



## Prince Henry's Grammar School

### Examination Policy

#### Overview

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 stakeholders.

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

The exam policy will be reviewed annually. The next review is due in February 2024.

The exam policy will be reviewed by the Assistant Headteacher: Learning Facilitator and the Executive Officer: Assessment, Curriculum and Exams.

**This policy is split into sections as follows:**

- 1) Exams Overview Information** – this introduction
- 2) Key Exam Policies for Good Practice** - contains names of policies and location where they are located within school (these are for internal use only and ensure the school is compliant with JCQ regulations) copies available on request.
- 3) Key Exam Information/ Policies Relevant to Students/ Parents** - contains names of policies and location where they can be viewed (eg: section of the school website)
- 4) Key Exam Information Distributed to Students** - referencing the main document available to students approaching public exams – available on school website under exam results and information

**Reviewed February 2024.**

**Next Review scheduled for February 2025**

# 1) Exams Overview Information – This section is the information about exams at Prince Henry's

## 1.1 Exam Responsibilities

### Assistant Headteacher: Learning Facilitator

- Line manages the exams staff in school.
- Oversees the production and distribution to staff of an annual calendar for all exams (internal and public) in which candidates will be involved.
- Liaises with Head of Centre regarding any administration issues or exam concerns.

### Executive Officer: Assessment, Curriculum and Exams

- Line manages the Administrative Officer: Exams and Reporting and Invigilators.
- Manages the administration of public and internal exams.
- Advises the Senior Leadership Team, subject and class tutors and other relevant support staff on annual exam timetables and application procedures as set by the various awarding bodies.
- Authorises at least two, and no more than six members of centre, to handle secure electronic materials (other members of staff may assist with printing and collation provided they are under supervision).
- Communicates with staff regularly 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 NEA/ controlled assessments are completed on time and in accordance with JCQ guidelines.
- Provides and confirms detailed data on estimated entries.
- Receives, checks and stores securely all exam papers and completed scripts. Ensures that when question papers are split for additional rooms/sites, the question papers extracted are transported in a sealed non-transparent envelope.
- Administers access arrangements and makes applications for special consideration using the relevant methods required by the awarding bodies in line with the JCQ Access Arrangements and Reasonable Adjustments documentation.
- Identifies and manages exam timetable clashes.
- Accounts for income and expenditures relating to all exam costs/ charges.
- Organises training and monitoring of a team of exam invigilators responsible for the conduct of exams.
- Where applicable, submits candidates' NEA/ controlled assessment marks, tracks despatch and stores returned work and any other material required by the appropriate awarding bodies correctly and on schedule.
- Completes the JCQ's Alternative Site form on the JCQ Centre Admin portal no less than six weeks prior to the start of the examination series for exams taking place outside of the centre's registered address.
- Arranges for download of examination results on results days.
- Maintains systems and processes to support the timely entry of candidates for their exams.

### Administrative Officer: Exams and Reporting

- Assists with all the above points in relation to the Executive Officer role.
- Arranges room bookings and equipment for exams, liaising with Site Team and IT Team to make necessary arrangements.
- Schedules invigilator team to ensure all exam sessions and rooms are staffed in accordance with JCQ regulations.
- Arranges for dissemination of exam results and certificates to candidates and deals with any appeals/ re-mark requests.

### Faculty Leaders

- Confirm entries and course codes are accurate before the deadlines.
- Ensure teachers are covering appropriate content to enable students to prepare for exams.

### Teachers

- Ensure that students are well prepared for the examination(s) they are about to take, whether internal or public.
- Notify access arrangement requirements to the SENCO (as soon as possible after the start of the course).

### SENCO

- Identification and testing of candidates, requirements for access arrangements.
- Making sure that access arrangements are kept up to date for use by exams staff in preparation for internal or public examinations.
- 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.
- Ensures that all students requiring access arrangements complete a data consent form

### Lead Invigilator/ Invigilators

- Collection of exam papers and other material from the exams office before the start of the exam.
- Ensuring that the exam venue continuously meets the requirements of the JCQ throughout the exam season.
- Ensure that the exam is run in line with JCQ requirements.
- Collection of all exam papers in the correct order at the end of the exam and their return to the exams office.
- Ensure that when paper packets are split for additional rooms/sites, the question papers extracted are transported in a sealed non-transparent envelope.
- Notifying the exams office of any absent students.
- Maintaining a log of any incidents that occurred during each exam.

## Key Stage Directors/ Year Managers

- Ensure that students are well prepared for the examination(s) they are about to take, whether internal or public.
- Chasing up absent students.
- Supporting the exams team in ensuring orderly entrance/ exit from the exam venue.

