, and A2 Levels.

The subjects offered for these qualifications in any academic year may be found in The Belvedere Academy's published prospectus for the year. If there has been a change of syllabus from the previous year, the Examinations Officer must be informed by 8<sup>th</sup> September.

### **In Upper School:**

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

### **In Sixth Form**

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

- In the event that a candidate has not engaged sufficiently in the required programme of study, the academy reserves the right to withdraw entry for that qualification.
- Where a subject teacher is indicating that entry will mean an unclassified grade by the final grade card in Y13. The academy reserves the right to withdraw entry for that qualification.

### **3. Exam Seasons and Timetables**

#### **3.1: Exam Seasons**

Internal exams are normally scheduled in December, February and June.

External exams are scheduled in November, May and June.

All internal mock exams should be conducted under external exam conditions.

The exam series used in The Belvedere Academy is decided by the Associate Principal in liaison with the Examinations Officer and the SMT.

#### **3.2: Timetables**

The Examinations Officer will produce and circulate the exam timetables for both external and internal exams once these are confirmed and finalised.

### **4. Entries, Entry Details, Late Entries and Retakes**

#### **4.1: Entries**

Candidates are selected for their exam entries by the Curriculum Leaders, Subject Leaders, Heads of School, and the Senior Management Team.

A candidate or parent/guardian can request a subject entry, change of level or withdrawal in agreement with the Curriculum Leader and the Associate Principal.

The Belvedere Academy only accepts entries from external candidates under certain circumstances (*these are to be agreed with the Principal in advance*).

#### **4.2: Late Entries**

Entry deadlines are circulated to Curriculum Leaders and Subject Leaders via MEMO and e-mail from the Examinations Office; notification of deadlines will also be found in the weekly staff bulletin.

Late entries are to be authorised initially by Curriculum Leaders and Subject Leaders and then finally by the Associate Principal.

Late Entries incur a considerable extra cost to the academy, and should therefore be avoided where possible. All Late Entries will be charged to the relevant curriculum area capitation budget.

### **4.3: Retakes (until 2018)**

Retakes of examination modules are to be avoided under normal circumstances, and students need to be fully aware of the importance of them taking their initial modular studies and end exams seriously.

\*Please note that as of 1<sup>st</sup> September 2012, students beginning a new GCSE course will follow the terminal course entry route, as opposed to the previous modular entry courses. Curriculum and Subject Leaders are responsible for ensuring that course specifications and associated exams are clearly identified, and that students are fully prepared for the key examination dates.

Retaking examination modules (*where allowed – see note above*) can add a significant and unhelpful level of stress, as well as additional study workload to students.

In certain circumstances it may however, be in the best interests of a student and/or Curriculum and Subject Area for them to retake a module or examination. Retakes should therefore in those circumstances be considered carefully by Curriculum Leaders, Subject Leaders, Heads of School, students, and their parents with regards to:

- The student's commitment to their studies and eagerness to re-sit for genuine positive reasons
- The overall current and predicted workloads of the student (and the impact that adding additional study will have)
- The student's prior targets against actual outcome
- The student's likelihood of achieving an improved outcome as a result of re-sitting
- The impact that an improved modular result will have overall on the end Exam Board grade
- The Curriculum / Subject Area outcomes, strategy, and general advice

After first considering all of the above, and gaining the signed consent of the Curriculum Leader / Subject Leader and Head of School then students will be able to apply to the Examinations Officer for a retake of an individual module or exam, at their own cost (*see Section 5: Exam Fees*).

Candidates will be allowed one retake module per subject at GCSE, subject to them gaining the full agreement of the Curriculum Leader / Subject Leader and Head of School (*see above*). (**Candidates must pay the entry fees for any retakes in advance**).

Candidates will be allowed as many retakes as is allowed per subject in A2, subject to them gaining the full agreement of the Curriculum Leader / Subject Leader and Head of School (*see above*). (**Candidates must pay the entry fees for any retakes in advance**).

