



Carshalton High School for Girls

Excellence: everywhere, every day.

Examination Policy

Reviewed and Agreed by Carshalton Local Governing Body:

January 2021

Next Review:

January 2022

Policy Notes may be subject to review and revision at any time by the Carshalton Local Governing Body notwithstanding that the next review date has not been reached.

Review dates are for guidance only and whilst the intention is always to arrange reviews within the stated time frame all Policy Notes will remain in force until this has taken place and been formally approved by the Carshalton Local Governing Body.

Contents

1. Exam responsibilities
2. Tests and qualifications offered
3. Exam seasons, timetables and clashes
4. Entries, late entries and retakes
5. Exam fees
6. The Disability Discrimination Act (DDA), special needs, access arrangements and training
7. Estimated grades
8. Managing invigilators and exam days
9. Candidates, clash candidates and special consideration
10. Coursework and appeals against internal assessments
11. Results, enquiries about results (EARs) and access to scripts (ATS)
12. Certificates
13. Contingency Planning
14. Appendix A - Risk Assessment
15. Appendix B - Word Processing
15. Appendix C - Coursework & Controlled Assessment
16. Appendix D - Sixth Form
17. Appendix E - Internal Appeals Procedures & Enquiries about Results for Public Examinations

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

This policy is supported by the following policies:

- Internal Appeals Procedure and Enquiries for Results
- Coursework & GCSE Controlled Assessment and Risk Management Policy
- Equality and Diversity

Objective

- 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

1. Exam Responsibilities

Headteacher

Overall responsibility for the school as an exam centre:

- Approves courses
- The Head of Centre is responsible for reporting all suspicions or actual incidents of malpractice. (Refer to the Joint Council for Qualifications document '*Suspected malpractice in examinations and assessment*').

Member of SLT with responsibility for Exams

- To ensure that the Exams Officer and Curriculum Leaders carry out their responsibilities in accordance with this policy
- To organise and manage all internal examinations

Exams Officer

The Exams Officer is responsible for the organisation and conduct of all external examinations and preparation of results. The Exams Officer will support the organisation of internal examinations. The Exams Officer:

- Advises relevant staff on annual coursework deadlines, exam timetables and entry procedures as set by the various exam boards
- Oversees the production and distribution to candidates of statement of entries and guidance on regulations
- Consults with teaching staff to ensure that necessary coursework is completed on time and in accordance with Joint Council for Qualifications (JCQ) guidelines
- Ensures final confirmation of entry numbers and levels are submitted to the exam board
- Receives, checks and stores securely all exam papers and completed scripts
- After consultation with the Designated member of SLT/SENDCo the Exams Officer administers and makes applications for access arrangements and special consideration using the Joint Council for Qualifications guideline '*Access arrangements and special considerations regulations and Guidance relating to candidates who are eligible for adjustments in examinations*'
- Identifies and manages exam timetable clashes
- Accounts for income and expenditure relating to all exam costs/charges

- Line manages and organises the recruitment, training and monitoring of a team of exam invigilators responsible for the conduct of exams
- Submits candidates' coursework marks, tracks, dispatches 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 any appeals/review requests
- Provides and checks information for a range of external bodies
- Provides school exam results for the Senior Leadership Team, relevant staff and students

Curriculum Leaders

External Examinations

- Provide accurate entry numbers and levels to the Exams Officer
- Provide the Exams Officer with details of practical examination requirements
- Act as first point of contact for enquires about results for students and liaise with the Exams Officer on procedures
- Ensure accurate completion of coursework mark sheets and declaration sheets
- Ensure accurate completion of entry and all other mark sheets and adherence to deadlines as set by the Exams Officer

Internal Examinations

- Produce suitable examination papers
- Present at the start of each exam and arrange collection at the end
- Ensure marking and recording is completed by published deadlines

Year Leaders

It is the responsibility of Year Leaders to inform the Exams Officer of any student who may need special consideration due to bereavement, long term illness or other pastoral circumstances which could lead to a request for special consideration or arrangements.

Head of Learning Support/SEND

- Identification and testing of candidates' requirements for access arrangements
- Liaising with Exams Office to organise exam access arrangements
- Provision of additional support as appropriate for external exams
- Provide support for internal exams as needed.

Senior Invigilator/Invigilators

- Collection of exam papers and other material from the exams office before the start of an exam
- Collection of all exam papers in the correct order at the end of the exam and their return to the exams office
- Ensures the exam room is set up with signs and arrangements with seating plans
- Start and finish examinations when needed
- Assists in the general running of the exams office
- Assists in ensuring that all Public and school examinations run smoothly
- Dispatch of exam papers
- Be fully aware of the Regulations according to JCQ's Instructions for Conducting Examinations

Candidates

- Confirmation and signing of Statements of Entries
- Understanding coursework regulations and signing a declaration that authenticates the coursework as their own

2. Tests and Qualifications Offered

Qualifications offered are 'A' Level, 'AS' Level (in certain circumstances), GCSE, BTEC Vocational courses.

At Key Stage 4

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

At Post-16

The school will certificate A Levels and BTECs at the end of Year 13.