## Candidates

- Confirmation and signing of declarations/ exam papers to confirm own work.
- Understanding assessment (including NEA) regulations and signing a declaration that authenticates any work as their own.

### **1.2 Qualifications**

The qualifications offered at this centre are decided by the Faculty Leaders and Senior Leadership Team.

The qualifications offered are primarily GCSE, GCE, Entry Level. We also offer BTECs, CamNat, CamTec, Wjec Applied for level 1, 2 and 3 qualifications.

The subjects offered for these qualifications may be found on the curriculum area of the school website.

If there has been a change of specification from the previous year, the exams office must be informed immediately.

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

Decisions on whether a candidate should be entered for a particular subject will be taken in consultation with the candidates, parents/carers, subject teachers, Faculty Leader, Key Stage Directors and Deputy Headteacher: Quality of Education.

### **1.3 Exam Seasons**

#### **Exam Seasons**

Public exams and assessments are scheduled in May and June with a handful of resits and BTECs taking place in November and January.

Internal exams and assessments are scheduled as follows:

Year 7/8 – May/June (based in classrooms, invigilated by teachers).

Year 9 – January (based in Main Hall, invigilated by teachers).

Year 10 – May (based in Sports Hall, invigilated by school invigilators)

Year 11 – December (based in Main Hall, invigilated by school invigilators)

Year 12 – June/July (based in Sports Hall, invigilated by school invigilators)

Year 13 – March (based in Main Hall, invigilated by school invigilators)

Internal exams from year 9 upwards are held under public exam conditions.

#### **Timetables**

Once confirmed, the Executive Officer: Assessment, Curriculum and Exams will circulate the exam timetable for internal exams and public exams.

## **1.4 Entries, Entry Details and Late Entries**

See Exam Entry Policy for further details (see section 3.1 below)

Entry deadlines are circulated to Faculty Leaders and for summer exam entries published in the school calendar.

Late entries are authorised by Executive Officer: Assessment, Curriculum and Exams and Assistant Headteacher: Learning Facilitator.

## **1.5 Exam Fees**

Exam fees are paid by the centre. Candidates or faculties 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.

Late entry or amendment fees outside of those outlined in the previous paragraph are paid by faculties.

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

All re-sit fees are paid by candidates. However, in exceptional circumstances these fees may be paid by the centre.

## **1.6 Access Arrangements**

### **Disability**

See Disability Access Plan, found on school website (Home/ Our School/ School Policies)

### **Access Arrangements (see section 3.3 below)**

The SENCO will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an exam and any special arrangements that individual candidates can be granted during the course and in the exam via the Exam Access Arrangements document.

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

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

Providing access arrangements for candidates to take exams is the responsibility of the Exams Office.

Rooming for access arrangement candidates will be arranged by the Exams Office.

Invigilation and support for access arrangement candidates will be organised by the Exams Office with the SENCO.

### **Contingency Planning**

Contingency planning for exams administration is the responsibility of the Executive Office: Assessment, Curriculum and Exams. See Exams Contingency Plan in Section 2.2 below.

### **Private Candidates**

Managing private candidates is the responsibility of the Executive Office: Assessment, Curriculum and Exams.

## **1.7. Other Areas**

### **Managing Invigilators**

The school employs a core team of invigilators (including two lead invigilators) who are used to invigilate examinations, occasionally supplemented by external invigilators.

These invigilators will be used for KS4/ 5 internal exams and public exams.

Recruitment of invigilators is the responsibility of the Exams Office with the Assistant Headteacher: Learner Facilitator

Securing the necessary DBS clearance for new invigilators is the responsibility of the HR Team.

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

Invigilators are timetabled and briefed by the Exams Office.

Invigilators rates of pay are set by the centre administration.

### **Malpractice**

The Exams Office is responsible for investigating suspected malpractice and liaising with Assistant Headteacher: Learner Facilitator regarding this. A definition of Malpractice can be found in appendix 3.4 'Malpractice and Maladministration'.

### **Exam Days**

The Executive Officer: Assessment, Curriculum and Exams will make the question papers, other exam stationery and materials available for the Lead Invigilator.

Site Management is responsible for setting up the allocated rooms.

The Lead Invigilator, the Executive Officer: Assessment, Curriculum and Exams or SLT will start all exams.

Subject staff may be present at the start of the exam to assist with identification of candidates but must not advise on which questions or sections are to be attempted.

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 Faculty Leaders once the next exam window is open (AM exams can be seen once the PM exam has started and PM exams can be seen the next day – unless any students have a clash).

## **1.8 Candidates**

### **Candidates**

The centre's published rules (see Exams Booklet for students, page 9 to 12 for details) on acceptable dress, behaviour and candidates' use of mobile phones and other electronic devices apply at all times.

Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.

Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full exam time at the discretion of the Executive Officer: Assessment, Curriculum and Exams.