All retake decisions need be made in consultation with the candidate, Curriculum Leader, Subject Leader, Head of School, and the Associate Principal.

(*See Section 5: Exam Fees*)

## **5. Exam Fees**

GCSE initial registration and entry exam fees are paid for by The Belvedere Academy.

AS initial registration and entry exam fees are paid for by The Belvedere Academy.

A2 initial registration and entry exam fees are paid for by The Belvedere Academy.

Late entry or amendment fees (after the published date) are paid for by Curriculum Areas.

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

Reimbursement will be sought from candidates who fail to sit an exam or meet the necessary coursework requirements.

The fees reimbursement policy will be communicated in writing to candidates and parents/guardians at the start of GCSE and post-16 courses.

Retake fees (including Exam Board fees and invigilator costs) for first and any subsequent retakes are paid for by the candidate.

Where Curriculum Area / Subject Areas request a retake (as opposed to the individual student) the retake fees (including Exam Board fees and invigilator costs) will be charged to Curriculum / Subject Area capitations or the central Academy Examinations budget, in certain circumstances which are agreed with the Associate Principal.

*(See Section 4.3: Retakes)*

Candidates must pay the fee for an enquiry about a result, should the academy not uphold the enquiry and the candidate insists on pursuing the enquiry.

*(See Section 11.2: Enquiries about Results [EARs])*

The Retake Fees Policy will be communicated in writing to candidates and parents/guardians at the start of GCSE and post-16 courses.

## **6. The Disability Discrimination Act (DDA), Special Needs and Access Arrangements**

### **6.1: DDA**

The Disability Discrimination Act 2005 extends the application of the DDA to general qualifications. All exam centre (Belvedere Academy) staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law. This policy should be read in conjunction with the Academy Disability Equality Scheme/Accessibility Statement. Every effort will be made to ensure that ALL students will be able to access their end of course examinations.

### **6.2: Special Educational Needs**

If a candidate has special educational needs then their access arrangement requirements are determined by the Deputy Inclusion Manager in liaison with the Inclusion Manager and the Examinations Officer. External reports for access arrangements are usually only considered if they are from medical professionals. Privately commissioned reports carried out without prior consultation with the academy cannot be used to award access arrangements.

The deadline for handing in external reports for the current exam season is the 18<sup>th</sup> December 2018. If the Academy receives an external report later than that, recommendations for access arrangements (i.e. additional time in examinations) can be processed and implemented only for the next exam season (2019/20).



The Inclusion Manager 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 (once confirmed). The Inclusion Manager can then inform individual staff of any special arrangements that individual candidates may be granted during the course and in the exam.

### **6.3: Access Arrangements**

Making special arrangements for candidates to take exams is the responsibility of the Deputy Inclusion Manager/Specialist Teacher in collaboration with the Inclusion Manager and the Examinations Officer.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Deputy Inclusion Manager/Specialist Teacher and the Examinations Officer.

Rooming for access arrangement candidates will be arranged by the Assistant Vice-Principal in charge of Day-to-Day Cover in liaison with the Examinations Officer, the Associate Principal and the Inclusion Team.

Invigilation and support for access arrangement candidates will be organised by the Examinations Officer with support from the Inclusion Team.

## **7. Estimated Grades**

Curriculum Leaders and Subject Leaders will submit estimated grades to the Examinations Boards, and SMT at appropriate times in the academic year and at the request of the Board and SMT.

## **8. Managing Invigilators and Exam Days**

### **8.1: Managing Invigilators**

External/Support Staff invigilators will be used for external exam supervision. They will be used for all Public Examinations which includes GCSEs, and A-Levels.

The safe recruitment of invigilators is the responsibility of the Examinations Officer, in liaison with the Associate Principal. *(Please see the Academy's policy on Recruitment)*

Securing the necessary DBS clearance for new invigilators is the responsibility of the Principal's PA once she has been notified by the Examinations Officer.