3. Exam Seasons and Timetables

3.1 *Exam Seasons*

Internal exams are usually at the times shown below:

- Year 11 Pre Public Exams – December
- Year 13 Pre Public Exams – January
- Year 11 Pre Public Exams – February/March
- Year 10 Pre public exams – June
- Year 7- 9 End of Year Exams May

The dates of these may change but any change will be included in the school calendar.

External exams are scheduled in November (GCSE re-sits), January (BTECs and CiDA), May and June.

3.2 *Timetables*

The Exams Officer will circulate the exam timetables for external exams and the Designated member of SLT will circulate the timetable for internal exams once these are confirmed.

3.3 *Clashes*

If students are taking two or more examinations at the same time which total more than 3 hours then they may be moved to the morning or afternoon within the same day. The longer exam would be sat first, followed by the shorter one, subject to any restrictions externally imposed.

After the first exam students will be kept in a separate room under supervision until the start of the next exam. This will be agreed by the Exams Officer and the member of SLT in charge of exams.

For major clashes which involve large numbers of students SLT would authorise the arrangements made.

If students are taking two or more examinations which total **less than three hours** then they will sit them one after the other and have a short break of no more than twenty minutes between exams.

Extra time will only be given if it is prearranged e.g. for students with Learning difficulties or medical conditions

For students who are ill on the day of the exam supervised rest breaks will be given. The examination will be stopped and restarted again when the student is ready. The full time of the exam will be given and special consideration will be applied however no extra time will be given.

4. Entries, Late Entries and Retakes

4.1 Entries

- Candidates are selected for their exam entries and levels by the subject teachers and Curriculum Leaders
- Candidates, or parents, cannot request a subject entry, change of level or withdrawal
- The centre does not accept entries from external candidates unless prior arrangement has been approved by the Headteacher

4.2 Late entries

- Entry deadlines are circulated to Curriculum Leaders
- Late entries are paid by curriculum areas.

4.3 Retakes

KS4

Candidates are not allowed retakes at GCSE unless authorised by the Headteacher in special circumstances.

KS5

Retakes are available in English and Maths only if the student follows the course in the 6th form.

Candidates are allowed retakes per subject in AS and A Levels.

Retake decisions will be made in consultation with the candidates, subject teachers and Curriculum Leaders. (See also section 5: Exam Fees).

5. Exam fees

All initial registration and entry exam fees are paid by the school for all external awarding bodies.

Late entry or amendment fees are paid by curriculum areas.

Candidates or curriculum areas 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.

Reimbursement will not be sought from candidates who fail to sit an exam or meet the necessary coursework requirements.

Candidates must pay the fee for an enquiry about a result, should the school not uphold the enquiry and the candidate insist on pursuing the enquiry. (See also section 10.2 *Enquiries about Results [EARs]*)

6. The Equality Act (EA), special needs, access arrangements and training.

6.1 The Equality Act (EA)

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

The work undertaken by the Designated member of SLT/SENDCo and the Exams Officer already significantly address the requirement of the EA. The key guidance in this work is provided by the Joint Council for Qualifications booklet *Access Arrangements and Special Consideration: Regulations and Guidance* relating to candidates who are eligible for adjustments in examinations.

The school will ensure that there is suitable access and examination rooms are suitable for purpose and accessible in accordance with EA requirements. For example:

- If candidates are known to be unwell during the exam because of the nature of their disability we will ensure that they are seated close to the exit
- Ensure that seating is appropriate and comfortable for those who may have a disability that affects seating and posture.

Signage

- Signs for the examination and those provided by JCQ are suitably sized and adapted to meet the needs of candidates with a disability
- Signs will be simple, short and easily understood
- Texts and lettering will be clear and uncomplicated
- Style, wording, design and height will be consistent throughout the exam centre and contrast with the colour of the walls.

6.2 *Special Needs*

A candidate's special needs requirements are determined by the designated member of SLT/SENDCo, doctor and the Educational Psychologist/specialist teacher.

The Designated member of SLT/SENDCo will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an exam. The designated member of SLT/SENDCo 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 Exams Officer.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of both the Deputy SENDCo and the Exams Officer.

Rooming for access arrangement candidates will be arranged by the Deputy SENDCo with the Exams Officer.

Invigilation and support for access arrangement candidates will be organised by the Deputy SENDCo with the Exams Officer.

6.4 Training

All invigilators will receive training on “promoting disability equality in school” by the Exams Officer. (See a CHSG Commitment to Equality and Diversity Policy).

Invigilation training will also be provided to invigilators with an updated on the current year’s JCQ Regulations.

7. Managing invigilators and exam days

7.1 Managing Invigilators

External invigilators will be used for external exam supervision and some internal exams. The recruitment of invigilators is the responsibility of the Exams Officer and Assistant Head.

Securing the necessary Disclosure Baring Service (DBS) clearance for new invigilators is the responsibility of the School Business Manager. DBS fees for securing such clearance are paid by the centre.

Invigilators are timetabled and briefed by the Exams Officer.