Candidates may only leave the exam room for a genuine purpose and are required to return immediately to the exam room. They must be accompanied by a member of staff at all times.

The Executive Officer: Assessment, Curriculum and Exams is responsible for handling late or absent candidates on exam days or subsequently.

For clash candidates, the supervision of escorts, identifying a secure venue and arranging overnight supervision is the responsibility of the Executive Officer: Assessment, Curriculum and Exams.

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, Executive Officer: Assessment, Curriculum and Exams, or the Lead Invigilator, to that effect. The Administrative Officer: Exams and Reporting will then apply for special consideration to the relevant awarding body prior to the deadline for special consideration as appropriate.

### **Identification of candidates.**

#### ***Internal candidates***

Candidates will be informed of the meeting time and assembly location, for each exam, well in advance of the exam day. On the exam day, the assembly location will be marked so that the candidates can arrange themselves in to lines based on the exam they are to take and in the required order, either by candidate number for public exams or alphabetically by class, for internal exams. Name cards will be placed, by exams staff, on the exam desks prior to the exam starting. These cards will be placed in the same order as the students are to line up, these will not contain photographs. Candidates in smaller rooms will meet outside the exams office and be escorted to the exam room by the lead invigilator for that room.

Students will enter the exam room in the strict order and will be seated at the next available desk which will have their name card on. Students who cannot find their desk will move to the front of the exam room to be seated by the next available invigilator as per the seating plan.

The Year manager, Key Stage Director or a member of SLT will be available at the start of each exam, to ensure the identity of each candidate before they enter the exam room.

#### ***External candidates***

Candidates will be informed, well in advance of the exam day, that they are to arrive at school at least 15 minutes before the exam start time and to wait in reception until met by a member of the exams team.

They will also be requested to bring photo ID to prove their identity. For ex-students it will be enough for the exam staff to see this ID before admitting them to the exam room; for any other candidates, a photocopy of the ID will be taken and added to the seating plan for the purpose of record keeping.

## **1.9 Non Examined Assessments and Appeals**

### **Non Examined Assessment replaces the largely discontinued terms coursework and controlled assessment**

It is the duty of Faculty Leaders to ensure that all internal assessment is ready for despatch at the correct time. The Executive Officer: Assessment, Curriculum and Exams will assist by arranging and keeping a record of each despatch, including the recipient details and the date and time sent.

### **Marks and Appeals**

Marks for all internally assessed work and estimated grades are provided to the Exams Office by the relevant Faculty Leader.

## **Appeals against Internal Assessments**

The process for managing appeals against internal assessments is detailed in a separate 'Review of Centre marked assessments' policy, that can be found in section 3.5 below.

### **1.10 Results, Enquiries About Results (EARs) and Access to Scripts (ATS)**

#### **Results**

Candidates will receive individual result slips on results days, either in person at the centre, by post or by email to their school email address.

Arrangements for the centre to be open on results days are made by the Executive Officer: Assessment, Curriculum and Exams.

#### **EARs (Enquiries About Results)**

EARs may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking. The candidate's consent is required before any EAR is requested.

If a result is queried, the Executive Officer: Assessment, Curriculum and Exams, teaching staff and SLT will investigate the feasibility of asking for a re-mark at the centre's expense.

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

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

After the release of results, candidates may request ATS – it is advisable to seek advice from subject teachers before making such a request.

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

EARs cannot be applied for once an original script has been returned.

### **1.11 Certificates**

#### **Certificates**

Certificates are collected in person and signed for.

Certificates can be collected on behalf of a candidate by third parties, provided we have written authorisation signed by the candidate, naming them as a person who can collect the certificates. The person collecting the results must bring proof of identity.

Certificates can also to be posted to the candidate's home address as recorded on the school database upon receipt of the relevant completed form and payment.

The centre retains certificates for as long as is practical, however reserves the right to securely dispose of them if they have not been collected within one year of leaving.



**2) Key Exam Policies for Good Practice** – This section contains names of policies and the location where they can be found within school (these are for internal use only and ensure the school is compliant with JCQ regulations) copies available on request.

Below are the key policies for good exam practices in any school. The points below reference the names and locations of these:

- 2.1 - Emergency Evacuation: See exams – policies folder in sp-storage-exams.
- 2.2 - Exams Contingency Plan: See exams – policies folder in sp-storage-exams.
- 2.3 - Management of Coursework, Controlled Assessment and Non-Examined Assessment: See exams – policies folder in sp-storage-exams.
- 2.4 - Disability Policy: See school website: Our School/ School Policies
- 2.5 – Information relating to invigilation: See exams – policies folder in sp-storage-exams.
- 2.6 – Information on possible school selected remarks: See exams – policies folder in sp-storage-exams.
- 2.7 – Conflict of Interest Policy: See exams – policies folder in sp-storage-exams.