DBS fees for securing such clearance are paid for by The Belvedere Academy.

Invigilators are timetabled, briefed and managed by the Examinations Officer.

Invigilators' rates of pay are set by the Principal in conjunction with the Associate Principal, Finance Director, and Examinations Officer.

### **8.2: Exam Days**

The Examinations Officer will book all exam rooms after liaison with the Associate Principal, the Assistant Vice-Principal in charge of Day-to-Day Cover, and other users.

The Examinations Officer will make the question papers, other exam stationery and materials available for the invigilators.

The Examinations Officer will manage all exam day procedures.

The Estates Manager is responsible for setting up the allocated rooms, as per the agreed format.

A member of staff (Head of School, Curriculum Leader, Subject Leader or member of SMT) will be available for the supervision of students outside the examination room to help prepare them for examination conditions, lining up in rows and waiting in silence.

The same member of staff will go into the examination room once girls have filtered through to help with identifying students and any absentees, liaise with the Pastoral Office to ring home, who will then contact the Examinations Officer to inform them of the reason and outcome.

The lead invigilator / Examinations Officer / Member of SMT will start all exams in accordance with JCQ guidelines.

Subject staff may be present at the start of the exam to assist with the identification of candidates. (See *examination supervision rules below*).

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

Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. If any teacher does read an exam paper they must remain in the exam room for the remainder of the allocated time for that exam paper.

Papers will be distributed to Curriculum Leaders at the end of the exam session. For internal exams where external invigilators are not used it is the responsibility of the Assistant Vice-Principal in charge of day-to-day Cover to arrange internal staff invigilation.

## **9. Candidates, Clash Candidates and Special Consideration**

### **9.1: Candidates**

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

Candidates' personal belongings remain their own responsibility and The Belvedere Academy accepts no liability for their loss or damage.

Disruptive candidates will be subject to disciplinary procedures in accordance with JCQ guidelines.

Candidates may leave the exam room for a genuine purpose requiring an immediate return to the exam room, in which case a member of invigilation staff must accompany them.

### **9.2: Clash Candidates**

The Examinations Officer will be responsible as necessary for identifying escorts, identifying a secure venue and arranging overnight stays.

### **9.3: Special Consideration**

The Special Consideration process is a post-examination adjustment of marks or grades to reflect temporary illness, temporary injury or some other circumstances outside the candidate's control at the time of the assessment. This process is carried out in line with the JCQ guidelines on Special Considerations 2018/2019.

Should a candidate be too ill to sit an exam, suffer bereavement or other trauma or be taken ill during the exam itself, it is the candidate's responsibility to alert the academy, Examinations Officer, or the exam invigilator, to that effect.

Any special consideration claim must be supported by appropriate evidence within five days of the exam, for example 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 exam.

## **10. Coursework and Appeals against Internal Assessments**

### **10.1: Coursework**

Candidates who have to prepare portfolios should do so by the end of the course or academy defined date.

Curriculum Leaders and Subject Leaders will ensure all coursework is ready for dispatch at the correct time and the Examinations Officer will keep a record of what has been sent when and to whom.

Marks for all internally assessed work must be provided to the Examinations Officer by the Subject Leaders and Curriculum Leaders.

### **10.2: Appeals against Internal Assessments**

The Belvedere Academy is obliged to publish a separate procedure on this subject (Appendix 1); and which is also available from the Exams Office.

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 coursework has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification.
- Appeals should be made in writing prior to the submission deadline of 15<sup>th</sup> May to the Principal (or other nominee) who will decide whether the process used conformed to the necessary requirements.
- The Principal's findings will be made available in writing, copied to the Examinations Officer and recorded for awarding body inspection.

### **10:3: Malpractice**

'Malpractice', which includes maladministration and non-compliance with the Regulations, means any act, default or practice which is a breach of the Regulations or which: compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate; and/or ❀ damages the authority, reputation or credibility of any awarding body or centre or any officer, employee or agent of any awarding body or centre.