Invigilators’ rates of pay are set by the Head Teacher.

7.2 Exam Days

The Exams Officer will book all exam rooms after liaison with the designated member of SLT and Cover Manager and make the question papers, exam stationery and materials available.

Premises staff are responsible for setting up the Hall and Gym guided by the Exams Officer.

The Examination Officer, SLT and Senior invigilator will start all exams in accordance with JCQ guidelines.

Subject staff may be present at the start of the exam (outside the exam venue) to assist with identification of candidates but must not advise on which questions are to be attempted and must leave the venue before the exam begins.

In practical exams subject teachers will be on hand in case of any technical difficulties. Exam papers must not be removed from the exam room. Spare papers will be distributed to Curriculum Leaders at the end of the exam session.

Misconduct must be reported to the Exams Officer in the first instance, who will decide what action to take.

8. Candidates, clash candidates and special consideration

8.1 Candidates

The schools published rules on acceptable dress, behaviour and candidates' use of mobile phones and all electronic devices apply at all times. Mobile phones and smart watches are to be handed in on entering the examination room.

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

Disruptive candidates are dealt with 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 staff must accompany them.

It is the students' responsibility if they are late for their exams, or do not turn up at all.

Candidates may not leave an examination early except in exceptional circumstances.

8.2 Clash Candidates

The Exams Officer will be responsible as necessary for identifying escorts, identifying a secure venue and arranging overnight supervision of candidates.

8.3 Special Consideration

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 school, Exams Officer, or the Exam Invigilator, to that effect.

Any special consideration claim must be supported by appropriate evidence as soon as possible or within three days of the exam, for example a letter from the candidate's doctor.

The Exams Officer will then forward a completed special consideration form to the relevant awarding body as soon as possible or within five days of the exam.

9. Coursework and appeals against internal assessments

Candidates are informed about their rights of appeals and access to scripts through the examination packs given out with statements of entries and during briefing assemblies.

9.1 Coursework

Candidates who have to prepare portfolios should do so by the school-defined date. Curriculum Leaders will ensure all coursework is ready for dispatch at the correct time and the Exams Officer will keep a record of what has been sent, when and to whom. Marks for all internally assessed work are provided for the Exams Office by the subject teachers and Curriculum Leaders.

9.2 Appeals against internally assessed units

The school has published a separate procedure on this subject, which is available from the Exams Office and can also be found on the school's website.

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

10.1 Results

Candidates will receive individual results slips on results days in person at the centre. Arrangements for the school to be open on results days are made by the Exams Officer.

10.2 Enquiry about Results (EARs)

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

When the school does support 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 pay the exam board fees (See section 5: Exam fees).

10.3 Access to Scripts

After the release of results, candidates may ask subject staff to request the return of papers within 3 days scrutiny of the results. Signed consent needs to be obtained from the candidate for this.

If a result is queried, the Curriculum Leader will inform the Exams Officer to investigate the feasibility of asking for a re-mark at the schools expense.

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

Should students request original scripts back they will need to pay the relevant fee, complete the paper work obtained from the exams officer and return asap with in the schools deadline for EAR.

Re-marks cannot be applied for once an original script has been returned. (See also 10.2 CHSG Internal Appeals procedure and Enquiry about Results policy).

11. Certificates

A letter will be sent home to students who have left the school to inform them that their Certificates are ready for collection. Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised to do so by the student. The school retains certificates for one year.

If the student is still attending the school then Certificates will be distributed to form groups to be handed out and signed for.

12. Risk Assessment

Emergency evacuation during an examination:

- The Centre staff will ensure children stay calm and seated until they are told what to do and where to go

- Examination emergency procedures are available in every exam room and in the Invigilation folder on the front desk.

13. Contingency Planning

The school will following the information prepared by JCQ and government departments responsible for education in the event of examinations being seriously disrupted. This ensures consistency in the event of major disruption to the examinations system affecting significant numbers of candidates. Further information and details can be found at:

<https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted>

As well as following the above, it is the Exams Officer's responsibility to liaise with the awarding bodies directly should there be any disruption. At this point the school's contingency planning will also come into force if necessary.

In the event that the Head of Centre decides the Centre cannot be opened for scheduled examinations the relevant awarding body **must** be informed as soon as possible. Advice will then be taken from the awarding body as to alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take the scheduled examination, for example in the case of severe weather conditions.

Awarding bodies will designate a 'Contingency Day' each year for examinations for instances where there has been a national or local disruption to examinations. Candidates have to remain available on all days up until the day specified by the awarding bodies.

For other Risks see Appendix A.