**3) Key Exam Information/ Policies Relevant to Students/ Parents** – This section contains names of policies and the location where they can be viewed (eg: section of the school website)

- 3.1 - Exam Entry Policy: See Appendix 1
- 3.2 - Exam Fees Information: See Appendix 2
- 3.3 - Exam Access Arrangements: See Appendix 3 and also Accessibility Policy on school website.
- 3.4 – Malpractice and Maladministration: See Appendix 4
- 3.5 – Appeals against internal assessments: See Appendix 5
- 3.6 – Appeals against awarding bodies results (Enquiries About Results/ Access to Scripts): See Appendix 6
- 3.7 - Collection of Exam Certificates Letter: See Appendix 7
- 3.8 – Asdan Policy. See Appendix 8
- 3.9 – Parental Concerns and Complaints Policy: See school policies on website
- 3.10 – Misuse of AI in external assessments: See school policies on website

**4) Key Exam Information Distributed to Students** – This section guides the reader to the location of the document that is made available to students approaching public exams.

This document can be found on the school website under:

Our School > Exams and outcomes Information

## EXAMINATION ENTRY POLICY

In compliance with the Education Act all students who have completed a course should normally be entered for the public examination for which they have been prepared.

### Entries

Faculty and Area Leaders are responsible for the accuracy of the examination entries in their subject area.

Faculty and Area Leaders must ensure that deadlines for examination entry are met; failure to do so can result in penalty fees being charged by the Examination Boards. Faculties may be liable for these penalty fees.

Faculty and Area Leaders must ensure that set lists relevant to their subject area are kept up to date; examination entries are processed by teaching group and incorrect set lists can result in incorrect examination entries.

The school will pay the examination fees for the first entry in a subject. Unless a faculty has an agreement in place regarding re-sits and the structure of their course subsequent re-sits must be paid for by the candidate.

Parents will be asked to accept responsibility for the failure of students to attend public examinations and requests for reimbursement of examination fees will be sent out as necessary.

The governing body may use its discretion as to whether a re-sit fee that would otherwise be due from the candidate shall be paid by school funds. This discretion is delegated to the Headteacher.

Candidates or parents/ carers cannot request a subject entry, change of level or withdrawal.

The centre accepts entries from former candidates only.

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

Re-sit decisions will be made in consultation with Candidates, Subject teachers and faculty leaders.

Entries for students sitting exams for subjects that they have not been taught at school will be made on a case by case basis as decided by the Faculty Leader and Assistant Headteacher: Learning Facilitator. The costs for these exams may be required to be paid by the candidate before the entry is made and this requirement will be communicated well before the entry deadline.

### Non-entries

Faculty Leaders may opt not to enter a student *into a full course GCSE* where it is deemed to be in the student's best interest. This should be discussed with the Key Stage Director and Assistant Headteacher: Learning Facilitator who must agree the change before students are notified.

*Non-entry into a qualification* will only be agreed in exceptional cases and based on evidence gathered over the two years (e.g. a high rate of persistent absence). This should be discussed with the Key Stage Director and Assistant Headteacher: Learning Facilitator who must agree the change before students are notified. Care will be taken not to make non-entries on the grounds of improving results and/ or saving money.

It is the responsibility of Faculty and Area Leaders to provide students and parents with acceptable written evidence for non-entry. Assessments, ongoing classwork, progress reports and discussions with parents should be used to indicate and support non-entry. Faculty & Area

Leaders should note that the award of a pass grade on a student's pre-entry report makes it difficult to justify non-entry.

Private arrangements for the non-entry of students would only be acceptable in exceptional circumstances (eg: Due to unforeseen ill-health) and must be agreed with the Key Stage Director and Assistant Headteacher: Learning Facilitator. This will then be communicated to the exams officer.

For any non-entries documentary evidence of parental agreement to non-entry must be retained.

Once the non-entry decision has been accepted, it continues to be the responsibility of the teacher to supervise the student in the normal classroom.

The complete picture for each candidate will be assessed by the Progress Leader.

## 3.2 - Exam Fees Information: Appendix 2

August 2023

Dear Parent & Student

Please find enclosed the results from the Summer 2024 Public Examination Series. The information may include results in individual modules, shown as marks and grades (small case letters) and full course marks and grades which are shown as capitals letters or numbers.