Failure by a centre to notify, investigate and report to an awarding body all allegations of malpractice or suspected malpractice constitutes malpractice in itself. Also, failure to take action as required by an awarding body, as detailed in this document, or to co-operate with an awarding body's investigation, constitutes malpractice.

If there is a case of suspected malpractice the Academy will refer to and follow the guidelines as laid out in the JCQ Malpractice Policy:

<https://www.jcq.org.uk/exams-office/malpractice>

## **11. Results, Enquiries about Results (EARs) and Access to Scripts (ATS)**

### **11.1: Results**

Candidates will receive individual results slips on results days in person at The Belvedere Academy.

Arrangements for the Academy to be open on results days are made by the Associate Principal, and the SMT.

The provision of staff on results days is the responsibility of the Principal, Associate Principal, and the SMT.

### **11.2: EARs (Enquiries about Results)**

EARs may be requested by academy staff or candidates if there are reasonable grounds for believing there has been an error in marking.

Curriculum Leaders / Subject Leaders should contact the Associate Principal and Examinations Officer in the first instance if they suspect that an error in the marking process for their subject has occurred.

The Associate Principal is ultimately responsible for agreeing to an EAR and the associated cost which will then be met by the Curriculum / Subject Area budgets if there is no change in the overall marks following an EAR.

Individual students may request an EAR re-mark via the Examinations Officer, after they themselves have firstly discussed it fully with the relevant Curriculum Leader / Subject Leader. Any individual student who requests an EAR re-mark must meet the potential costs of this in full themselves.

Students should be aware that EAR's can result in marks/grades being raised, confirmed or lowered. Students must sign a consent form, to confirm that they understand the consequences of an EAR. Consent forms will be issued by the Examinations Officer.

The subject teacher will review the student's marks/grades and discuss with the Head of Department to agree on appropriate action taking into account the breakdown of marks; the grade boundaries; and the student's predicted grades.

**If the department agrees to support the EAR:**

The request, together with the student's consent form, should be presented to the Examinations Officer before the published deadline for EAR's. The cost of the enquiry will be met by the student. If the EAR is successful, the fee will be refunded.

**If the Department does NOT agree to support the EAR:**

A student may appeal against the decision not to support an EAR. Appeals should be made in writing to the Examinations Officer at least 5 working days before the published deadline for EAR's. The appeal should state in detail the reason(s) for the appeal. This appeal should be signed, dated and should include a daytime contact telephone number of the student, parent or guardian. The appeal information will be reviewed by the Examinations Officer and a member of the Senior Leadership Team. The outcome of the appeal will be communicated by telephone and first-class post within 24 hour of receipt. This decision is final.

If the Centre does not support the EAR, the student may still proceed with the EAR, but all costs involved will be paid by the student at the time the EAR is made. No EAR's will be made until fees are paid. Requests must be made in person to the Examinations Officer before the published deadline for EAR's. If the enquiry is successful, the fee will be refunded to the student.

Outcomes following EAR's will be forwarded by the Examinations Officer to the student as soon as they have been received from the Awarding Body.

(See Section 5: Exam Fees)

**11.3: ATS (Access to Scripts)**

After the release of results, candidates may ask subject staff to request the return of papers within three days following scrutiny of the results.

If a result is queried, the Examinations Officer, Curriculum Leaders, Subject Leaders, and the Associate Principal will investigate the feasibility of asking for a re-mark at the academy's expense.

Belvedere Academy staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.

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

## **12. Certificates**

Certificates are presented in person, collected and signed for. Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised to do so.

The Belvedere Academy Examinations Officer in liaison with the Associate Principal has the overall responsibility for the issuing and returning of examination certificates.

The Belvedere Academy retains certificates for three years. After this date, they will then be securely destroyed.

### **13. Review**

The Belvedere Academy Examination Policy has been produced by the Examinations Officer and Associate Principal, and has been reviewed by the Principal and Senior Management Team.