Appendix A

Risk Assessment for Examination Procedure – Possible risks to include

Risk	Early Warning	Control to Prevent	Control to Resolve
Invigilator does not turn up	Phone call	Invigilator timetables given early.	Invigilators on call and staff in school ready to support.
Fire alarm goes off			Ensure invigilators are aware of policy. SLT to assist in maintaining security of exam. Students to go to the back gate whilst still under examination conditions – i.e. no communication with others.
Student taken ill during exam			Invigilator aware of policy. Inform exam officer asap first aider on call. Special consideration for all students.
Bad weather or transport problems	Weather report. School closure	Possible delay to start of exam	Holding area. Call to exam board. Information on website. Candidates phone number available on SIMS.
Students do not turn up for exam		Students sign for exam timetable	Exam office phone students. Follow regulations for late starts.
Students turn up who are not entered		Subject teachers/Curriculum Leaders ensure entry checklists are correct.	Find a paper, seat them, amend attendance list and make entry. Charge late fee to department. If a recurring problem see SLT.
Cheating in the room	Invigilator reports problem	Exam pack given to students which contains examination regulations. Regulations are given at the start of all mocks and public exams.	Invigilator aware of policy. Exam officer on call to deal with malpractice issue.
Disruption in the room	Invigilator reports problem. List of vulnerable students from YL/LS department and mock exams	Exam pack given to students which contains examination regulations. If a student is known to have problems they are given a separate room.	Invigilator aware of policy. SLT on call to deal with malpractice issues.
Late arrivals	Phone call or just turn up late	Exam pack given to students which contains examination regulations.	Invigilator aware of policy. Complete Late Arrivals form if over one hour.
Exam Officer does not turn up	Phone call		The senior invigilators and linked SLT are fully trained.

Risk	Early Warning	Control to Prevent	Control to Resolve
Exam room flooded	Check room, or invigilator reports problem	Regular premises check.	Find alternative accommodation. Holding room while problem sorted. Special consideration.
Wrong entry made – incorrect paper		Subject teacher/Curriculum Leaders ensure entry checklists are correct.	Contact Awarding Body for copy of paper if necessary. Provide exam paper, seat and amend entry.
Exam Officer leaves/long term sick	Notification from Exam Officer		Assistant Exam Officer , Senior invigilator and linked SLT are fully trained.
Damage to office		Regular premises check.	Need Awarding Bodies handbooks, new equipment, phone line and office space. Copies of relevant information from Curriculum Leaders. Inform JCQ
System failure or power cut			Contact IT support or electrician. Contact exam boards to explain.
Receiving inaccurate or late entry information		Subject teachers/Curriculum Leaders ensure entry checklists are correct and on time	Charge late fee to department. If a recurring problem see SLT.
Change of syllabus and no notification	Pre-release material does not arrive. Materials arrive that are not expected	Subject teachers/Curriculum Leaders ensure entry checklists are correct. Exam Officer ensures estimated entries are sent off on time.	Contact Awarding Body
Curriculum Leader long term sick or leaves	Resignation or sick note		Replacement to be nominated and Exam Officer to have input in training.
Awarding Body's communications systems fail	Papers do not arrive, on line systems incorrect, difficult to contact by telephone		Contact Ofqual to report problem.
Mobile phones, iPods, MP3/4 players, smart watches. Products with an electronic communication - storage device or digital facility	JCQ rules given out with statement of entries and reminded during exam assembly	Students are reminded at the start of all exams and advised to hand in their Phones/smart watches if it is with them. Signs are put up in and around the exam venue.	Phones/smart watches are kept in the exams office until after the exam has finished.

Appendix B - Word Processing

1. Introduction

This policy on the use of word processors in examinations and assessments is reviewed and updated annually, on the publication of the updated JCQ regulations and guidance contained in the publications [Access Arrangements and Reasonable Adjustments](#) (2020/21) and [Instructions for conducting examinations](#) (2020/21)

1.1 The use of a word processor in exams and assessments is an available access arrangement.

(AA 4.2.1)

The purpose of an access arrangement is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties.

The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate.

(AA 4.2.2)

Although access arrangements are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question.

(AA 4.2.3)

Candidates may not require the same access arrangements in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. SENCOs must consider the need for access arrangements on a subject-by-subject basis.

(AA 4.2.1)

The SENDCO must ensure that the proposed access arrangement does not disadvantage or advantage a candidate.

(AA 4.2.7)

The candidate must have had appropriate opportunities to practise using the access arrangement(s) before their first examination.

2. Qualifications for Use

2.1

Word processors / tablets cannot be granted to students simply because they do not wish to write, they work faster on a laptop / tablet or that they are used to using a word processor / tablet when then work at home. (AA 5.8.4)

2.2

Rather, candidates will be permitted to use a word processor/tablet if that is their normal method of working whilst attending Carshalton High School for Girls (AA 5.8.1)

2.3

The types of candidates that will be permitted to use a word processor / tablet during an examination or assessment will broadly fall under one of the following definitions;

- If she/he has a diagnosed learning difficulty which has a substantial and long term adverse effect on their ability to write legibly
- If she/he has a diagnosed medical condition (for example hyper mobility)

- If she/he has a diagnosed physical disability
- If she/he has a diagnosed sensory impairment
- If she/he has such poor handwriting that it would be illegible when writing during an exam
- If she/he has planning or organisational problems when writing (AA 5.8.4)

2.4

The following evidence would be required to justify a student using a word processor/tablet for one or more of their examinations;

- They fall below the writing speed or legibility or comprehensibility threshold in the formal access arrangements assessment
- Teachers report that the pupil has illegible handwriting. This must be supported with a sample of the writing and the SENCO must agree with the judgment
- Teachers report that the pupil has very slow handwriting so that they rarely complete a timed test. This must be supported with a sample of timed writing. This could be followed up with a formal assessment of writing speed.
- There is a diagnosed medical condition made by trained medical professional that clearly states the use of a word processor / tablet would be required for examinations

2.5

Regardless of which of the above applies, the pupil must be able to demonstrate that they can competently use a laptop (i.e. typing speed) and if possible, this should have been practised in at least one series of exams before the end of Year 11.