*Year specific paragraph included here*

### **Year 13 version**

*Firstly: Congratulations! Though if the results aren't as good as you were expecting please speak with Mrs Willis, Mrs Robinson-Junni or your subject teacher about what you should do now.*

### **Year 11 version**

**This pack may contain important information about your 6<sup>th</sup> Form place – please read carefully and take appropriate action.**

*Firstly: Congratulations! Though if the results aren't as good as you were expecting please speak with Mrs Willis, Mrs Robinson-Junni or your subject teacher about what you should do now. Mrs Robinson is also in school today to provide guidance on careers and college.*

If you have any doubt that the marks/ grades that have been awarded are correct, the awarding bodies offer a number of post results services, such as access to student exam scripts or reviews of marking, details of these options can be found on the awarding bodies websites. Below is a list of useful links from the exam board websites detailing the options and costs involved for any action you may wish to take;

**AQA**                    <http://www.aqa.org.uk/exams-administration/results-days/post-results>

**Pearson/ Edexcel**   <https://qualifications.pearson.com/en/support/support-topics/results-certification/post-results-services/post-results-services-information-for-students.html>

**OCR**                    <http://www.ocr.org.uk/administration/stage-5-post-results-services/enquiries-about-results/>

**WJEC**                    <https://www.wjec.co.uk/home/administration/results-grade-boundaries-and-prs/>

**It is the student's responsibility** to make any request for post results services before the awarding bodies deadlines though, as the awarding bodies will not accept requests from students, all of these requests must be made through the school Exam Office. The school policy 'Appeals against awarding body results' and the appropriate request forms are available from the Exams office or the Examination section of the school website. All fees must be paid **BEFORE** any requests are submitted and where re-marks result in a change of grade, the fee will be returned. The school does not charge any processing fee.

**You should note that Enquiries about results can result in marks/ grades going down as well as up and that students cannot make appeals against internally marked assessments after results are published.**

Yours faithfully

Michael Stone

Executive Officer: Exams, Assessment & Curriculum

3.3 - Exam Access Arrangements: Appendix 3. See also Disability Access Plan on school website.

## **Access Arrangements, Reasonable Adjustments and Special Consideration**

Prince Henry's Grammar School is committed to ensuring that all students have an equal opportunity when it comes to examinations by ensuring that candidates needs are met as fully as possible. The school has in place an over-arching disability access plan which is available on the school website. The below information compliments the disability access plan to help ensure student's needs are met through Access Arrangements, Reasonable Adjustments and Special Consideration.

Access Arrangements are pre-examination adjustments based on the candidate's evidence of need including special educational needs, disabilities, temporary injuries and normal way of working. These ensure that the candidate is able to access the assessment without changing the demands of the assessment and include such things as readers, scribes and Braille question papers.

Reasonable Adjustments are pre-examination adjustments based on where a disabled person would be at a substantial disadvantage in undertaking an assessment. These would be unique to that individual and may not be included in the list of available Access Arrangements.

Special Consideration are a post examination adjustment to a candidate's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/ assessment.

### **Procedure for Access Arrangements/ Reasonable Adjustments.**

- ❖ The SENCO will (with the help of any necessary professionals; including Educational psychologists, Specialist teachers etc) determine what each candidate's access arrangements/ reasonable requirements are.
- ❖ Students/ Parents who believe they need new Access Arrangements/ Reasonable Adjustments or changes making to those already in place should contact the SENCO to discuss this before any awarding bodies deadlines.

In the process of determining whether a specific Access Arrangement/ Reasonable Adjustment is necessary for a candidate, the SENCO should ensure that this becomes the normal way of working for the candidate before exams are taken.

- ❖ The SENCO will submit Access Arrangement/ Reasonable Adjustment applications to the awarding bodies in line with their regulations and deadlines.
- ❖ The SENCO will inform subject teachers and exam staff of all Access Arrangements/ Reasonable Adjustments that have been granted for all candidates via the Exam Access Arrangements section on the school's MIS.
- ❖ Teaching staff are required to provide the candidates with any access arrangements/ reasonable requirements they have been granted for the duration of the course. They should inform the SENCO of any difficulties they have in this provision.
- ❖ Exams Staff will provide the access arrangements/ reasonable requirements for candidates during all exams sessions, this will include word processors, separate rooming and invigilation arrangements. They should inform the SENCO of any difficulties they have with this provision.

## **Procedure for Special consideration**

**Special consideration will not be considered once a learner achievement has been claimed and certificated.**

- ❖ Any candidate who feels that they have been adversely affected by an event happening at the time of an examination or a coursework, controlled assessment or NEA period should contact the exams officer to make them aware as soon as possible.
- ❖ Any member of staff who has information on how candidates have been adversely affected during an examination or during coursework, controlled assessment or NEA period should contact the exams officer to make them aware as soon as possible.
- ❖ The Exams officer will collect details of the event and will consult the published JCQ guidelines. These will be discussed with the candidate or staff member making the request before the exam officer decides whether the school agrees to support the application.
- ❖ Except under extreme circumstances, the Exams officer will apply to the awarding body for special consideration for all candidates affected and will inform all candidates involved of the application.
- ❖ The outcome of such requests is not made public until the results are published. Candidates can ask the exams office to confirm if special consideration was awarded.
- ❖ Appeals against rejected special consideration requests can only be made if the head of centre disagrees with the decision made by the awarding body. Candidates wishing to appeal should write to the Head teacher detailing the grounds for their appeal. The Head teacher who will look into the grounds, make a decision whether they support the appeal or not and will reply in writing.
  - If the appeal is supported, Prince Henrys will follow the JCQ appeals procedure while keeping the candidate informed.
  - If the appeal is not supported, then this decision is final.