- This policy is reviewed annually and implemented each September;
- All new members of staff, and staff involved directly in the examinations process must understand and implement the agreed policy.

**Last Revised and Modified: September 2018**

**Updated by: SMT and Examinations Officer**

**Date of next review: September 2019**

### **Review Agreements**

**Head of Centre (The Belvedere Academy):**

Name: **Mr Peter Kennedy, Principal**

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Member of the Senior Management Team responsible for Examinations:**

Name: **Mr Mike McGarry, Associate Principal**

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Examinations Officer:**

Name: **Mrs Caroline Catesby-Evans**

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## 14. Agreement and Confirmation

This policy must be read and signed by all members of staff involved directly in the examinations process. In particular this must include the following members of staff:

- Principal
- Associate Principal
- Assistant Vice Principal in charge of Day-to-Day Cover
- Other members of the Senior Management Team
- Examinations Officer
- Finance Director
- 1st Inclusion Manager
- Deputy Inclusion Manager/Specialist Teacher
- Key Stage Managers
- Curriculum Leaders
- Subject Leaders
- Teachers of examination level subjects
- Careers Leader
- Estates Manager
- Admin Manager
- Academy ICT Operational Manager
- General Office Administrator
- General Invigilators



The Belvedere Academy

### **Examinations Policy**

**2018-19**

### **Agreement**

**This is to confirm that I have read and understand my role in the process of the examination year and that I agree to abide by the policy systems and processes in full.**

**Print Name:** \_\_\_\_\_

**Job Title:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

***\* This Agreement and Confirmation signatory page must be copied and returned to the Examinations Officer by 1<sup>st</sup> October 2018.  
(Recorded electronically via Firefly, VLE, September 2018)***



The Belvedere Academy

## **Examinations Policy**

### **Appendix 1:**

#### **Internal Appeals Policy for Internal Assessment Decisions relating to External Qualifications**

The Belvedere Academy is committed to ensuring that whenever staff assess students' work for external qualification; this is done fairly, consistently and in accordance with the specification for the qualification concerned. Assessments should be conducted by staff who have appropriate knowledge, understanding and skills, and who have been trained in this activity. Students' work should be produced and authenticated according to the requirements of the Examinations Board. Where a set of work is divided between staff, consistency should be assured by internal moderation and standardisation.

If a student feels that this may not have happened in relation to her work, they may make use of this appeals procedure. Note that appeals may only be made against the process that led to the assessment and not against the mark or grade.

The existence of this procedure is made known to students and parents. This procedure is available from the Examination Officer and the academy Website [www.belvedereacademy.net](http://www.belvedereacademy.net)

#### **Appeals Procedure**

- 1. Appeals should be made as soon as possible, and must be made two weeks before the end of the last externally assessed paper in the examinations series. (So the appeal must be made before a date in mid-June for the summer series as presently timetabled).**
- 2. Appeals should be made in writing to the Examinations Officer, who will in conjunction with the Associate Principal investigate the appeal. If the Examinations Officer or Associate Principal were directly involved in the assessment in question, the Principal will appoint another member of staff of similar or greater seniority to conduct the investigation. Likewise if the Examination Officer or Associate Principal is not able to conduct the investigation for some other reason.**
- 3. The Examinations Officer and Associate Principal, or other member of staff will decide whether the process used for the internal assessment conformed to the requirements of the awarding body and the examinations code of practice of the Qualifications & Curriculum Authority (QCA). This will be done before the end of the series (currently the end of June for the summer series). All investigations will be reported to the Principal as Head of Centre, before any final conclusions on the appeal are made.**



4. You will be informed in writing of the outcome of the appeal, including any correspondence with the Examinations Board, any changes made to the assessment of your work, and any changes made to improve matters in the future.
5. The outcome of the appeal will be made known to the Principal, and will be logged as a complaint under the complaints procedure. A written record of the appeal will be kept and made available to the awarding body at their request. Should the appeal bring any significant irregularity to light, the awarding body will be informed.
6. If the appellant is unhappy with the decision made, the parent or student may ask for a personal hearing, where the panel will consist of two persons not previously involved, normally including the Principal, Associate Principal, or Vice Principal.