2.6

If a student is deemed to need the use of word processor / tablet for her examinations this does not necessarily mean they will have access to one for every exam they take – see point 4.4 for an explanation of this

2.7

The decision to issue a word processors / tablets will rest with the SENCO and the member of staff who has the responsibility to assess for exam access arrangements, in conjunction with the school Exam's Officer

3. The Word Processor

In accordance with the guidelines set out in section 14 of the publication Instructions for Conducting Examinations 2020-21 the following rules will apply

3.1

A word processor must:

- be used as a type-writer, not as a database, although standard formatting software is acceptable
- have been cleared of any previously stored data, as must any portable storage medium used. An unauthorised memory stick must not be used by a candidate. Where required, the centre must provide a memory stick to the candidate, which is cleared of any previously stored data
- be in good working order at the time of the examination
- be accommodated in such a way that other candidates are not disturbed and cannot read the screen. Where a candidate using a word processor is accommodated in another room, a separate invigilator will be required
- either be connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium. This must be done after the examination is over. The candidate must be present to verify that the work printed is his or her own. Word

processed scripts must be attached to any answer booklet which contains some of the answers

- be used to produce scripts under secure conditions, otherwise they may be refused
- not be used to perform skills which are being assessed
- not be connected to an intranet or any other means of communication
- not give the candidate access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc
- not include graphic packages or computer aided design software unless permission has been given to use these
- not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe or is using speech recognition technology (a scribe cover sheet must be completed), or the awarding body's specification permits the use of automatic spell checking
- not include speech recognition technology unless the candidate has permission to use a scribe or relevant software
- not be used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

3.2

A word processor cover sheet may be required by an awarding body

Carshalton High School for Girls cannot guarantee a word-processed script will be processed unless a cover sheet has been included when necessary.

3.3

Laptops and Tablets

In accordance with the guidelines set out in section 8.8 of the publication Instructions for Conducting Examinations 2017-2018 the following rules will apply:

- Tablets are designed to run for a long period of time once fully charged. Their purpose is to be 'free-standing'.
- The battery capacity of a laptop or a tablet must be checked before the candidate's examination(s). The centre must ensure that the battery is sufficiently charged for the entire duration of the examination.
- The use of a fully charged laptop or tablet will allow a centre to seat a candidate within the main examination hall without the need for separate invigilation and power points.
- Candidates will be reminded that they need to write their centre number, candidate number and the unit/component code on each page as a header and a footer
- If a candidate is using the software application Notepad or Wordpad these do not allow for the insertion of a header or footer. In such circumstances once the candidate has completed the examination and printed off his/her typed script, he/she should be advised to handwrite their details as a header or footer. The candidate must be supervised to ensure that he/she is solely performing this task and not re-reading their answers or amending their work in any way.

3.4

General Advice

- Candidates should use a minimum of 12pt font and double spacing in order to assist examiners when marking.
- Invigilators must remind candidates to save their work at regular intervals. Where possible, the school IT technician will set up 'autosave' on each laptop/tablet. This way, if there is a complication or technical issue, the candidate's work is not lost.
- Each page must be appropriately numbered.

4. General Principles

In accordance with section 5.8 of the Access Arrangements and Reasonable Adjustments 2020-2021 guidelines the following principles apply

4.1

There is not a requirement to process an application using Access arrangements online or to record the use of the arrangement. No evidence is needed to support the arrangement. (This also applies where a candidate is using a word processor on a temporary basis as a consequence of a temporary injury.)

4.2

The use of word processors in non-examination assessment components will be considered standard practice unless prohibited by the specification.

4.3

It is permissible for a candidate using a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers.

4.4

Examinations which 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 candidates will frequently need to type. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet. The candidate avoids the difficulty of visually tracking between the question paper and screen.

4.5

The use of a word processor must reflect the candidate's normal way of working within the centre.

5 Word processors / tablets and other Access Arrangements

5.1

The use of a word processor / tablet may result in other exam access arrangements no longer being required.

For example, a candidate has a below average free writing speed when handwriting and qualifies for 25% extra time. However, using a word processor is her normal way of working within the centre. When typing she can produce her written work effectively and at a speed equivalent to an average handwriting rate. The extra time would therefore not be needed during an examination when a word processor / tablet are being used.