**Awarding bodies will not enter into discussion with candidates or their parents as to how much special consideration should be applied. Private candidates must liaise with the school or college which made entries on their behalf in respect of an application for special consideration.**

## **Malpractice and Maladministration**

Prince Henry's Grammar School is committed to ensuring that all students have an equal opportunity when it comes to examinations. We do this by ensuring that all candidates, members of staff and other individuals involved in examinations fully understand and abide by the awarding bodies regulations. To ensure this we follow the guidelines set out by the JCQ and any other relevant awarding organisation. We ensure that all individuals are aware of what Malpractice is and the consequences should they be found to be involved in it.

### **Definition of Malpractice which includes maladministration and non-compliance**

means any act, default or practice which is a breach of the regulations or the awarding body requirements regarding how a qualification should be delivered or:

- ❖ a failure to follow established procedures in relation to a qualification
- ❖ gives rise to prejudice to candidates
- ❖ compromises public confidence in qualifications
- ❖ 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.

### **Common examples of Malpractice**

The following are common examples of what constitutes Malpractice but is not a complete list;

- Students taking unauthorised materials into an examination, including cheat sheets, watches, mobiles or iPads,
- Plagiarism: the copying and passing off as the candidate's own work, the whole or part of another person's or any AI work

### **Common examples of Maladministration**

The following are common examples of what constitutes Maladministration but is not a complete list;

- Teachers completing or helping to complete, beyond the limit of the course guidelines, any assessed work for a candidate,
- Failure to keep examination material secure prior to an examination,
- Incorrect version/ tier of an examination script issued to a student

### **Responsibilities**

All candidates, members of staff or other individuals involved with the examination process are required to report any event that they consider to be malpractice, under the above definition, to a member of exams staff or a member of the senior leadership team.

As part of this Prince Henry's Grammar School will ensure that;

- ❖ all staff are trained in their role and are aware of their responsibilities to prevent possible maladministration.

- ❖ staff delivering/ assessing coursework or non-examination assessments have robust processes in place for identifying and reporting plagiarism or any other potential candidate malpractice.

## Procedure

- ❖ The member of staff receiving a report of suspected malpractice will take notes on the event from the individuals reporting it.
- ❖ Statements will be collected from any necessary people involved to ensure that a comprehensive understanding of the event is received. Any supporting evidence will be collected and stored securely until needed.
- ❖ JCQ regulations on malpractice and the awarding bodies regulations will be considered and if the event is deemed to constitute malpractice the Assistant Headteacher: Learning Facilitator will be informed and they will liaise with the Head of Centre.
- ❖ Staff or Students suspected of Malpractice or Maladministration will be informed that the matter will be passed to the examination board, of the possible outcomes of their investigation, that they may share the details of their investigation with other examination boards and the process the individual can take to appeal the examination board's decision.
- ❖ Details of the event will be passed on to the relevant awarding body in line with their regulations and their procedures will be followed until they reach a decision on this matter.

It should be noted that student work that Prince Henry's staff find to be plagiarised will not be submitted to the exam board. Students should follow the school's appeals policy if they wish to appeal this decision.

Possible awarding bodies malpractice decisions for students are;

- No action taking
- Cancellation of the student's entry for that unit
- Cancellation of the student's entry for that qualification
- Cancellation of **all** the student's exam entries for that examination season

This list is not a complete list;

Possible awarding bodies malpractice decisions for staff are

- A written warning
- Requirement to attend further training
- Special conditions imposed on them for further involvement in the awarding bodies qualification
- The member of staff may be barred from in all involvement in the administration of assessments for a set period of time
- ❖ Prince Henry's Grammar School may impose extra sanctions that the Head of Centre feels is necessary after the results of any staff maladministration are released.



## Reviews of marking - centre assessed marks

### **GCSE Controlled Assessments, GCE Coursework, GCE and GCSE Non-Examination Assessments (“NEA”), Project qualifications (eg EPQ) and Asdan portfolio-based qualifications.**

Prince Henry’s Grammar School 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.

Candidates’ work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Prince Henry’s Grammar School 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.

