



Examination & CCA Policy and Procedures

Approved by Governors on 25 October 2016

Review Committee: Student Support

Review: Autumn Term 2018



EXAMINATION & CCA POLICY & PROCEDURES

Mission Statement

“Love one another as I have loved you” (John, 15)

We believe that Jesus Christ and his Gospel Call – to love God and all people – are at the heart of what we do.

He inspires us, as children of God, to uphold the dignity of each individual.

We strive to develop a community in Christ which fully supports all in achieving their potential – spiritually, academically and personally.

Emergency Evacuation of an Examination Room

The invigilator(s) **must** take the following action in an emergency such as a fire alarm or a bomb alert:

- stop the students from writing;
- Collect attendance registers (**in order to ensure all candidates are present**)
- Evacuate the examination room as detailed below:

Hall via the emergency doors directly onto the school field

Room 5 via the dining room/bus doors directly onto the grass

LSC/IEU/Braille Room/ Harbour Room via Food Tech and onto the grass

- Make sure that all question papers and scripts are left in the examination room and that it is locked;
- Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination;
- Make a note of the time of the interruption and how long it lasted;
- Allow the candidates the full working time set for the examination;
- If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination;
- Make a full report of the incident and of the action taken, and pass to the Examinations Officer to retain on file until the relevant date for Enquires about Results.

City & Guilds centres **must** send a report immediately after the examination to the Assessment Programme Manager, Policy and Regulation.

For on-screen tests, centres should refer to any software specific instructions to safeguard:

BS17.1a the security of assessment content and responses (for example by locking an assessment room which has been evacuated without closing down software);

BS17.2.1 procedures for dealing with hardware, software and communication failures (which may affect individual workstations or the whole network) should normally allow the candidate(s) to continue the assessment session at a different workstation or at a later time, if necessary, without loss of working time. In extreme cases it may be preferable to provide a paper assessment;

BS17.3 procedures for restarting an assessment after an unplanned break (i.e. an emergency or a technical failure) should ensure that the invigilator:

- a) Controls the restart;
- b) Re-sets the timing, where necessary;
- c) Ensures that candidates can re-access their previous responses where this is technically feasible and permitted by the assessment regulations.

Advice: Where the integrity of the examination or the candidates' performance may have been affected, a report should be sent to the appropriate awarding body by the Examinations Officer.

Non-Examination Assessment Policy

Definition

Non-examination assessment is a form of internal assessment for reformed GCSE qualifications where it is the only valid means of assessing essential knowledge and skills that cannot be tested by timed written papers. Non-examination assessment applies control over internal assessment at three points: Task setting, task taking and task marking.

Responsibilities

Head of centre:

- To be familiar with JCQ instructions for conducting non-examination assessment.
- Responsible to relevant GCSE awarding bodies to ensure that all non-examination assessments are conducted according to qualification specifications.

Examination Officer:

- To be familiar with JCQ instructions for conducting non-examination assessment.

Head of Department:

- To be familiar with JCQ instructions for conducting non-examination assessment.
- To understand and comply with specific instructions relating to non-examination assessment for the relevant GCSE awarding body.
- Ensure that individual teachers understand their responsibilities with regards to non-examination assessment.
- Ensure that they use the correct task for the year of submission and take care to distinguish between tasks and requirements for legacy and new specifications.
- To obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessments and ensure that such materials are stored securely at all times.
- To undertake appropriate departmental standardisation of non-examination assessments.
- Make appropriate arrangements for the security of non-examination assessment materials.
- To submit non-examination assessment marks to the relevant awarding body.
- To dispatch students' assessments for moderation.

Subject Teachers

- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specifications allow.
- Ensure that students and supervising teacher(s) sign authentication forms on completion of an assessment.

- Mark internally assessed components using the mark schemes provided by the awarding body. Via the HOD submit marks when required, keeping a record of the marks awarded. (Where assessments are marked internally teachers may disclose marks to candidates provided that it is made clear that the moderation process may result in changes to marks. They should NOT attempt to convert marks to grades in advance of the publication of results)
- Take part in appropriate departmental standardisation of Controlled Assessments.
- Retain candidates' work securely between assessment sessions.
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Ask the SENCO for any assistance required for the administration and management of access arrangements.

Task Setting

In accordance with specific GCSE awarding body guidelines, Head of Departments will be responsible for the selection of Non-examination assessment tasks from an approved list or for setting appropriate centre specific tasks.

Subject Teachers will ensure that students understand the assessment criteria for any given assessment task.

Task taking

Unless the awarding body's specification says otherwise, the following arrangements will apply. In accordance with JCQ regulations, invigilators and JCQ *No Mobile Phone & Warning to Candidates* posters are NOT required.

Teachers will ensure there is sufficient supervision to ensure that work can be authenticated as the candidate's own work. They will ensure they keep a record of each candidate's contribution in group work, where applicable. Teachers will also ensure candidates understand the need to reference work, give guidance on how to do this and make sure they are aware that they must not plagiarise other material.