After work has been assessed internally it is moderated by the awarding body (Examinations Board) to ensure consistency between centres. Such moderation frequently changes the marks awarded for internally assessed work. That is outside the control of The Belvedere Academy and is not covered by this procedure. If you have concerns about it, please ask the Examinations Officer for a copy of the appeals procedure of the relevant Examinations Board.

**Last Revised and Modified: September 2018**

**Date of next review: September 2019**



The Belvedere Academy

## **Examinations Policy**

### **Appendix 2:**

## **Controlled Assessment Policy**

Controlled assessment is a form of internal assessment where control levels are set for each stage of the assessment process: task setting, task taking and task marking.

The purpose of this policy is to ensure:

- That there is a systematic and consistent procedure for the management of controlled assessment within the Academy; and
- That assessment is carried out in accordance with JCQ instructions and individual awarding body specifications.

The policy will be reviewed on an annual basis by the Principal, Associate Principal, SMT, Curriculum Leaders, Key Stage Managers, Inclusion Manager, and the Examinations Officer.

### **Responsibilities**

#### **Head of Centre (The Belvedere Academy): Mr P. M. Kennedy, Principal**

The Principal has the overall responsibility for ensuring that controlled assessment work is conducted in accordance with the JCQ instructions and individual awarding body specifications.

#### **The Associate Principal - in charge of Examinations: Mr M. McGarry**

The Associate Principal is responsible for:

- Working with Curriculum and Subject Leaders to schedule controlled assessment across Upper School / the academic year;
- Mapping resource management requirements for the year;
- Resolving clashes / problems over the timing or operation of controlled assessment;
- Resolving issues arising from the need for particular facilities (rooms, IT networks, time out of the Academy, etc.);
- Ensuring with the Examinations Officer, that all staff and students involved have a calendar of events.

## **Examinations Officer: Mrs Caroline Catesby-Evans**

The Examinations Officer is responsible for:

- Familiarising herself with the **JCQ Instructions for Conducting Controlled Assessment**;
- Entering students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries;
- Entering students' 'cash-in' codes for the terminal exam series;
- 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 Associate Principal and SMT;
- Where confidential materials are directly received by the Exams Office, receiving, storing and transmitting this material securely, whether in CD or hard copy format;
- Ensuring that candidates' work is kept in secure conditions (in any circumstance where the Examinations Officer stores candidates' work);
- Downloading and distributing marksheets for Curriculum/Subject Area use, and collecting and sending completed marksheets to awarding bodies before deadlines;
- Keeping a central record of the despatch of controlled assessment, including recipient details and date and time sent;
- Making students aware of the Internal Appeals Procedure and regulations concerning Malpractice.

## **Curriculum / Subject Leaders:**

Curriculum / Subject Leaders are responsible for:

- Familiarising themselves with the **JCQ Instructions for Conducting Controlled Assessment** and the detailed requirements of the relevant awarding body specification(s) for their subject, and ensuring these are implemented in practice;
- Supplying the Examinations Officer with details of all unit codes for controlled assessments;
- Ensuring that at least 40% of overall assessment (controlled and/or external assessment) is taken in the exam series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the awarding body specification;
- Ensuring that controlled assessment tasks issued to candidates are appropriate to the year in which assessment will be submitted to the awarding body;
- Working with the Associate Principal and SMT to help schedule controlled assessment across KS4 and, where necessary, to resolve issues arising over timing or the need for resources;
- Where appropriate, developing new assessment tasks or contextualising sample awarding body assessment tasks to meet local circumstances, in line with the specification and control requirements;
- Working with the ICT technical team to ensure any ICT requirements are in place and tested before controlled assessment takes place;