For example, A candidate with significant learning difficulties has a below average speed of handwriting and below average scores in areas of cognitive processing and reading speed. As using a word processor is her normal way of working within the centre she has been able to improve her typing speed to match the equivalent average handwriting rate. However, she has persistent and significant difficulties in interpreting questions and formulating his typed answers. She is given 25% extra time, as well as the use of a word processor, as both arrangements are appropriate to her needs.

The criteria Carshalton High School for Girls uses to award and allocate word processors for examinations

A member of the centre's senior leadership team must produce a statement for inspection purposes which details the criteria the centre uses to award and allocate word processors for examinations. (AA_5.8.4)

The use of word processors

There are also exceptions where a candidate may be awarded/allocated the use of a word processor in exams where the candidate has a firmly established need, it reflects the candidate's normal way of working and by not being awarded a word processor would be at a substantial disadvantage to other candidates.

Needs might include where a candidate has, for example:

- a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly
- a medical condition
- a physical disability
- a sensory impairment
- planning and organisational problems when writing by hand
- poor handwriting

The only exception to the above where the use of a word processor may be considered for a candidate would be

- on a temporary basis as a consequence of a temporary injury at the time of the assessment
- where a subject within the curriculum is delivered electronically and the centre provides word processors to all candidates

Arrangements for the use of word processors at the time of the assessment

Appropriate exam-compliant word processors will be provided by the Girls Learning Trust in liaison with the SENCo and the exams officer. In exceptional circumstances where the number of appropriate word processors may be insufficient for the cohort of candidates approved to use them in an exam session, the cohort will be split into two groups. One group will sit the exam earlier than or later than the awarding body's published start time. The security of the exam will be maintained at all times and candidates will be supervised in line with section 7 of ICE.

Appendix C – Coursework & Controlled Assessment

Senior Leadership Team

- Accountable for the safe and secure conduct of controlled assessments and non-examination assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- In preparation of the assessment calendar co-ordinate with heads of department/subject to schedule controlled assessments. Ensure there are no clashes and facilities are available.
- Ensure that all staff involved have a calendar of events.
- Update an internal appeals policy for coursework/controlled assessments/non-examination assessments and ensure it is available.
- Head of Centre provides a signed declaration as part of the National Centre Number Register Annual Update or a separate form as designated by the different awarding bodies confirming that all reasonable steps have been or will be taken to ensure that candidates at the Centre have had, or will have, the opportunity to take the Spoken Language endorsement.

Curriculum Leaders

- Decide on the awarding body and specification for a particular GCE/GCSE.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities with regard to coursework/controlled assessment/ non-examination assessment.
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- Ensure members of their department understand their responsibilities as shown below.
- Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.
- Supply to the exams office details of all unit codes for coursework/controlled assessments/ non-examination assessments.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.

Teaching Staff

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting coursework/controlled assessments* and *Instructions for conducting non-examination assessments (GCE & GCSE specifications)*.
- Understand and comply with the awarding body specification for conducting coursework/controlled assessments/non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.

- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).
- Follows the required task setting and task taking instructions for the Non-Examination Assessments.
- Assesses candidates, either live or from recordings, using the common assessment criteria for the Spoken Language endorsement.
- Provides audio-visual recordings of the presentations of a sample of candidates for monitoring purposes.
- Follows the awarding body's instructions for the submission of grades (Pass, Merit, Distinction or Not Classified) and the storage and submission of recordings.
- Ask the Head of SEN for any assistance required for the administration and management of access arrangements.

Exams Office Staff

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

Head of SEN

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

Risk Management

Risks and Issues	Forward planning	Action	Staff
Timetabling			
Assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. start of academic year) for all subjects or lines of learning	Plan dates in consultation with school calendar – negotiate with other parties	RSL – KS4
Too many assessments close together across subjects or lines of learning	Plan assessments so they are spaced over the duration of the course	CL told to move assessments to at least allow candidates sometime between assessments.	RSL – KS4
Accommodation			
Insufficient space in classrooms for candidates	Once group sizes are known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessment	Use more than one classroom or multiple sittings where necessary. Book rooms using school booking system	RSL – KS4 Cover
Downloading Awarding Bodies set tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	Class Teacher IT Support
Teaching staff/assessors unable to access task details	Test secure access rights ahead of schedule every year and every session	Ensure teaching staff/assessors have access rights for correct area of awarding body secure extranet sites ahead of time	Exam officer

Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates	Implement alternative sessions	Class teacher/ CL
Control Levels for task taking			
Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff/assessors know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	Class Teacher/CL
Supervision			
Teaching staff/assessors do not understand supervision of controlled assessment is their responsibility	Ensure teaching staff/assessors understand nature of controlled assessments and their role in supervision	CPD as part of Department Development Plan	SLT mentors/CL
Suitable supervision has not been arranged for an assessment where teaching staff/assessors are not supervising	A suitable invigilator must be arranged for any controlled assessment where a teacher/assessor is not supervising, in line with the awarding body specification.	Use Support staff in an emergency.	Exam Officer
Task Setting			
Teaching staff/assessors fail to correctly set tasks	Ensure teaching staff/assessors understand the task setting arrangements as defined in the awarding body specification	Seek guidance from the awarding body. CPD for staff	SLT / CL
Assessments have not been moderated as required in the awarding body specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body CPD for staff	Exam Officer/SLT/CL
Security of materials			

Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks	EO/CL
Candidates' work not kept secure during or after assessment	Define appropriate level of security, in line with awarding body requirements, for each department as necessary	Negotiate between EO and CL to determine where the work should be stored.	Class teacher
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative spaces	See CL to find alternative storage.
Access and storage of electronic controlled assessments	Each student is allocated an individual controlled assessment account. Only open for access during lessons.	CL needs to provide IT support with dates and times access is required.	CL Head of IT Support
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines/penalties for not meeting them	Mark what candidates have produced and seek guidance from awarding body on further action.	CL and Exam Officer
Deadlines for marking and/or paperwork not met by teaching staff/ assessors	Ensure teaching staff/assessors are given clear deadlines (prior to awarding body ones) to complete marking/paperwork so the exams office can process and send off marks ahead of AB deadlines	Seek guidance from awarding body.	Exam Officer and linked SLT
Authentication			

Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign and attached to work before they are handed in.	Find candidate and ensure form is signed.	Class teacher
Teaching staff/assessors fail to complete authentication forms or leave before completing authentication	Ensure teaching staff/assessors understand importance of authentication forms and the requirement of a signature	Return form to staff for signature.	Exam Officer and link SLT
Marking			
Teaching staff/assessors interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking. Plan for sampling of marking during the practice phase.	Consult awarding body specification for appropriate procedure.	CL to lead department. Exam officer
Centre does not run standardisation activity as required by the awarding body	Plan against the requirements for standardisation for the awarding body when and how this activity will be conducted.	Check with the awarding body whether a later standardisation event can be arranged.	Exam Officer CL
Appeals			
Candidates appeal after the deadline	Outline is given with exam entries and full information is available on the website.	Consult school policy on Internal Appeals. Check with the awarding body.	Exam Officer CL

Appendix D – Sixth Form

All students enter Year 12 taking a minimum of the equivalent of three A level subjects. Entry onto these courses is subject to meeting subject specific criteria. Students can study BTEC courses, A level courses or a mixture of both.

A Levels

Students embark on a 2 year programme of study whereby all external written exams take place at the end of Year 13. Our policy states that

- a) No students will be entered for exams in Year 12 as they do not count towards the full A levels grade awarded in Year 13.

However, there are exceptions to the rule and these will be applied by the Head of 6th form and/or the Deputy Head overseeing the 6th form in conjunction with Curriculum Leaders. These being:

- a) If a student is embarking on a 4 subject programme in Year 12, the student will take an AS exam in the subject that will most likely be dropped at the end of Year 12. The student will then gain accreditation for the subject studied in Year 12
- b) If it felt by the teacher of a subject that a student is at risk of not getting a D grade and therefore a Year 13 place is in jeopardy in a particular subject, then the teacher in consultation with the student can enter the student for the AS exam in Year 12. This will give confirmation to both parties of their suitability in that subject in Year 13
- c) If a student wishes to not complete the full A level in a subject and is looking for an agreed alternative in Year 13 or to re-sit Year 12 or to leave the school, then the student again in consultation with the subject teacher may sit the AS exam.

All students will take in-house exams in June of Year 12 as a measure of their progress in Year 12 and also of their suitability to join Year 13 and thus complete the full A level in their chosen subjects.

Entry requirements remain at a grade D in all subjects. However, each individual student's performance is looked at and entry into Year 13 remains at the discretion of the Head of 6th form and Deputy Head overseeing the 6th form. This will be particularly important if students fail to get a D grade in either the AS exam or in-house school exam.

- For those students failing to reach the minimum standard in one subject, an alternative AS course may be studied in Year 13 subject to curriculum leader approval and also if that AS course is available within school.
- For those students failing to reach the minimum standard in two subjects, students will be given the opportunity to
 - a) Start two new subjects, complete the third and carry on into Year 14 subject to Deputy Head overseeing the 6th form and Head of 6th form approval or
 - b) Consider other options elsewhere
- For those students failing to reach the minimum standard in three subjects, students will be given the opportunity to
 - a) Re-sit Year 12 embarking a different programme of study, subject to Deputy Head overseeing the 6th form and Head of 6th form approval or
 - b) Be asked to consider their options elsewhere.

Appendix E - Internal Appeals Procedures & Enquiries about Results for Public Examinations

1. Appeals against internal assessment decisions

GCE and GCSE Qualifications

The Joint Council for Qualifications' (JCQ) General Regulations for Approved Centres stipulates that Carshalton High School for Girls (CHSG) is to have in place a written internal appeals procedure relating to internal assessment decisions and to ensure that the details of this procedure are to be communicated and made readily available and accessible to students. CHSG is to inform students of their internally assessed marks and the student is allowed to request a review of the School's marks before they are submitted to the awarding body.

This policy should be read in conjunction with the Review of Marking – Centre Assessed Marks document.