Teachers can provide candidates with general feedback and allow candidates to revise and redraft work but must not provide model answers or writing frames specific to the task not assess the work and then allow it to be revised. Any assistance given must be recorded and taken into account when marking the work. Explicitly prohibited assistance must not be given and no assistance should be given if there is no means to record it and take account of it in the marking. Failure to follow this procedure constitutes malpractice.

Authentication

Candidates and teachers must sign the appropriate authentication declarations and these must be kept on file until the deadline for enquiry about results has passed.

Task Marking

Teachers are responsible for marking work in accordance with the marking criteria. Annotation should be used to provide evidence to indicate how and why marks have been awarded to facilitate the standardisation of marking within the centre.

Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place. They should retain evidence of internal standardisation.

Enquiries about results

Internally assessed component results cannot be reviewed individually. A review of moderation of the cohort is possible but only if an adjustment was made to the centre's marks by the awarding body.

Factors affecting individual candidate

If a candidate misses part of a non-examination assessment task through absence, an alternative supervision session will be organised.

GCSE CONTROLLED ASSESSMENTS POLICY

Definition

Controlled Assessment is a form of internal assessment which replaces GCSE Coursework. It encourages an integrated approach to teaching, learning and assessment. It is intended to enable teachers to authenticate and confirm that students have carried out the assessment tasks set in accordance with their examination specification. Controlled Assessment applies control over internal assessment at three points:

Task setting; task taking and task marking.

Three levels of control apply – high, medium and low.

Responsibilities

Head of Centre:

- To be familiar with Joint Council for Qualifications (JCQ) instructions for conducting controlled Assessment.
- Responsible to relevant GCSE awarding bodies to ensure that all Controlled Assessments are conducted according to qualification specifications.

Examinations Officer:

- To be familiar with JCQ instructions for conducting Controlled Assessment and other related JCQ documents.
- To be familiar with general instructions relating to Controlled Assessment from each relevant GCSE awarding body.
- In collaboration with head of Department/Subject Teachers, to submit Controlled Assessment marks to the relevant awarding body.
- In collaboration with Head of Department/Subject Teachers, dispatch students' assessments for moderation.

Head of Department

- To be familiar with JCQ instructions for conducting Controlled Assessment.
- To understand and comply with specific instructions relating to Controlled assessment for the relevant GCSE awarding body.
- To undertake appropriate departmental standardisation of controlled assessments.
- In collaboration with the Examinations Officer, to submit controlled assessment marks to the relevant awarding body.
- In collaboration with the Examinations Officer dispatch students' assessments for moderation.
- Make appropriate arrangements for the security of controlled assessment materials.

SENCO:

- To be familiar with JCQ instructions for conducting controlled assessment with reference to special access arrangements.
- Co-ordinator requests for special access arrangements.

Subject Teachers:

- To undertake controlled assessments in accordance with specific instructions from the relevant GCSE awarding body.
- To take part in appropriate departmental standardisation of controlled assessments.

Task Setting

In accordance with specific GCSE awarding body guidelines, Head of Department will be responsible for the selection of controlled assessment tasks from an approved list or for setting appropriate centre specific tasks. Subject Teachers will ensure that students understand the assessment criteria for any given assessment task.

Task Taking

Controlled assessment tasks will be undertaken with three levels of supervision

- **Formal (high level of control)**
 - **Informal (medium level of control)**
 - **Limited (low level of control)**
- *As specified in subject specifications**

Head of Department will be responsible for ensuring that an appropriate level of supervision is in place for each part of an assessment task.

Levels of supervision are clearly outline in each subject specification.

At this school formal supervision means:

- Candidates will be under direct supervision at all times – in most cases, supervision will be undertaken by the class teacher.
- Use of resources and interaction with others will be limited to what has been specified by the GCSE awarding body.
- Tasks will usually be undertaken during normal timetabled lessons in the usual teaching base.
- Use of mobile phones and internet /email access will be prohibited.
- If candidates have to use electronic storage devices for their assessment work or related resources appropriate checks will be made to ensure only permitted material is accessible.
- Subject specific display material with direct relevance to an assessment task will be covered.
- A record will be kept of the time and date of each assessment together with the name of the supervisor(s) and all students present for the sessions(s).
- A separate record of any incidents which occur during assessments will be kept.

At this school informal supervision means:

- Interaction with others, including group work is permitted.
- The level of supervision applied ensures that the school is able to confirm that plagiarism has not taken place and preparation for the final/formal assessment is the candidates own work.
- Sources used by candidates are clearly recorded.

At this school limited supervision means:

- Some aspects of work may be undertaken completely without supervision outside the classroom – this may include research and data collection.
- Class teachers will make close reference to the relevant awarding body's specifications when applying limited supervision.

Task Authentication and Marking

Each year, before the first controlled assessment is conducted in school candidates will be reminded of the key points from JQC Notice to Candidates GCSE and Principle Learning: Controlled Assessments.

Before assessment tasks are submitted, candidates will be required to sign a declaration confirming that the work is their own and that assistance given/sources used have been acknowledged.