- Ensuring that all staff in the Curriculum/Subject Area understand their responsibilities with regard to controlled assessment and the requirements of the specification, relevant teachers' notes and any other subject specific instructions;
- Ensuring that internal Curriculum Area controlled assessment procedures and deadlines are clear and shared with all relevant staff and students;
- Ensuring that assessment materials and candidates' work are kept in secure conditions at all times. In the case of work stored electronically, this will include protection from corruption. If work is saved on memory sticks these should be backed up and locked away after each session;
- Maintaining records of controlled assessment sessions within the Curriculum/Subject Area;
- Ensuring that internal standardisation is carried out according to the required procedures and evidence is retained of this;
- Submitting controlled assessment marksheets to the Examinations Officer;
- Organising the submission of candidates' work for moderation, keeping a record of the examination numbers and names of those candidates whose work is included in the sample sent to or seen by moderators, and passing on all relevant details to the Examinations Officer for the central record.

### **Subject Teachers:**

Whilst the Curriculum/Subject Leader has the overview and bears the overall responsibility for controlled assessment in the Curriculum/Subject Area, subject teachers are responsible for the implementation of controlled assessment relevant to their allocated classes. Subject teachers are responsible for:

- Understanding and complying with the general guidelines in the **JCQ publication Instructions for conducting controlled assessments**;
- Understanding and complying 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;
- Ensuring that candidates are fully aware of the controlled assessment task requirements and know the assessment criteria they are expected to meet;
- Working with the Inclusion Manager to ensure the appropriate access arrangements are made for individual candidates;
- Ensuring the correct levels of supervision are maintained during task taking;
- Checking that candidates using electronic storage facilities only introduce permitted material into the assessment environment;
- Completing an attendance list for each controlled assessment session, indicating the date, time, duration, supervision arrangements and details of any incidents This should be passed to the Curriculum/Subject Leader who will retain these records.
- Recording details of the nature of any feedback or guidance given to candidates, including any advice given to individual candidates over and above that given to the class as a whole;
- Confirming that controlled assessment was completed under the required conditions and work is that of the candidates concerned by signing the *Declaration of Authentication – Controlled Assessments*;

- Marking controlled assessment tasks in line with specification requirements and to meet internal Curriculum/Subject Area deadlines;
- Involvement in internal standardisation as required by the Curriculum/Subject Leader.

### **Inclusion Manager and Deputy Inclusion Manager Mrs J Marshall and Ms K Thelen**

The Inclusion Manager and her Deputy are responsible for:

- Informing teachers of candidates with special educational needs / access arrangements at the start of an examined course, so that the appropriate arrangements can be made in class and for assessment purposes;
- Advising on the implementation of access arrangements when required.

### **Absence:**

Curriculum/Subject Leaders will accommodate the occasional absence of a candidate by ensuring that an opportunity is given to them to make up missed controlled assessment. An alternative supervised session will be organised for such candidates.

Should a candidate miss controlled assessment sessions persistently and/or without prior notice her parents will be contacted by the Curriculum/Subject Leader in the first instance to discuss the situation.

### **Repeat Submission:**

Candidates who wish to re-do their submission of a controlled assessment before the marks have been sent to the awarding body may do so, *at the discretion of the academy*, under specified conditions.

### **Missed Deadlines:**

Subject teachers and Curriculum/Subject Leaders will make every effort to support candidates so that they submit work to meet published internal deadlines. Where there is a danger of a deadline being missed, the Curriculum/Subject Leader will contact parents to discuss the matter.

However, no controlled assessment will be accepted by the academy after published final deadlines. In such cases the candidate will be given either a mark for any incomplete work submitted or a zero mark if no work is submitted.

### **Internal Marks:**

All candidates upon request have a right of access to the marks awarded to them by the academy for internal assessment. The academy may inform candidates of the marks which have been submitted to the awarding body, but in doing so must make it clear that those marks are subject to change through the moderation process.