- ❖ Subject teachers will ensure that candidates are informed, **ten school days** before the final deadline, of **their centre assessed AND moderated marks** so that they may request a review of the centre’s marking before marks are submitted to the awarding body.
- ❖ Due to the time required to thoroughly complete an appeal, students who fail to complete work with sufficient time to allow a ten day review period will forfeit their opportunity to appeal the result.
- ❖ Subject teachers will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre’s marking of the assessment.
- ❖ Subject teachers will, having received a request for copies of materials, promptly make them available to the candidate
- ❖ Subject teachers will provide a clear deadline (which should be two school days after the marks have been disclosed) by which school **MUST** have received a candidates request for a review of the centre’s marking in writing in order for there to be time to review copies of materials and reach a decision. Requests will not be accepted after this deadline. Requests **must** be made in writing to the Faculty Leader.
- ❖ The Exams Officer should be notified immediately of any such requests being made. The ‘Appeal against Internal Assessment form’ will then start to be completed (see below)
- ❖ Prince Henry’s Grammar School will allow sufficient time 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.
- ❖ Prince Henry’s Grammar School 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.
- ❖ Prince Henry’s Grammar School will instruct the reviewer to ensure that the candidate’s mark is consistent with the standard set by the centre.
- ❖ Prince Henry’s Grammar School will inform the candidate in writing of the outcome of the review of the centre’s marking.
- ❖ The outcome of the review of the centre’s marking will be made known to the head of centre. A written record of the review will be kept and made available to the awarding body upon request.

The moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that centre marking is in line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

*Copy of form to be completed **by school staff** once an appeal has been requested.*

**Appeal against Internal Assessment**

**Candidate Name:**

**Candidate Number:**

**Subject in which internal assessment appeal is being requested:**

**Date appeal submitted:**

**Date of awarding bodies assessment deadline:**

**Original mark for assessment:**

**Grounds for appeal (attach letter):**

**Action:**

**Outcome:**

**Mark submitted to awarding body:**

***Ensure candidate is informed of outcome by letter.***

It should be noted that the above mark will be further verified by the exam board and as such is still subject to change.

### **APPEALS POLICY FOR EXTERNAL QUALIFICATIONS**

This information is to inform students of what to do if they have issues with the grade/ marks issued by the awarding bodies after the release of examination results. Students can make a request, to the awarding body, for a review of the marking (“EAR”) or request a return of the student’s examination script (“ATS”).

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

Any student who wants to request a review of a mark/ grade from the Awarding Body, after the issue of results, should adhere to the following procedure:

- ❖ Contact the Exams Office as soon as possible to discuss the mark/ grade at least 5 working days before the published deadline for EARs. The Exams Office staff will advise on the options available to query the mark/ grade and the costs involved.

**Students should be aware that EARs can result in marks/ grades being raised, confirmed or lowered.**

- ❖ Candidates should contact their subject teacher, where possible, who will discuss the matter with the faculty leader to see whether the centre agrees to support the EAR, this decision will be based on a review of the candidate’s marks/ grades, the grade boundaries and the candidate’s predicted grades.
  - If the centre agrees to support the EAR the cost of the enquiry will be met from the faculty budget.
  - If the Centre does not support the EAR or the student does not want to involve the Centre they may still proceed but all costs will be paid by the student.
  - If a student wishes to appeal against the decision of the Centre not supporting an EAR, they should appeal in writing to the Examinations Office, at least 5 working days before the deadline for EARs. The appeal should state in detail the reason for the appeal, should be signed, dated and include the daytime contact number for the student or their parent/ carer. 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 1st class letter. This decision is final.
- ❖ No EARs will be made until fees are paid. Requests must be made in writing, signed by the candidate and must arrive in the Examinations Office before the published deadline for EARs, a consent form is available from the exams office. If the enquiry is successful, the fee will be refunded to the payee.
- ❖ Outcomes following EAR’s will be forwarded by the Examinations Office staff to the student as soon as they have been received from the Awarding Bodies.

In circumstances where the centre has looked at a range of results and feels that individual students would benefit from an EAR they may request students fill in consent forms for EAR, the costs for such action will be covered by the faculty budget. In such cases the subject staff or a member of the exams office will contact the student or parent/ carer so that the consent form can be completed. No EAR will be applied for without a completed consent form.

### **Access to scripts (ATS):**

Any student who is unsure about the mark/ grade issued by an Awarding Body and would like to request the return of their examination script should adhere to the following procedure:

- ❖ Contact the Exams Office as soon as possible to discuss the mark/ grade at least 5 working days before the published deadline for ATSS. The Exams Office staff will advise on the options available to return the script and the costs involved.