Class teachers responsible for supervising and marking controlled assessments are also required to sign a declaration confirming that candidates have completed work under the appropriate conditions and they are satisfied the work has been produced solely by that candidate.

This school will use the JCQ declaration of authentication for controlled assessments or a similar document provided by the relevant GSE awarding body.

If either the candidate or the assessor is unable to sign this declaration, zero marks will be awarded for the assessment task. If candidate malpractice is suspected, this will be referred to the relevant Head of Department and Examinations Officer who will follow the guidance set out in the JCQ instructions for controlled assessments.

Internally assessed tasks will be marked by the class teacher according to the requirements of the subject specification. Work will be annotated according to subject specification requirements.

Internal standardisation will be completed before external moderation to ensure all work has been marked to the same standard.

If a controlled assessment task is to be externally assessed, all work and authentication declarations will be submitted according to awarding body requirements and deadlines.

Factors affecting individual candidates

If a candidate misses part of a controlled assessment task through absence, an alternative supervised session will be organised.

The school will follow the procedures set out in JCQ guidelines if assessment tasks are lost or accidentally destroyed at the school.

Special Access Arrangements will be agreed according to the published JCQ guidance on Access Arrangements. This will be co-ordinated by the SENCO.

The school will consider requests to repeat controlled assessment tasks if they are made before marks have been submitted to the relevant awarding body.

Decisions will be made on an individual basis, by SLT, in consultation with Subject Leaders.

Schedule for Controlled Assessment

The school will produce a schedule showing periods of controlled assessment for each subject.

As far as possible the school will adhere to the published schedule of assessments.

Risk management process – editable template

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Timetabling			
Controlled assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. at the start of the academic year)	Plan dates in consultation with school calendar – negotiate with other parties	Headteacher, Head of Department
Too many controlled assessments close together across GCSE subjects	Plan controlled assessments so they are spaced over the duration of the course.	Space controlled assessments to allow candidates some time between them	Headteacher, Head of Department
Accommodation			
Insufficient, space in classrooms for candidates	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessments	Use more than one classroom or multiple sittings where necessary	Headteacher, Examinations Officer, Head of Department.
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities.		Headteacher, School Business Manager, IT Manager, Head of Department

Please note: The risks and issues included in this template are illustrative only.

Risk management process – editable template

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Downloading awarding body set tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT Equipment well ahead and download tasks before scheduled date of assessment.	Head of Departments, Network Manager
Teaching staff unable to access task details	Test secure access rights ahead of controlled assessment schedule every year and every session.	Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the controlled assessment schedule	Head of Department, Exams Officer
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	Head of Department
Accommodation			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		Head of Department.
Candidates have a scheduling clash for exams or assessment (possibly offsite on consortium teaching)	Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes	Check before booking the date; provide an alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashes NB retakes of controlled assessment are limited	Headteacher, Head of Department

Please note: The risks and issues included in this template are illustrative only.

Risk management process – editable template

Risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Control levels for task taking			
Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required.	See guidance from the awarding body	Examinations Officer, Head of Department
Supervision			
Student study diary/plan not provided or completed*	Ensure teaching staff are aware of the need for study diary/plans to be completed early in course	Ensure candidates start, continue and complete study diary/plans that	Head of Department
Teaching staff do not understand that the supervision of controlled assessments is their responsibility	Ensure teaching staff fully understand the nature of controlled assessments and their role in supervising assessments		Head of Department
A suitable supervisor has not been arranged for an assessment where teaching staff are not supervising	A suitable supervisor must be arranged for any controlled assessment session where a teacher is not supervising, in line with the awarding body's specification		School Business manager

*Not all GCSE controlled assessments will require the completion of a study diary or study plans

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Risk management process – editable template

Risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Task setting			
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification**	Seek guidance from awarding body	Examinations Officer, Head of Department
Assessments have not been moderated in line with the awarding body's specification	Check specification and plan required moderation appropriately	See guidance from the awarding body	Examinations Officer, Head of Department
Supervision			
Assessment tasks not kept secure before assessment	Ensure teaching staff fully understand the importance of task security	Contact the awarding body to request/obtain different assessment tasks	Head of Department
Candidates' work not kept secure during or after assessment	Define the appropriate level of security, in line with the awarding body's requirements, for each department as necessary	Seek guidance from the awarding body	Head of Department
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within the centre	Headteacher

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

Please note: The risks and issues included in this template are illustrative only.

Risk management process – editable template

Risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and the penalties for not meeting them	Mark what candidates have produced by the deadline Seek guidance from awarding body on further action	Examinations Officer, Head of Department
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to the awarding body deadline) to complete marking/paperwork (Marks can then be processed and submitted ahead of awarding body deadlines)		Examinations Officer, Head of Department
Supervision			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign	Find candidate and ensure authentication form is signed	Head of Department
Teaching staff fail to complete authentication forms or leave before completing the authentication process	Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature	Return the authentication form to the teacher for signature Ensure authentication forms are signed as work is marked	Head of Department

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