## **Retention and Return of Controlled Assessment:**

- In most cases, awarding bodies return centre-assessed work to centres after the publication of results, although they reserve the right to retain samples and also retain work which has been the subject of irregularities or malpractice investigation;
- The academy holds controlled assessment securely when it has been returned by the awarding body up to and including the deadline for the submission of enquiries about results and until any enquiry or malpractice investigation has been resolved;
- Any work no longer required will be disposed of in a confidential manner by the academy.
- Candidates wishing to reclaim their work must do so in person from the Curriculum/Subject Leader by a specified date which will be notified to them when submitting the controlled assessment. After this date all unclaimed controlled assessment will be destroyed as detailed above.

## **Malpractice:**

Candidates **must not**:

- Submit work which is not their own;
- Lend their own work to others or allow their work to be copied;
- Allow others access to, or the use of, their own independently sourced material;
- Use any books, the internet or other sources without acknowledgement or attribution;
- Submit work word processed by a third party without acknowledgement.

These actions constitute malpractice, for which a penalty, (e.g. disqualification from the assessment) will be applied.

- It is the responsibility of the Examinations Officer to inform candidates of the JCQ regulations concerning malpractice, as detailed in the **JCQ booklet Suspected Malpractice in Examinations and Assessments: Policies and Procedures**;
- If irregularities in controlled assessments are discovered prior to the candidate signing the declaration of authentication this will be dealt with under the academy's internal procedures. Details of any work which is not the candidate's own will be recorded on the authentication form supplied by the awarding body or other appropriate place.
- If irregularities in controlled assessments are identified by the academy after the candidate has signed the declaration of authentication, the Principal will submit full details of the case to the relevant awarding body at the earliest opportunity.

## **Internal Appeals:**

The academy's internal appeals procedure covers the controlled assessment process.



The Belvedere Academy

## **Examinations Policy**

### **Appendix 3:**

#### **1. Statement on the Use of Word processor in Examinations**

The use of word processors in examinations and assessments is reviewed and updated annually, on the publication of updated JCQ regulations and guidance contained in the publication Access Arrangements and Reasonable Adjustments.

In some instances, a pupil may be advised to consider the use of a word processor for her examinations. A word processor cannot simply be granted to a student because she prefers to type rather than handwrite in examinations or can work faster on a keyboard, or because she uses a laptop at home. The use of a word processor must reflect the candidate's normal way of working within the centre and the centre will demonstrate in writing reasons why the use of a word processor has been awarded. Although not an exhaustive list, the reasons may include:

- \* a learning difficulty which has a substantial and long term adverse effect on a pupil's ability to write legibly;
- \* a physical disability;
- \* a sensory impairment;
- \* illegible handwriting;
- \* slow handwriting speed but no other below average scores;
- \* the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand;
- \* a medical condition with evidence supplied by a medical professional;
- \* traits of ASD or ADHD where the pupils is able to concentrate much better with the use of a screen;
- \* slow handwriting speed alongside slow processing and reading speeds would require use of a word processor in addition to extra time.

In some rare and exceptional cases the use of a word processor may be granted to a student when their handwriting speed is at the lower end of the normal range. This is at the discretion of the centre and depends on the evidence from teachers and the availability of enough word processors during an exam season.

If a pupil uses a word processor, she must do so with the spelling and grammar check facility/predictive text disabled (switched off) and this must be the pupil's normal way of working within school.

If a student qualifies for the use of a scribe, then they can use a word processor with spellchecker enabled. However, this means that they are losing all marks that would otherwise be awarded for spelling and punctuation. Therefore, this arrangement is only awarded after very careful consideration.

It is permissible for a pupil using a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers. Examinations that have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where pupils will frequently need to type. Examinations that require more simplistic answers are often easier to handwrite within the answer booklet. The pupil avoids the difficulty of visually tracking between the question paper and screen.