**Students should be aware that once they have received their original script the awarding body may not then allow an EAR of that script.**

- ❖ Students should contact their subject teacher, where possible, who will discuss the matter with the faculty leader to see whether the centre agrees to support the ATS request.
  - If the centre agrees to support the ATS request the cost will be met from the faculty budget.
  - If the Centre does not support the ATS request or the student does not want to involve the Centre they may still proceed but all costs will be paid by the student.
  - If a student wishes to appeal against the decision of the Centre not supporting an ATS request, they should appeal in writing to the Examinations Office, at least 5 working days before the deadline for ATS's. The appeal should state in detail the reason for the appeal, should be signed, dated and include the daytime contact number for the student or their parent/ carer. 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 1st class letter. This decision is final.
- ❖ No ATS request will be made until fees are paid. Requests must be made in writing, signed by the candidate and must arrive in the Examinations Office before the published deadline for ATS's, a consent form is available from the exams office.
- ❖ Scripts will be forwarded by the Examinations Office staff to the student as soon as they have been received from the Awarding Bodies.

In circumstances where the Centre has looked at a range of results, they may request students fill in consent forms for an ATS request, the costs for such action will be covered by the faculty budget. In such cases the subject staff or a member of the exams office will contact the student or parent/ carer so that the consent form can be completed. No ATS requests will be made without a completed consent form and all requested scripts will be kept secure in line with the awarding bodies instructions.



### 3.8 Asdan Policy (Appendix 3.8)

## **Asdan Policies**

These policies apply to students studying with the Asdan exam board and should be read in conjunction with Prince Henry's Grammar school exam's policies which can be found in the policies section of our website.

### **Access to Fair Assessment Policy**

#### **Statement of Assessment**

- Prince Henry's Grammar School aims to provide a variety of qualifications which provide all students with the opportunity to achieve their full potential by the most appropriate and direct route.
- Our Assessment Policy is based on the concepts of equality, diversity, clarity, consistency and openness.
- We will endeavor to ensure that the assessment processes are implemented in a way which is fair and non-discriminatory.

#### **Access**

- Students are made aware of the existence of this policy at the start of the course and have open access to it. It can be found in the policies section of the school website.
- All staff are made aware of the contents and purpose of this policy.
- This policy is reviewed annually and may be revised in response to feedback from students, staff and external organisations.

#### **What students can expect from us:**

- We aim to ensure that all assessment of work is carried out fairly and in keeping with the awarding body's requirements.
- All portfolio-based work will be assessed fairly against the qualification standards and teachers involved will be fully trained.
- Internal assessments will be carried out fairly and according to awarding body instructions.
- Externally marked tests and exams will be conducted according to the requirements of the awarding body.

#### **Students can also expect:**

- To be fully inducted onto a new course and given information that can be shared with parents and carers.
- Learning outcomes, performance criteria and other significant elements of learning and assessment to be made clear at the outset of the course.
- To be given appropriate assessment opportunities during the course with feedback provided on the quality of the work.
- All work to be marked within two weeks of submission by the student.

Where equivalents and exemptions can be applied, we will ensure this is pursued with the relevant awarding body

## **Internal Moderation Policy**

Internal moderation is a key process carried out by centres, throughout the delivery of a Qualification, to ensure that assessment methods are consistent across all Tutors/Assessors and that outcomes are fair to all students.

It is the responsibility of all relevant staff to participate in the moderation process by keeping the necessary records, attending relevant meetings and submitting marked candidate work as requested.

All assessment evidence that has been internally moderated must be kept on site until after the external moderation. The work remains the property of the candidate and can be returned to the candidate according to the requirements of the relevant awarding organisation.

### **Internal Moderation Process**

As we currently only have one member of staff teaching Asdan qualifications, no internal moderation is required, however all work is Verified in conjunction with the appropriate IV. We have no plans to increase the number of staff members involved at this time.

### **Review and Feedback Statement**

In the first instance, feedback on ongoing and completed work will be given to students as part of regular formative assessment as they progress through the relevant ASDAN award.

After external moderation has taken place, a review meeting will be held. Feedback will be given to assessors and an action plan will be put in place to further develop practice and address any issues arising.

## **Candidate registration and Certification policy**

### **Approvals, Registration & Certification:**

Registration and certification are to be carried out within any time guidelines given by ASDAN.

### **Responsibilities:**

The assessor is responsible for letting the exams officer know which student's need registering and certifying in time for these tasks to be completed.

The exams officer is responsible for registering and certifying the required students in line with the exam board's timetable

The exams officer is responsible for checking that the outcome of Certification is accurate upon receipt.

### **Approvals:**

Following agreement by SLT regarding the running of courses, programme approval can be applied for. Programme approval documentation should be kept by programme managers throughout the delivery of the qualification and be made available upon request.