Certain components of GCSE and GCE (legacy GCE coursework, GCE and GCSE non-examination assessments) and other qualifications that contribute to the final grade of the qualification are internally assessed by the School. The marks awarded will then be submitted by the deadline set by the awarding body for external moderation.

CHSG ensures that whenever its staff mark students' work this is carried out fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

CHSG ensures that all Centre staff follow the Non-Examination Assessment Policy (relating to the management of GCE and GCSE non-examined assessments). Included in this Policy are all the procedures relating to the non-examination assessments for GCE, GCSE and Project qualifications including the marking and quality assurance processes that teaching staff are required to follow.

CHSG will ensure that:

- students' work is marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity;
- that work produced by the candidates is authenticated in line with the requirements of the awarding body;
- where a number of subject teachers are involved in marking students' work that internal moderation and standardisation will be carried out to ensure consistency of marking.

Once students have been informed of their centre assessed mark, if they believe that the above procedure has not been followed in relation to the marking of their work, or that the assessor has not properly applied the mark scheme to his/her marking, then the student may make use of the appeals procedure set out below to consider whether to request a review of marking.

CHSG will:

1. Ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
2. Inform candidates that they may request copies of materials (eg a copy of their marked work, the relevant specification, mark scheme and any other associated subject-specific documents) to assist them in considering whether to request a review of the Centre's marking of the assessment.
3. Having received a request for copies of materials, promptly make them available to the candidate.

4. Provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
5. Provide a clear deadline for students to submit a request for a review of the Centre's marking. Requests will not be accepted after the deadline. Requests for reviews of marking **must** be made in writing using the CHSG Internal Appeals form.
6. 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.
7. 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.
8. Instruct the reviewer to ensure the candidate's mark is consistent with the standard set by the centre.
9. The candidate will be informed 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 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 with 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 as provisional.

BTECs

Aim:

- To enable the learner to enquire, question or appeal against an assessment decision.
- To attempt to reach agreement between the learner and the assessor at the earliest opportunity.
- To standardise and record any appeal to ensure openness and fairness.
- To facilitate a learner's ultimate right of appeal to the awarding body, where appropriate.
- To protect the interests of all learners and the integrity of the qualification.

In order to do this, the centre will:

- Inform the learner at induction, of the appeals policy and procedure.
- Clearly reference the procedure in subject handbooks.
- Record, track and validate any appeal.
- Forward the appeal to the awarding body when a learner considers that a decision continues to disadvantage her/him after the internal appeals process has been exhausted.
- Keep appeals records for inspection by the awarding body for a minimum of 18 months.
- Have a staged appeal procedure.
- Will take appropriate action to protect the interests of other learners and the integrity of the qualification, when the outcome of an appeal questions the validity of other results.
- Monitor appeals to inform quality improvement.
- The Appeals Procedure appears in all subject handbooks.
- This policy will reviewed every term by Quality Nominee .

Appeals Procedure

- Any discrepancies that the student feels has taken place are first discussed with the candidate and the assessor.

- If no headway is made at this point, the assessor and IV meet to discuss the appeal. The assessors will then feedback to the candidate the IV's decision.
- The candidate is at liberty to discuss this decision with the IV.
- If this does not clear the situation then the information will be passed onto the QN, if the candidate is still not happy with outcome the External Verifier for the subject will be asked to make a decision, which can be upheld by the Awarding Body.
- This should give a prompt, fair and accurate feedback to the candidate.

The Appeals procedure is accessible and is flagged up regularly from the induction through to the end of the course. If students require any further information they should speak to their assessor or curriculum leader.

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

If students have concerns regarding their overall subject grade after publication of results they must speak to their subject teacher **immediately**.

If the subject teacher thinks that there has been an error with the grade awarded. He/She should speak to the Curriculum Leader (CL)

- CL should then contact the Examination Officer for advice on the different review services available, fees, deadline dates.
- The review of results offers 3 services:
 - Service 1 - Clerical re-check
 - Service 2 - Review of Marking
 - Service 3 - Review of Moderation (this review is not available to an individual student)
- Written candidate consent (informed consent via student email is acceptable) is required in all cases before a request for either Service 1 or Service 2 is submitted to the awarding body as with these services students' marks and subject grades made be lowered.
Student consent can only be collected after the publication of results.

If the teacher believes the student has been awarded the right grade in view of the student's capabilities

- He/She will advise the candidate/parent/guardian and no action will be taken.

If the Student/ Parent/Carer still expresses a wish for a Review of Result to be submitted by the school against the professional judgement of the teacher

- He/She needs to obtain the relevant paperwork from the Exams Office, pay the Review of Result fee then return the paperwork and the consent form, to the Exams Officer as soon as possible and before the deadline date provided by the awarding body.
- The Examination Boards decision after Review of Result is final and no appeal will be made by the school.



CHSG Internal appeals form

FOR CENTRE USE ONLY

Date received

Reference No.

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

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

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

Please state the grounds for your appeal below

(If applicable, tick below)

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

Appellant signature:

Date of signature:

This form must be signed, dated and returned to the exams officer on behalf of the head of centre to the timescale indicated in the relevant appeals procedure

